MAHARISHI INTERNATIONAL UNIVERSITY
Formerly Maharishi University of Management

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CATALOG
2020 - 2021

Undergraduate and Graduate Programs

Consciousness-Based Education
Fairfield, Iowa

Maharishi International University, founded 1971
Former Name from July 1995 to December 2019:
Maharishi University of Management
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Maharishi International University
Fairfield, Iowa 52557

Phone: (641) 472-1110 • Fax: (641) 472-1179 • E-mail: admissions@miu.edu

NONDISCRIMINATION POLICY

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

Anyone who has any concerns or inquiries regarding this policy should feel free to contact the MIU Title IX Officer, Maharishi International University, Fairfield, Iowa, 52557, (641) 209-1879, ext. 117, croesler@miu.edu or the U.S. Department of Education Office for Civil Rights Lyndon Baines Johnson Department of Education Bldg. 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481 FAX: 202-453-6012; TDD: 877-521-2172 Email: OCR@ed.gov.

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

The Maharishi International University Catalog of Courses is published for informational purposes and should not be construed as the basis of a contract between a student and Maharishi International University. 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 International University makes available to the public, upon request, all consumer information required by the Office of Education Rules and Regulations. Consumer information about the University includes, but is not limited to, the following: academic programs, educational costs, financial aid, academic progress requirements, student retention rates, and crime statistics. This information is available from the Registrar’s Office, Enrollment Center, Dreier Building (mailing address: Fairfield, Iowa 52557).

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Students may withhold their “Directory Information” by submitting a written request to the Registrar’s Office at registration or by the end of the first week of classes each term. *Note:* exceptions may be made in situations where the health and safety of the student and/or others are at risk.

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

MAHARISHI MAHESH YOGI

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

“Education at Maharishi International University 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.”
INTRODUCTION TO THE UNIVERSITY

FOUNDING GOALS

Maharishi International University was founded in 1971 with the following seven goals.

- To develop the full potential of the individual
- To realize the highest ideal of education
- To improve governmental achievements
- To solve the age-old problem of crime and all behavior that brings unhappiness to our world family
- To bring fulfillment to the economic aspirations of individuals and society
- To maximize the intelligent use of the environment
- To achieve the spiritual goals of humanity in this generation

MISSION STATEMENT

Higher Education for Higher Consciousness

At Maharishi International University, we recognize that everyone has an infinite field of creativity, intelligence, and happiness within. Our mission is to help students awaken this field in their everyday experience, enriching all aspects of their lives.

We expand the traditional scope of education to nurture the whole person: consciousness, mind, body, and relationships. We welcome students who want to develop their full potential through a holistic education that integrates the growth of consciousness with cutting-edge knowledge and invaluable career skills.

We call this Consciousness-Based education.

Consciousness-Based education combines daily practice of the Transcendental Meditation (TM) technique taught by Maharishi Mahesh Yogi with an approach to learning grounded in deep, universal principles of life — principles rooted in the world’s
most ancient and venerable knowledge traditions, now verified by the latest scientific breakthroughs.

The TM technique enables students to optimize brain functioning and grow demonstrably in intelligence, creativity, learning ability, and overall well-being — the foundation for personal fulfillment and professional success.

We offer innovative academic programs that emphasize experiential learning and core skills that will serve students throughout their lives, no matter where their journey takes them.

Our professors are dedicated to helping students achieve their goals and to continuously improving teaching and learning. Through their scholarship and creative work, faculty expand and apply profound knowledge of both consciousness and their academic disciplines.

In every course, students experience how all fields of knowledge are interconnected and emerge from consciousness, their own Self. This enables students to understand knowledge deeply, feel at home with every subject, and become genuinely excited about learning and about developing the full potential of their own consciousness.

Our students thrive in an inclusive, mutually supportive community that welcomes people from all belief systems and walks of life — a community where everyone is committed to personal growth, raising the quality of collective consciousness, and addressing urgent societal needs to change the world for the better.

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**OUR CORE VALUES**

Our Core Values at Maharishi International University express key principles that inform, guide, and serve as touchpoints for our educational and management practices and our campus culture.

1. **Development of consciousness**
   We are committed to developing our full potential — intellectual, emotional, physical, and spiritual — through the application of proven technologies of consciousness, including the Transcendental Meditation technique and its advanced programs. We are further committed to serving society through group practice of these technologies, scientifically demonstrated to promote positive trends and reduce negative trends in society. Finally, we are committed to preserving our Founder’s unique and invaluable
scientific knowledge of consciousness in its completeness and purity, generation after generation.

2. Engaged learning
We value engaged learning and inquiry centered around students, where students deepen knowledge, build vital skills, challenge assumptions, stretch boundaries, and serve their community and their world. Faculty embrace innovative best practices and expect to learn as much as the students. The faculty and students connect the deepest, most important ideas in their field with universal principles of consciousness, inspiring the students to actualize their own unlimited potential. Students, faculty, and alumni lead lives of continuous learning, service, and growth.

3. Health and happiness
We value health and well-being, safety and enjoyment, positivity and fun.

4. Inclusive and responsive community
We welcome and celebrate a rich diversity of cultures, backgrounds, identities, and values in a community that cultivates openness and togetherness, authenticity and respect, kindness and mutual support.

5. A thriving world
We are dedicated to solving humanity’s pressing environmental and social challenges, with a vision of creating a world of peace and prosperity, compassion and justice, and harmony with nature.

ABOUT THE UNIVERSITY

Maharishi International University is a fully independent, nonprofit, Iowa corporation and is tax-exempt under section 501(c)(3) of the Internal Revenue Code.


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

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

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

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

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

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

General Education refers to those courses the faculty have deemed important enough to require of all students. It is generally advisable to complete the General Education requirements before entering the major. At Maharishi International University the General Education program covers the knowledge and skills students need for professional success, personal fulfillment, and responsible citizenship in a rapidly changing world. It includes a thorough and systematic understanding of consciousness because human consciousness lies at the basis of all fields of study.

There are four fundamental components to the General Education curriculum at the university:

- Essential Learning Outcomes woven into the curriculum
- 34 credits of required coursework (some of which may be waived through transfer credit)
- A Development of Consciousness program embedded in the curriculum
- A Forest Academy program that begins every semester with the study of interdisciplinary themes from the Science and Technology of Consciousness together with deep rest and rejuvenation.

These components are described in more detail below.

ESSENTIAL LEARNING OUTCOMES

1. Development of consciousness
2. Health
3. Holistic thinking
4. Creativity
5. Critical thinking
6. Communication
7. Problem solving
8. Teamwork and leadership
9. Local and global citizenship
1– DEVELOPMENT OF CONSCIOUSNESS

*Graduates are able to* . . .

Display improvements in perception, thinking, feeling, and overall growth of consciousness.

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

2– HEALTH

*Graduates are able to* . . .

Display a healthy and optimal quality of life that allows them to get through their daily activities without undue fatigue or physical stress.

This outcome is measured through a standardized assessment developed by the Duke Health Profile.

• Assessment: Duke Health Profile

3– HOLISTIC THINKING

*Graduates are able to* . . .

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

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

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

4– CREATIVITY

*Graduates are able to* . . .

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

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

• Assessment: AACU Creative Thinking VALUE Rubric
5– CRITICAL THINKING

Graduates are able to . . .

Evaluate a thesis or judgment on the basis of logic, reliable evidence, ethical values, and openness to alternative assumptions and points of view.

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

• Assessment: A campus-developed rubric, based on an eight-point scale.

6– COMMUNICATION

Graduates are able to . . .

Listen to and express ideas, feelings, and information in speech, text, and other media.

This outcome is measured through classroom or standardized measures of oral presentations, in-class writing, reports, research papers, and multi-media presentations.

• Assessment: Campus-developed rubrics for writing and oral communication.

7– PROBLEM SOLVING

Graduates are able to . . .

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

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

• Assessment: AACU: Problem Solving VALUE Rubric

8– TEAMWORK AND LEADERSHIP

Graduates are able to . . .

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

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

• Assessment: AACU Teamwork VALUE Rubric
9– LOCAL AND GLOBAL CITIZENSHIP

*Graduates are able to . . .

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

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

• Assessment: AACU Global Learning VALUE Rubric

REQUIRED COURSES

All students, with exceptions for advanced transfer students,* must take all of the following courses in the General Education curriculum:

• STC 108 The Science and Technology of Consciousness (STC) (6 credits). This is the first course that all undergraduate students take upon entry to the University regardless of their major, and serves as the foundation of all other courses.

• WTG 191 College Composition 1 (4 credits). This course may be waived through transfer or through demonstrated competency prior to, or immediately after, enrolling at the University. Please speak with Admissions to take a competency assessment.

• WTG 192 CCTS: College Composition 2 (4 credits) or WTG 195 Writing for Professional Development (4 credits online). These courses may be waived through transfer credits.

• PH101 Physiology is Consciousness (4 credits). Recommended for one’s first year of study.

• CCTS: The Critical and Creative Thinking courses (4 credits) offered in most undergraduate majors. Students must select one of these courses in their first year of study and can use a CCTS in any subject field to satisfy this general education requirement. Students learn how to evaluate and formulate a position based on an open- and fair-minded analysis of evidence.

• FOR 103 Health-Related Fitness (2 credits). Students are expected to take this Forest Academy course in their second semester (see below for more extensive discussion of Forest Academies).

*Students with the maximum allowable 90 credits accepted for transfer need take only one of the two science courses (PH 101 or PHYS 310) and are exempted from FOR 103.
- **College-level math course (4 credits).** This requirement may be met through transfer credit. Courses that meet this requirement include various mathematics courses (MATH 153 or higher), statistics, and quantitative reasoning. For a full listing of the means of satisfying this requirement, look at “Math Requirements and Placement Policies” under Bachelor’s Degree Requirements in the Academic Policies section of this catalog.

- **PHYS 310 Foundations of Physics and Consciousness (4 credits).** Students are encouraged to take this required course sometime during the last two years on campus and preferably after meeting their college math requirement.

- **FOR 431 Higher States of Consciousness (2 credits).** Students may take this course as their third Forest Academy course or in a later semester. It complements the knowledge and experience provided in the Science and Technology of Consciousness course.

**DEVELOPMENT OF CONSCIOUSNESS PROGRAM**

In addition to the courses above that are part of the General Education Requirements, students are expected to participate in the Development of Consciousness Program during their undergraduate or graduate career on campus or online. This program, in addition to supporting continuous development of a student’s cognitive and socio-emotional learning abilities, it also promotes holistic health and all-round happiness.

This Development of Consciousness Program begins with instruction in the Transcendental Meditation program before or shortly after their arrival on campus, as well as the twice daily practice of Transcendental Meditation. On campus the program continues with regular morning meditation done in a campus-wide group or in one’s own room, as well as an afternoon in-class group meditation that is part of every course.

Students who wish to receive additional credits may also elect to enroll in a more formal Development of Consciousness course in the Transcendental Meditation Program (DC 320) for one credit per semester, or, in the case of the Transcendental Meditation-Sidhi Course (DC 332), for two credits per semester. For additional information about these courses, see course descriptions in the Department of Development of Consciousness section of this catalog.
Vision of the Forest Academy Program

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

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

See below for a complete list of topics offered in 2020-2021.

Forest Academy Program Graduation Requirement

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

Science and Technology of Consciousness Graduation Requirement

Undergraduate Students

In their first semester, students take the Science and Technology of Consciousness course (STC 108) as a prerequisite to all subsequent course work at the University. This course takes the place of a Forest Academy course in that semester. During their second semester, all undergraduate students who have not been exempted must complete FOR 103 Health-Related Fitness, which is a prerequisite for all subsequent Forest Academy courses. (Students who enter the university as transfer students in their third year may qualify to be exempted from this requirement)
FOR 431 Higher States of Consciousness is recommended to be taken in the third semester. Thereafter, in all following semesters, students take a Forest Academy course of their choice from those being offered at that time.

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

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

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

**C O U R S E S**

**STC 108 Science and Technology of Consciousness**
This course orients students to the University and to Consciousness-Based education. Students learn the Transcendental Meditation technique and begin to explore the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. 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 range of life is unfolded through Consciousness-Based education. As part of this course, students participate in a 3-to-4-day base camp that focuses on team building, group processes, and leadership skills. *Note:* This course is a prerequisite to all other courses at the University, though a student who fails to complete it may, upon appeal to the Academic Standards Committee, continue with limited additional courses before re-taking the course. In this case, students must retake the course at the next available opportunity in the class schedule. (6 credits)

**STC 505 Science & Technology of Consciousness Applied to the Creative Process 1**
This first year STC course for the MFA in Creative Writing offers a general introduction to Consciousness-Based Education, exploring a new paradigm in which consciousness is
Principles of consciousness are examined through personal experience and scientific inquiry, plus considered in the context of mythology and literature—all with the aim of helping students unfold their own creative potential as poets and writers. In addition, this introductory course offers support with the practice of the Transcendental Meditation technique, plus an introduction to Maharishi yoga asanas and various healthy self-care routines beneficial to the writing life. Please note that STC 505 credits don’t add toward the MFA in Creative Writing’s graduation requirements. (Required for MFA in CW students new to STC, 2 credits)

**STC 506A Science & Technology of Consciousness**
This course orients students to the University and to Consciousness-Based education. Students learn the Transcendental Meditation technique and begin to explore the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. 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 range of life is unfolded through Consciousness-Based education. (2 credits)

**STC 506B Leadership for Tech Managers**
The goal of this course is to provide students with knowledge and skills in leadership, including communication skills as preparation for future leadership roles. By the end of this course, students will understand the answers to key questions regarding effective leadership, including the following: •Are there ‘natural-born’ leaders? •Do you have to have charisma to lead effectively? •What one asset is required to be a leader? •What is the difference between managing and leading? •What are the many ‘intelligences’ required to lead in this era? •What is ‘management malpractice’ and how does it lead to self-sabotage? •Knowing that feedback is essential to the leading process, how do we get over the fear of giving and receiving it? •What is the source of 80% of the problems found in the workplace? •Is there scientific research available to assist the organization in improving its individual and team leadership skills? •Guest speakers will include eminent entrepreneurs, computer scientists, philanthropists, academics, and other prominent leaders in society. (2 credits)

**STC 508 Science and Technology of Consciousness™**
This course explores the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. Students study the full range of consciousness from individual experience to a fundamental field of intelligence that underlies all of life and how this is unfolded through Consciousness-Based education. Scientific research on the benefits of the practice of the Transcendental Meditation technique complements theory from Maharishi’s Science of Creative
IntelligenceSM. Topics include: the nature of mind and body, the qualities and development of creative intelligence, enlightenment and higher states of consciousness, and collective consciousness and the Maharishi Effect. (4 credits – course may be offered in separate parts of 1-2 credits each)

**STC 509 Science and Technology of Consciousness Applied to the Creative Process**
This second year STC course for the MFA in Creative Writing delves more deeply into the relationship between consciousness and the creative process, helping students fine-tune their creative intuition. Accessing the most profound layers of oneself enhances the writing life, making it easier for poets and writers to problem-solve, leap to surprising and fresh associations, stay in the flow, adopt a sustainable writing routine, and find their authentic voice. Principles of consciousness are examined in-depth, both through personal experience and intellectual inquiry. Interactive assignments, readings, and exercises explore creative approaches to help students develop their full potential as poets and writers. The course also offers regular checkings and continued support for the practice of the Transcendental Meditation technique. Please note that STC 509 credits don’t add toward the MFA in Creative Writing’s graduation requirements. (Required for MFA in CW students new to STC, 2 credits)

**STC 510 The Writer and the Self—Consciousness and Creative Process: Tracking the Path of Transcending**
This online course offers students a deep immersion in their own unbounded creative nature. Consciousness and creativity form the perfect foundation for a prolific writing life. Students track the path of transcending through the practice of Transcendental Meditation as well as through writing, reading, and creative process. Every component of the course nudges students to open the faucets of creativity and rediscover the joy and bliss inherent in creative expression. This involves making mistakes, trying, and experimenting without self-censorship or push for perfection. Interactive assignments are designed to inspire a self-reliant, sustainable creative routine as well as a nourishing, authentic relationship between self, Self, and Muse. This course includes basic and refresher knowledge about the practice of the Transcendental Meditation technique and the process of transcending geared toward each student’s level of experience. *Required for students in the low-residency MFA in Creative Writing* (2 credits)

**STC 511 Literature and the Self—Literary Techniques that Expand Awareness: The Spontaneous Outburst of Both the Heart and the Mind of the Poet/Writer**
This online course examines consciousness through a literary lens, making connections between the craft of writing and the self and Self of the poet/writer. Textbook for the course is *The Flow of Consciousness*, a compilation of talks by Maharishi Mahesh Yogi on literature, writing, and consciousness edited by Rhoda Orme-Johnson and Susan
Andersen. Seminars, readings, and interactive writing assignments explore literary
techniques that poets and writers use to culture expansion of awareness: how sound offers
a framework for silence; how rhythm and repetition push the mind to transcend; the
function of the gap (white space, pause, cesura); the relationship between name and form,
and more. Required for students in the low-residency MFA in Creative Writing (2 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 CareSM program concerning the optimum daily routine for
establishing the foundation for lifelong excellent health and growing enlightenment. The
major focus is on the details of the ideal routine of sleep, diet, exercise, meaningful
activity, recreation, and the importance of the regular experience of pure consciousness
for optimum health and evolution. This course combines both lectures and physical
activity labs. (2 credits— may not be repeated for credit)

FOR 200 Interdisciplinary Study and Dharma
The undergraduate years are a formative time for personal growth. During this course,
students will appreciate the value of connecting different disciplines of knowledge to
their own self. Activities include: the study of Maharishi's writings on interdisciplinary
learning and dharma, setting personal and professional goals, developing a degree plan,
setting up an academic portfolio, and developing an elevator pitch for their major and
MIU. (2 credits)

FOR 205 Linguistics and Language Awareness: Social Context and Moving Toward
Frictionless Flow
Language awareness is above all concerned with the context of language. Rooted in
sociolinguistics, language awareness is the practice of using knowledge of how language
functions toward the ultimate goal of understanding why it functions the way it does,
emphasizing language that is contextually appropriate over language that is correct.
Losing the distinction between correct and appropriate often results in unfortunate
consequences for those who are unable or unwilling to conform to the “standard” dialects
of their language. Linguistics and Language Awareness will challenge popular myths
about language and examine both internal and external attitudes toward language, with
particular attention on negotiating social boundaries to improve how people communicate
and relate to each other. The course will provide students with an introduction to the
basics of linguistics, including phonetics, phonology, semantics, grammar, syntax, and
more, examining how increased awareness of the sociolinguistic dimension of language,
in particular, can work in tandem with the practice of Transcendental Meditation to
benefit movements for social justice, foster harmonious relationships between people and
groups, and bring us closer to a frictionless flow of communication. (2 credits)
**Prerequisites:** WTG 192 or consent of the instructor; FOR 103

**FOR 206 Writing for Life**
This course will be a study in incorporating the practice of writing, creative expression, and rest into everyday life. Our goal will be to make something like writing more approachable for the those who find the task daunting but will also act as a reinforcement for those who already enjoy the practice of the written word. The main projects will be a daily journal and a personal essay. There will also be an option to do a three day retreat but it is not required. (2 credits) **Prerequisite:** FOR 103

**FOR 207 The Forest of Myth**
When taken literally, mythology appears to be little more than a collection of entertaining stories. However, when approached symbolically, mythology reveals how different cultures relate to the cosmos and to themselves. In this context, gods and goddesses, heroes and heroines, demons and monsters, all come to represent human emotions, psychological structures, seasonal patterns, laws of nature, and so on. This course provides a small sampling from world mythologies with a focus on their thematic relevance to contemporary life and to consciousness. In addition to applying an archetypal approach to mythology, principles from the Science and Technology of Consciousness will also be applied to the narratives. The course also includes an on-campus star-watching class session where we will identify constellations from the Egyptian, Greek, and Vedic traditions, accompanied by their corresponding cosmological mythologies. At the end of the course, students will select a myth with which they resonate and describe how it relates to their own life. (2 credits) **Prerequisite:** FOR 103

**FOR 320 Experience the Self: Integrating the Experience and Understanding of Consciousness to Enjoy Life**
The purpose of this course is to support your personal growth by providing experiences and knowledge that help you enjoy, appreciate, and understand the Transcendental Meditation program and Maharishi Yoga Asanas. You will have the opportunity to do asanas, pranayama, and TM twice a day in class during the regular class time, followed by discussions of experiences, short videos of Maharishi, and activities to express and integrate your growing awareness. (2 credits) **Prerequisite:** FOR 103

**FOR 370 Art: A Mirror of Consciousness**
Art is structured in the consciousness of the artist and the viewer. You will explore how paintings and sculptures mirror the qualities and potentials of your own consciousness. You will discover that the greatest art allows us to transcend through all layers of awareness: the senses, intellect, and feelings to universal consciousness, the unified field
of awareness deep within everyone. You will also create art that expresses your own experiences of consciousness. This course includes videos and transcripts of talks by Maharishi on art. (1 credit)

FOR 371 World Art: Expressing Higher Consciousness
Art reflects the consciousness of the individual, the collective consciousness of the culture, and the universal consciousness that lies deep within everyone. You will explore examples of Chinese, Indian, African, Islamic, and Native American art which suggest higher states of consciousness. You will also create art works, like mandalas, that reflect the full range of your awareness and identity. This course includes videos and transcripts of talks by Maharishi on art. (1 credit)

FOR 372 Yoga in Art: Transcending to Experience the Universal Self
What are the deeper meanings of yoga? You will discover these through readings from Maharishi and the Vedic literature, Indian art, and creating art. You will relate these to your own experiences of transcending and the growth of consciousness. You will also explore more advanced aspirations of yoga: self-referral awareness, the TM-Sidhi program, and higher states of consciousness. This course also provides an opportunity to stabilize the practice of yoga asanas. (1 credit)

FOR 373 The Vedic World View in Art: Exploring a Consciousness-Based Reality (1 credit)
Through interpreting and creating art, you will explore the Vedic world view that is the foundation of Maharishi Ayurveda. You will compare and contrast the world views crystallized in Indian and European art, including modern Western art that suggests that consciousness is the primary reality of the universe. You will reflect on your own world view by connecting it to ideas in the course, and by creating art. (1 credit)

FOR 330 Consciousness and the Future of Agriculture 2 (STC part 2)
In this block students will connect the deep experience of Transcendental Consciousness to regenerative organic agriculture practices. The eight stages of plant growth will be understood as a manifestation of the five elements, as well as mind, intellect and ego. Students will be experience how Vedic recitations by trained Maharishi Vedic Pandits can enliven these eight stages in a plant to produce food that represents Brahman or totality. Students will harvest crops and gain experience in marketing them at different locations. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 399 Directed Study
(variable credits) Prerequisite: consent of the MVS department faculty and the Academic Standards Committee
FOR 403 Creativity and the Image in Studio Art: Engaging the Dynamics of Natural Law
Visual expression in works of art reveals the artist’s connection with the deep laws fundamental to seeing and creating visual images. In this course students explore art through a variety of videotape offerings presenting perspectives on creativity and the arts. Students see tapes of Maharishi speaking on the creative process and engage in discussions related to topics in creativity. Tape and discussion sessions are complemented by studio exercises that address the development of image in two dimensions, allowing students to focus on the creative process and experience it as a part of themselves. Lab Fee $10 (2 credits) Prerequisite for undergraduates: FOR 103

FOR 424 Professional Success: Skill in Action
The goal of this course is to familiarize students with soft skills — intrapersonal and interpersonal — that determine a person’s ability to excel or at least fit in a particular social structure, such as a project team or a company. These skills include competencies in areas such as communication, personal habits, time-management, personal relations, etiquette, self-motivation, self-discipline, persuasion, etc. Students will understand cultural orientation of the U.S. i.e., how people in the U.S. speak, act, negotiate and make decisions. They will also learn how these skills arise from their common source in the eternal laws of nature as explained by the Science of Creative Intelligence. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 425 Maharishi on Literature and Language
In this course, students view lectures by Maharishi on literature and language. Students also read transcripts of each lecture in the book The Flow of Consciousness: Maharishi on Literature and Language, edited by Rhoda Orme-Johnson. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 430 Topics in Maharishi Vedic Science
This course presents the knowledge in Maharishi Vedic Science, as formulated by its Founder, Maharishi Mahesh Yogi, and as applied to all streams of knowledge by the University faculty. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite for undergraduates: FOR 103

FOR 431 Higher States of Consciousness in Maharishi Vedic Science: The Awakening of Total Knowledge in Human Awareness
This course explores the unfoldment of higher states of human consciousness — the full realization of your own limitless potential — as described by Maharishi and as
experienced naturally and spontaneously by Transcendental Meditation practitioners and by people throughout history. The course examines the experiences belonging to each state, the developmental processes that culture each state, pertinent research, and practical outcomes of these experiences in daily life, thereby providing an overview of the range of possible experiences on the way to full enlightenment. This course is question-and discussion-driven, with an emphasis on connecting this understanding of higher states to your own experiences. This course is a General Education graduation requirement for all students (see MVS 202 as an alternative). (2 credits) Prerequisite: FOR 103 or PH 101.

FOR 433 Women, Wisdom, and the World: Enlivening the Creative Light of Consciousness in Our Lives
This course will explore the principle of the divine feminine through consideration of different historical perspectives. We will discuss models of ‘power’ and how these impact both women and men in their lives. We will expand our knowledge of our relationship with ourselves, others, and nature in light of our theme: Pathways to Partnership, and explore how together we can have the greatest impact on the world around us. (2 credits) Feminine spectrum only, Prerequisite for undergraduates: FOR 103

FOR 433M Women, Wisdom, and the World, A Course for Men: Exploring and Creating Pathways to Partnership
This course will explore the principle of the divine feminine through consideration of different historical perspectives. We will discuss models of ‘power’ and how these impact both women and men in their lives. We will expand our knowledge of our relationship with ourselves, others, and nature in light of our theme: Pathways to Partnership, and explore how together we can have the greatest impact on the world around us. Includes a required 3-day TM Retreat/World Peace Assembly (2 credits) Male spectrum only, Prerequisite for undergraduates: FOR 103

FOR 434 Creativity, Art, and Maharishi Vedic Science
Visual expression in works of art reveals the artist’s connection with the deep laws fundamental to seeing and creating visual images. In this course students explore art through a variety of videotape offerings presenting perspectives on creativity and the arts. Students see tapes of Maharishi speaking on the creative process and engage in discussions related to topics in creativity. Tape and discussion sessions are complemented by studio exercises that address the development of image in two dimensions, allowing students to focus on the creative process and experience it as a part of themselves. Lab Fee $10 (2 credits) Prerequisite for undergraduates: FOR 103
FOR 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 452 Maharishi Gandharva VedaSM Music: The Eternal Rhythms and Melodies of Nature
Gandharva Veda is the music of the ancient Vedic civilization, known today as North Indian classical music. Traditionally, its goal is to create balance and harmony in the physiology and environment through resonance with the frequencies of natural law. Taught from the perspective of Maharishi Vedic Science, this survey course introduces the basic of Gandharva music through listening, recitation, singing, playing, rhythm practice, and simple improvisations. Prior musical training is not necessary. (2 credits)
Prerequisite for undergraduates: FOR 103

FOR 458 Āyurvedic Cooking
This course provides principles and practical knowledge of how to promote good health through proper nutritious diet. Students learn to select their own specific diet based on their body type and according to time of day and season, to achieve balanced digestion in order to promote optimal nourishment and health. Topics include: cooking method and its effect on quality, the right time to cook and eat, the cycle of seasons as well as life’s seasons, the effects of food on the development of higher stages of consciousness. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 466 Introduction to Consciousness-Based Education
In this course students explore the depth, breadth and practicality of Consciousness-Based education. Topics include: Components of Consciousness-Based education; Maharishi’s principles of ideal teaching, communication, and behavior; Quiet Time programs; and designing an ideal school. (2 credits) Prerequisite for undergraduates: FOR 103
FOR 477 Vedic Dance: Introduction to Bharata Nātyam
Students will enjoy daily lessons in the beginning dance steps of Bharata Nātyam, as well as presentations on the unique components of this ancient form and the underlying principles of Vedic Dance in light of Maharishi Vedic Science. Daily practice sessions include instruction in beginning Adavus (basic units of dance), Hasta Mudrās (hand positions), and Shloka (a short expressive dance piece). The course also includes dance demonstrations and presentations of knowledge on the origins, evolution, and composition of Bharata Nātyam as well as the health benefits of Vedic Dance Therapy. Course fee: $40. Prerequisite for undergraduates: FOR103. No previous dance training necessary.

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

FOR 498 Teaching Practicum
Students expand, express and apply their growing knowledge of Maharishi Vedic Science by functioning as professional exponents of Consciousness-Based Education, the educational system based on Maharishi Vedic Science. (2 credits) Prerequisites for undergraduates: FOR 103 and consent of department

FOR 500 The Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge). Students not yet instructed in the Transcendental Meditation program learn this simple, effortless
technique as part of the SCI course. (4 credits) Course may be taught in two separate parts of 2 credits each; course is complete when both are taken.

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

**FOR 504 Leadership for Technical Managers**
This course is an interactive, thought-provoking, and fast-moving workshop that challenges the major myths about leading and counters with a new mindset. The purpose of the course is to erase the mythology surrounding leading and leadership and introduce new knowledge so that authentic leadership is reflected and multiplied at every level of the organization, thereby increasing productivity and lowering stress. Ultimately, the goal of the course is to take the individual and team to its next level of success by focusing on improvement of communication, leadership, and influence skills. (2 credits)

**FOR 591 Advanced Topics in Maharishi Vedic Science**
In this graduate-level course students examine the foundational principles of Maharishi Vedic Science. Careful consideration is given to the logic and structure of Maharishi’s lectures and writings. (variable credits)

**FOR 595 Faculty Training Course, Part 1: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course introduces new MIU faculty to the principles and practices of Consciousness-Based education. Topics in this course include key features of Consciousness-Based education, with particular attention to the Main Points Chart. This course includes a 3-day TM Retreat or World Peace Assembly. (2 credits) Prerequisite: consent of instructor

**FOR 596 Faculty Training Course, Part 2: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course for new MIU faculty continues their introduction to the principles and practices of Consciousness-Based education. Topics in this course include the learning cycle of Knowledge-Action-Achievement-Fulfillment, the University’s Essential
Learning Outcomes, the MIU syllabus, the Student Learning Chart, review activities, and the Course Overview Chart. (2 credits) **Prerequisite:** consent of instructor

**FOR 597 Faculty Training Course, Part 3: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course for new MIU faculty completes their introduction to the principles and practices of Consciousness-Based education. Topics in this course include the Unified Field Chart, the Unity Chart, the structure of an effective lesson, and Maharishi’s Principles of Ideal Teaching. (2 credits) **Prerequisite:** consent of instructor

**FOR 700 Vedic Science Research: Using Maharishi Vedic Science to Illustrate Fundamental Principles in Dissertations**
This course provides an opportunity for PhD students to investigate the relation of Maharishi Vedic Science to their dissertations. What students produce in the course forms the seeds for sections in their final dissertation. 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 PhD students from all departments in the University. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) **Prerequisite:** Students must be in a doctoral program and have completed their Qualifying Exam.
DEPARTMENT OF APPLIED ARTS AND SCIENCES

• Christopher Jones, EdD, Chair, Professor of Education, Dean of Assessment and Undergraduate Studies
• Paula Armstrong, MA, Assistant Professor of Education, Director of the Individualized Major Program, Director of Academic Advising and Support
• John Hagelin, PhD, Professor of Physics and President of Maharishi International University, by courtesy
• Anne Dow, PhD, Professor of Mathematics, by courtesy
• Cathy Gorini, PhD., Professor of Mathematics, by courtesy
• Fred Travis, PhD, Professor of Maharishi Vedic Science and Dean of the Graduate School, by courtesy
• Ben McClendon, PhD, Assistant Professor of Literature, by courtesy
• Matthew Beaufort, Associate Professor of Humanities
• Dustin Matthews, BPE, MEd, MA, Instructor of Exercise and Sport Science
• Tania Kalamara, BA, Instructor of Exercise and Sport Science
• Ken Daley, MEd, Emeritus Professor of Exercise and Sport Science

PROGRAMS OFFERED

The Department of Applied Arts and Sciences offers the following programs.

• **Bachelor of Applied Arts and Sciences** — Available in Fairfield and online, this program takes special advantage of the interdisciplinary thinking that is cultivated at MIU, where the study of Maharishi’s Science of Creative Intelligence and the Science and Technology of Consciousness reveals the fundamental principles of intelligence and consciousness at the basis of all disciplines.

  This program especially supports students who are seeking to complete their bachelor’s degree by transferring credit from other universities without a large concentration of study in any particular discipline.

• **Individualized Major baccalaureate program** — Students may propose an individually designed major that takes advantage of the courses offered across two or more departments of the university.
• **BAAS Specializations** — Students who complete 32 credits of study within another department of MIU may take their BAAS degree with a “specialization” in that field.

• **Minor in World Peace** — This 20-credit interdisciplinary minor draws on course work in several departments.

• **Studies in Exercise and Sports Science** — Courses in ESS are administered through this department.

• **Studies in Education** — The AAS Department hosts the offering of a credit-bearing course that includes instruction in the Transcendental Meditation technique, and it houses the courses on Consciousness-Based Education for faculty and graduate instructors.

**SPECIAL FEATURES**

• **Available online**: The Bachelor of Applied Arts and Sciences is available both on campus and online. The online offering includes recorded videos as well as live webinars and online forums that give students the opportunity to interact with the faculty and with other students. Students should budget 12-14 hours a week, which can be mostly on weekends, to complete their work for each course they choose to take.

• **An opportunity for working adults to return to school**: The online Bachelor of Applied Arts and Sciences is designed primarily for adults who have previously attended college or university and who would like to finish their degree. The flexible schedule and availability online means that those with jobs and family can study while continuing with their present responsibilities.

• **Progress as quickly or as slowly as one chooses**: Students can take as few as four or as many as 20 units per semester (essentially full time). Which courses and how many you take is up to you and your schedule.

**BACHELOR OF APPLIED ARTS AND SCIENCES**

The Bachelor of Applied Arts and Sciences is an interdisciplinary degree designed to deliver the University’s unique knowledge of an integrated view of the modern disciplines in light of the knowledge and experience of consciousness. This view is introduced in the first course in the major, *The Science and Technology of Consciousness*, and then further elaborated throughout the major. Two later courses specifically look at the integration of human physiology with consciousness and the integration of physics with consciousness. In a final senior project, BAAS students demonstrate their ability to
integrate two or more fields on the basis of their deepening knowledge and experience of consciousness.

The major also focuses on holistic personal development, both from the standpoint of general intelligence and from the standpoint of the skills essential for workplace success: including, for example, quantitative reasoning, critical thinking, written and oral communication, and health.

The goals of the major are to help graduates be able to:

1. Display improvements in perception, thinking, feeling, and overall growth of
   Recognize changes in their experiences of consciousness during and after meditation as being in the direction of overall growth of consciousness.
2. Display a healthy and optimal quality of life that allows them to get through their daily activities without undue fatigue or physical stress.
3. Apply unifying principles within and across disciplines to synthesize ideas, integrate divergent perspectives, and understand what they have learned in light of their own consciousness.
4. Evaluate their confidence in a thesis or judgment on the basis of reasoning that is evidence-based, logical, deep, and fair-minded.
5. Respond to and express ideas, feelings, and information clearly and coherently in speech, text, and other media.
6. Improve their employment status through the combination of communication, critical thinking, holistic thinking, and problem solving skills gained in the program.

**Entrance Requirements**

While the on-campus program is open to high school graduates, the online program is designed primarily as a degree completion program for those with 60 or more transferrable credits. Students with fewer than 60 credits are welcome to enroll in the program but may need to take some courses on campus to complete their degree.

**Graduation Requirements**

To graduate with a Bachelor of Applied Arts and Sciences, students must successfully complete 48 credits of coursework to include:

*At least twenty-nine (29) credits of Foundational Courses, including:*

- STC 108 The Science and Technology of Consciousness (5-6 credits)
- *FOR 103 Health-Related Fitness (2 credits)
- PH 101 Physiology Is Consciousness (4 credits)
• PHYS 310 Foundations of Physics and Consciousness (4 credits)
• *MATH 130 CCTS: Quantitative Reasoning (4 credits)
• *CCTS: WTG 192 College Composition 2 or WTG 195 Writing for Professional Development (4 credits)
• FOR 431 Higher States of Consciousness (2 credits) One CCTS Critical and Creative Thinking course (designated with a CCTS in the course schedule) (4 credits)—may be met through CCTS: WTG192

* These requirements may be met through transfer credit from other institutions.

At least four (4) credits of Senior Project
• AAS 400 Senior Project (4 credits)

Plus fourteen (14) additional upper division (300-level and above) course credits from at least two separate degree programs, which may be partially met by an additional four weeks of Senior Project.

Plus at least one (1) additional credit of free elective credit.

Specialization Options in the Bachelor of Applied Arts and Sciences

A student may earn the BAAS degree with a specialization in a field (academic department) if their course work for the BAAS includes 32 credits from that field. At graduation, the specialization will be designated on the student’s diploma.

MINOR IN WORLD PEACE

To graduate with a minor in world peace, students must complete:
• GOV 290 Collective Consciousness and World Peace

plus 16 credits of course work from the following:
• MGT 402 Managing for Sustainability
• MGT 403 World Peace Project
• MGT 405 Cross-Cultural Communication
• MGT 484 Mediation and Negotiation
• MVS 302 Dharma: Insights from Maharishi’s Commentary on the Bhagavad Gita
• MVS 304 Application of Maharishi Vedic Science
• MVS 331/332 Transcendental Meditation-Sidhi® Course
• SL P250 Global Sustainability
• SL P301 Becoming a Change Agent for Sustainability
• SL P404 How to Create Social Change
INTEGRAL MAJOR PROGRAM

The goal of the Individualized Major is to provide students with an exceptional academic experience based on their unique vision, allowing them to take ownership of their learning, develop a strong sense of self-efficacy, and experience personal as well as academic growth.

An Individualized Major meets all of the standards of a college major but is composed of courses from two or more majors organized around a theme of the student’s choosing.

Guidelines

Students interested in an Individualized Major should contact the program director to obtain detailed guidelines. Students then declare their major to be ‘Individualized’ by the end of their third semester at the University. Students transferring in 70 or more credits can start working on their degree plan on arrival at MIU. The final plan for each student’s Individualized Major must be approved by the University’s Individualized Major Committee. After approval, the student’s degree plan is recorded in the Registrar’s database.

Coherence. Students may propose an Individualized Major in any subject matter that permits coherent, in-depth study using resources available through the University, and that does not duplicate an existing program. The degree plan must be organized around a central theme and be substantial enough in content to meet the aims of college study. It should also have a theme from the Science and Technology of Consciousness, connecting the interdisciplinary theme to life as a whole.

Range of Knowledge. The degree 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 the Science and Technology of Consciousness relevant to the theme. Learning outcomes must be clearly identified.

Faculty Supervision. Two subject-area faculty members from different departments read the degree plan and agree to advise the student throughout its implementation. One of the faculty members should be expert in the concentration. If there is no one on University faculty with sufficient expertise in the proposed major, students together with their Individualized Major advisor will need to find someone with recognized expertise in this field to be one of their faculty advisors.
**Senior Project.** The major includes an integrative project to be completed during the Senior Project course. The project is a sustained, focused exploration of a selected topic, using methods appropriate to the subject, and permitting reflection on and creative use of material encountered earlier in students’ studies. The project may take any form, including, for example, laboratory, field, or other empirical research; a substantial essay or research paper; a performance, panel, or public presentation; a community program; a web site; or some other form that the student chooses. Projects in all formats must include a section relating the project to the Science of Consciousness. All projects must end with a self-evaluation paper and a seven minute presentation to the Individualized Major department.

**Graduation Requirements**

To graduate receiving a Bachelor of Arts (or Bachelor of Science) with Individualized Major in the chosen topic, students must successfully complete all requirements for the bachelor’s degree. Please refer to “Degree Requirements” in the “Academic Policies” section of this catalog. The requirements for the major are 48 credits of coursework as follows:

- At least 16 credits from one area, and preferably one major.
- At least 24 credits at the 300 level or above.
- IM 400 Individualized Major Senior Project, or the senior project from the department of one’s concentration. (4-12 credits).
- Up to 24 transfer credits may apply to the major.
- Up to 16 credits of internships may apply to the major.

The Individualized Major proposal must be approved by the semester in which a student has 90 course credits. After that time students will qualify for a Bachelor of Applied Arts and Sciences, but not a BA or BS with an Individualized Major. Transfer students with 90 credits must have their proposal approved by the end of their first semester of classes.

**STUDIES IN EXERCISE AND SPORT SCIENCE**

The Exercise and Sport Science Program 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. In the past, we have travelled to locations throughout the United States and held six-week courses in New Zealand and Australia. Current programs will depend on student demand.

Each fall the department offers its Base Camp, where all freshmen and selected faculty and upperclassmen spend four 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 snowboarding.

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 Tania Kalamara at tkalamara@miu.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.

STUDIES IN EDUCATION

Theory and Practice of the Transcendental Meditation Program

- ED 101/501 The Transcendental Meditation Program, Part 1: Developing the Total Potential of the Human Brain
- ED 102/502 The Transcendental Meditation Program, Part 2: Developing the Total Potential of the Human Brain

Theory and Practice of Consciousness-Based Education

- ED 670 Faculty Training Course: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment
- ED 675 Advanced Consciousness-Based Education: Maharishi’s Principles of Ideal Teaching
- ED 676 Maharishi’s Instructional Charts for Developing Enlightenment Advanced Consciousness-Based Education
• ED 680 Faculty Workshop for Critical and Creative Thinking Seminars: Training Students in the Art of Thinking
• ED 681 Advanced Workshop in Consciousness-Based Education: Applying Maharishi’s Principles of Curriculum and Instruction
• ED 685 Designing and Teaching Consciousness-Based Courses: Knowledge Supporting Total Brain Functioning (Workshop)
• ED 686 Seminars Part A and B: Designing and Teaching Consciousness-Based Courses: Knowledge Supporting Total Brain Functioning

COURSES

Note: Courses listed in the Requirements sections above can be found in the following sections of the catalog:
STC: General Education
FOR: General Education
PHYS: Department of Physics
MATH: Department of Mathematics
MGT: College of Business Administration
MVS: Department of Maharishi Vedic Science
SRL: Department of Sustainable and Regenerative Living
WTG: Department of English
CCTS: A CCTS-designated course is offered by each department

AAS 100 Creating a Daily Routine for Maximum Growth
Success in the online programs of Maharishi University presumes every student is regularly practicing the Transcendental Meditation program and growing each day in restful alertness. This course reviews the principles brought out in the introductory course in Transcendental Meditation and helps each student establish a regular routine that supports their health and personal development. (1 credit)

AAS 101 Introduction to Sanskrit Pronunciation
In addition to refreshing students' practice of Transcendental Meditation, this course will teach correct pronunciation of many important Sanskrit words used in Āyurveda. It will also review the names of the forty branches of Veda and Vedic Literature and a few central expressions from this body of knowledge, with a focus on Āyurveda. This course will include recorded talks by Maharishi on Āyurveda (1 credit).

AAS 400 Senior Project in Applied Arts and Sciences
This course presents each student with the opportunity to reflect upon and draw together all of the disciplines and broad themes they have explored in the context of the Applied
Arts and Sciences major. Students are expected to choose one or more interdisciplinary themes based broadly on the science and technology of consciousness to present a research paper, report, or multi-media project that interprets a contemporary issue or problem in light of these themes and integrates the coursework they have had. They work closely with their faculty advisor to choose, draft, and re-draft their paper or project in a compact one-month, full-time effort (4 credits).

**AAS 401 Senior Project in Applied Arts and Sciences, Extended**
This course is the basic Senior Project AAS 400 extended over a two-month period for advanced depth. As in AAS 400, the course presents each student with the opportunity to reflect upon and draw together all of the disciplines and broad themes they have explored in the context of the Applied Arts and Sciences major. Students are expected to choose one or more interdisciplinary themes based broadly on the science and technology of consciousness to present a research paper, report, or multi-media project that interprets a contemporary issue or problem in light of these themes and integrates the coursework they have had. They work closely with their faculty advisor to choose, draft, and re-draft their paper or project full-time over two 4- or 8-week blocks. (8 credits)

**ED 101/501 The Transcendental Meditation Program, Part 1: Developing the Total Potential of the Human Brain**
This course introduces students to the theory and practice of the Transcendental Meditation technique. The course includes seven steps of instruction, one advanced lecture, and two personal checkings. Students keep a log of their meditations and a reflective journal of their experience, summarized in a paper at the end. (1 credit)

**ED 102/502 The Transcendental Meditation Program, Part 2: Developing the Total Potential of the Human Brain**
This course begins where ED 101 leaves off with regard to understanding correct practice of the Transcendental Meditation technique and gaining a vision of possibilities for self-development. Students view several lectures online that review correct practice of the technique and explore advanced levels of human development. These lectures combined with several readings provide a vision of possibilities available through regular practice. As with ED 101, students finish with a self-reflection and a paper focused on future personal development made possible through the practice. (1 credit) **Prerequisite:** ED 101 or equivalent, or ED 501 or equivalent

**ED 670 Faculty Training Course: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course introduces new MUM faculty to the principles and practices of Consciousness-Based education, as brought out by Maharishi, all of which
help accelerate the development of higher consciousness in the students. This course focuses on the instructional charts that characterize the presentation of knowledge in a Consciousness-Based course in ways that integrate the specific knowledge of the discipline with its broader principles, and with the broadest principles, those describing the functioning of the Self of the students as they grow toward enlightenment. Topics include learning cycle of Knowledge-Action-Achievement-Fulfillment; the Course Overview, Unified Field, Main Points, and Unity Charts; principles of ideal teaching; and the structure of an effective lesson. (2 credits) **Prerequisite:** consent of instructor

**ED 675 Advanced Consciousness-Based Education: Maharishi’s Principles of Ideal Teaching**
Maharishi has identified five Fundamentals of Education: Receptivity, Intelligence, Knowledge, Experience, and Expression. Maharishi’s specific principles of curriculum and teaching are classified according to these five Fundamentals. In this course MUM faculty will learn how to most effectively apply in their classrooms the key principles from each of these five fundamentals, for their students’ greater academic achievement, accelerated development of consciousness, and increasing satisfaction and fulfillment. (2 credits) **Prerequisite:** ED 670

**ED 676 Maharishi’s Instructional Charts for Developing Enlightenment Advanced Consciousness-Based Education**
This course helps MUM faculty create and refine their use of the instructional charts from Maharishi used in Consciousness-Based higher education classrooms, and thereby greatly increasing the relevance of the charts and fulfillment of the students. Topics include the most engaging, fruitful ways to use the Course Overview, Main Points, Unified Field, and Unity Charts. (2 credits) **Prerequisite:** ED 670

**ED 680 Faculty Workshop for Critical and Creative Thinking Seminars: Training Students in the Art of Thinking**
Faculty will learn practical strategies for fostering in students the ability to listen with empathy, reflect thoughtfully, follow open-mindedly where logic leads, generate creative solutions to problems, and consider ethical implications of their decisions. Included are resources for active learning, reading comprehension, substantive writing, informal and Vedic logic, Socratic dialogue, creative expression, and assessment. Faculty will also explore developmental and pedagogical issues, and reflect on the deepest levels of reason and intuition in light of the Science and Technology of Consciousness. (1 credit) *For faculty only*
ED 681 Advanced Workshop in Consciousness-Based Education: Applying Maharishi’s Principles of Curriculum and Instruction
This workshop trains faculty and academic leaders in the knowledge and practices of Consciousness-Based Education curriculum and instruction. After taking this course, participants will be able to train and guide other faculty. Topics include instructional charts, principles of ideal teaching, developing students’ ability to express knowledge, daily routine, and online education. (4 credits) Prerequisite: ED 670 or equivalent

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

ED 686 Seminars Part A and B: Designing and Teaching Consciousness-Based Courses: Knowledge Supporting Total Brain Functioning
This course is the second and third in a series of three courses which lead to a certificate in Consciousness-Based teaching. Students take an initial two-week course (ED 685) followed by regular monthly meetings for the whole academic year. Topics include: the goals and objectives of Consciousness-Based Education, Consciousness-Based curriculum and teaching principles, course design, assessment, and classroom management. (5 credits each for Part A and Part B) Prerequisite: ED 685

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

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

**ESS 499 Directed Study: Cultivating Higher Potentials of Body and Mind through Exercise and Sport**
(variable credits) Prerequisites: consent of the Department faculty and the Academic Standards Committee

**FOR 103 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life**
This course is taught by faculty of the program in Exercise and Sport Science. The full course description is found in the General Education section of the catalog. (2 credits)

**HUM 232 Discovering Other Countries: The Land and Its People**
This Rotating University course introduces the history, culture, and politics of countries such as Italy, Greece, Spain, and South Africa. The focus varies from course to course, but with an emphasis on local sustainability, culture, and food. (variable credits)

**IM 397 Senior Project Preparation**
During this course students evaluate different options for their senior project. They may do preliminary research and writing on their subject, and receive mentoring and feedback on their proposal. Topics include: how to generate ideas, prewriting strategies, research resources and strategies. (2–4 credits) Prerequisite: Approval of the instructor

**IM 398 Internship**
This course offers practical work experience related to a student's individualized major. Students propose an internship with a company or organization and work with an on-site supervisor. They check in with a faculty advisor at least once a week and maintain a journal, blog or online portfolio that records their growth in understanding and experience. At the end of the internship they submit a paper describing the impact of the internship on their career path. (4 credits)

**IM 400 Individualized Major Senior Project**
This self-designed capstone course, normally two blocks, integrates the knowledge gained during the student's individualized major. Students will design or research an innovative product or program related to their individualized major, and present the results of their project to other students and faculty. (4–8 credits) Prerequisite: Approval of faculty
PHIL 101 Introduction to Philosophy
This course will focus on the great Western philosophers, including Plato, Aristotle, Descartes, Leibniz, Kant and Hegel. It will encourage students to develop their own understanding of the traditional philosophical questions, such as: Does God exist? How is free will possible in a universe governed by natural laws? Is there purpose inherent in nature? What is the relationship between ethical behavior and doing what is best for oneself? Students will develop their ability for close reading of philosophical texts, as well as the ability to think critically and creatively about the most profound, perennial questions. (4 credits)
INTRODUCTION

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

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

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

Traditionally, the arts have celebrated the most glorious possibilities for human life. The arts have articulated high ideals of beauty, harmony, and wholeness. These ideals are now beginning to become realities of creative expression and daily life for students at Maharishi International University.
Comments on our Faculty and Students by a Visiting Evaluator

“The department’s commitment to promoting and exploring the intersections shared between various disciplines clearly creates an exciting learning environment for students. I found that the students were engaged with a broad artistic dialogue and were consistently considering how the work that they were making related to both their historical predecessors as well as the contemporary art world. The art being made within the program is accomplished and is absolutely ‘on par’ with numerous other art programs where I have visited or worked as an instructor. Finally, the faculty at [MIU] are active, intelligent, and accomplished artists and the dynamic created between the group is truly moving to witness.” -- Matt Phillips, Painter, Asst Prof Fine Arts, FIT SUNY (June 2020)

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 are exposed to 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 and related creative fields.

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 basic moldmaking. Firing methods include low-fire, high-fire stoneware, 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 various materials such as plaster, clay, paper, wood, plastic.

PROGRAMS OFFERED

Students may take a minor in Art, a BA in Art, a BFA, or an MA in Studio Art. The 48-credit BA program allows students to also take another major for a double major. For students who want to create a foundation for a career in the arts, the art faculty highly recommend the Bachelor of Fine Arts (BFA), a professional degree program. In their final spring semester, BFA students do independent studio work in one of these areas: painting and drawing, ceramics, or sculpture. Students may choose to do an additional 3-8 months of independent studio work in the BFA Graduate School Preparation Track. The Master of Arts in Studio Art is for students who want the time and structure to develop their work to sustain an independent practice or to prepare a portfolio to apply to an MFA program.

During the semesters of specialization, students work to develop a direction with their work that is instrumental in finding their own voice as an artist. Under the guidance of faculty, students complete a body of work that can lead to graduate school or a career path in the arts. During the BFA and MA, students also interact with visiting artists and a Visiting Reviewer (an art professor from another university who attends final reviews).
Students who have a BA in Art from Maharishi International University or another university may take a special program that allows them to upgrade their BA to a BFA degree.

**BACHELOR OF ARTS IN ART**

**Entrance Requirements**

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

**Graduation Requirements**

To graduate with a BA in Art, students must successfully complete all general requirements for the bachelor’s degree (please refer to “Bachelor’s Degree Requirements” in “Academic Policies”) and achieve a GPA of 3.0 or higher in Art Department courses, and 48 credits of course work as follows:

8 credits from the following to be taken in the first or second year:
- FA 205 Language of Visual Organization (4 credits)
- FA 301 Drawing 1 (4 credits)
- FA 311 Painting 1 (4 credits)

plus 8 credits from the following courses, one of which must be FA 385 or FA 386 (highly recommended that one of these be taken in the final year of study):
- FA 381 Paleolithic Art through Art of the Middle Ages (4 credits)
- FA 382 European Art from the Renaissance the Late 19th Century (4 credits)
- FA 385 Modern to Contemporary Art (4 credits)
- FA 386 The Art of Non-Western Cultures (4 credits)

plus 8 credits from:
- FA 341 Ceramics Studio (4 credits)
- FA 343 Sculpture Open Studio (4 credits)
- FA 353 Figure Drawing and Sculpture (4 credits)

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

plus 20 credits (5 courses) of electives in art
The 20 credits of electives may include up to 8 credits from courses in Cinematic Arts and New Media, as approved by the Art Department undergraduate academic advisor.
MINOR IN ART

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

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

plus 16 credits of art electives.

BACHELOR OF FINE ARTS IN ART

Entrance Requirements
Students interested in the BFA program apply to the Department in the middle of the junior year or the beginning of the senior year and submit a portfolio of previous course work. Admission to the BFA program is based on the application proposal, portfolio, and a GPA of 3.0 in art classes. Applications are available from the Art Department administrator. Continued participation in the program requires a 3.0 GPA or higher in art courses.

Graduation Requirements
To graduate with the standard BFA in Art, students must successfully complete all general requirements for the bachelor’s degree (please refer to “Bachelor’s Degree Requirements” in “Academic Policies”), and 80 credits of course work in Art with a GPA of 3.0 or higher, as follows:

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

plus 12 credits from the following courses, one of which must be FA 385 or FA 386 (highly recommended that one of these be taken in the final year of study):
• FA 381 Paleolithic Art through Art of the Middle Ages (4 credits)
• FA 382 European Art from the Renaissance the Late 19th Century (4 credits)
• FA 385 Modern to Contemporary Art (4 credits)
• FA 386 The Art of Non-Western Cultures (4 credits)

plus 8 credits of:
• FA 341 Ceramics Studio (4 credits)
• FA 343 Sculpture Open Studio (4 credits)

plus 8 credits of:
• FA 304 Drawing Studio (4 credits)
• FA 317 Painting Studio (4 credits)

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

plus 20 credits of art electives
Up to 8 credits in Cinematic Arts and New Media approved by the Art Department undergraduate academic advisor may be counted toward the 20 elective credits in the BFA

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

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

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

Students who have a BA in Art from Maharishi International University must complete:
• One Forest Academy course (2 credits) in each semester that they are enrolled in at least 12 credits
• 28 credits of art courses consisting of FA 414 (4 credits), 4 credits of modern art history (FA 385, FA 386, or FA 470), (4 credits) and 16 credits of specialization (FA 483) as described below

Students whose BA in Art is not from Maharishi International University must complete 42 credits, as follows:
14 credits from the following courses:
• FOR 500 (4 credits) or STC 508 (4 credits) This is the first course taken at the
University and constitutes a prerequisite for all other courses.
• One Forest Academy course on the topic of Higher States of Consciousness (e.g., FOR 431) (2 credits)
• FA 414 Artist as Philosopher: Critically Reading Visual Experience (4 credits)
• A modern art history or art criticism course (FA 385, FA 386, or FA 470) (4 credits)

plus 12 or more elective credits in Art or in Cinematic Arts and New Media approved by
the Art Department’s undergraduate advisor

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

MASTERS IN ARTS IN STUDIO ART

The MA in Studio Art is an intensive, two-semester exploration into studio practice that
cultivates a deep connection to self. In this creative environment, faculty and peer
interaction support professional and personal development. This program is for students
who want to build a portfolio to apply for further graduate study in art or who want to
enhance their studio practice. The MA provides the time and structure to strengthen
perception, sensibility, and creative voice, resulting in a substantial body of quality work.

Studio practice is supported by a rich peer environment, engaging critiques and
seminars, and ongoing interaction with experienced, caring faculty, and frequent guest
artists. Faculty coach students to develop practical skills vital to the MFA application
process, including writing an artist’s statement, photographing work, the interview
process, and selecting schools that align with their work and creative aspirations.

Recent graduates of MIU art programs have received scholarships, paid teaching
assistantships, or salaried fellowships at Yale University, the University of Iowa, the
University of Wisconsin, Penn State, the University of California at Davis, the School of
the Art Institute of Chicago, Cranbrook Academy of Art, and other prestigious graduate
schools.

Entrance Requirements

Entrance requirements for applicants to the MA in Studio Art include the following:
• BFA or BA undergraduate degree with 3.0 or higher GPA from an accredited college or
university
• Portfolio of 15-20 images:
• each optimized for the Web with a screen resolution of 72 dpi
• the portfolio should demonstrate a focused body of work
• include a list of slides that designates: title (optional), materials, size (dimensions), date
• A 500-word statement of purpose
• Before being accepted, students will be interviewed by the faculty program directors
• For students whose first language is not English: official English proficiency test scores (either TOEFL, IELTS Academic or PTE). The test must have been taken within the last two years. Students with scores below 6.5 on IELTS Academic, 90 on TOEFL iBT or 58 on PTE will be asked to take the test again or change their program to English as a Second Language.

Graduation Requirements

To graduate with an MA in Studio Art, students must successfully complete all general requirements for the master’s degree (please refer to “Master’s Degree Requirements” in “Academic Policies”) and 32 credits of course work as follows:

8 credits of art seminar as follows:
FA 565 Art and Context; Part to Whole and Whole to Part
FA 566 Currents and Undercurrents: Change in the Midst of Non-Change
FA 567 Artist and Audience: Infinity Collapsing to the Point
FA 568 Undercurrents and Currents: Non-Change in the Midst of Change

Plus, 22 credits of:
• FA 570 Advanced Contemporary Studio

C O U R S E S

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.

Undergraduate Courses

FA 141 Art of the Self: Awakening the Transcendental Basis of Artistic Genius by Expressing the Full Range of Life in a Self-Portrait
Students delve into the creative process with focus on the self-portrait. To learn about the history of the self-portrait, they view some of the most famous self-portraits in Western art by Dürer, Rembrandt, Van Gogh, Anguissola, Vigee-Lebrun, Kollwitz, Escher, and others. Then they create their own. Through lectures and readings on art by Maharishi, students come to appreciate art from the deepest perspective — that all art originates within the Self of the artist, and they verify this from their own experience as artists.
Topics include: principles of design and drawing. Students learn to use and combine the simple elements of line, shape, tone, and change of direction to foster self-expression. (2–4 credits)

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

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

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

Art is a crystallization of the artist’s attention. This course cultures a deep appreciation for the power of visual art to bring profound experience and understanding that has inspired people throughout time. Topics include: the fundamentals of art — form, function, and meaning, as related to the great achievements of traditional and contemporary methods of interpreting and evaluating art. Course includes a field trip to Chicago or other major art center. Field trip fee: $250; Textbook and materials fee: $15 (4 credits)

**FA 204 CCTS: The Quest for Self-Knowledge—The Hero and Heroine’s Journey as the Development of Consciousness**

Explore your own quest for self-knowledge in the light of the wisdom shared in mythology, philosophy, and psychology. Drawing upon the insights of scholars of myth like Joseph Campbell, we will identify the universal stages of the quest archetype: the hero or heroine’s journey as they evolve to higher states of awareness. We will culture critical thinking skills by analyzing ancient and modern world views, theories of consciousness and their applications, myths and movies, and your own life. In the culminating course project, create and potentially perform your own mythic stories. We will explore these questions: What is the philosopher's quest? What can psychology reveal about the mind? How and why do archetypes transform consciousness? How can we apply ancient archetypes to modern life? This is a writing intensive course. Textbook and materials fee: $30 (4 credits)
FA 205 Language of Visual Organization: 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 nature, the universe, individual and societal life. (4 credits)

FA 212 The Design Continuum — Exploring the Sequential Unfoldment of Consciousness in 3D
Design Continuum is a course that studies the dynamics of three-dimensional design. The course approaches three-dimensional design with thoroughness and sensitivity to broaden students' understanding and creativity of form and space (and their relationship) and the design principles that can be applied to all of the three-dimensional arts, such as sculpture, ceramics, interior design, landscape design, etc. The media and methods of study emphasized in studio work will include paper, clay, plaster, cardboard, wood, and wire – used to explore the additive, subtractive, constructive, etc. creative processes, thus creating monolithic, concave/convex, penetrated, planar, and opened/closed linear forms. Lab fee: $45 (4 credits)

FA 301 Drawing 1 — Drawing from Within: Engaging the Principles of Observation through the Action of Drawing
In this course, students develop powers of observation and imagination, abilities that are vital for all the arts. Students focus on establishing the use of principles of drawing through observational methods. Topics include: still life, figure drawing, interior and landscape. Art majors take drawing courses as they advance through the curriculum. May be repeated for credit with permission of the instructor, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course. Materials fee: $35 (4 credits)

FA 304 Drawing Studio: Extending the Boundaries of Perception
This course addresses experimental approaches to drawing. Through a structure that approaches drawing as a tool to respond to our physical environment, we will explore, expand, and develop or ‘redraw’ our personal perception. Expanding the definition of drawing in the context of contemporary art encourages the development of a personal visual vocabulary while becoming a platform for the exploration of materials and content. Using unconventional and imaginative resources to construct both 2-Dimensional and 3-
Dimensional drawings, students will have open assignments that introduce various ways and material to develop a visual story. Students will have the opportunity to experiment with installation, wearable drawings, performance, and the body. Materials fee: $45

*Prerequisites:* at least one of the following courses: FA 205, FA 301, FA 302, FA 311, FA 312, FA 353 and consent of instructor.

**FA 308 Screenprinting: Expanding Markmaking to Explore Multiple Images of Consciousness**
Students explore images through silkscreen printing. The emphasis is on learning the process and developing possibilities with a multiple image derived from drawing, painting, collaging, and printmaking. Students will develop new ways of making a mark through printing, a tool that can be integrated into each of their studio practices. Materials fee: $70 (4 credits)

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

**FA 317 Painting Studio—Inside/Outside: Exploring Alternate Viewpoints of Consciousness**
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 observation, with a focus on moving fluidly between painting outdoors in the landscape, and then applying ideas and observations gathered outdoors to studio-based paintings (and vice versa). The curriculum addresses the students’ development of formal and technical skills along with a conceptual and critical understanding of the language of painting, as well as the particular issues, philosophies, and history associated with landscape painting. May be repeated for credit with permission of the instructor, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course. (4 credits) Prerequisites: a previous art course and consent of the instructor
FA 340 Ceramics Studio: Shaping the Unmanifest (May be taken for repeated credit. See specific topics offered in different semesters below)

**Topic 1:** Hand-building in low-fire earthenware clay, drawing inspiration from ancient origins to contemporary masters

**Topic 2:** Exploring the relationship between surface and form in thrown and hand-built forms using high-fire stoneware clay

**Topic 3:** Addressing the image on hand-built, low-fire earthenware forms

**Topic 4:** Exploring the limits of function in hand-built and thrown high-fire stoneware forms

Students at all levels in ceramics will increase their studio skills related to forming, understanding glazes and other surface possibilities, plus various firing methods. Faculty and peer interaction is structured to support the integration of method, meaning, and function (depending on the individual student's need) to express the inner value of consciousness in matter in this medium. In some studios, 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, awareness and matter, in the process of creation. Students are exposed to the traditions and history of ceramics that continue to emerge worldwide. Lab Fee $55 (4 credits) **Prerequisite:** Suggested one of these but not required: FA 301 or FA 311 or FA 353

FA 343 Sculpture—Open Studio
This course concerns itself with the formal structure of space/mass relationships. Students learn to represent ideas through an understanding of the deeper organizing principles that underlie sculpture. Methods include: additive and subtractive processes involving cardboard, wire, wood, clay, nylon, found objects and other materials. Prerequisites—one of the following: Drawing Studio, Painting Studio, Painting 1, Ceramics Studio or permission from the professor. Lab Fee $25. (4 credits)

FA 353 Figure Drawing and Sculpture: Embodying the Fullness of Consciousness
This course emphasizes sculpting the human figure, which has the potential to embody the fullness of consciousness within the cosmos. Students continue to explore the principles that structure form. In addition, they develop skills and gain the technological know-how for sculpting, mold making, casting, making limited editions, and mass production. **Topics include:** drawing the figure (contour and tonal); principles of three-dimensional design; making an armature; sculpting the figure in clay; working from observation; form/space relationship; proportion; anatomy (skeletal and musculature); mold-making, casting slip (liquid clay); the history of figure sculpture. Materials: clay, plaster and slip. Materials fee: $40 (4 credits)
FA 375 Intermediate Studio: Integrating Self and Finding a Personal Voice
Students have the opportunity to build on the experience of previous courses through the further development and deeper understanding of their own expression. 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. Topics include: exploring different and advanced methods and materials, research in the history and current developments in art in their area. Lab fee: $45 (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisites: Previous art courses at MIU and recommendation of art faculty.

FA 381: Paleolithic Art through Art of the Middle Ages: Collective Consciousness Finds Visual Expression Amid the Rise and Fall of Great Civilizations
To many, the term 'Ancient art' might suggest that which is, first and foremost, old and far removed from the contemporary concerns of today's artist or art student. Such a perception would be inaccurate, however, for the so-called Ancient Cultures comprise those stages of societal development when Western Civilization was in its infancy and its burgeoning youth. The artistic legacy of these early cultures speaks to us today, communicating across time, on the fine level of feeling, in images that are startling in their freshness and purity, and reminding us of the timeless continuity of collective consciousness. Additionally, in today's art world, forms and styles from all times and places are considered potentially relevant to contemporary art practice. This course will enable the aspiring artist or art student to become visually and intellectually conversant in artistic traditions that include: Paleolithic, Mesopotamian, Egyptian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, and Medieval. Lab Fee $25 (4 credits)

FA 382: European Art from the Renaissance to the Late 19th Century: From Images of Transcendence to Art's Embrace of the Objective World.
Beginning in the latter half of 15th Century Europe, a profound synthesis of art, philosophy and culture took place within collective consciousness, which greatly affected the evolution of society and the images it produced for centuries to come. We will explore how this synthesis differentiated itself, under such burgeoning influences as Secularism, Humanism and the Objective World view, to unfold a rich progression of artistic styles and attitudes. Styles include: Pre-, Early, High, and Northern Renaissance, Mannerism, Baroque, Rococo, Neo-Classicism, Romanticism, French Naturalism, etc. Lab Fee $25 (4 credits)
Beginning in the late 19th Century, and especially into the 20th Century, the 'look' of art changed so rapidly and radically that for many it seemed to defy all sense of connectedness to the traditions of art that preceded it. Has such change been the result of capricious discontinuity, or an understandable expression of the dynamics of collective consciousness and ever-changing cultural contexts?
This course will examine the How and Why of Modern Art up to the 21st Century. Although drawing appropriately on the fields of Philosophy, History, Art Theory, etc., and involving classroom discussions and critical writing assignments, this course, like other courses in this series, will be centered around extensive, purposeful visual focus. For those students already familiar with many of the forms of Modern Art, here is an opportunity to more deeply appreciate and understand those forms within the fuller context of their cultural and historical connectedness. Lab Fee $25 (4 credits)

FA 386: The Art of Non-Western Cultures: Expanding the Boundaries of Awareness and Aesthetic Appreciation to incorporate a broader range of paradigms of form, content and context.
As rich and compelling a narrative the Art History of Western Civilization may be, the visual vocabulary of today's artist or art student would be incomplete without a basic familiarity with the forms and images produced by societies whose respective world views differ uniquely from that of Western Culture. Alternate ways of perceiving and visually representing values like nature, the flow of time, the cosmos, and mankind's role in it, further substantiate the universality and diversity of the expressive nature of consciousness. Moreover, this course offers an opportunity to explore new vistas of aesthetic possibilities and formal expression to any aspiring artist or student looking to expand their sources of creative inspiration. This course will serve as a foundational, visually-oriented survey of image-making traditions from such areas of the world as Sub-Saharan Africa, Eastern Asia, India, Mesoamerica, and Oceania. An additional feature of the course will be the consideration of the many instances over time in which non-Western art has significantly influenced the course of Western art. Lab Fee $25 (4 credits)

FA 398 Fieldwork/Internship: Applying Studio Knowledge in Practical Situations to Strengthen Action, Achievement, and Fulfillment
Students study or apprentice with an artist or art-related professional or facility, with the approval of their major advisor. Students document their experiences in sketchbooks and journals, and connect what they are learning to their knowledge and experience of consciousness. Fieldwork must be completed at least two months before graduation. (4 credits) Prerequisites: consent of the art faculty and Academic Standards Committee
FA 399 Art Directed Study: Knowledge Is Structured in Consciousness
Directed study courses are offered in rare circumstances to advanced and academically self-sufficient students who need a course to graduate and are unable to take the regular course due to extraordinary circumstances. (variable credits) Prerequisites: consent of the art faculty and the Academic Standards Committee

FA 414 Artist as Philosopher—Critically Reading Visual Experience: Approaching an Integrated Whole
Students learn to critically analyze, interpret, and contextualize art in terms of the history of art, art theory, and culture while studying some of the most significant writings by modern critics, theorists, and artists, responding to them through writing exercises and classroom discussion. Students apply skills and knowledge gained by formulating, refining, and completing a research essay that involves a modern artist or contemporary issue as related to the larger context of philosophical ideas and consciousness. Textbook fee: $75 (4 credits) Prerequisite: BFA student or consent of Instructor.

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

FA 482 Teaching Practicum
In this class advanced art students assist a faculty member in teaching a studio or art theory and criticism course. Responsibilities may include: guiding discussions, reviewing essays of other students and giving feedback, assisting in studio critiques, preparing course materials, doing research and writing essays. The student will write a short essay reflecting on their experience in the light of the growth of communication skills and consciousness. (4 or more credits) Prerequisites: consent of the instructor and Department Chair

FA 483 Intermediate and Advanced Contemporary Studio: Connecting the Parts to the Whole
Advanced and intermediate level students work with a studio structure that allows them to go deeply into their work at the late middle and final stage of their degree requirements (generally senior year). This course is designed to forward studio work by capitalizing on students’ strengths through intensified pure studio time coupled with personal contact with faculty. During these months the student connects thinking with action in the artist’s
statement and receives direct support for presentation, installation, and documentation of thesis work. The cost of materials will vary with the student. (4 credits—this course is repeated for credit) Prerequisite: For BFA students only or with specific consent from the instructor.

Graduate Courses

FA 565 Art and Context; Part to Whole and Whole to Part
Art comes out of a condition that is related to various factors such as social structure, climate and geography. In this seminar, students work with sources that bring to bear questions about the relationship between the physical, social and psychological environment, including the nature and level of consciousness, that art springs from. Discussions are based on readings, videos, podcasts, field trip and talks by guest artists. (2 Credits) The course is open to MA in Studio Art program students. Lab Fee max $250 (in the term when we visit a major metropolitan area)

FA 566 Currents and Undercurrents: Change in the Midst of Non-Change
This seminar engages discussions that relate outer to inner components of studio practice. Students work to develop and answer questions that help to relate what they say to what they do. Understanding the relationship of consciousness to the artist’s own experience becomes an important tool for advancing studio work. Discussions are based on readings, videos, podcasts, field trips and talks by guest artists. (2 credits) FA 562. The course is open to MA in Studio Art program students. Lab Fee max $250 (in the term when we visit a major metropolitan area)

FA 567 Artist and Audience: Infinity Collapsing to the Point
This seminar addresses the richness of the relationship between the artist as creator and the viewer of creation. This seminar addresses questions related to who the creator is and when is the artwork created? Students address experience and understanding of the development of human consciousness in relation to the process of creation. Discussions are based on readings, videos, podcasts, field trip and talks by guest artists. (2 Credits) FA 563. The course is open to MA in Studio Art program students. Lab Fee max $250 (in the term when we visit a major metropolitan area)

FA 568 Undercurrents and Currents: Non-Change in the Midst of Change
This seminar engages discussions that relate inner to outer components of studio practice. Students work to develop and answer questions that help to relate what they say to what they do. Understanding the relationship of the different ways a work of art comes into the world consciousness to the students’ own experience becomes an important tool for advancing studio work. Discussions are based on readings, videos, podcasts, field trips
and talks by guest artists. (2 credits) *The course is reserved for MA in Studio Art students.* Lab Fee max $250 (in the term when we visit a major metropolitan area)

**FA 570 Advanced Contemporary Studio**
This ongoing studio sequence is the primary component of the MA in Studio Art program. The course supports the students’ development of process, structure and concepts as they emerge in the day-to-day evolution of their work. (6 credits)
DEPARTMENT OF MANAGEMENT

• Dennis P. Heaton, EdD, Dean of the College of Business Administration, Professor of Management
• Victoria Alexander Herriott, JD, LLM, Chair of the Department of Management, Professor of Law and Government, Dean of Faculty
• Scott R. Herriott, PhD, Professor of Management, Provost
• Jane Schmidt-Wilk, PhD, Professor of Management, Dean of Teaching and Learning
• Yunxiang Zhu, MBA, DWP honoris causa, Professor of Management, Vice-President of Asian Expansion
• Anil Maheshwari, PhD, Professor of Management Information Systems, Director of the MBA track in Information Systems
• Maxwell Rainforth, PhD, Professor of Statistics
• Sabita Sawhney, PhD, Associate Professor of Management, Director of the PhD Program
• Ayako Huang, PhD, Associate Chair of the Department of Management, Associate Professor of Management, Director of the MBA in Sustainable Business
• HaiYan Song, PhD, Assistant Professor of Management, Director of the Evening/Weekend MBA program
• David Weisman, MBA, MA, MFA, Assistant Professor of Business Administration, Director of the Undergraduate Program
• Clifford Rose, BA, Instructor of Business Administration, Director of the Concept to Market Institute
• Ripunjay Bhargava, BA, LLB (Hons), LLM, Assistant Professor of Law and Government
• Bruce McCollum, PhD, SRIC, Assistant Professor of Management
• Tejasvi Sharma, MBA, PhD, Assistant Professor of Sustainable and Regenerative Living, by courtesy
• Liang (Kevin) Sun, MBA, CFA, FRM, Assistant Professor of Finance
• Richard Thompson, PhD, Assistant Professor of Management
• Viola Bhargava, Diplom-Engineer, MBA, Instructor of Management
• Sheri Shulmier, Lecturer in Management and Career Strategies
• Rachel Goodman, PhD, Adjunct Professor of Management
• Thomas Palladino, MA, Adjunct Professor of Management
• Edi Shivaji, PhD, Adjunct Professor of Information Systems
• Naghmeh Sabermajidi, PhD, Adjunct Professor of Marketing
• Kenneth Cavanaugh, PhD, Emeritus Professor of Applied Statistics

DEPARTMENT OF ACCOUNTING

• William W. Graff, MBA, CPA, CMA, Chair of the Department of Accounting, Assistant Professor of Accounting
• Naveed Abbasi, MBA, Instructor of Accounting Director of the MBA and MS tracks in SAP ERP and Business Analytics
• Zhuo Jiang, MBA, CPA, Assistant Professor of Accounting
• Phillip Nicholas, MBA, CPA, Assistant Professor of Accounting and Sustainable Business
• Ye (Lin) Shi, MBA, Instructor of Accounting
• Andrew Bargerstock, PhD, CPA, Emeritus Professor of Accounting

INTRODUCTION

The College of Business Administration, through its Departments of Management and Accounting, offers a Bachelor of Arts in Creative Entrepreneurship, a Master of Business Administration, a Master of Science in Sustainability Measuring and Reporting, a Master of Science in SAP ERP and Business Analytics, a Master of Arts in Leadership and Workplace Conflict Resolution, and a PhD in Management. Each of these degree programs is oriented toward the achievement of specific student learning outcomes through active learning projects that take the student into the real world of business.

The bachelor’s program develops the knowledge needed by an entrepreneur and culminates in the presentation of a business plan developed by the student. The undergraduate offerings of the College of Business Administration include the Concept to Market Certificate Program, a major or minor in Creative Entrepreneurship, and a specialization within the Bachelor of Applied Arts and Sciences.

The MBA program offers emphases in Sustainable Business, Accounting, SAP ERP and Business Analytics, Entrepreneurship, or Leadership and Workplace Conflict Resolution.

The specialized MA and MS programs are short degrees focused on specific subfields such as enterprise resource planning, workplace conflict resolution, and sustainability measurement and reporting. The PhD in Management prepares researchers who can enrich the understanding and practice of sustainable business with new knowledge about
the highest levels of performance and flourishing for the individual, the team, the organization, and society.

All of these programs are taught as Consciousness-Based management, whose core is the knowledge of the total intelligence of nature and its organizing power. By studying the theoretical and practical aspects of Consciousness-Based 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 knowledge of the Science and Technology of Consciousness and with the principles that underlie the structure and function of the world around them.

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

**SPECIAL FEATURES OF THE COLLEGE OF BUSINESS**

- **Creative Entrepreneur Program** — The programs and courses of the College of Business Administration are oriented around real-world, active learning projects. In the Concept to Market (CTMI) module of our BA and MBA programs, creative entrepreneurs and intrapreneurs learn how to stimulate, recognize, and develop innovative, socially and environmentally responsible ideas — and transform them into reality.

- **Specialization in SAP ERP and Business Analytics** — This specialization in the MBA was designed to give students hands-on experience with one of the world’s leading enterprise resource planning platform. Students learn about powerful reporting and data analysis tools for decision-making including the use SAP BusinessObjects, data warehouse, and predcative analytics. Courses prepare students for SAP certification exams and for professional positions.

- **Online Degree Programs** — The MBA, MS, MA, and Ph.D. degree programs of the College of Business Administration can be taken completely online.

- **Real World Experience** — Students in the masters programs consult with local businesses and organizations providing improvements to their business processes and measuring and improving their sustainability. These projects often lead to future employment.
• **Ethics and Sustainability** — The curriculum explores issues of ethical integrity, social responsibility, and environmental sustainability to prepare business leaders to be stewards of society and the environment.

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

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

**BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

The undergraduate business degree at MIU is called Bachelor of Arts in Creative Entrepreneurship, because it focuses on applying multiple disciplines of business knowledge to the creative design of entrepreneurial and intrapreneurial ventures. 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.

**Graduation Requirements**

To graduate with a BA in Business Administration, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in the Catalog section on “Academic Policies.”) As part of these requirements, 52 credits of course work in business administration must be completed. These 52 credits are comprised of 16 credits of the Concept to Market Institute (CTMI) Module, 4 credits of Forest Academies, 16 credits of Business Capstone courses, 12 credits of either the Management Module or the Accounting Module, and 4 credits of electives.

**Concept to Market Institute (CTMI) Module**

- MGT 231 Creative Entrepreneur I (4 credits)
- MGT 378 Marketing Management (4 credits)
- MGT 222 Economics for Entrepreneurs (4 credits)
- MGT 332 Creative Entrepreneur II (4 credits)
Business Capstone Courses
• MGT 314 Statistics for Business and the Environment (4 credits) or MGT 307 Numerical Methods for Decision-Making (4 credits)
• MGT 316 Managerial Accounting (4 credits)
• MGT 350 Financial Management (4 credits)
• MGT 432 Entrepreneurship Project (4 credits)

Management Module Courses
• MGT 428 Business Law and Ethics (4 credits)
• MGT 429 Human Resource Management (4 credits)
• MGT 382 Management and Organization (4 credits)

Accounting Module Courses
• MGT 315 Financial Accounting (4 credits)
• MGT 440 Intermediate Accounting I (4 credits)
• MGT 441 Intermediate Accounting II (4 credits)

Forest Academies
• MGT 346 Career Strategies (2 credits)
• Any 2 credit Forest Academy course with a management-related theme approved by the program advisor

Business Electives (4 credits from the following)
• MGT 200 Growing a Business (4 credits)
• MGT 201 Business Communication Skills (4 credits) (may substitute for MGT 332)
• MGT 484 Mediation and Negotiation
• MGT 230 The Successful Entrepreneur (4 credits)
• MGT 336 Social Entrepreneurship (4 credits)
• MGT 341 Management Information Systems (4 credits)
• MGT 405 Cross-Cultural Communication (4 credits)
• MGT 495 Internship in Accounting (4 credits)
• MGT 496 Preparation for CPA/CMA Exam (4 credits)
• MGT 498 Internship in Management (variable credits)
• MGT 5131 Taxation (4 credits) with permission of instructor
• or other graduate level accounting course with permission of the instructor

Students may interview for business positions and earn up to 16 elective credits of internship toward their bachelor’s degree with the approval of the BA program director or department chair. Students at Maharishi University of Management have a particular
advantage in the competition for internships nationwide. The block calendar of month-to-month study makes it easy for a student to take off one or more months and work fulltime 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.

**MINOR IN BUSINESS ADMINISTRATION**

To graduate with a minor in business, students must complete 16 credits of course work in business.

**CONCEPT TO MARKET INSTITUTE (CTMI) CERTIFICATE IN CREATIVE ENTREPRENEURSHIP**

Students from any major can earn a Certificate in Creative Entrepreneurship by completing 16 credits of study consisting of the following four courses: MGT 231 Creative Entrepreneurship 1, MGT 222 Economics for Entrepreneurs, MGT 378 Marketing Management, and MGT 332 Creative Entrepreneurship 2.

**BAAS SPECIALIZATION IN CREATIVE ENTREPRENEURSHIP**

**Graduation Requirements**

Business students have the option to graduate with a Bachelor of Arts in Applied Arts and Sciences, taking a specialization in business administration. The requirement consists of:

*The Concept to Market Institute Module (16 credits)*

- MGT 231 Creative Entrepreneur I (4 credits)
- MGT 378 Marketing Management (4 credits)
- MGT 222 Economics for Entrepreneurs (4 credits)
- MGT 332 Creative Entrepreneur II (4 credits)

*Plus 16 credits* of other course work in the College of Business and an AAS Senior Capstone project related to business.

**MASTER OF BUSINESS ADMINISTRATION**

The MBA is a general management degree requiring a minimum of 40 graduate credits. For students with no prior study in business, the MBA includes 18 credits of additional study in the various business *functions*: managing people and organizations, accounting,
finance, marketing, operations, management information systems, and business law, for a total of 58 credits.

The heart of the MBA consists of a specialization in one field of business study. The areas of emphasis in the MBA program are

- Entrepreneurship
- Sustainable Business
- Accounting
- SAP Enterprise Resource Planning and Business Analytics
- Leadership and Workplace Conflict Resolution or Entrepreneurship

Maharishi International University offers the MBA degree in the day format, evening/weekend format, and online format. Additional modes of study are the Professionals MBA programs in Accounting or SAP ERP and Business Analytics, and an accelerated MBA program for experienced professionals, managers and leaders.

**Evening-Weekend MBA Format**

This program format offers an opportunity for students to earn their MBA degree while working in an internship position at Maharishi International University. Students take 18–26 credits per year at the Fairfield campus, in the evenings and on weekends. Internships are incorporated in this program format as curricular practical training (CPT) for which students earn academic credit while integrating and applying the knowledge they learn in class.

**Professionals MBA Format**

The Professional MBA format for accounting professionals and SAP professionals is offered to candidates with a strong academic background and professional experience in accounting or enterprise resource planning. This 58-credit program requires seven months of study on campus and two years of distance education at quarter-speed while working full-time in curricular practical training. The course work is this program format is intended to prepare students for professional certification exams in accounting or SAP.

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

Applicants must have a four-year bachelor’s degree or the equivalent in formal training and work experience. Acceptance is based upon the quality of undergraduate performance, aptitude test scores, work experience and other achievements. All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the past two years. Applicants are exempt from this requirement if they have resided in the following
countries for a minimum of 2 years: American Samoa, Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Dominica, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Liberia, New Zealand, Trinidad/Tobago, United Kingdom and U.S. Pacific Trust.

Students with scores below 6.5 on IELTS, 575 TOEFL paper-based, 230 TOEFL computer-based, 90 TOEFL internet-based, or 58 PTE will be asked to take the Intensive English program before enrolling in degree program classes. The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is not required. Students need to have the prerequisite knowledge of Algebra.

**Graduation Requirements for the MBA Degree**

Students in the day, online and evening/weekend MBA formats need to fulfill the degree requirement of 58 credits of study consisting of 18 credits of the MBA Foundation Requirement, and 40 credits covering one emphasis area as well as university requirements and elective courses, as follows.

Students in the *Professionals MBA* format and the MBA in Information Systems have distinct degree requirements which are described in sections below.

**MBA Foundation Requirement** (18 credits)

As a preparation for meeting the requirement of a track or several concentrations, each MBA student must demonstrate a basic competence in the foundational fields of business. This is demonstrated by having a total of 18 MBA course credits earned including at least 2 semester-hour credits in *any four of the following seven* fields:

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

Students may fulfill the MBA Foundation Requirement in whole or in part by having completed equivalent undergraduate course work at an accredited university and earned a grade of at least B. This means that up to 18 credits of foundational studies can be waived based on prior studies.

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

**MBA Depth Requirement: Emphasis Areas of Advanced Study** (16 credits)
In addition to foundational courses, all MBA students must complete one emphasis area of advanced study. An emphasis is a depth of study in one discipline or cross-functional field consisting of at least 16 credits. Each emphasis includes a seminar or capstone course in which there is a substantial requirement of research and writing, designated below by an asterisk (*). An emphasis will be noted on the student’s transcript but not on the diploma. Courses in five emphasis areas are shown below.

**Sustainable Business Emphasis**
- MGT 5010 Organizational Change for Sustainability (2–4 credits)
- MGT 5165 Metrics for Sustainable Business (2–4 credits)
- MGT 5310 Sustainable Technologies (2–4 credits)
- MGT 5313 Socially and Environmentally Responsible Management (2–4 credits)
- MGT 5681 Socially Responsible Investing (2–4 credits)
- MGT 5781 Green Marketing (2–4 credits)
- MGT 5952 Strategic Management for Sustainable Business (4 credits)
- *MGT 5312 MBA Capstone Project (2–4 credits)
or other courses in Sustainability Measurement and Reporting.

**Accounting Emphasis**
- MGT 5043 Financial Modeling and Data Analysis (2 credits)
- MGT 5130 Business Law and Taxation for Accountants (4 credits)
- MGT 5131 Taxation (4 credits)
- MGT 5141 Intermediate Accounting I (4 credits)
- MGT 5142 Intermediate Accounting II (4 credits)
- MGT 5152 Auditing for Financial Accountants (4 credits)
- MGT 5160 Managerial Accounting (4 credits)
- MGT 5165 Metrics for Sustainable Business (2–4 credits)
- MGT 5301 SAP Finance and Control (4 credits)
- MGT 5304 SAP Business Analytics (4 credits)
- *MGT 5514 Enterprise Performance Management (4 credits)

**SAP ERP and Business Analytics Emphasis**
- MGT 5301 SAP – Finance and Controlling (4 credits)
- MGT 5302 SAP – Enterprise Business Processes (4 credits)
- MGT 5303 SAP – ERP Configuration (4 credits)
- MGT 5304 SAP – Enterprise Business Analytics (4 credits)
• MGT 5460 Business Intelligence and Data Mining (4 credits)
• *MGT 5960 Capstone Project (2-4 credits)

**Leadership and Conflict Resolution Emphasis**
• MGT 5830 Mediation and Negotiation (4 credits)
• MGT 5820 Leadership and Management (2 credits)
• MGT 5821 Leadership and Teamwork (1–2 credits)
• MGT 5828 Communication Skills for Managers (2 credits)
• MGT 5829 Culture and Conflict Resolution (2 credits)
• MGT 5831 Negotiation in the Workplace (2 credits)
• MGT 5832 Mediation (2 credits)
• FOR 423 Team Building and Performance (1-2 credits)
• MGT 5342 Human Resource Management (4 credits)
• MGT 5834 Conflict Resolution in Teams (2 credits)
• MGT 5835 Organizational Design to Minimize Conflict (2 credits)
• MGT 5836 Difficult People and Difficult Conversations (2 credits)
• MGT 5837 Transformational Coaching (2 credits)
• MGT 5060 Advanced Topics in Conflict Resolution (4 credits)
• *MGT 5838 Capstone Course in Leadership and Workplace Conflict Resolution (2 credits)

**Entrepreneurship Emphasis**
• *MGT 5300 Entrepreneurship Project (4 credits)
• MGT 5320 Entrepreneurship
• MGT 5500 Financial Management (4 credits)
• MGT 5550 Finance for Entrepreneurs
• MGT 5740 Marketing Research
• MGT 5780 Marketing Management (4 credits)
• *MGT 5940 MBA Research Report

**University Requirement** (4 or more credits)
To graduate with an MBA, students must successfully complete all general requirements for a master’s degree, including the introductory course MVS 500 *Science of Creative Intelligence* (4 credits) in the first two semesters at Maharishi International University or its equivalent STC 508 Science and Technology of Consciousness, and one Forest Academy course in each subsequent semester a student is enrolled for 12 credits or more. (Please refer to “Degree Requirements” in “Academic Policies.”)

**Electives**
Any MGT course at the 5000 level may count as an elective course. With the permission of the department chair, a maximum of 8 elective credits may be taken as graduate courses in other departments of the university or as undergraduate courses designated 300-level or above in other departments of the University. MBA students who take undergraduate courses may be required to do extra work commensurate with graduate-level credit.

The MBA in Information Systems

Applicants must have a minimum of an undergraduate degree in computer science, engineering, science, business management, or information systems with a 3.0 or higher grade point average. Applicants should have at least 3 years of work experience in the IT field in a technical or team leadership role. Applicants should be currently working and demonstrate strong interest in achieving this degree.

To graduate with an MBA in Information Systems, students must successfully complete all general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The MBA in Information Systems requires a minimum of 58 credits.

Foundational Studies (Year One) (18 credits)
In the first year of the program, take five foundational courses:
• MGT 5402 MBA Principles of Success (2 credits)
• MGT 425 Marketing (4 credits)
• MGT 5410 Information Systems Foundations (4 credits)
• MGT 5160 Managerial Accounting (4 credits)
• MGT 482 Management and Organization (4 credits)

Information System Electives (Year Two) (16 credits)
In the second year of the program, students take four MIS elective courses:
• MGT 5412 Information Systems Strategy and Governance (4 credits)
• MGT 5470 Systems Analysis and Design (4 credits)
• MGT 5460 Business Intelligence and Data Analytics (4 credits)
• MGT 5480 IT Security (4 credits)

Information Systems Electives (Year Three) (8 credits)
In their third year, students take two additional electives:
• MGT 5165 Metrics for Sustainable Business (4 credits)
• MGT 5490 Information Systems Capstone Project (4 credits)

Practicum (15 credits)
Concurrent with their course work, students also enroll in MGT 5911 Required IS Practicum, which entails earning credit for a student’s on-the-job experience.

Forest Academy (2 credits)
In the second and third years of this 2.5-year program, students begin their study with a two-week Forest Academy. (2 credits)

**THE PROFESSIONALS MBA PROGRAMS**

The *Professionals MBA* programs are designed for specific types of students who have substantial training or experience in business, management, or leadership. The Professionals MBA programs therefore have special admission requirements.

A Professionals MBA program has a core foundational requirement of approximately 18 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 Consciousness-Based Management.

The elective portion of an accelerated MBA will reflect the specific needs of the target group.

**The Accounting Professionals MBA Program**

*Entrance Requirements for the Accounting Professionals and SAP ERP and Business Analytics Professionals MBA Program*

Entrance requirements are the same as the above entrance requirements for the MBA Program. For the Accounting Professionals Program, preference is given to students who have an undergraduate or master’s degree in accounting, finance, or business and at least two years of full-time paid professional work in accounting.

*Graduation Requirements for the Accounting Professionals MBA Degree*

To graduate with an MBA degree under this option, students must successfully complete all general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies”). The Accounting Professionals MBA Program consists of three academic elements: (a) Foundational Studies that provide a solid interdisciplinary framework and subjects in key functional areas to build management capabilities, (b) Advanced Studies that provide opportunities to sharpen knowledge in financial or managerial accounting and related areas, and (c) Practicum Internship through co-
operative accounting positions with business enterprises or NGOs to enhance applied business skills. Students need a minimum of 58 credits of academic credit across these three academic elements as follows:

• **Foundational Studies (17 credits)**
MVS 500 The Science of Creative Intelligence (4 credits) or STC 508 Science and Technology of Consciousness (4 credits), MBA Forest Academy (2 credits), and at least 10 credits covering at least five of the foundational subjects in business administration, i.e., marketing, accounting, finance, operations, information systems, business law, and human resource management. Also, students will take a course in Career Strategies (1 credit) that will train students about what they need to secure a curricular practical training position.

• **Advanced Studies (32 credits)**
Accounting Professional 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). SAP Professionals are required to take at least 16 credits from SAP courses (see list below in *Graduation Requirements for the MS in SAP ERP and Business Analytics*). The remainder of credits can be taken from MBA electives.

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

**The SAP Enterprise Resource Planning and Business Analytics Professionals MBA Program**

Entrance requirements are the same as the above entrance requirements for the MBA Program. For the SAP Professionals, the requirements are an undergraduate degree in business or information systems and two years of professional work experience in fields such as financial/business analysis, enterprise resource planning, accounting, or consulting.

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 Accounting Professionals MBA Program consists of three academic elements: (a) Foundational Studies that provide a solid interdisciplinary framework and subjects in key functional areas to build management capabilities, (b) Advanced Studies that provide opportunities to sharpen knowledge in financial or managerial accounting and related areas, and (c) Practicum Internship through co-operative accounting positions with business enterprises or NGOs to enhance applied
business skills. Students need a minimum of 58 credits of academic credit across these three academic elements as follows:

- **Foundational Studies (17 credits)**
  MVS 500 The Science of Creative Intelligence (4 credits) or STC 508 Science and Technology of Consciousness (4 credits), MBA Forest Academy (2 credits), and at least 10 credits covering at least five of the foundational subjects in business administration, i.e., marketing, accounting, finance, operations, information systems, business law, and human resource management. Also, students will take a course in Career Strategies (1 credit) that will train students about what they need to secure a curricular practical training position.

- **Advanced Studies (32 credits)**
  SAP ERP and Business Analytics Professionals MBA are required to take 4 of the following 5 courses that use the SAP software.
  - MGT 5301 Finance & Control (4 credits)
  - MGT 5302 SAP Business Processes (4 credits)
  - MGT 5303 SAP Business Configuration (4 credits)
  - MGT 5304 SAP Enterprise Business Analytics (4 credits)
  - MGT 5460 Business Intelligence and Data Mining (4 credits)
  Students must also complete a capstone project of at least 2 credits.
  - MGT 5960 Capstone Project (2-4 credits)
  Additionally, 12-14 credits of electives are required. Any MGT course at the 500 level may count as an elective course. MS-SAP students may be particularly interested in accounting and finance courses taught in the online MBA program.

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

**EXECUTIVE MBA PROGRAM**

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

**Graduation Requirements for the Executive MBA Program**

The Executive MBA program requires 40 credits of graduate study. This program is typically offered in cooperation with a specific sponsoring organization or partner
instituition of higher education. Its program of foundational study, specialization, and electives may be designed according to the requirements of the partner or location, but it will include a specialization of 16 credits and a capstone requirement.

MASTER OF SCIENCE IN SAP ENTERPRISE RESOURCE PLANNING (ERP) AND BUSINESS ANALYTICS

The MS in SAP ERP & Business Analytics is designed to deepen knowledge of business processes using enterprise software SAP, one of the world’s leading integrated information system platforms used in multi-national companies and international non-government organizations (NGOs). This program prepares graduates to become a corporate business/data analyst, accounting manager, financial controller or SAP consultant through hands-on study. In this program, students learn:

- Integrated business processes using SAP Enterprise Resource Planning (ERP). Modules include finance, controlling, production planning, and material management.
- SAP business process configuration and execution.
- Business analytics using SAP Business Objects, SAP Lumira, Data Warehouse, Crystal Reports, and predictive analytics.
- Financial and managerial accounting using the SAP ERP platform.

Whereas the MBA is full-spectrum general management degree requiring up to 58 credits, the MS in SAP ERP and Business Analytics is a highly focused master’s degree. Its 30 credits can be completed in three semesters of evening-weekend online study.

Entrance Requirements

Applicants should a four-year undergraduate degree or the equivalent and a GPA of 3.0 or higher, or a GPA of 3.2 or higher in the final two years of college. Acceptance is based upon the quality of undergraduate performance and other factors.

All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the past two years. Applicants are exempt from this requirement if they have resided in the following countries for a minimum of 2 years: American Samoa, Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Dominica, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Liberia, New Zealand, Trinidad/Tobago, United Kingdom and U.S. Pacific Trust. Applicants with scores below 6.5 on IELTS, 575 TOEFL paper-based, 230 TOEFL computer-based, 90 TOEFL internet-based, or 58 PTE will be asked to take the Intensive English program before enrolling in degree program classes.
Graduation Requirements

MBA students must complete a total of 30 semester-hour credits, including 18 credits in the SAP specialization, 8 credits of elective courses, and 4 credits of STC508 Science and Technology of Consciousness: Principles of Success in Personal and Professional Life or FOR500 The Science of Creative Intelligence.

SAP Courses (18 credits)
Students must take 4 of the following 5 courses that use the SAP software.
• MGT 5301 Finance & Control (4 credits)
• MGT 5302 SAP Business Processes (4 credits)
• MGT 5303 SAP Business Configuration (4 credits)
• MGT 5304 SAP Enterprise Business Analytics (4 credits)
• MGT 5460 Business Intelligence and Data Mining (4 credits)
Students must also complete a capstone project of at least 2 credits.
• MGT 5960 Capstone Project (2-4 credits)

Electives (8 credits)
Any MGT course at the 500 level may count as an elective course. MS-SAP students may be particularly interested in the following accounting and finance courses taught in the Online MBA program, including:
• MGT 5150 Financial Accounting Analysis (4 credits)
• MGT 5160 Managerial Accounting (4 credits)
• MGT 5161 CMA 1: Financial Planning (4 credits)
• MGT 5162 CMA 2: Financial Decision-Making (4 credits)
• MGT 5514 Enterprise Performance Management (2-4 credits)
• MGT 5151 CPA 1: Business Environment and Concepts (4 credits)
• MGT 5152 CPA 2: Auditing & Attestation (4 credits)
• MGT 5153 CPA 3: Financial Accounting & Reporting (4 credits)
• MGT 5154 CPA 4: Regulation (4 credits)

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 up to 10 credits count as electives toward the MS, subject to approval by the Program Director.

MASTER OF ARTS IN LEADERSHIP AND WORKPLACE CONFLICT RESOLUTION

Handling conflict is the hardest part of a manager’s job. The Master’s in Leadership and Workplace Conflict Resolution cultivates the essential communication, leadership and
conflict resolution skills that enable managers to resolve conflict and create a harmonious and effective workplace environment. The core courses of the MA-LWCR program give students experience in resolving conflicts that can be applied in many contexts.

Whereas the MBA is full-spectrum general management degree requiring up to 58 credits, the MA in Workplace Conflict Resolution is a highly focused master’s degree. Its 30 credits can be completed in three semesters of evening-weekend online study.

**Entrance Requirements**

Applicants must have a four-year bachelor’s degree or the equivalent in formal training and work experience. Acceptance is based upon the quality of undergraduate performance, aptitude test scores, work experience and other achievements.

All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the past two years. Applicants are exempt from this requirement if they have resided in the following countries for a minimum of 2 years: American Samoa, Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Dominica, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Liberia, New Zealand, Trinidad/Tobago, United Kingdom and U.S. Pacific Trust. Applicants with scores below 6.5 on IELTS, 575 TOEFL paper-based, 230 TOEFL computer-based, 90 TOEFL internet-based, or 58 PTE will be asked to take the Intensive English program before enrolling in degree program classes.

The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is recommended but not required.

**Graduation Requirements**

MA-LWCR students must complete a total of 30 semester-hour credits consisting of a university requirement and a program core, as follows.

**University Requirement**

To graduate with an MA degree, students must successfully complete all general requirements for a master’s degree, and, within the first two semesters, the introductory course STC509A Science and Technology of Consciousness: Principles of Success in Personal and Professional Life (1 credit).

Students must also take MGT 5820 Leadership and Management (2 credits) and MGT 5821 Leadership and Teamwork (1 credit) to fulfill the *Science and Technology of Consciousness* requirement. (Please refer to “Degree Requirements” in “Academic Policies.”)
MA-LWCR Required Courses (30 credits)
The courses designated by (*) collectively satisfy the Science and Technology of Consciousness requirement.

* STC 508A Science and Technology of Consciousness: Principles of Success in Personal and Professional Life (1 credit)
• MGT 5120 Business Law and Government Regulations (4 credits)
• MGT 5342 Human Resource Management (4 credits)
* MGT 5820 Leadership and Management (2 credits)
* MGT 5821 Leadership and Teamwork (1 credit)
• MGT 5828 Communication Skills for Managers (2 credits)
• MGT 5829 Culture and Conflict Resolution (2 credits)
• MGT 5831 Negotiation in the Workplace (2 credits)
• MGT 5832 Mediation (2 credits)
• MGT 5834 Conflict Resolution in Teams (2 credits)
• MGT 5835 Organizational Design to Minimize Conflict (2 credits)
• MGT 5836 Difficult People and Difficult Conversations (2 credits)
• MGT 5837 Transformational Coaching (2 credits)
• MGT 5838 Capstone Project in Workplace Conflict Resolution (2 credits)

MA-LWCR Elective Courses
Though the required courses fulfill all the requirements for the degree, some students might transfer some graduate credit and thereby waive a required course in the program. Others may want to take some extra credits while finishing out their final semester. Elective courses may also be taken from the Online MBA program with the consent of one’s advisor. Elective courses may be taken outside the College of Business at the graduate level up to a limit of 4 credits. The following are a few electives that might be useful for those taking this degree.

• MGT 5820 Management and Organization (4 credits)
• FOR 423 Team Building and Performance (1–2 credits)
• MGT 5990 Directed Study (1–4 credits)

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 up to 10 credits count as electives toward the MS, subject to approval by the Program Director.
MASTER OF SCIENCE IN SUSTAINABILITY MEASUREMENT AND REPORTING

Sustainability is a significant emerging theme in business, government, and nonprofit organizations. About two-thirds of the jobs with titles like Sustainability Coordinator or Sustainability Manager require a knowledge of how to use the various metrics for measuring and reporting on organizational sustainability. This MS program trains people to gain those essential skills.

Whereas the MBA is full-spectrum general management degree requiring up to 58 credits, the MS in Sustainability Measurement and Reporting is a highly focused master’s degree. Its 30 credits can be completed in three semesters of evening-weekend online study.

Entrance Requirements

Applicants must have a four-year bachelor’s degree or the equivalent in formal training and work experience. Acceptance is based upon the quality of undergraduate performance, aptitude test scores, work experience and other achievements.

All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the past two years. Applicants are exempt from this requirement if they have resided in the following countries for a minimum of 2 years: American Samoa, Australia, Bahamas, Barbados, Belize, Canada (except Quebec), Dominica, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Liberia, New Zealand, Trinidad/Tobago, United Kingdom and U.S. Pacific Trust. Applicants with scores below 6.5 on IELTS, 575 TOEFL paper-based, 230 TOEFL computer-based, 90 TOEFL internet-based, or 58 PTE will be asked to take the Intensive English program before enrolling in degree program classes.

The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is recommended but not required.

Mathematics at the level of college algebra is necessary for this MS degree. Some collegiate study in the biological or physiological sciences will be an advantage in learning how to describe the environmental impacts of business activities. 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

MS-SMR students must complete a total of 30 semester-hour credits consisting of a university requirement, a program core, and electives, as follows.

University Requirement (4 credits)
To graduate with an MS degree, students must successfully complete all general requirements for a master’s degree, and, within the first two semesters, the introductory course
• STC 508 Science and Technology of Consciousness: Principles of Success in Personal and Professional Life (4 credits), or FOR 500 Science of Creative Intelligence (4 credits)

MS-SMR Core Courses (16 credits)
The core courses of the MS-SMR program give students the span of knowledge about sustainability metrics that will allow them to work in many contexts and fields of application.
• MGT 5165 Metrics for Sustainable Business (4 credits)
• MGT 5310 Sustainable Technologies (4 credits)
• MGT 5952 Strategic Management for Sustainable Business (2 credits)
• MGT 5163 Green Building Concepts and Metrics (2 credits)
• MGT 5960 Capstone Project (4 credits)

MS-SMR Elective Courses (10 credits)
Elective courses are offered based on demand. Popular electives are offered every year. Other electives will be offered on a longer rotation. Electives courses may also be taken from the online MBA in Sustainable Business program with the consent of one’s advisor. Elective courses may be taken outside the College of Business at the graduate level up to a limit of 4 credits.

Sustainability Accounting and Reporting
• MGT 5772 Sustainability Reporting and Assurance with the GRI Standard (4 credits)
• MGT 5161 CMA1: Financial Planning, Performance, Control and Integrated Reporting (4 credits) (prerequisite: prior knowledge of managerial accounting)
• MGT 5770 CMA2: Financial Decision Making, Sustainability and Social Responsibility (4 credits) (prerequisite: prior knowledge of managerial accounting)

Special Focus Reporting
• MGT 5873 Corporate Sustainability Rating Systems (2-4 cr)
• MGT 5776 Sustainability Reporting for Small and Medium Enterprises (2-4 cr)
• MGT 5871 The STARS metric for University Sustainability (2-4 cr)
• MGT 5872 The LEED For Cities and Communities Metric (4 cr)
• MGT 5164E LEED AP Existing Buildings Operations & Maintenance (4 cr)
• MGT 5874 Greenhouse Gas Accounting—Carbon Footprinting (2-4 cr)
• MGT 5681 Socially Responsible Investing (2–4 credits)

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 up to 10 credits count as electives toward the MS, subject to approval by the Program Director.

GRADUATE CERTIFICATES IN BUSINESS

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

Students in a Graduate Certificate program must take either MVS 500 The Science of Creative Intelligence (4 credits) or STC 508 Science and Technology of Consciousness (either as STC 508 or as STC 508 A,B,C,D). If STC is taken in parts, students must complete STC 508A before starting their third course (9th credit) of the MBA program, unless they waive this requirement due to prior study.

A student may earn a Graduate Certificate in Business Administration by taking 15 credits of MBA, MA or MS course work.

PHD IN MANAGEMENT

A Holistic Approach to Management

The PhD program in Management at Maharishi International University explores how organizations create flourishing that fulfills the interests of the organization and produces positive impacts for society and the environment. Our investigations of holistic management encompass three components:

1) Developing holistic consciousness: The evolution of individual and collective consciousness cultivates the learning capabilities of systems thinking, collaborative relationships, and creative visioning to achieve shared value.

2) Managing the transformation of organizations for more holistic success: Evolving consciousness expresses itself in new management practices and forms of organization that enable organizations to innovatively address social and environmental needs.

3) Measuring and communicating holistic outcomes: Evolving consciousness attends to and reports on a holistic range of performance outcomes, encompassing economic, social, and environmental results.
Transcendental Meditation
All educational programs at MIU include twice-daily practice the Transcendental Meditation technique. This scientifically validated technique has been shown to lower stress, enhance brain functioning, increase intelligence and creativity, and support overall health. After regular meditation practice, our students often report feeling less stressed and more creative than ever. Students learn to reflect on how this transformative practice can be applied to help achieve their goals as educators and managers.

Professional Development for Teaching, Consulting, and Educational Management
Students in the PhD program are trained in principles and practices for successful management, writing, teaching and research, which can be applied in a variety of leadership, consulting and academic situations.

Preparing Researchers to Advance Knowledge of Holistic Management
The PhD program prepares each student to conduct original and significant research through courses in management theory and in research methods and statistics. Students are encouraged to identify a research topic early in their studies so that the research papers throughout the program can focus on this chosen topic. As part of the required course work, students undertake a written qualifying exam. After successfully completing the qualifying examination, the student is advanced to PhD candidate status. When a dissertation proposal is accepted, the student is advanced to PhD researcher status. The PhD researcher must successfully complete an oral defense of the dissertation.

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

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

To graduate with a PhD in Management, students must successfully complete all general requirements for the doctoral degree, including time limits. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must successfully complete the following 60 credits:

Core Management Courses (14 credits)
- MGT 601 Organizational Behavior Theory and Research (4 credits)
- MGT 676 Organizational Development and Change (4 credits)
- MGT 678 Outcomes Measurement for Sustainable Business (4 credits)
- MGT 669 Strategic Management (2 credits)

Science of Creative Intelligence or Science and Technology of Consciousness (4 credits)
- STC 508 Science and Technology of Consciousness (4 credits), or
- FOR 500 Science of Creative Intelligence (4 credits)

Forest Academy Courses
After the Science and Technology of Consciousness or Science of Creative Intelligence course, a Forest Academy course of at least 1 credit is required for each semester the student is enrolled in the PhD program.

Research Methods (18 credits)
*Note: 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 5170 Data Analysis for Managers (2 credits)
- MGT 628 Introduction to Multivariate Data Analysis (4 credits)
- MGT 635 Quantitative Research Design (4 credits)
- MGT 636 Qualitative Research Methods (4 credits)
- MGT 610 Survey Design (2 credits)
- MGT 621 Literature Review (2 credits)

Professional Development (4 credits)
- MGT 692 Seminar in Writing (4 credits)

Additional Courses
A student’s faculty advisory committee may require additional course work as required for the student’s dissertation research.
Qualifying Examination and Dissertation Research (20 credits minimum)

- MGT 690 Preparation for Qualifying Examination (4 credits). These exams test the student’s ability to critically analyze and integrate knowledge to complete a doctoral dissertation successfully. *May be repeated for credit, subject to satisfactory progress, until the qualifying examination is completed.*

- MGT 700 Preparing the Dissertation Proposal (8 credits per semester). The purpose of the dissertation proposal defense is to assure that the plan of researching the proposed research question is complete and holds academic merit. Students work closely with their dissertation committee in determining the composition of the dissertation proposal and in writing the proposal. *May be repeated for credit, subject to satisfactory progress, until dissertation proposal is accepted.*

- MGT 701 Dissertation Research (8 credits per semester). *May be repeated for credit, subject to satisfactory progress, until dissertation is completed.*

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

COURSES

Undergraduate Courses

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

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

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

**MGT 220 Current Topics in Sustainable Economics: Efficiently Using Resources to Promote the Fulfillment of Individuals and Society**
This course reviews the basic assumptions and logic of classical microeconomics and macroeconomics in light of their modern critique through sustainability. Specific topics will vary from one offering to the next. However, frequent themes in the course are the social responsibility of business, the importance of local versus global markets, equality of economic opportunity, the distribution of wealth and income, the role of government in the economy, the conservation of natural resources, and the goals of an economic system. (4 credits)

**MGT 222 CCTS—Economics for Entrepreneurs: The Institutional Context of Creativity**
This course uses economic analysis to understand the market and competitive environment of the entrepreneurial firm. On the consumer side of the industry, we study consumer behavior, the factors that affect consumers’ purchase decisions, strategies for pricing a product, and revenue models for a business. On the competitive side, we study how firms position themselves to compete within an industry, types of competitive strategy, and opportunities for collaboration with firms that offer complementary products or have access to complementary markets. We also use economic analysis to study the cost structure of a business in order to determine the break-even sales rate. At the completion of this course, students in the Creative Entrepreneur program will write the Industry Analysis section of their business plan. (4 credits)

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

**MGT 231 Creative Entrepreneur I: Harnessing Nature’s Infinite Creativity to Plan and Start a Sustainable Business**

The goal of the course is for each participant to identify a business or product idea that they would like to develop into a viable product or company and then develop, write and present a summary of the idea into a Concept Statement. Businesses thrive on creativity. In this course, you will learn how creative thoughts and ideas can be developed into life supporting, sustainable products or services which fulfill needs and contribute to the expansion of happiness in society. (4 credits)

**MGT 307 Numerical Methods for Decision-Making: Order is Present Everywhere**

Understanding proper use and common misuses of numbers and graphs can improve thinking and decision-making of all stakeholders of organizations and citizens in modern societies. This course applies basic mathematics and statistics to the analysis and interpretation of real-world quantitative information in the context of business and society. (4 credits) Prerequisite: Math152 (Elementary Algebra)

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

Statistics offers powerful quantitative tools based on the underlying orderliness of nature to support improved decision-making in business and environmental management. Statistics is the art and science of finding meaningful patterns and relationships in data (data analysis), generating useful data (data production), and drawing valid conclusions from data (statistical inference). In this course, students will learn how to use key graphical and numerical tools of data analysis, how to effectively present their findings, and evaluate the validity of their conclusions. Environmental applications and case studies will be emphasized. Topics include: graphical and numerical tools for summarizing and describing data, modeling data with probability distributions, sampling and surveys, designing experiments, hypothesis testing for means and proportions, correlation analysis, and modeling relationships using regression analysis. (4 credits) Prerequisite: MATH 152 or equivalent

**MGT 315 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity**

Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements are essential for reporting to management, stockholders, creditors, and the government. Topics include: fundamentals
of bookkeeping, internal control, generally accepted accounting principles, inventory valuation, receivables and payables, depreciation, amortization, stocks and bonds, inflation accounting, and the interpretation and analysis of financial statements. (4 credits)

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

**MGT 332 Creative Entrepreneur II: Integrating the Principles of Management to Start a Sustainable Business**  
In this final course in the CTMI Certificate Program, students tie together all they have learned to write a business concept statement, workshop business concepts with classmates and mentors, and make pitches to investors in a Shark Tank-like setting. Students learn how to design advertising for their own product or business. They will write advertising copy for magazine, newspaper, radio and all social media, and will record their own radio commercials. (4 credits) **Prerequisites:** MGT 431 and permission of the instructor

**MGT 336 Social Entrepreneurship: Solving Problems from the Level of Infinite Creativity**  
This project-based class challenges students to employ every ounce of their creativity and apply their knowledge to finding solutions to the world’s most challenging problems, whether local or global, in the area of environmental sustainability, education, communications, or business. Each week we will connect with and learn from social entrepreneurs from around the world working in education, mobile technology, community development and so forth, and draw inspiration from their relentless vision and determination. Through the study of innovations in the social sector, we will develop an understanding of core principles and tactics of social change as well as the necessary leadership qualities of social entrepreneurs. Students will work individually or in groups to conceive of a social intervention of their own design. Students will present their plans, models and media to a committee to evaluate the potential of their work to create social change. (2-4 credits)
MGT 346 Career Strategies: Choosing a Career to Maximize Inner and Outer Fulfillment
The course has a practical focus on career discovery and implementation. In the framework of Consciousness-Based principles for success, students consider their own skills, abilities, and objectives, and learn to design a career that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to implement their career goals, and then work with the best Internet resources to research occupational interests, business and service organization profiles, and industry trends. Students learn networking strategies, including interviews, and using the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential colleagues, funding agencies and employers. (variable credits) Prerequisite: third year of undergraduate study

MGT 350 Financial Management: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals
Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to effectively manage the financial resources of any organization in order to achieve strategic goals. Topics include: the time value of money, stock and bond valuation, risk and return, capital investment decisions, analysis of financial statements, financial forecasting, working capital management, the investment banking process, and the sources of funding for a business. Students will develop capital requirements, plan the raising of capital, and develop a cash flow design for their business plan project. (4 credits) Prerequisite: MGT 316 or MGT 315

MGT 351 Financial Modeling and Data Analysis
This course trains students to use the financial models that are most useful to accountants and shows how the models can be solved numerically and/or simulated using Excel. This course covers principles of financial modeling illustrated by the standard quantitative models and techniques used in corporate finance and in financial statement simulation and analysis. Techniques in Excel include lookup functions for standardizing data, pivot tables to summarize data, data tables for sensitivity analysis, and goal seek for numerical solution, among others. Prerequisite: MATH 153
MGT 378 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers
Marketing is the process of creating exchanges that satisfy individual and organizational objectives. Topics include: consumer behavior, market research, market segmentation, competitive positioning and strategy, advertising, pricing, distribution and channel management, selling techniques and sales force management, and new product development. Students conduct an industry analysis and write the marketing section for their business plan. (4 credits) Prerequisites: WTG 192

MGT 382 Management and Organization: Expanded Consciousness Is the Basis of Ideal Behavior at the Individual, Team, and Organizational Levels
An understanding of the principles of human behavior at the individual, interpersonal, group, and organizational levels of analysis is critical to successful planning, organizing, and implementation by any manager. This course explores the dynamics of individual and group achievement from the perspectives of both skills and theory. Topics include: general management theory, leadership, delegation and coordination, planning and problem solving, organizational structure, and organizational change. (4 credits)

MGT 398 Internship
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. Prerequisite: Consent of academic advisor and 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 International University or at another site. (2-4 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)

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

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

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

MGT 415 Business Intelligence and Data Mining: Intelligence Gives an Evolutionary Direction to Change
The amount of data in organizations is growing exponentially, doubling every 18-24 months. Structured data from traditional information systems is now augmented by huge streams of data from devices, social networks, web logs, etc. Organizations that are not prepared for this increasing volume, variety, and velocity of data can drown in these streams of data, while the prepared ones can mine the data for new insights and initiatives almost in real time. This course covers the fundamental concepts of managing and mining data to support business decision-making and drive business value. Topics include: analysis, design and development of data warehouses; and data mining tools and techniques, including statistical and machine learning tools, to provide nearly real-time business analytics and intelligence.

MGT 424 Data Analysis for Managers:Harnessing Nature’s Organizing Power by Using Computer Technology to Support Decision-Making
The tools of managerial data analysis enable managers to transform raw data into useful knowledge of business performance in every functional area of business by identifying meaningful patterns and relationships in business data. Increased knowledge of business processes provides a foundation for improved business decision-making and enhanced business performance. Topics include: principles of statistical thinking for management; numerical and graphical tools for describing and analyzing business data; applications of probability and probability distributions; hypothesis testing for business decision-making; applied multiple regression for analyzing business performance and operations through case studies using real data. (2–4 credits) Prerequisite: MATH 152 or the equivalent

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: 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)

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

MGT 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) Prerequisite: MGT 316 or MGT 315

MGT 432 Entrepreneurship Project: Knowledge has Organizing Power
In this capstone course of the BA degree in Creative Entrepreneurship, students integrate and apply the knowledge gained throughout their major to create a business plan. Topics include identifying problems and business opportunities, market analysis, execution plan and financial projection. 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 316, MGT 350, MGT 378

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

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

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

MGT 450 Leadership: Intelligence Gives an Evolutionary Direction to Change
The qualities and principles of ideal leadership are identified, examined and developed through the examples of great leaders in history. This course provides the opportunity to measure how a dynamic executive in either the public or private sector can apply the principles of Management by Natural Law. (4 credits) Prerequisites: MGT 200 and MGT 382
MGT 481 Internet Marketing
This course presents the core aspects of marketing online, including usability-oriented site architectures, pay per click campaigns, search engine optimization, social media and content strategies. Students develop a working website to demonstrate mastery of these concepts. (2–4 credits) Prerequisite: MGT 425

MGT 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)

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. (4 credits)

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

MGT 495 Internship in Accounting: Integrating Knowledge and Experience to Develop Skill in Action
This course offers understanding from practical experience through work in accounting. In a capstone project, students integrate the knowledge of accounting they have gained in their BA program by seeing how it is put into practice. (4 credits) Prerequisites: consent of academic advisor and Academic Standards Committee
MGT 496 Preparation for CPA/CMA Exam: Knowledge is for Action
In this course, students are guided to prepare for one part of the Certified Professional Accountant or Certified Management Accountant exam. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent of academic advisor

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

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

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

Graduate Courses

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

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

Prerequisites: MGT 5180 and MGT 5240

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

MGT 5043 Financial Modeling and Data Analysis
This course trains students to use the financial models that are most useful to accountants and shows how the models can be solved numerically and/or simulated using Excel. This
course covers principles of financial modeling illustrated by the standard quantitative models and techniques used in corporate finance and in financial statement simulation and analysis. Techniques in Excel include lookup functions for standardizing data, pivot tables to summarize data, data tables for sensitivity analysis, and goal seek for numerical solution, among others. **Prerequisite:** MBA foundation course in finance or accounting.

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

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

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

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

**MGT 5101 Leadership for Sustainability: Developing Higher Consciousness for Greater Responsibility and Leadership**

This course focuses on developing leadership strategies for a sustainable future. Students will study the value of protecting people and the natural systems that we all depend on by sensibly managing environmental challenges, such as climate change and energy evolution. We will draw on social science to apply the lenses of societal systems and power to examine what leaders are doing now about climate change and how they might make better decisions going forward. We will also draw on the Science and Technology of Consciousness to consider the role of individual and collective consciousness in addressing such broad environmental issues. (2 credits)

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

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

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

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

**MGT 5120 Business Law and Government Regulation: 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 managers 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, taxing entities, deductions, property transactions, and gain or loss recognition. Students explore this course in the light of the relationships between man-made, national laws and the eternal principles of natural law that underlie them. (2–4 credits)

**MGT 5141 Intermediate Accounting I: Waking Up the Organization to Self-Referral Dynamics**

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

MGT 5142 Intermediate Accounting II: Waking Up the Organization to Self-Referral Dynamics
This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 credits) Prerequisite: MGT 5141

MGT 5150 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity
Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements show the current standing and recent activities of the firm to management, stockholders, creditors, and the government. Topics include: the fundamentals of bookkeeping and generally accepted accounting principles applied to inventory valuation, receivables and payables, depreciation of physical assets, amortization of loans, and stocks and bonds, with implications for the interpretation and analysis of financial statements. (2–4 credits)

The course explores the fundamental laws of nature that structure success in financial accounting. Content covered includes knowledge of alternative business organizations, economic concepts, financing and working capital, information technology, and management accounting. These are the topics covered in the CPA Exam Part 1. (4 credits) Prerequisite: MGT 5142
As independent auditors, CPAs verify the fairness of corporate financial statements and thereby enhance the confidence of those making investment decisions. Auditors play the role of the Second Element by dispelling doubts about the truthfulness of financial statements. Topics include: audit engagement planning, verification and testing of internal controls, and evidence sampling, collection and testing. In addition, the various types of audit report formats are examined. These are the topics covered in the CPA Exam Part 2. (4 credits) Prerequisite: MGT 5142

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

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

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

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

MGT 5162 Financial Decision Making: Knowledge Is Gained from Inside and Outside
Both inner knowledge and information from the environment are critical to properly manage business risks. In this course, on topics covered in Part 2 (of the 2-part version) of the Certified Management Accountant (CMA) examination, the student is exposed to relevant professional skills and topics in financial statement analysis, business performance metrics, profitability analysis, investment risk and portfolio management, financial instruments and cost of capital issues, international finance, corporate restructuring, decision analysis, and investment decisions. The course is designed to build competency for CMA exam conditions including multiple-choice questions, essays, and business simulations. Professors offer technical insights about how to develop solutions quickly. (4 credits) Prerequisite: MGT 5160

MGT 5163 Green Building Concepts and Metrics: Structure and Function in Alliance with Natural Law
According to the US Green Building Council, buildings account for 39% of the greenhouse gas emissions in the USA. This course reveals the concepts and principles used in measuring all environmental impacts of buildings and shows how those ideas are applied in the various metrics for rating “green” buildings, such as LEED, Maharishi Vastu, Fitwell, BREEAM, NAHB-NGBS ICC-700, ASHRAE IES-189, Green Globes. The course prepares students to take the LEED Green Associate exam. (2 credits)

Buildings are a long-lived asset. While buildings should be designed for low environmental impact, there is a science and art to renovating and operating existing buildings to achieve these goals. This course teaches the concepts and principles for measuring the energy efficiency and environmental impacts of existing buildings and prepares students for the LEED AP certification in Existing Buildings Operations and Maintenance (EBOM). (4 credits)
MGT 5165 Metrics for Sustainability: Attention Enlivens Action in Accord With Natural Law
The new goal of sustainability requires new metrics for measuring and reporting its achievement. This course covers systems for disclosing information about sustainability and for certifying the sustainability of products, processes, and firms. Points of theory include the concept of materiality, the institutional context of a standard, philosophies of sustainability, and systems for measurement and evaluation. Systems for disclosure include the Global Reporting Initiative and SASB. Process metrics include the ISO 14001 environmental management standard and the SA8000 social standard. Corporate metrics include the UL 880 and GS-C1 standards for manufacturers, STARS for universities, B-Corp, and corporate rating systems such as the Dow Jones Sustainability Index, Global 100, FTSE4Good, and ASSET4 ESG. Greenhouse gas assessment is treated in depth. Life-cycle analysis is considered from the perspective of a manager hiring an expert. Students taking the course for four credits will complete a research paper or project. (2–4 credits)

MGT 5168 Computerized Accounting Systems: Skill in Action
Modern financial management utilizes computerized accounting packages for efficient record keeping, safeguarding of assets, customer service, and financial analysis. This course reviews current computerized accounting packages and applies them to case situations. (2–4 credits) Prerequisite: MGT 5150

MGT 5169 Applied Accounting Internship: Refining Skills in Professional Accountancy
In this course, students will learn how to apply skills in financial or managerial accounting according to needs of management decision-makers in the US workplace. Students will be assigned unpaid projects (4-6 hours per week) with local companies to apply what they have learned in the MBA program. Learning objectives will be articulated through a meeting with the Director of the MBA Program. The cooperating organization contact will provide periodic reports on progress. The student will write a reflection paper on the experience. (1-4 credits)

MGT 5170 Data Analysis for Managers: Harnessing nature’s organizing power by using computer technology to support decision-making
The tools of managerial data analysis enable managers to transform raw data into useful knowledge of business performance in every functional area of business by identifying meaningful patterns and relationships in business data. Increased knowledge of business processes provides a foundation for improved business decision-making and enhanced business performance. Topics include: principles of statistical thinking for management; numerical and graphical tools for describing and analyzing business data; applications of
probability and probability distributions; hypothesis testing for business decision-making; applied multiple regression for analyzing business performance and operations through case studies using real data. (2–4 credits) **Prerequisite:** MATH 152 or the equivalent

**MGT 5180 Operations Management for Sustainable Business: Managing an Organization’s Inputs, Transformations, and Outputs to Structure Automation in Administration**

Operations management is concerned with the process of transforming inputs into higher-value outputs with maximum efficiency. **Topics include:** process design; quality management and control; lean production; supplier certification; capacity planning, facilities, and scheduling; and inventory management including materials requirements planning. Students research facility and personnel requirements, along with production and delivery plans including milestone dates for their business plan. (2–4 credits)

**MGT 5240 Statistics for Business Process Improvement: Knowledge has Organizing Power**

Students will learn key principles of data analysis and statistical thinking that underlie contemporary management approaches to improving business performance and quality through business process improvement, such as the Six Sigma and Lean Six Sigma system employed by leading companies worldwide. **Topics include:** review of one- and two-sample hypothesis tests for means and proportions, quantifying process performance using process capability analysis, statistical process control, modeling relationships between process variables using bivariate and multiple regression, and introduction to two-level factorial experiments for improving business performance. (4 credits) **Prerequisite:** MATH 152 or the equivalent

**MGT 5300 Entrepreneurship Project: Knowledge has Organizing Power**

In this capstone course of the BA degree in Creative Entrepreneurship, students integrate and apply the knowledge gained throughout their major to create a business plan. Topics include identifying problems and business opportunities, market analysis, execution plan and financial projection. 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 5160, MGT 5500, MGT 5780

**MGT 5301 SAP – Finance and Controlling: Expanding Knowledge through Increasing Discrimination**

In this course, students learn key areas of the financial and management accounting (FI) module of SAP ERP. SAP FI is the core module of SAP ERP, which is integrated, with other SAP modules. Students will learn by working on the Chart of Accounts, Accounts Receivable, Accounts Payable and Asset Accounting sections in the FI module. The
Controlling (CO) module supports the process of planning, reporting and monitoring operations of businesses. In the SAP CO module, the students will learn how to create a cost center, internal orders, a profit center, view and organize costs that are required for financial reporting. When SAP ERP is properly established, the management of transactions flows smoothly. (4 credits) Prerequisite: course or experience in basic financial accounting

MGT 5302 SAP – Enterprise Business Processes: Gaining Complete Knowledge Through Integration
In this course, students learn key areas of the business processes of SAP including accounting, sales & distribution processes, procurement process, and warehouse management. Students will learn not only the procedures of transaction management, but also the importance of developing hierarchical structures for organizing an enterprise’s systems. SAP provides the organizing power for action. (4 credits) Prerequisite: course or experience in basic financial and managerial accounting or permission of the instructor.

MGT 5303 SAP – ERP Configuration: Deeper Knowledge Is More Powerful
In this course, students learn more detailed functions of SAP to configure the financial accounting, procurement, fulfillment, production, material planning and warehouse management modules. Students will have greater understanding of how business processes are executed in the system and gain experience in troubleshooting. (4 credits) Prerequisite: MGT 5301 or 5302 or permission of the instructor

MGT 5304 SAP – Enterprise Business Analytics: Knowledge Is Gained from Inside and Outside
This course gives students a thorough overview of the basic SAP tools to view and create reports in financial areas. Students will get experience with creating standard and customized reports from an actual database. Types of methods and tools include SAP Business objects, predictive analytics, query and report designers. Successful decision-making requires both awareness of the external environment and deep insights about internal operations. (4 credits) Prerequisite: Previous SAP course or permission of the instructor

MGT 5310 Sustainable Technologies: Intelligence and Natural Law
Using an engineering-economic perspective, students explore the rapidly growing field of emerging technologies for renewable energy, energy efficiency, transportation, construction, and waste management. Students learn the units of measurement and basic terminology for process, capacity, efficiency and constraints in these technologies. In the 4-credit version of this course, students apply financial analysis to do a feasibility study for a technology implementation. (2-4 credits) Prerequisite: MGT 5550 or MGT 5160.
MGT 5311 Seminar in Sustainable Business: Source, Course, and Goal of Knowledge
This course is one of the capstone options for the Sustainable Business specialization. Students read on a subject of their choice under the guidance of the professor and present the results of their research orally to the class in stages during the course and in a final written report to the professor. (4 credits) Prerequisites: 12 credits in sustainable business and consent of the instructor

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

MGT 5313 Socially and Environmentally Responsible Management: Sustainable Business in Iowa
This course looks closely at the different aspects of sustainable business, focusing on examples in Iowa and their unique strengths and challenges. Students will gain a practical understanding of CSR and sustainability strategy in a for-profit business setting – balancing financial capital (profit), human/social capital (people), and natural capital (the planet) for long-term success. Students will receive a comprehensive set of tools for assessing the current state of an organization and planning a long-term approach to systematic change from all levels in the organization. (2–4 credits)

MGT 5315 Creative Entrepreneur 1: Harnessing Nature’s Infinite Creativity to Plan and Start a Sustainable Business
Principles of management and marketing are taught from the perspective of starting a new business with an integrated business strategy. Students articulate their personal and business goals and generate ideas for a sustainable business. (4 credits)

MGT 5316 Creative Entrepreneur 2: 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)
MGT 5340 Career Strategies: Choosing a Career to Maximize Inner and Outer Fulfillment
The course has a practical focus on career planning and entry into the job market. In the framework of Consciousness-Based principles for success, students consider their own skills, abilities, and objectives, and learn to design a career that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to implement their career goals, and then work with the best Internet resources to research business and service organization profiles and industry trends. Students learn networking strategies, practice interviewing techniques, and using the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential colleagues, funding agencies and employers. (1–2 credits)

MGT 5341 Career Strategies in Information Technology
The course has a practical focus on preparing for MSCS degree-required Curricular Practical Training (CPT) in the field of computer science. In the framework of Consciousness-Based principles for success, with technical skills training support from MSCS Faculty, students consider their own skills, abilities, and objectives, and learn to design an internship that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to find a CPT position that will further their career goals. Students learn networking strategies, practice interviewing techniques, and use the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential employers. Students extend their preparation into an active CPT application phase with employers. Technical interview training is provided by MSCS Faculty. Management Faculty provides application and interview coaching support that results in continuous self-improvement and self-awareness for being successful in starting a Curricular Practical Training position. CPT success is further supported by students developing: personal budgets, IT project management skills, professional communication skills that are commonplace with U.S. employers, knowledge about income taxes and CPT regulations, and time management skills. (2-3 credits)
MGT 5342 Human Resource Management: Designing Systems to Attract, Retain, Motivate, and Nurture the Organization’s Most Precious Resource
People are an organization’s most important asset. Success comes from organizing and managing people to produce the products and services that customers value. This survey course exposes students to the full array of human resource functions: human resource planning, recruitment and selection, training and development, performance evaluation, and compensation. Topics include: the legal rights and responsibilities of employers, employees, and unionization. (2-4 credits)

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

MGT 5402 Principles of Business Success: Creating Maximum Value
This course provides a holistic overview of business for management majors and students from other majors. It introduces students to the principles of marketing, finance, operations, accounting, and human resource management in the context of an integrative business paradigm, and it develops communication skills as the keys to creating sustainable health, happiness, and success in personal and business affairs. Concepts are illustrated by lively examples from videos, case studies, and guest speakers. (4 credits)

MGT 5410 Information Systems Foundations: Knowledge Is Structured in Consciousness
Information and Communications technologies are a great enabler of business strategies. Effective managers have a good understanding and the capabilities to exploit the opportunities provided by rapidly evolving technologies. Students in this course learn the fundamental concepts in the design and management of information systems. Topics include different types of information systems as well as tools and technologies such as networks, hardware, software, services and data. Attention will be paid to hot new technologies like cloud computing, mobile computing, social networks and predictive analytics, with a focus on their managerial implications. The course will include several case studies and hands-on projects to develop a good understanding of information systems. (4 credits)
MGT 5412 Information Systems Strategy: Knowledge is the Basis of Action
Information systems are a key enabler of a dynamic business strategy. Information systems consume a significant and increasing portion of an organization’s budget. Research has shown that effective governance and deployment of information systems can provide 20% greater return on assets. An MIS professional, aspiring to be a leader, must know how to effectively align and deploy information systems to support business strategy and maximize business performance. This course covers different types of Information Systems strategies and their alignment with business strategy. The course will include several case studies to develop a good understanding of information systems strategy formulation and implementation. (2 credits) Prerequisite: MGT 5410

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

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

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

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

**MGT 5460 Business Intelligence and Data Mining: Intelligence Gives an Evolutionary Direction to Change**
Data in organizations is growing exponentially, doubling every 18-24 months. Structured data from traditional information systems is augmented by huge and rapid streams of data from social networks, web logs, machines, etc. Organizations need to mine the data in real time for new insights and initiatives for competitive advantage. This course will engage students and develop their ability for data-driven decision making. This course covers the fundamental concepts, the business and technical knowledge, and the practical skills required of managing and mining data to support business decision making and drive business value. This is achieved by covering a wide range of topics including Business Intelligence, Data Mining, Text Mining, Web Mining, Big Data, Artificial Intelligence, and more. Various statistical and machine learning techniques for data mining are used to analyze large datasets. Software tools such as Excel, R, Weka, and Tableau are used for data analysis and visualization. (4 credits) *Prerequisite: 5410.*

**MGT 5465 Big Data and Artificial Intelligence Applications**
Billions of social media users, billions of websites, and trillions of devices generate an extremely volatile and voluminous streams of data. It is called Big data because it cannot be handled with traditional data management tools such as Relational DMBS. Google developed a new set of tools to manage web-scale datasets and for generating real-time reports from such streams of data. Open-source implementations of those tools such as Hadoop and Mapreduce are used widely in the industry to manage Big Data. More recently, Apache Spark ecosystem of tools have become popular in integratively processing batch as well as streaming data. Artificial Intelligence systems such as Siri and Alexa are increasingly popular tools used to process this data and answer user
questions in real time. This course will focus on learning these cutting edge technologies and how they can be deployed for business use (4 credits) Prerequisite: MGT 5460.

**MGT 5470 Systems Analysis and Design**
Systems Thinking is an organized approach of dividing and conquering a problem. The Systems Development Life Cycle (SDLC) can be visualized as having three major phases: feasibility study to justify the decision to develop a system to solve a business problem; a detailed system study to analyze the current system and design a new one to better meet the needs of the organization; and developing the system through software engineering techniques. This course focuses on the middle phase. A system will be analyzed in detail to gather requirements and its process elements analyzed for suitability and relevance to meet the needs of the system’s users. Students will learn about the iterative and creative design processes, using techniques such as data flow diagrams (DFD), Universal Modeling Language (UML), Agile Scrum models, decision tables and decision trees, etc. to provide an effective and detailed design of the system. (2 credits)

**MGT 5480 Information Technology Security**
This course is about managing risk in the Digital Age. It will introduce the interdisciplinary field of cybersecurity by discussing the evolution of threats to information systems, and the solutions to those threats. Ideally a organization will have developed a comprehensive legal and compliance strategy to mitigate and manage cyber risk. It is created by developing an overall understanding of what is necessary to analyze, design and create secure Information Systems. In this course, you’ll develop the ability to assess, mitigate and manage threats to security while learning to effectively communicate these issues within your organization.

**MGT 5490 Management Information Systems Capstone Project**
The purpose of this course is to bring together all elements of the MBA-IS courses in the form of a project. This course will require a relationship with a company, and the project will be formulated keeping in mind the needs of the employer. (4 credits)

**MGT 5500 Financial Management: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals**
Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to effectively manage the financial resources of any organization in order to achieve strategic goals. Topics include: the time value of money, stock and bond valuation, the CAPM model of risk and return, capital investment decisions, the analysis of financial statements, and cash flow forecasting, and the sources of funding for a business. (4 credits)
MGT 5502 Fundamentals of Financial Analysis: Intelligence Gives an Evolutionary Direction to Change
This course for experienced managers reviews the basic ideas of discounted cash flow analysis and then covers Sharpe’s CAPM explanation of investors’ expected rate of return with applications to share pricing and share issuance. Principles of financial decision-making and capital budgeting are taught using cases and examples. (2 credits)

MGT 5512 Strategic Decision Making for Chief Financial Officers: The Whole is Greater than the Sum of the Parts
In this capstone course for the MBA accounting track, students experience an intensive online business simulation competition against other MBA schools in integrated decision-making that requires a synthesis of learned skills in operations management, finance, accounting, marketing, and human resource management. Core topics include: strategy management best practices, field trip to world-class lean manufacturer, Sarbanes Oxley Act regulations, International Financial Reporting Standards, cases in self-managed teams, and ethical practices for professional accountants. Special topics for the four-credit version include case study in operational budgeting, lean management thinking, lean accounting implementation, and issues in US-GAAP. In both versions, students experience how fully integrated 360-degree awareness is the foundation for successful decision-making. (2–4 credits)

MGT 5514 Enterprise Performance Management: Organizing Power from Self-referral Activity
This MBA Capstone course for accounting and SAP-Finance specializations offers comprehensive opportunities to integrate key knowledge and skills experienced in the MBA program. Students will participate in an intensive case study in Activity Based Costing (ABC), an on-line simulation in integrated decision-making while competing against other MBA teams around the world, and a series of business improvement methodologies supported by technology. Students will learn how to implement performance management tools to make better executive and operational decisions to achieve enhanced results. Teamwork, communication, writing and presentation skills will be part of the overall assessment. Students will see how the various courses in the MBA program have produced an enhanced skill-set for their career development. (4 Credits)
Prerequisite: consent of instructor

MGT 5551 Transcendental Meditation Program Teacher Training
This course comprises the Transcendental Meditation Program Teacher Training Course, providing the knowledge and experience of consciousness as the basis of life and preparing one to present the knowledge to others. It also gives an opportunity for
personal development through deeper personal experience of the unified field of natural law and understanding of the Science of Creative Intelligence. Participation in the course does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher. Academic credit for the completion of this course is offered by Maharishi International University, Fairfield, IA, under a contractual agreement with Maharishi International University, Netherlands, who controls the acceptance to the course, the cost of the course, and the content of the course. (12 credits) Prerequisites: STC 108 or FOR 500, and completion of at least one semester of MBA coursework.

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

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

MGT 5681 Socially Responsible Investing: Fulfilling Individual and Societal Needs
Socially responsible investing screens companies according to their industry and operational practices, looking for the businesses that will be sustainable in the long run. This introductory course reviews the basics of investment analysis, examines the philosophy that money is colored by how it is earned, and reviews the practices and performance of socially responsible investment funds. (2–4 credits) Prerequisite: one of the following courses: MGT 350, or MGT 5500, or MGT 5502
MGT 5740 Marketing Research: Knowledge is the Basis of Successful Action
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 5780 or waiver of the MBA foundation in marketing.

MGT 5742 Product Design and Development: The Expression of Creative Intelligence
New product development is a challenging, rewarding activity that requires multifunctional cooperation and interdisciplinary skills. Product design integrates the field of marketing and operations management, the outward and the inward perspectives on a business. It draws on market research to understand needs in the external environment, but it is an expression of the knowledge and capabilities of the entrepreneur and firm. This is a practical, hands-on course that introduces entrepreneurs to “design thinking” techniques and teaches them skills that can be applied to building cost-effective products that exceed customers' expectations. Students test their business concept by designing a product through several iterations of prototype development and testing. (4 credits) Recommended prerequisite: MGT 5780 or waiver of the MBA foundation in marketing.

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

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

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

**MGT 5772 Sustainability Assurance and Reporting: Intelligence Gives an Evolutionary Direction to Change**

A balanced sustainability report communicates an organization’s positive and negative impacts by providing information about an organization's economic, environmental and social performance against set guidelines or an established reporting framework. This course provides an understanding of the sustainability context and how to coordinate the reporting process through the integration of the Global Reporting Initiative framework (GRI Standards), the Sustainability Accounting Standard Board (SASB) framework, and the Task Force on Climate-Related Financial Disclosures (TCFD). Points of theory include the relevance and importance of materiality and stakeholder engagement in sustainability reporting, the type and level of assurance required by an organization and its stakeholders, how to assure the reliability and confidence of information in a standalone or an integrated sustainability report, and the assessment of an organization’s internal controls. Reliability and assurance is assessed through the AA100 & ISAE 3000 Assurance Standards, the COSO framework, GHG Protocol, and an examination of the AICPA Guide to Attestation Engagement on Sustainability information.

**MGT 5776 Sustainability Reporting for Small and Medium Enterprises: Social Responsibility and Organizational Consciousness**

The standards that large corporations use for reporting on sustainability, such as GRI and SASB, are not well suited to small and medium enterprises (SMEs). These companies cannot pay a six-figure expense for sustainability reporting, nor should they use an exclusively stakeholder-oriented approach to determining the materiality of topics for reporting. To a greater extent than in large companies, the culture and collective consciousness of SMEs is expressed in the values of the owners and employees, which influence sustainability reporting in unique ways. (4 credits)

**MGT 5780 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers**

Marketing is the process of creating exchanges that satisfy individual and organizational objectives. This course covers market research methods to understand consumer behavior and market segmentation with implications for product design and policies on advertising, pricing, distribution, and sales force management. (2–4 credits)
MGT 5781 Green Marketing: Promoting Evolutionary Values
At the heart of sustainable business are customers who want sustainable products and value sustainable practices. This course explores the evolution of market segments in the sustainability arena, the range of “green” products and services, marketing research for radical product redesign, the role and use of eco-labels, marketing strategies for green products, and the current FTC rulings on environmental marketing claims. (2–4 credits)
Prerequisite: MGT 5780 or equivalent

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

MGT 5820 Leadership and Management: Principles That Support the Consciousness Basis of Leadership
This course focuses on leadership principles in a digital disruptive environment, including leadership styles and management practices. The emphasis is on the application of leadership theories, concepts, and skills through self-assessment, value exploration, personal reflection, group feedback, and practice. Students will learn how personal development and leadership styles integrate with organizational effectiveness. (2–4 credits)

MGT 5821 Leadership and Teamwork: Leading from the Field of All Possibilities
World-class leadership in organizations involves both knowledge about and skills in leading individuals and teams. In this course, students practice effective leadership behaviors, teamwork, and communication through writing emails and making PowerPoint presentations. They also discover leading-edge techniques in behavioral-based interviewing, managing employee performance, and creative employee recruitment techniques. Students will be challenged by individual and small group projects, case studies, Harvard Business Review articles, field trips, and guest speakers. (2 credits)

MGT 5828 Communication Skills for Managers: Maintaining a Cool Mind and a Warm Heart
Communication skills are vital for every leader or manager. This course develops the skills of engaging with others, listening, managing emotions, problem solving and
empowering yourself and others. These are skills to be used not only in the workplace, but in every area of your life.

**MGT 5829 Culture and Conflict Resolution: Appreciating that the World is Our Family (2 credits)**
Cultural differences are often the cause of conflict. In this course students will learn to appreciate personal differences that have national, religious, social or cultural origins. By embracing inclusivity, we can create a harmonious and smoothly functioning work group. Students will apply this knowledge in real case scenarios.

**MGT 5830 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions**
This course is a survey of 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 5831 Negotiation in the Workplace: Giving is the Basis of Receiving**
We all negotiate every day. Learn the skills needed to be a successful negotiator. **Topics include:** Negotiation styles, tactics, defining objectives and planning strategy, gaining the perspective of the other party to find win/win” solutions. Students will have the opportunity to negotiate case scenarios with each other. (4 credits)

**MGT 5832 Mediation: Applying the Principle of the Second Element to Resolve Conflict**
Mediation is a tool to resolve conflict when negotiation and communication has broken down. Mediators provide a new perspective on a situation and facilitate agreement between parties. **Topics include:** structure and framework of a mediation, tactics and strategy and creative problem solving. Students will participate in several mock mediations. (2 credits)

**MGT 5834 Conflict Resolution in Teams**
Teamwork is an important part of every organization. This course will examine conceptual models of team effectiveness to gain insight into the management, resolution and prevention of conflict in work groups, with a special focus on leadership behaviors for conflict resolution. (2 credits)
MGT 5835 Organizational Design to Minimize Conflict (2 credits)
The frustration that people experience in the workplace can be the result of organizational structure, design and operation. An employee’s poor performance might be due to role conflict, or ambiguity, poorly designed communication systems or conflict with an unwritten organizational culture. This course will focus on how organizations can be redesigned to enhance harmony and productivity. (2 credits)

MGT 5836 Difficult People and Difficult Conversations: Perform Action Supported by the Field of All Possibilities
In this course students will develop and use their emotional intelligence to handle high conflict personality types and other difficult people. They will practice difficult conversations with peers, subordinates and supervisors. They will perfect the art of giving and receiving feedback. (2 credits) Prerequisites: MGT 484/MGT 5830 or MGT 5831 and MGT 5832

MGT 5837 Transformational Coaching: The Nature of Life is to Grow
Learning to lead and coach for transformational change in the individual and the organization is the focus of this course. Topics include: balancing of power, committed listening, overcoming impasse, transcending conflict, heartfelt conversation, forgiveness, and preventative conflict resolution. (2 credits) Prerequisites: MGT 484/MGT 5830 or MGT 5831 and MGT 5832

MGT 5838 Capstone Project in Leadership and Workplace Conflict Resolution: Action is the Basis of Fulfillment
In this course students will assemble a portfolio of their experiences of real-life conflict resolution in the workplace and reflect on what they have learned. (2 credits)

MGT 5852 Lean Accounting Transformation: Flow According to Nature’s Principle of Least Action
As Lean Management techniques sweep the world, accountants are asked to prepare reports and support decision-making utilizing new paradigms and new reporting tools. In this course, students discover the IMA’s principles of Accounting for the Lean Enterprise that reflect nature’s principle of least action. Through case studies, guest lectures, articles, and field trips, students will explore how to: (a) support Lean Management transformation by preparing reports that will facilitate analysis and decision-making, and (b) implement Lean Management techniques to improve internal accounting services. (4 credits) Prerequisite: MGT 316 or 5160 or consent of the instructor
MGT 5853 Systems for Developing Organizational Excellence: Maximizing Sustainable Organizational Brilliance
In the past ten years, business leaders around the world have developed new methodologies to steer their organizations towards sustainable achievement of “Triple Bottom Line” success, i.e., financial results, social responsibility, and environmental stewardship. In this course, students will learn about the major programs for developing organizational excellence including Six Sigma, Lean Management, Balanced Scorecard, Continuous Process Improvement (kaizen), and other best practices methodologies. (2 credits)

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

MGT 5855 Lean Accounting I: Transformation through Organizational Self-referral
To effectively support lean management initiatives, accountants must embrace new procedures to prepare management reports that focus on inventory size reductions, tracking of waste and failure costs, and improved productivity and occupancy costs. They must reveal the causal factors that drive lean success. They must think creatively about how to structure compensation systems that encourage lean behaviors. Through articles, case studies, lectures, and written assignments, students will gain a solid foundation for facilitating lean transformation. (2 credits) Prerequisite: MGT 5142

MGT 5856 Lean Accounting II: Creating Coherence in the Flow of Accounting Services
In this course, students learn how to apply the concepts of lean management to streamline accounting processes and to better meet the needs of the internal customers who use accounting services. Students learn how to assess internal customer requirements, how to map accounting value streams, how to identify non-value added activities, and how to conduct kaizen events to continuously improve accounting services. (2 credits) Prerequisite: MGT 5855
MGT 5857 Cases in Lean Management and Accounting: Sharpening the Intellect to Improve Performance
Through detailed case studies and articles, students dig deeply into the details of how organizations have applied lean concepts to improve key management systems and accounting business processes. Topics include: performance metric systems, revised compensation incentives, revised management accounting reports, work cell box scores and balanced scorecard implications. (2 credits) Prerequisite: MGT 5855

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

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

MGT 5861 Online Business Analytics
Web analytics is a process that extracts useful business intelligence from data about customer behavior on the Internet. In this course, students learn how to use industry-standard analytics tools to both measure return on investment and make adjustments to online presentations in order to maximize success in achieving key performance goals. (2–4 credits) Prerequisite: MGT 5750

MGT 5871 The STARS metric for University Sustainability
The Association for the Advancement of Sustainability in Higher Education (AASHE) created the STARS metric (Sustainability Tracking and Rating System) specifically for universities. This course covers the range of topics in sustainability reporting as they are reflected in the STARS system. In the 4-credit option, students will use STARS to perform a sustainability analysis on a college or university. (2-4 credits)
MGT 5872 The LEED For Cities and Communities Metric: Relationship of the Community and the Environment
In 2018, the US Green Building Council brought into its LEED system the metric for cities that had been known as STAR Communities. LEED gave that system more of a focus on environmental impacts and now promotes it as LEED for Cities and Communities. Many large cities in the USA and abroad are starting to seek certification using this metric. Students in this course will use LEED for Cities and Communities to perform a sustainability analysis on a city or community. (4 credits)

MGT 5873 Corporate Sustainability Rating Systems: Holistic Accounting
Financial information service firms such as Dow Jones, Bloomberg, Sustainalytics and Financial Times have created systems for rating publically traded companies according to their sustainability. They publish or sell this information to investors. That makes these systems different from the voluntary certification systems such as STARS for universities and LEED for cities, though both types of system produce a summative evaluation of the sustainability of an organization. This course gives students a “look under the hood” at corporate sustainability rating systems such as the DJSI, FTSE4Good, ASSET4ESG, Global 100, and Sustainalytics ESG. (2-4 credits)

MGT 5874 Greenhouse Gas Accounting—Carbon Footprinting: Knowledge is the Basis of Action, Achievement, and Fulfillment
A significant component of corporate social responsibility is the impact of a firm on the environment, and the environmental impact most widely reported by companies is a firm’s contribution to climate change through the emission of greenhouse gasses (GHGs). In this course, students learn first how to calculate their personal carbon footprint and then extend that to the simple case of a service firm. In the 4-credit version of this course, students learn from more complicated cases in manufacturing and get exposure to the various standards, guidelines, and datasets for GHG Accounting seen in the GHG Protocol, Carbon Disclosure Project, Carbon Trust, ACUPCC, Climate Registry, and the US Dept of Energy. (2-4 credits)

MGT 5881 Sustainable Community Development: Building a Whole that is More than the Sum of Its Parts
The aspiration of individuals to meet present needs without compromising the ability of future generations to meet their needs is most effectively undertaken on the community level. This course will focus on how to foster sustainable communities through public policy, corporate citizenship, economic development, and social marketing. As part of the course, students will prepare and give presentations to local community leaders to inspire and help them take action. (2–4 credits) Prerequisite: MGT 382
MGT 5910 Practicum Away: Stabilizing Knowledge Gained with Practical Experience
Action creates the steps of progress. Students gain hands-on accounting experience with a U.S. company as a financial analyst, staff accountant, internal auditor or another type of accounting-related work. Training goals and objectives will be developed in conjunction with the on-site company supervisors. Students write a case study based on their experience at work. (2–4 credits)

MGT 5911 Required IS Practicum
Action creates the steps of progress. Students gain hands-on experience with a U.S. company as an information systems professional. Training goals and objectives will be developed in conjunction with the on-site company supervisors. Students write a case study based on their experience at work. (2–4 credits)

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

MGT 5940 MBA Research Report
The goal of this course is to cultivate the holistic and specific values of management in the awareness of the student. 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 business study for an entrepreneurial business venture. (4 credits)

5950 Strategic Management
This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. The course assumes a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government. It takes a lifecycle analysis perspective on the sustainability impacts of the business in the natural environment and society. The key strategic business decisions of concern in this course involve selecting competitive strategies, creating and defending competitive advantages, and allocating critical resources over long periods. Students will identify how business can compete by incorporating sustainability into their processes, products, policies, and public relations.
**MGT 5952 Strategic Management for Sustainable Business: Enlivening Natural Law**
This course begins with an analysis of mankind’s effect on the natural environment and the concept of natural capital. The stakeholder concept leads into the environmental and social requirements of sustainability. Other topics foreshadow later courses in the sustainable business track and reveal business risks and opportunities associated with sustainability: metrics for sustainability, sustainable technologies, sustainable human resource management, green marketing, and leading organizational change for sustainability. (2–4 credits)

**MGT 5960 Capstone Project: The Source, Course and Goal of Knowledge**
Students may register for this course to complete a capstone project in their MBA track or masters degree. (2-4 credits)

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

**MGT 5980 Internship: Skill in Action**
During internships students apply the knowledge from their management courses in supervised practical settings. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent in the form of a written authorization by the International Student Advisor

**MGT 5980B Business Internship: Skill in Action**
During internships students apply the knowledge from their management courses in supervised practical settings. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent in the form of a written authorization by the International Student Advisor

**MGT 5980U University Internship: Skill in Action**
During internships students apply the knowledge from their management courses in supervised practical settings. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent in the form of a written authorization by the International Student Advisor
MGT 5990 Directed Study
(variable credits) Prerequisite: consent of the Department faculty

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

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

MGT 607 Assessing Human Development: Measuring Growth of the Sustainable Mind
Scientific measurement of individual characteristics provides a research framework for assessing individual and organization development toward higher states of consciousness. Development of the mind toward higher states of consciousness provides the natural foundation for enhancing employee performance, growth of enlightened leadership, and organization transformation toward sustainability. Topics include: the construction and use of valid and reliable assessment instruments. (2-4 credits)

MGT 609: Climate Change Policy
Climate change poses significant risks for business, cities, agriculture, and – indeed – almost all aspects of human society and natural ecosystems. This course will explore how governments can decrease GHG emissions through public policy – both in theory and in practice, in various countries – including China – and subnational jurisdictions around the world. The course will also explore, public policy intended to help societies adapt to climate change that is already occurring and how firms might comply with and respond to climate-change policy to pro-actively address climate change, consistent with their mission. (2 credits)
MGT 610: Survey Design and Analysis
In this course students will learn the essential elements of developing, analyzing and validating a survey instrument. The course will explore the options available to the researcher, examine the decisions to be made in designing a survey, and identify sources of error in survey research. The course will also establish how each aspect of a survey can affect its accuracy and credibility, and confront the practical problems of survey research, exploring the theoretical and methodological issues at stake. (2 credits)

MGT 621 Literature Review: Knowledge is for Action, Achievement, and Fulfillment
This course prepares students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation. The students learn to conduct effective literature searches, develop a plan for writing comprehensive, and synthesized reviews of research literature, critically review and write about the underlying theory/conceptual frameworks, identify gaps in the existing research knowledge base to lay the foundation for future research, and focus on developing a scholarly narrative supporting all points of view of the study. (2 credits)

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

MGT 631 Multiple Regression Analysis: Discovering the Order and Precision of Nature’s Intelligence
This course examines contemporary procedures of applied multiple regression analysis for business data. Topics include: review of simple regression, hypothesis tests and confidence intervals, modeling nonlinear regression relationships, model specification strategies, diagnostic testing of model adequacy, robust regression, categorical explanatory variables, outliers and influential observations, path analysis, and logistic regression. (4 credits) Prerequisite: MGT 5240.
MGT 634 Applied Multivariate Data Analysis: Gaining Holistic Knowledge through Broader Comprehension
This course provides a hands-on introduction to applied multivariate analysis in management research. Students analyze real data sets using state-of-the-art software. Particular attention will be devoted to the selection of appropriate method, interpretation and description of results, and checking of assumptions. Topics include: univariate analysis of variance and covariance, multivariate analysis of variance and covariance, principal components and factor analysis, confirmatory factor analysis, and discriminant analysis. (4 credits) Prerequisite: MGT 628.

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

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

MGT 669: Strategic Management
In this course, doctoral students will be exposed to a broad foundation in strategic management research. They will read and constructively critique a selected number of articles published in leading journals to reflect diverse theoretical and empirical traditions, evaluate strategic management questions from different perspectives, and formulate novel research ideas that advance the field of strategic management.(4 credits)

MGT 676 Organizational Development and Change: The Nature of Life is to Grow
What are the findings of behavioral sciences regarding effective practices for the transformation of organizations and communities to more effectively achieve holistic positive outcomes? This course will examine selected research on topics such as
understanding barrier and enablers, managing behavioral change, positive leadership, stakeholder engagement, and conflict resolution. Development of individual, organizational, and societal consciousness expresses itself in new management practices and forms of organization that enable organizations to innovatively address social and environmental needs. (4 credits)

MGT 677 Performance Measurement in Strategy Research
Through the study of articles in the current literature on business strategy, this course focuses on operationalization and measurement of research concepts while touching on management theories, research design, and statistical analysis methods. Topics include accounting measures, market measures, hybrid measures (risk-adjusted accounting measures and Tobin’s Q) and composite measures such as the balanced scorecard and sustainability measures. (2–4 credits) The four-credit version includes a deeper reading of the literature.

MGT 678 Outcomes Measurement for Sustainable Business: Attention Enlivens Action in Accord with Natural Law
A cutting edge of research in sustainable management is the development, adoption and validation of systems for measuring and reporting sustainability outcomes. This course reviews current research regarding measures used in “triple bottom line” reporting: financial performance, employee health and wellness, social responsibility, and environmental impact. The course also covers the processes for creating and institutionalizing new standards for performance at the level of the product, plant, firm, and society. (2-4 credits)

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

MGT 680 Research Seminar in Educational Management and Public Sector Management: Perceiving Subtler Knowledge Through Refined Awareness
Topics in Educational Management and Public Sector Management will be chosen according to current research interests of students and faculty. (2-4 credits)

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

MGT 691 Teaching Practicum
Doctoral students learn the theory and methods of postsecondary curriculum development and teaching in this course through their work as instructors and teaching assistants and through their participation in a seminar with the professor.

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

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

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

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

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

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

**GOV 290 Collective Consciousness and 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. (4 credits)

**GOV 400 Special Topics in Government: Exploring the Field of All Possibilities in Government**
Possible topics include international trade and competitiveness, health economics and health policy, public sector management, comparative government, and international organizations and regimes. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) **Prerequisite:** consent of the Department faculty.

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

**GOV 445 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations**
From local regulations about water quality to global initiatives like the Kyoto Accord, the law is an important tool for regulating our use of the environment. During this course, students will become familiar with international treaties and protocols on global warming, pollution, and endangered species. The class will also study the key features of American environmental law including the Clean Air and Water Act, the Environmental Protection Act, and other current policies and regulations. Perhaps most importantly, students will understand the lawmaking process as a way to use the legal system to bring about positive change and build sustainable communities. (2–4 credits)
GOV 484 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions
This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation. Students gain practical negotiation skills through workshops and case studies. Topics include: strengthening communication skills, understanding other parties’ needs and goals, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (This course is the same as MGT 484.) (2–4 credits)

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

GOV 499 Directed Study
(variable credits) Prerequisites: consent of the Department Chair and Academic Standards Committee
INTRODUCTION

We live in an era of globalization. More than ever before, all forms of communication and creative expression are being enhanced by the Internet and the power of ever-advancing digital technology. This development of technology and creativity has provided an unprecedented opportunity to explore all forms of communication to transform the world.

The Department of Cinematic Arts and New Media offers a wide variety of programs to students passionate about change-making. At the heart of our teaching at Maharishi International University is the Transcendental Meditation technique, a practice that gives students direct access to the source of creativity within, the wellspring of all human potential. All of our courses encourage a holistic, sustainable routine founded in an authentic, relationship with the one’s inner self.

The goal of the BA in Cinematic Arts and New Media is to teach students a range of essential skills and technical knowledge of film making, web design, graphic design, and music/audio. Our emphasis is on developing the creativity of the student and providing the mentorship, equipment, and creative community necessary to achieve outstanding projects. Typical career paths for our graduates include opportunities in the film industry, television, online media, music production, and the arts.

SPECIAL FEATURES

The Cinematic Arts and New Media curriculum at Maharishi International University is intentionally structured in a flexible way to make it easy for students to work in depth in new ways and to launch their career in the classroom, as the world of media continues to transform and evolve at extraordinary speed at this time in history.
The curriculum also places a significant emphasis on gaining deep understanding of storytelling in all media. Human beings are hard-wired to understand the underlying patterns of life, and this perhaps accounts for our intrinsic attraction to stories.

Students in our program explore in detail the fundamental patterns, structures and components of story as powerful tools for engaging an audience in whatever media in which they choose to communicate through. Simultaneously they engage in their own journey of awakening to greater creativity and intelligence through daily practice of the Transcendental Meditation technique. In this way students develop both themselves and their media skills in their own journey to successfully express their creativity in the new world of media.

PROGRAMS OFFERED

BA in Cinematic Arts and New Media

In the undergraduate program, students may specialize in up to three career areas:

- **Cinematic Arts** — producing • directing • lighting • cinematography • nonlinear editing
  - documentary production • narrative short film production • motion graphics • stop-motion animation • visual effects • 3D animation • radio • Internet broadcasting

- **Digital Arts** — digital image editing and compositing • graphic design for print media •
  - graphic design for interactive media • digital photography • travel photography •
  - typography • Web graphics • Web development • Web video • interactive design •
  - digital publishing

- **Sound Design & Music** — music technology • creative musicianship • digital music
  - production • music for film • post-production sound and design • podcasting • radio

The curriculum includes opportunities for real-world internships where students can apply their skills, develop their portfolios, and gain valuable experience and contacts for launching their careers. To complete their Cinematic Arts and New Media degrees, our students are encouraged to take electives through the Department of Art, the Department of English: Creative Writing and Literature, and the College of Business Administration.

BA IN CINEMATIC ARTS AND NEW MEDIA

To graduate with a BA in Cinematic Arts and New Media, students must successfully complete all requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 48 credits of coursework from the list below, including at least 32 credits of course work from the Department of Cinematic Arts and New Media.
4 credit required core course:
• CANM 300 The Art of Story

plus 8 credits from Film courses (pick two):
• CANM 282 Intro to Filmmaking (4 credits)
• CANM 284 Cinematography (4 credits)
• CANM 288 Video Editing (4 credits)
• CANM 313 Documentary Filmmaking (4 credits)

plus 4 credits from Digital Arts courses:
• CANM 256 Graphic Arts (2 credits)
• CANM 258 Graphic Illustration Art (2 credits)
• CANM 260 Digital Arts (4 credits)
• CANM 265 Smartphone Photography (4 credits)
• CANM 275 Studio Photography (4 credits)
• CANM 315 Motion Graphics (4 credits)

plus 4 credits from Music or Sound courses (pick one):
• CANM 230 Podcasting (4 credits)

More Digital Music and Sound courses will be offered in the following years

plus 4 credits from Writing or Literature courses (pick one):
• CANM 245 Writing for the Screen (4 credits)
• Any WTG or LIT courses level 200 and above related to storytelling or film

plus 4 credits from business courses (pick one):
• CANM 251 Power of Social Media Marketing (4 credits)
• Any MGT course on entrepreneurship, marketing, business law, or advertising from the business department

plus 12 credits of elective courses:
In the electives, students develop their skills in one or more of the foundational areas of their choosing by completing additional course work from the following:
• Any CANM course
• Any design, media, or photography course from the art department
• Any course on entrepreneurship, marketing, business law, or advertising from the College of Business
• Any WTG course offered by the Department of English: Creative Writing and Literature
• Any LIT course on film history or media

_plus 8 credits from advanced courses:_
• MC 376 Media Lab 1 (4 credits)
• MC 378 Media Lab 2 (4 credits)
• MC 380 Creative Studio 1 (4 credits)
• MC 382 Creative Studio 2 (4 credits)

_Final Portfolio_
A portfolio of work is also required for graduation. All students in each CANM class are required to post and maintain a record of their work to facilitate assessment by the department.

_Presentation of Capstone Project_
Students are required to present their capstone project by the end of their senior year. Talk to your academic advisor about additional details of the capstone project.

_Minor in Cinematic Arts and New Media_
To graduate with a minor in Cinematic Arts and New Media, the student must complete MC W300 The Art of Story plus 16 credits of other courses listed as required or elective for the BA in Cinematic Arts and New Media.

_BAAS SPECIALIZATION IN CINEMATIC ARTS AND NEW MEDIA_
Students who take the Bachelor of Applied Arts and Sciences degree have the option to take a specialization in Cinematic Arts and New Media. This specialization requires only 32 credits of course work in the Department of Cinematic Arts and New Media and a Senior Project that has a significant media component. For additional details, see the Department of Applied Arts and Sciences.

_COURSES_
For the descriptions of courses in this degree program taken from the Departments of Art, English: Creative Writing and Literature, and Business Administration, please refer to the sections of this catalog for those departments.

_CANM 230 Podcast: a World of Sound_
Podcasting has become an increasingly popular and universal way to tell stories. In this course students will learn the industry standard tools for podcasting and learn the
fundamentals of audio recording, cultivate a clear and confident voice, develop a long term strategy for their podcast, produce a script, and publish their content online. Students will learn industry standard software and hardware (microphone, Audacity, online distribution channels), experiment with editing, mixing techniques, implementing music, sound effects and silence to create an enriching listener experience. Students will also have the opportunity to research various styles of podcasting to expand their definition of audio storytelling and find a definitive voice that is uniquely their own. Students will explore how the nature of sound design can both expand and transcend the intended message to connect to the underlying source of the senses, pure consciousness. 

*Prerequisites:* Basic Computer Skills (4 credits)

**CANM 245 Writing For the Screen: From Idea to Image**

Students will be introduced to the process of preparing a story to be told in a visual medium. Students will learn the basics of script and screenplay writing by participating in basic skills exercises, including dialogue emulation and performance, script-to-screen analysis, and scene adaptation. To produce effective screenplays, students will develop their own toolkit for overcoming challenges in idea conception, story structure, and dialogue. Course work will result in scripts suitable for production in later courses. This is a writing intensive course (4 credits)

**CANM 251 Power of Social media Marketing: How to Reach and Help More People**

In this course, students will learn to harness the power of online marketing by using social media platforms — such as YouTube, Facebook, Twitter, Instagram, Pinterest, LinkedIn, and other current favorites — for their current, future or imagined businesses. Students will gain hands-on experience with visual marketing and modern content marketing. Topics of exploration include how to find and attract an audience to help solve their problems, organizing followers and friends to reach more people; the visual marketing creation process using, for example, large images, memes, and GIFs; e-commerce tools for social media; and developing a social media marketing strategy to successfully reach more people online. *Prerequisite: basic computer skills* (4 credits)

**CANM 256 Graphic Arts**

Explore the fundamental principles of design using Adobe Photoshop. In this course you will be introduced to the tools to create a wide range of projects turning your imagination into reality. You will have the opportunity to create professional designs, digital collages and graphic art. Deepen the understanding of your creative process and articulate your ideas from abstract to concrete. *Prerequisite:* basic computer skills, Adobe Photoshop. (2 credits)
**CANM 258 Graphic Illustration Arts**  
Explore the fundamental principles of design and vector illustration using Adobe Illustrator. In this course you will be introduced to the tools to create a wide range of projects turning your imagination into reality. You will have the opportunity to create professional designs, digital collages and illustration and graphic art. Deepen the understanding of your creative process and articulate your ideas from abstract to concrete. *Prerequisite:* basic computer skills, Adobe Photoshop, Illustrator and InDesign. (2 credits)

**CANM 260 Digital Arts: Creative Freedom**  
Explore and learn the fundamentals of modern methods of digital arts. Learn different methods of graphic art, ranging from digital illustration, vector art, photo-manipulation, collage, formatting text and exporting for different media and to achieve a wide range of possibilities. This class will focus on teaching the basics of Adobe suite, including Photoshop and Illustrator. *Prerequisite:* basic computer skills, drawing, painting or photography skills, Adobe Creative Cloud. (4 credits)

**CANM 265 Smartphone Photography: Creativity On The Go**  
In this course, students will learn about the latest smartphone technology to capture high-quality images and post-process them with the most powerful smartphone apps available. Students will learn applications and programs such as Adobe Lightroom and Adobe Photoshop. Each section of the course will focus on specific aspects and styles of photography and photo processing. The course will include fun photography challenges to push our creative limits to the edge. *Prerequisites:* basic smartphone skills, basic computer skills, Adobe Creative Cloud License. (4 credits)

**CANM 275 Studio Photography: Composing Light and Shadow**  
The Studio Photography course will provide the foundational skills to attain well balanced images of light, shadow, color and composition. Students will explore a variety of different lighting scenarios of studio photography such as portrait photography, fashion photography, product photography, black and white processing and more. We will then explore the foundational principles of post production processing beginning with RAW digital processing in Adobe Lightroom to prepare photos for additional JPG processing in Adobe Photoshop to create stunning and captivating images while integrating principles of consciousness and self expression. *Prerequisites: Basic computer skills, Adobe Creative Cloud* (4 credits)

**CANM 282 Intro to Filmmaking: Creating Fluidity on Set**  
Students learn the basic skills of film production by participating in the production of a variety of different scenarios, scenes and subjects. They will learn to handle and care for
production equipment including lights, stands, cameras, and sound equipment. We will explore the different roles and responsibilities to be played in the process of filming a scene. This includes a director, director of photography, gaffer, grip, electrician, art department, assistant directors, and production assistants. Prerequisite: basic computer skills. (4 credits)

**CANM 284 Cinematography: Developing Finer Levels of Perception**

Cinematography is the art of telling stories through moving images. By balancing camera angles, movements, and light, cinematographers translate the director's vision into powerful images. In this course, students will learn the language of cinematography in its technical and aesthetic forms. We will explore the fundamentals of camera position and light set ups. Students will practice camera movements via support (tripod, jib, dolly, etc.) and handheld techniques, and will learn about the power of the frame in conveying a story. Students will understand that clarity of mind, broad vision, and attention to detail are the cinematographer’s greatest assets, and that these develop with the growth of consciousness. Prerequisite: basic computer skills, Adobe Creative Cloud and additional camera equipment (4 credits)

**CANM 288 Video Editing: Capturing, Cutting, Sequencing, and Compositing Sound and Image to Create Artistic Wholeness**

Video editing requires the student to be able to synthesize all the different elements of their video into a greater whole. The emphasis of this course is on exploring the craft of editing and the techniques used to maximize the emotional impact of the story. Students will study examples of work by accomplished editors and discover ways to build momentum and render the cut ‘invisible’. Topics include: the language of the cut, the 180-degree system, and Murch’s Rule of Six. Students will become expert in utilizing 2018/19 218 non-linear editing tools through daily editing assignments. Students will learn keyboard shortcuts and advanced trimming tools, transitions, filters, titles, keyframes, compositing tools, audio mixing, color correction, capturing and outputting. Towards the end of the course some production time will be allotted so that students may edit a final piece of their own. Students may also bring in footage that was shot previously for their final project. (4 credits) Prerequisite: MC F282 or MC F288 or MC F310 or CANM 282 or CANM 284.

**CANM 300 Art of Story: 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 be 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. This is a writing intensive course. Prerequisites: WTG 191 or equivalent. (4 credits)

**CANM 313 Documentary Filmmaking: The Real Story**

Documentary films have their basis in the real world. They are made for a variety of purposes but fundamentally they explore the entire range of human experience. This course will examine the role of documentary filmmaking and all the various forms of the documentary. It will be a fascinating journey that will take students all over the globe and throughout history dealing with a wide range of issues both past and present. In this course, students will also examine how to make a documentary. It is therefore very practical in its focus. The first requirement to any documentary is knowing what the story is and what kind of story makes a good documentary. Having chosen a story, there is then the realization of it. Students will learn what is required to make the all-important pitch. They will then choose some stories and make short documentaries about them. (4 credits)

*Prerequisites: MC F288 or MC F310 and MC F284*

**CANM 315 Motion Graphics: Consciousness in Motion**

In this course students will explore and learn in-depth methods of animation, ranging from motion graphics, collage, stop-motion and experimental methods of digital animation to achieve a wide range of possibilities. This class will focus on teaching the basics of the Adobe suite, including Photoshop, After Effects, Adobe Character & Premiere through Dynamic Link. *Prerequisite: CANM 260 or MC 291. Adobe Creative Cloud. (4 Credits)*

**CANM 376 Media Lab 1: Experiment with the Full Range of Creation**

In this project-based course, the faculty will review the work produced by advanced students up until the course, then the faculty will guide, mentor and assist students in improving upon and achieving their highest creative vision. In this course, students will be encouraged to experiment and approach their creative process from a place of freedom and intuition. The faculty will facilitate a more exploratory approach to media and cinematic arts and expose the students to a range of filmmakers, artists, musicians, and other such creators to get inspiration and learn from them. At the end of the course,
students should have their best work fine-tuned, and be able to create from a deeper level. Prerequisites: 16 credits in MC or CANM courses and consent of faculty.

CANM 378 Media Lab 2
In this project-based class students will have the opportunity to continue on the progress of the work started in the Media Lab class. *Prerequisite: CANM 376*

CANM 380 Creative Studio 1: Turning Imagination into Reality
This is a capstone course in which individuals who have taken the courses in Cinematic Arts and New Media or other programs, to 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, film, music, websites, etc. 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. *Prerequisites: courses that teach skills that will be used on the Creative Studio.* Creative Studio provides the ideal setting to undertake the senior project for those students who are graduating.

CANM 382 Creative Studio 2
In this course, students have a chance to further develop their skills, their understanding, and their portfolio by completing advanced media projects in film/ video, web design, graphic design, animation, music and/or sound design. Students may also work on a research essay in the field of their study in order to further develop their critical thinking and research 2015/16 242 skills. (Variable credits — may be repeated for credit) *Prerequisite: CANM 380 and consent of the Cinematic Arts and new Media faculty.*
DEPARTMENT OF COMPUTER SCIENCE

- Keith Levi, PhD, Dean of College of Computer Science, Professor of Computer Science
- Greg Guthrie, PhD, Dean of Educational Technology, Professor of Computer Science
- Paul Corazza, PhD, Co-Chair and Professor of Computer Science and Mathematics
- Clyde Ruby, PhD, Co-Chair and Associate Professor of Computer Science
- Mrudula Mukadam, MS, Associate Chair and Assistant Professor of Computer Science
- Bruce Lester, PhD, Professor of Computer Science
- Premchand Nair, PhD, Professor of Computer Science and Mathematics
- Joseph Bruen, MS, Associate Professor of Computer Science
- Emdad Khan, PhD, Associate Professor of Computer Science
- Renuka Mohanraj, PhD, Associate Professor of Computer Science
- Najeeb Najeeb, PhD, Associate Professor of Computer Science
- Payman Salek, MS, Associate Professor of Computer Science
- Anthony Sanders, MS, Associate Professor of Computer Science
- Mei Li, MS, Assistant Professor of Computer Science
- Hanhong Lu, MS, Assistant Professor of Computer Science
- Someshwara Pullapantula, MS, Assistant Professor of Computer Science
- Asaad Saad, MS, Assistant Professor of Computer Science
- Rakesh Shrestha, MS, Assistant Professor of Computer Science
- Michael Zijlstra, MS, Assistant Professor of Computer Science
- Rujuan Xing, MS, Assistant Professor of Computer Science
- Muhieddin Al-Tarawneh, MSc, Instructor of Computer Science
- Joseph Lerman, MS, Instructor of Computer Science
- Rene de Jong, MS, Adjunct Assistant Professor of Computer Science

Introduction

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

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

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

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

Our computer science programs prepare graduates for success in this field by providing comprehensive knowledge of the discipline and the ability to think clearly and precisely.

**Programs Offered**

- BS degree in Computer Science
- BS or BA minor in Computer Science
- MS in Computer Science offered in two formats:
  1) a one-year program full time on campus for students with a bachelor’s degree in computer science or equivalent course work and work experience.
  2) a two-year cooperative program for students with a bachelor’s degree in computer science or equivalent course work and 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.
- MS in Computer Science with a specialization in Data Science, IT Management, or Web Architecture
• MS in Computer Science Data Science Track. Students in the MS in Computer Science listed above may add the Data Science track to their degree by completing four core courses and three supporting courses as part of their course work.
• Master of Software Development, a twelve- to eighteen-month program for students without an undergraduate degree in computer science.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Entrance Requirements for the Major or Minor in Computer Science

Before beginning the computer science and mathematics courses required for the major or minor, students must successfully complete the Science and Technology of Consciousness course (STC 108) and Functions and Graphs 2 (MATH 162). It is also strongly recommended that students complete College Composition 2 (WTG 192) beforehand. Students are also strongly advised (but not required) to complete CS 105 Problem Solving to satisfy MIU’s CCTS requirement before taking CS 201.

On arrival at MIU, all students (including transfer students) who intend to enter the major or minor in computer science take the Mathematics Placement Assessment and, if they place lower than Math 162, must complete all necessary mathematics courses up through Math 162 before taking computer science courses at the level of CS 201 or above and before taking mathematics courses at the level of discrete mathematics and calculus.

Note: Courses up through Math 162 may add one or two semesters to the program for students, depending on their placement.

A maximum of half the credits (32 credits) required for the major may be satisfied by transfer-in credit. Students may waive mathematics, computer science, and management courses equivalent to courses in the major or minor at the 200 level or above that were completed very recently with a grade of B or above at another qualified university. These courses would replace courses required for the major or minor. Decisions about what courses are accepted and what constitutes “recently” (usually a maximum of three years ago) are made on a case-by-case basis by the department. Students who have taken such courses elsewhere as part of a completed bachelor's degree will not be given transfer credit but will have those courses waived from the major requirements.

Students complete CS201, CS203, and CS221 before being officially accepted into the major in computer science. Acceptance depends on attaining an overall GPA of at least 3.0 in these three courses. If necessary, each course may be repeated at most once to bring the GPA up to this level.
Students aiming to take the MS in computer science after completing the BS in computer science at MIU need to consult their academic advisor as to whether this will be possible. It is also possible to complete instead the computer science track or the data science track (if offered) of the BS in mathematics and then proceed to the MS in computer science.

**Graduation Requirements for the BS Degree in Computer Science**

To graduate with a BS in Computer Science, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 64–68 credits of course work as listed below.

Students who have been accepted into the major must maintain a cumulative GPA for their computer science courses of 2.8 or above. If, in any semester (except the last), this GPA drops below 2.8, students have until the end of their following two computer science courses to bring it back up to 2.8. If they do not succeed in bringing it back up to 2.8 by then, they must leave the major. In order to be awarded the BS in Computer Science degree, a student’s overall GPA for all MIU computer science courses must be 2.5 or above.

56 credits of required courses:
- CS 201 Procedural Programming
- CS 203 Object Oriented Programming
- CS 221 Data Structures
- MATH 272 Discrete Mathematics
- MATH 281 Calculus 1
- MATH 282 Calculus 2
- MATH 286 Linear Algebra 1
- CS 321 Introduction to Algorithms
- CS 363 Computer Organization and Architecture
- CS 390 Fundamental Programming Practices
- CS 401 Modern Programming Practices
- CS 422 Database Systems
- CS 425 Software Engineering
- CS 472 Web Application Programming

*plus 4 credits of coursework in business management (courses with prefix MGT)*

*plus 4 additional credits of computer science courses at the 300 level or above*
Students wishing to include courses at the 500 level must have achieved outstanding performance in all their CS courses and have permission of their academic advisor and the instructor.

*plus* a *Senior Project consisting of either:*

- CS 496 Software Development Senior Project, when it is offered  
  *or*
- Students who are in good standing regarding the GPA requirements of the major, may opt to develop the project in the required course CS 425 Software Engineering into a senior project without the need to take CS 496 Software Development Senior Project  
  *or*
- If CS 496 is not offered, students may work one-on-one with a faculty member in the department on a senior project and receive credit for CS 496. This option is only possible if a faculty member is available.

**Graduation Requirements for the Minor in Computer Science**

To graduate with a minor in computer science, students must complete a total of 20 credits of course work, as follows:

*16 credits of required courses:*

- CS 201 Procedural Programming
- CS 203 Object Oriented Programming
- CS 221 Data Structures
- MATH 272 Discrete Mathematics

*plus one 4-credit elective course in Computer Science at the level of 300 or above*

**MASTER OF SCIENCE IN COMPUTER SCIENCE**

**Entrance Requirements**

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

- CS 201 Procedural Programming
- CS 203 Object Oriented Programming
- CS 221 Data Structures
- CS 321 Introduction to Algorithms
- CS 363 Computer Organization and Architecture
• CS 310 Systems Programming
• CS 350 Programming Languages
• MATH 272 (CS 272) Discrete Mathematics

Students may also be required to have a GPA in just the above computer science courses or their equivalents of 3.3 (B+) or above.

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

• MATH 281 Calculus 1
• MATH 282 Calculus 2
• MATH 286 Linear Algebra I

If only one of the courses, MATH 272, MATH 281, MATH 282, MATH 286, is missing, a student may be accepted to the MS in Computer Science and allowed to take it as an extra course during the MS in Computer Science. If a student satisfies ALL other requirements for entry into the MS CS except for one mathematics course, then that student MUST take that course as an extra course during the MS CS.

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.

Undergraduate prerequisite course-work grades will not be included in the GPA for the Master of Science program.

Transfer credit for graduate courses completed at other qualified universities in which the degree was not completed 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.

Up to two CS courses plus CS401, taken at MIU while enrolled in the BS CS or BS MATH and passed with grade at least B, that were not applied to a completed major or minor nor applied to the 128 credits required for a completed BS, may be applied to waive specific course requirements of the MS CS and thus reduce the number of courses required for the MS CS. More such courses may be applied to waive specific course requirements of the MS CS, but not to reduce the number of courses required for the MS CS.
Students with a previous bachelor’s degree who do not currently qualify to enter the MS CS may enroll in the BS CS in order to gain proficiency to apply for the MS CS. The following CS courses must be completed with a GPA of at least 3.3 (B+) and the following mathematics courses must be passed to qualify to re-apply for the MS CS.

- CS 201 Procedural Programming
- CS 203 Object-Oriented Programming
- CS 221 Data Structures
- CS 390 Fundamental Programming Practices
- MATH 281 Calculus 1
- MATH 282 Calculus 2
- MATH 272/CS 272 Discrete Mathematics

**Graduation Requirements**

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

- 40 credits of computer science courses at the 400 level or above (includes 4 credits of CS 401 MPP)
- At least one systems or analysis course (DBMS, Security, Computer Networks, Operating Systems, Parallel Programming, Compilers, Software Testing, Big Data Analytics, Systems Analysis, Project Management)
- At least 20 credits applied to the MS degree must be at the 500-level
- No more than one course can have a grade of C, C+, or C-
- The cumulative grade point average for Computer Science courses must be at least “B” (GPA of 3.0) or higher
- A grade of B- is allowed in Algorithms or Advanced Programming Languages as long as all other points are met.
- 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
- If, upon admission to the program, the student lacks one of the required mathematics courses, it can be taken to satisfy 4 of the 12 credits of additional computer science course work — if approved by the Department.

*Note: The Forest Academy requirement for this program is FOR 500 in the first semester plus one 2-week Forest Academy course for each semester enrolled on campus. In some cases, FOR 500 is broken into two 2-week parts, or replaced by two 2-week*
STC courses, the first part taken at the beginning of the first semester, and the second part taken at the beginning of the second semester.

MASTER OF SCIENCE IN COMPUTER SCIENCE—
COOPERATIVE PROGRAM

Entrance Requirements

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

Graduation Requirements

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

- 36 credits of course work corresponding to the MS CS program listed above (includes 4 credits of CS 401 MPP)
- 8 credits of Practicum (CS 574–CS 578)
  plus at least 16 credits (4 courses) of other 500-level CS courses

Note: The Forest Academy requirement for this program is FOR 500 in the first semester plus one 2-week Forest Academy course for each semester enrolled on campus. In some cases, FOR 500 is broken into two 2-week parts, the first part taken at the beginning of the first semester, and the second part taken at the beginning of the second semester.

MASTER OF SCIENCE IN COMPUTER SCIENCE—
DATA SCIENCE TRACK

Entrance Requirements

To be admitted to the MS in Computer Science Data Science Track, students must be admitted to MS in Computer Science program. Further, students should have a GRE quantitative score in the 70th percentile (158) or above. Students without a GRE will be considered if their grades and math background are sufficiently strong. Applicants must also have sufficient mathematics courses on their transcript, including at a minimum, calculus and probability, and ideally also linear algebra and statistics.
Graduation Requirements

To graduate with an MS in Computer Science Data Science Track, students must successfully complete all requirements for MS in Computer Science listed above. Further, their course work must include the following four core courses

- CS 201 488 Big Data Analytics
- CS 522 Big Data
- CS 523 Big Data Technology
- CS 582 Machine Learning

and three supporting courses that must either be taken or waived.

- CS 422 Database Management Systems
- CS 435 Algorithms
- CS 472 Web Application Programming

MS IN COMPUTER SCIENCE—SPECIALIZATION OPTIONS

Entrance Requirements

To qualify for the specialization option of the Master’s in Computer Science program, students must have completed all academic requirements to graduate with a Master’s in Computer Science degree, including having the overall and computer science courses GPA’s at 3.0 or above. The student must have also completed these requirements in the original program time of 32 months.

Graduation Requirements

The program requires 4 courses (16 credits) to be taken from one specialization (that were not previously taken as part of the Master’s in Computer Science program) in order to receive the specialization, as well as 8 credits of Curricular Practical Training (CPT). Students must also have a cumulative GPA of 3.0 or above in these 4 courses, and an overall GPA in the computer science courses of 3.0 to obtain their Master’s in Computer Science degree with the relevant specialization.

Data Science Specialization

- CS 488 Big Data Analytics
- CS 522 Big Data
- CS 523 Big Data Technology
- CS 582 Machine Learning
- MGT 5450 Database Management Systems
**IT Managers Specialization**

- CS 423 Systems Analysis and Design
- MGT 5821 Leadership and Teamwork
- MGT 5302 SAP – Enterprise Business Processes
- MGT 482 Management and Organization

**Web Architecture Specialization**

- CS 472 Web Application Programming
- CS 544 Enterprise Architecture
- CS 590 Software Architecture
- CS 545 Web Applications

**MASTER OF SOFTWARE DEVELOPMENT**

**Entrance Requirements**

To be admitted to the Master of Software Development program, students must satisfy the following points:

- Be a US Citizen green card holder, or have another residency status permitting US work and study
- Submit transcripts for Bachelor’s / Undergraduate Degree (in any subject)
- Have a GPA of 3.0 or higher (or equivalent in work experience or demonstrated aptitude)
- Pass a qualifying entrance test (math placement test, GRE, or technical interview)

A grade of B or higher must be earned in the following preparatory courses:

- CS 301 Introduction to Programming in JavaScript
- CS 303 Object-Oriented Programming
- CS 311 Data Structures and Discrete Math

**Graduation Requirements**

MSD students will complete a total of at least 68 semester-hour credits, consisting of 4 credits in the general University requirement, 20 credits to fulfill the MSD foundation requirement, and 44 credits in the core MSD courses.

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

To graduate with the Master of Software Development degree, students must successfully complete all general requirements for a master’s degree, including completion in the first
two semesters at Maharishi International University of the introductory course MVS 500 Science of Creative Intelligence (4 credits) or its Science and Technology of Consciousness equivalent STC 508 (4 credits) or STC 506 (4 credits), and one Forest Academy course in each subsequent semester a student is regularly enrolled in a graduate program. (Please refer to “Degree Requirements” in “Academic Policies.”)

**MSD Foundation Requirement (20 credits)**

As a preparation for meeting the requirement of a track or several concentrations, each MSD student must demonstrate a basic competence in the foundational fields of software development. This is demonstrated by having a total of 20 MSD course credits earned (or waived via aptitude assessment) in the following courses:

- CS 105 CCTS Problem Solving with Computational Thinking (4 credits)
- CS 201 Procedural Programming (4 credits)
- CS 203 Object Oriented Programming (4 credits)
- CS 221 Data Structures (4 credits)
- CS 272 Discrete Structures (4 credits)

Students may fulfill the MSD Foundation Requirement in whole or in part by having completed equivalent undergraduate course work at an accredited university and earned a grade of at least B or by testing out of the requirements through displayed aptitude via one of our approved entrance tests.

**MSD Core Courses Requirement (44 credits)**

To graduate with an MSD degree, students must complete the following 44 credits of coursework:

- CS 301 Intro to Programming with JavaScript (4 credits)
- CS 303 Object-Oriented Programming in JavaScript (4 credits)
- CS 421 Introduction to Algorithms (4 credits)
- CS 445 Modern Asynchronous Programming (4 credits)
- CS 418 Databases and Software Development (4 credits)
- CS 477 Server Side Programming (4 credits)
- CS 568 Web Application Development 1 (4 credits)
- CS 569 Web Application Development 2 (4 credits)
- CS 571 Mobile Application Development (4 credits)
- CS 515 Cloud Programming (4 credits)
- CS 579 Final Project (2 credits)
- MGT 5341 Career Strategies in Information Technology (2 credits)
COURSES IN COMPUTER SCIENCE

Note: In order to be admitted to any course at the level of CS 400 or above, all prerequisite courses must be passed with a grade of B or above, except where mentioned below.

Undergraduate students are not permitted to enroll in courses at the level of CS 500 or above, unless they have shown outstanding performance in all their CS courses and have permission of their academic advisor and the instructor, in addition to any other stated requirements.

Graduate students need permission of the instructor to enroll in courses at the 500 level or above, in addition to any other stated requirements.

Undergraduate Courses

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

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

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

Prerequisites: Math 162 and CS 201

CS 221 Data Structures: Fundamental Structures of Information at the Basis of All Computation
Students use computer programming laboratory problems to apply the principles of data structure organization in a practical environment and develop advanced programming skills. The organizing power of knowledge is found to be the source of order in computer data structures. Topics include: abstract data types, internal representation of data, stacks, queues, linked lists, hash maps, binary trees, heaps, red-black trees, 3-4 trees and B trees. (4 credits) Prerequisites: MATH 162 and CS 203

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

CS 301 Intro to Programming with JavaScript
In this course students learn the hidden potential of JavaScript functional language, with introduction to Document Object Model (DOM) manipulation and events handling, and ECMAScript6 (ES6) features. Students will learn to solve a few common JavaScript problems including the following concepts. Topics include: Intro to Git, Basic HTML5, CSS box model and intro to layout, Intro to Bootstrap, Intro to obtrusive events handling Data types, Arrays, Variables, Conditional statements, Expressions and operators, Traditional looping, Scoping, global scope, Simple recursion, Regular expressions (4 credits) Prerequisites: None for accelerated track MSD students. A minimum GPA of 3.3 or higher is required for extended track MSD students.

CS 303 Object-Oriented Programming in JavaScript
In this course students gain proficiency in using JavaScript as a functional programming language and deeper understanding of some fundamentals. Students learn object-oriented programming (OOP) principles and the particular flavor of JavaScript’s dynamic object model, including the new features of ES6. Topics include: Imperative Javascript vs Object-Oriented Javascript vs Functional Style; Closures; ES6 - arrow functions, rest operator and destructuring; Pure Functions; Higher-order functions; The object model (inheritance, prototype-based OOP, creating hierarchies); Classes (function constructors),
inheritance and prototype; The meaning of “this”; Using call() and apply() and bind(); Try / catch, error; Working with objects (creating objects, methods, getters/setters); Recursive algorithms; Event Loop and call-stack; Callbacks; Array new API: Map, Reduce, Filter; Final project. (4 credits) Prerequisite: CS 301

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

CS 311 Data Structures and Discrete Math
In this course, students will become proficient in designing and implementing basic data structures used in modern computing applications and learn how to apply discrete math concepts commonly used in software applications. Topics include: Arrays and lists; Stacks, queues, linked lists; Dictionaries, hashing, sets; Binary (search) Trees, Red Black Trees, B-Trees; Boolean logic; Set theory; Functions and relations; and Combinatorics. (4 credits) Prerequisite: CS 303

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

CS 350 Programming Languages: The Abstractions at the Basis of Programming Languages — Gaining Mastery Over All Programming Languages
This course involves substantial programming exercises that give students practical experience with several different programming language paradigms. Topics include: syntax and semantics of programming languages; data types and structures; control flow including blocks, subroutines, and recursion; implementation methods for semantic features; and comparison of several programming languages. (4 credits) Prerequisite: CS 221
CS 363 Computer Organization and Architecture: The Physiology at the Basis of All Computers — The Logical and Physical Structures of Digital Computation
This course presents the internal structure of a computer, an introduction to assembly language, and the design of digital logic circuits and their use in structuring the various functional components of a computer, such as the memory and central processing unit. Topics include: machine organization, logic gates, circuits, machine language, assembly language, memory, I/O systems, and how these all combine to create typical and atypical architectures. (4 credits) Prerequisites: CS 201 and CS 272 / MATH 272

CS 390 Fundamental Programming Practices: Modern Programming Methods and Systems — Capture the Fundamental Principles of Knowledge for Greater Success in All Areas
This course provides a focused program for enhancing programming and analytical skills in five areas: problem solving, data structures, object-oriented programming, the Java programming language, and the use of recursion in Java programs. These topics are of particular importance as a prerequisite for the courses in the graduate program in Computer Science. Topics include: elements of Java programming, object-oriented design and implementation, data structures (including lists, stacks, queues, binary search trees, hash tables, and sets), the exception hierarchy, file i/o and streams, and JDBC. (4 credits) Prerequisite: For undergraduate students: CS 221; for graduate students: consent of the department faculty

CS 398 Computer Programming Internship: Knowledge and Experience for Maximum Growth
This course offers practical, professional experience in computer programming. Students apply classroom knowledge to an industrial or University project. During the internship, students submit detailed reports of their computer programming activities. (2 credits) Prerequisites: consent of the Department faculty and the Academic Standards Committee

Dual Graduate/Undergraduate Courses

This course presents the fundamental principles of object-oriented programming. Students will learn how to write reusable and better-maintained software, and integrate this knowledge with laboratory assignments and projects. Topics include: fundamental principles and models of object-oriented programming, UML class diagrams and design principles that promote reusability and maintainability of software. (4 credits) Prerequisite: For undergraduate students: CS 390; for graduate students: consent of the department faculty
CS 418 Databases and Software Development
This course covers the essentials of DB design principles and an introduction to SQL and noSQL databases. It also provides an opportunity for students to gain practice applying the knowledge from prior courses by working on a set of small- to mid-scale software development projects. Students also gain hands-on experience in building a fully functional Web application using all the skills previously learned. Topics include: DB design principles; Primary and Foreign keys; DB Relationship; SQL vs noSQL; Data modeling; SQL/NoSQL drivers API; Working with the DOM; Working with Asynchronous JS; Building a fully functional CRUD application (Create, Read, Update and Delete); Working with API's; Working with Promises and Observables objects (4 credits) Prerequisites: CS 301, CS 303, CS 445

CS 419 Content Management Systems
Students learn how to develop websites with popular content management systems such as WordPress, which starts with learning the installation process and the theory of Content Management Systems. They then learn the major building blocks of the WordPress Admin Panel, Posts, pages and Forums, and how to use Plugin Management. The course finishes with WP Themes, where students will create their own themes. Topics include: WP posts and pages, and WP themes. (2 credits) Prerequisite: CS 301

CS 421 Introduction to Algorithms
In this course, students learn core computer science concepts for writing efficient and effective algorithms. Using algorithms in programming allows one to improve the efficiency, performance, speed, and scalability of applications. Students learn what algorithms are, why they are important, and how to code them in JavaScript. Other important programming concepts are learned along the way, such as functional programming, time complexity, recursion, and other important concepts. This course is useful for anyone interviewing for engineering jobs at both large and small companies. Interviewers often ask candidates to write algorithms out in code, and this course prepares students to do that, and help them to excel in technical interviews. Topics include: Graph algorithms, Computational complexity (worst, best, average), Runtime complexity, Binary Trees, Sort and search algorithms, and Classic algorithms (Palindromes, Anagrams, Matrix Spiral, Fibonacci). (4 credits) Prerequisite: CS 311

CS 422 Database Systems: Capturing the Organizing Power of Information
Database systems organize and retrieve information, allowing the user to access the desired information easily and efficiently. Topics include: relational data model; SQL; ER modeling; relational algebra; data normalization; transactions; objects in the database; data security and integrity; data warehousing, OLAP, and data mining; distributed
databases; and study of a specific commercial database system. (4 credits) **Prerequisite:** CS 401 or consent of the Department faculty

**CS 423 Systems Analysis and Design**

One can think of the systems approach as an organized way of dealing with a problem. The software systems development life cycle (SDLC) has three major phases. It begins with preliminary and feasibility studies to make the decision to develop a system to solve a particular problem in a cost-effective and timely way. This is followed by a detailed system study, in which every aspect of the current system is analyzed and a new system is designed to meet the needs of the organization. Finally, the system design is brought to life through software engineering techniques including coding, testing, implementation and maintenance of the system. This focuses on the middle phase. A system will be studied in detail to gather requirements and its process elements analyzed for suitability and relevance to meet the needs of the system’s users. This is followed by an iterative and creative design process, using tools such as flowcharts, data flow diagrams (DFD), data dictionary, decision tables and decision trees, to provide an effective and detailed design of the system. (2–4 credits) **Prerequisite:** CS 401

**CS 425 Software Engineering: Knowledge Is the Basis of Action — Principles and Processes for Developing Large-Scale Software Systems**

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

**CS 435 Algorithms: Discovering the Hidden Dynamics of Natural Law**

This course presents methods for analyzing the efficiency of algorithms (including worst-case and average-case analysis) and introduces a variety of known, highly efficient algorithms. Analysis, design, and implementation of algorithms are given equal emphasis. **Topics include:** searching and sorting, efficiency of operations on data structures (including lists, hash tables, balanced binary search trees, priority queues), graph algorithms, combinatorial algorithms, recurrence relations, NP-complete problems, and special topics as time allows. (In the past, special topics have included computational
geometry, algorithms for cryptosystems, and approximation algorithms). (4 credits)

Prerequisites: CS 401 and MATH 272, or consent of the Department faculty

CS 440 Compiler Construction: Connecting Name and Form — The Source of All Programming Languages in Grammar and Semantics

Students learn the successive stages and detailed mechanics by which high-level programming languages are translated into machine language by a compiler. Topics include: language and grammar specification, compiler structure, compiler generation tools, lexical analysis, parsing, syntax analysis, semantic analysis, intermediate language, code generation and optimization, storage management and linkages, user interface, and a large programming project implementing part of a compiler. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 445 Modern Asynchronous Programming

This course goes deep into asynchronous web programming concepts, and covers the most essential design patterns for JS, that includes the observer pattern, factory, decorator and many more. It also covers working with Web API and Immutable data structures. Topics include: Collaborative Git; Intro to TypeScript and Bundlers; Asynchronous JavaScript; Event-Loop; History API, Geolocation API; Ajax (HTTP, Ajax, JSON, Fetch, CORS, Debugging); Promises and Async/Await; Reactive Programming; RxJS Observables and Operators; Design Patterns: Module, Prototype, Singleton, Observer, Façade, Factory, Decorator, Proxy, Strategy, Memoization; Modern Web Browsers. (4 credits) Prerequisites: 301, 303

CS 450 Computer Networks: Connecting the Parts and Whole — Frictionless Flow of Information

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

CS 456 Software Testing

Software testing is the process of analyzing software for problems and evaluating the features. In this seminar students will learn the art and science of software testing. The seminar will focus on Functional Testing, Structural Testing, Unit Testing, Integration Testing, System Testing, and GUI Testing. Students will do tools and frameworks
evaluation and a literature survey of the state of the art in software testing. (2–4 credits)  
*Prerequisite:* CS 401 or permission 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. *Topics include:* sequential and concurrent processes, mutual exclusion, resource sharing, process cooperation, deadlock, resource allocation, processor scheduling, memory management, segmentation and paging algorithms, timesharing systems, scheduling algorithms, and resource protection. (4 credits) *Prerequisite:* CS 401 or consent of the Department faculty

**CS 466 Computer Security**

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

**CS 471 Parallel Programming**

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

**CS 472 Web Application Programming**

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

CS 473 Mobile Device Programming
The importance of mobile device programming has emerged over recent years as a new domain in software development. This course prepares students to develop applications that run on mobile devices such as an iPhone, iPad or Android phone. This is a rapidly developing market. This course focuses on installing, developing, testing, and distributing mobile applications. At the end of this course students will be able to develop an app for the platforms covered, simulate them, test them on the real device, and finally publish on the app store to make the app available to users. (4 credits)

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 477 Server Side Programming
This course focuses on using JavaScript at the backend (NodeJS). Students will learn how NodeJS works and gain a deep understanding of its core application programming interface (API). The course covers how the JS compiler engine (V8) works, how to structure code using modules, and how asynchronous code works in Node and the Node event loop. The course also teaches Node Package Manager (NPM), how to build a web server, how to work with Express framework, and how to use noSQL databases such as MongoDB. Students will learn all the techniques that define a modern web application, including authenticating users with JSON Web Tokens, persisting data in the database, and building a Restful API. Other computer science concepts are also covered. Topics include: HTTP & Rest API design; Maintaining application state; Node API; Node Package Manager (npm); Model-Controller architecture, Express framework, and middlewares; Server-side routing; Token-based authentication; Dockerizing App, and Containers Orchestration. (4 credits) Prerequisite: CS 445

CS 482 Software Development with Fundamental Design Patterns
This course is an introduction to 23 GoF (Gang of Four) design patterns. Design patterns are proven solutions to recurring problems in object-oriented software
design/development. Our course will cover the rationale and benefits of using them in real projects, with an emphasis on both the intellectual understanding and the ability to discover, apply, and implement them correctly (in Java) in any software project. Textbook: *Design Patterns: Elements of Reusable Object-Oriented Software* (4 credits) 
Prerequisite: CS 401 (Note: Students may not get credit for taking both CS 525 and CS 482)

**CS 485 Theory of Computation: The Abstract Basis of All Possibilities in Computation**
Formal abstract models of computation study the fundamental limitations and capabilities of computers. This course presents a hierarchy of increasingly sophisticated abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include: formal grammar, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammar, context-free languages, Turing machines, unsolvable problems, and recursive functions. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

**CS 488 Big Data Analytics**
Data is the new natural resource: it is doubling every 12–18 months. Organizations have a choice on how to deal with the volume, variety, and velocity of data: to be buried under the avalanche, or to harness it for competitive advantage and grow. Big Data Analytics helps organizations gain relevant information and insights to support decision-making in real-time. Most organizations are still just scratching the surface of the opportunity. The Big Data Analytics course covers the fundamental concepts and tools for managing and mining large and diverse datasets to generate new insights. Topics include business intelligence, data preparation, data warehousing, data visualization, and data mining. The course covers statistical and Artificial Intelligence techniques for data mining, text mining, and web mining. Students will do analytics on multimillion record datasets, and also on streaming social media data. The R programming language, IBM SPSS Modeler, and other open source systems will be used to develop practical data analytics skills. Students will also do a group project to solve a real-life problem using data analytics. (2–4 credits) Prerequisites: CS 390 (if taken), CS 401, and CS 435. CS 422 highly recommended, but not required. Or a previous course in machine learning, data mining, or data science taken at this or another qualified university

**CS 490 Topics in Computing**
This course surveys and studies current technologies and application areas in computing. Typically it will include a substantial research and laboratory component to gain experience with advanced areas of computing and computer science. (2–4 credits)  
Prerequisite: CS 401 or consent of the Department faculty
CS 495 Software Development: Applying Knowledge of Software Systems for Greater Skill in Action
In this course, students participate in a comprehensive system development project to apply and integrate the concepts of software design and implementation. Topics include: methods and tools for large system development including analysis, design, testing, and documentation. Students work in teams to develop a substantial analysis and design project. (4 credits) Prerequisites: CS 221 and at least one CS 400-level course

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

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

Graduate-Only Courses

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

CS 515 Cloud Programming
This course will cover cloud programming patterns and will allow students to practice working with various web cloud services, including AWS Serverless functions and Google Cloud functions. Topics include: Database as a service (Atlas); Google Cloud Platform (Functions); API in the cloud; AWS Lambda, Serverless; Web Services; Final Project (4 credits) Prerequisites: CS 477, CS 568, CS 571, CS 569
CS 522 Big Data: Finding Harmony within Great Diversity
Modern information processing is defined by vast repositories of data that cannot be handled by traditional database systems. This course covers latest technology developed and used by industry leaders to solve this problem in the most efficient way. Specific topics covered include mappers, reducers, partitioners, combiners, HDFS, Hadoop cluster architecture, in-mapper combining, pairs and stripes, computing relative frequencies, secondary sorting, web crawling, inverted indexes and index compression. (4 credits) 
Prerequisites: CS 401 or CS 435

CS 523 Big Data Technology
The aim of the course is to add important tools in your arsenal to help you solve various big data problems. The course answers questions like “What is Big Data? Why is it important or useful? How do you store big data?” The course covers different tools and programming models from the big data technology stack that help analyze the data. Topics include projects in the Hadoop ecosystem such as MapReduce, Pig, Hive, Sqoop, Flume, HBase (NoSQL DB), Zookeeper, and Apache Spark ecosystem projects, and an introduction to AWS and EMR. (4 credits)

CS 525 Advanced Software Development: The Structures and Patterns of Natural Law in Software That Embody Knowledge of Good Design
This course considers the current methods and practices for good design of software systems. Topics include: software design patterns, frameworks, architectures, and designing systems to apply these multi-level abstractions. (2–4 credits) Prerequisite: CS 401 or consent of the Department faculty

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

CS 545 Web Applications: Architecture and Frameworks: Integration of Parts and Wholeness in Large-Scale Distributed Software Systems
This course presents the issues, methods, and techniques for creating multi-computing distributed systems across networked or more tightly coupled interconnect systems. Topics include: communication, protocol, and synchronization; performance; and the
architecture of server, client/server, multi-tier, and mobile agent distributed object systems. Software issues of portability, extendibility, and interoperability are also studied. (4 credits) *Prerequisite: CS 472 or passing grade on CS 472 waiver quiz*

**CS 568 Web Application Development 1**
React is the most popular library for building powerful web applications. In this course, students will learn how to use React and ES6 to build robust, scalable applications from the ground up using the latest Redux patterns to maintain their application state. **Topics include:** Component-based web application development, Components Design Patterns, Consuming rest APIs, Persistence with browser API, JSX and React API (props, proptypes, events, refs), Application data flow, and Deploying React apps. (4 credits) *Prerequisite: CS 477*

**CS 569 Web Application Development 2**
In this course, students learn Reactive Programming Architecture of Single Page Web Applications (SPA) along with all the necessary skills to build a full modern web application using TypeScript and Angular. Students gain a deep understanding of how Angular works, including: Change detection; Reactive RxJs programming with observables and subjects; The Shadow DOM; Zones; Modules, components, custom directives, and pipes; Services and dependency injection; Angular compiler: JIT and AOF compilation; Forms (template driven and data driven); Routing, guards and route protection; HTTP client; and JWT JSON Web Token authentication. (4 credits) *Prerequisite: CS 474*

**CS 571 Mobile Application Development**
This course transitions from web development to mobile application development using React Native, a popular framework from Facebook that enables cross-platform native applications to run using JavaScript without Java or Swift. The course introduces modern JavaScript--JavaScript XML (JSX)--a JavaScript extension. Students gain experience with React Native and its paradigms, application architecture, and user interfaces. The course culminates in a final project in which students implement a mobile app entirely of their own design. (4 credits) *Prerequisite: CS 570*

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

**Prerequisite:** CS 472 or passing grade on CS 472 waiver quiz

**CS 573 Practicum in Contemporary Tools and Techniques**

Computer science is a rapidly developing field. In this course, students reflect on their experience in the current or recent semesters using contemporary tools and techniques in computer science. They identify the context of a problem, identify the class of solutions that would be appropriate for the problem, and discuss their choice and use of a contemporary tool or technique that solves the problem efficiently. Students write up their case as a STAR report that they can draw on for future technical problems. (1–3 credits, may be repeated once for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**Prerequisite:** written authorization.

**CS 574 Practicum in Creativity in the Field of Technology**

Consciousness is the most abstract, intimate experience of one’s self. The development of consciousness through the practice of the Transcendental Meditation technique is revealed through experiences in which one finds a creative solution to a problem that allows you to be successful on some difficult task in software development. This inner creativity also brings a stability that permits you to adapt flexibly and confidently to changes and demands in the workplace. In this practicum, students learn about such experiences, reflect on such experiences in their own lives, and write a STAR report as an aid for future challenges. (1–3 credits, may be repeated once for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**Prerequisite:** written authorization.

**CS 575 Required Practicum in Computer Science Theory in Practice**

In this practicum course students perform computer-related tasks in a technical professional position. The tasks performed may be in the design and development of new systems or the application of existing systems for specific purposes. Practicum job descriptions are formulated prior to employment by the employer and the student, and course registration requires approval in advance by the Computer Science department. To complete this course, students reflect on their experience in the current or recent semesters and relate, in detail, an example in which they had to use appropriate concepts and theories in CS to frame a problem, conceive a solution, and implement the solution efficiently using appropriate data structures and algorithms. Students write up their case as a STAR report that they can draw on for future technical solutions. (1–3 credits, may be repeated once for credit, subject to satisfactory progress in the previous course and a
clear plan for the progression of learning in the subsequent course) Prerequisite: written authorization.

**CS 578 Practicum in Technical Management**
In this practicum students learn about the professional, ethical, legal, and social issues in an information technology area that affect the workplace and reflect on these issues in their own work experience, especially from a technical management standpoint. Clearly identifying all relevant issues in detail, students describe with example(s) a case in which they had to use appropriate concept, plan, and strategy to successfully manage a project to completion using their understanding of American business culture. Students write up their case as a STAR report that they can draw upon in future technical management issues that may arise. (1–3 credits, may be repeated once for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: written authorization.

**CS 579 Practicum in Team Organization and Leadership**
Programming may be a solitary task, but it occurs in the context of a multi-person project that must fulfill a client’s needs. Programmers need to know how to work in teams, and eventually to lead teams, no matter whether one’s career develops in a technical or a managerial direction. In this course, students learn the basic concepts of team organization and management and reflect on teamwork issues in their own work experience in order to evaluate effective or ineffective handling of a problem in teamwork. Students write a STAR report on this topic as an aid for future team-based projects. (1–3 credits, may be repeated once for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: written authorization.

**CS 583 Final Project**
In this project, students will apply the tools and technologies they have learned to create and deploy a web or mobile app, which involves building a full stack back-end API and a user interface using any front-end framework along with a supported mobile application. (2 credits) Prerequisites: CS 477, CS 568, CS 571, CS 569, CS 515

**CS 580 Seminar in Current Research Topics**
Advanced knowledge and current research issues are presented in a specialized area of computer science. The course includes readings of current journal articles in the field and a substantial independent project by students. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent of instructor
CS 582 Machine Learning
Machine Learning, the field of study that gives computers the ability to learn from data, is at the heart of almost every scientific discipline, and the study of generalization (that is, prediction) from data is the central topic of machine learning. This course gives a graduate-level introduction to machine learning and in-depth coverage of new and advanced methods in machine learning, as well as their underlying theory. It emphasizes approaches with practical relevance and discusses a number of recent applications of machine learning, such as Data Mining (in Big Data / Data Science, Data Analytics), Natural Language Processing, Computer Vision, Robotics, Bioinformatics, and Text and Web data processing. Topics include: supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines, decision tree, Bayesian learning & optimization); unsupervised learning (clustering, dimensionality reduction, kernel methods); learning theory (bias/variance tradeoffs; VC theory; large margins); reinforcement learning and adaptive control. (4 credits)
Prerequisite: CS 435

CS 590 Software Architecture
In this course we will look at the techniques, principles and patterns of how to design flexible, scalable, testable and resilient software systems using microservices. We will study how we can split up large applications into smaller microservices that are easier to build and gives much more advantages compared to monolithic enterprise applications. But a distributed microservice architecture also gives many challenges. We will study these challenges and how we can tackle these challenges. Topics of this course are architectural styles, integration techniques and patterns, domain driven design, event driven architecture and reactive programming.

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

CS 599 Directed Study
(4 credits) Prerequisite: consent of the Department faculty and Academic Standards Committee
DEPARTMENT OF MATHEMATICS

• Anne Dow, PhD, Chair, Associate Professor of Mathematics
• Catherine Gorini, PhD, Professor of Mathematics
• Paul Corazza, PhD, Professor of Mathematics and Computer Science
• Ken Barrett, Grad Dip, MA, Assistant Professor of Mathematics
• Debra Levitsky, PhD, Assistant Professor of Mathematics
• Richard Weller, PhD, Adjunct Assistant Professor of Mathematics and Physics

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 International University learn to see the connections between the functioning of their own intelligence and mathematical knowledge. They acquire the quantitative skills, problem-solving abilities, and clarity of thinking that provide a basis for success and leadership in technology-based careers. Graduates of the program in mathematics are prepared to enter a wide range of careers or continue their education with graduate or professional studies.

Programs Offered

BS in Mathematics

Mathematics and Computer Science Track
This track combines mathematics with courses in computer science and a senior project in computer science.

• Students are prepared for a career in a technical area or, with careful attention to electives and other courses, for graduate study in business and other professional or scientific areas.
• U.S. students completing this track of the mathematics major with a GPA in the CS courses of 3.3 or above are eligible to apply to Maharishi International University’s
Master of Science in Computer Science and may be able to complete it in just over a year. International students intending to take the ComPro loan for the MS CS need to attain a GPA of 3.6 or above in the CS courses taken as an undergraduate. Consult the Department of Computer Science for full information.

**Minor in Mathematics**

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

**Special Features**

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

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

- All courses emphasize conceptual understanding and logical justification, not just memorization of mathematical procedures.

- Students regularly use computer software to clarify principles and develop applications in many of their classes.

- The department offers a friendly and nurturing environment for all students.

- All faculty are outstanding teachers. One has received an award for outstanding teaching from the Mathematical Association of America.

- Students may present their own research papers at the annual meeting of the Iowa Section of the Mathematical Association of America. Several students have received Outstanding Student Paper awards.

- Students participate in national and regional mathematics competitions, such as the annual Putnam Competition. Two teams have received Honorable Mention for their creativity and teamwork in the national Competition in Mathematical Modeling.

- The Math Club helps students sharpen their problem-solving abilities and encourages them to enter mathematical competitions.

- Research shows that educational techniques used at the University produce clearer, more orderly thinking, necessary for success in mathematics—and for later careers.
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). It is also highly recommended that students complete College Composition 2 (WTG 192) beforehand as well.

Students entering the Mathematics and Computer Science Track of the major are advised (but not required) to take CS 105 to fulfill their CCTS requirement (preferably before taking CS 201).

On arrival at MIU, all students (including transfer students) who intend to enter a major or minor in mathematics take the Mathematics Placement Assessment and, if they place lower than Math 162, must complete all necessary mathematics courses up through Math 162 before taking courses in the major or minor. The courses up through Math 162 may add one or two semesters to the program, depending on the placement.

Students may be allowed to waive mathematics courses at the 200 level or above, computer science courses, and physics courses that are equivalent to courses in the major or minor and have been taken recently at another qualified university with a grade of B or above. These courses replace courses required for the major or minor. Decisions about what constitutes “recently” will be made on a case-by-case basis, but is usually a maximum of three years ago. A maximum of half the credits required for the major may be replaced in this way. Math 162 Functions and Graphs 2 may be waived if an equivalent course is passed with a B or above at another qualified university at most one semester ago. Such courses that were taken too long ago, or for which the grade was less than B, may be waived on passing a placement assessment, if a placement assessment is available.

Students are initially admitted conditionally into the Computer Science Track of the mathematics major and must complete CS201, CS203, and CS221 before being officially accepted. Acceptance depends on attaining an overall GPA of at least 2.5 in these three courses. If necessary, each course may be repeated at most once to bring the GPA up to this level.

Graduation Requirements for the Bachelor of Science in Mathematics

To graduate with a BS in mathematics, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in
As part of the requirements for the Mathematics and Computer Science Track of the BS in mathematics, all students must complete 60–64 credits of required courses, as follows:

16 credits of required courses:
• MATH 281 Calculus 1
• MATH 282 Calculus 2
• MATH 283 Calculus 3
• MATH 286 Linear Algebra 1

Students in the Mathematics and Computer Science Track must also complete:
44 credits of required courses:
• Math 272 Discrete Math
• Math 351 Probability
• CS 201 Procedural Programming
• CS 203 Object-Oriented Programming
• CS 221 Data Structures
• CS 321 Introduction to Algorithms
• CS 363 Computer Organization and Architecture
• CS 390 Fundamental Programming Practices
• CS 401 Modern Programming Practices
• CS 422 Database Systems or CS 472 Web Application Programming or CS485 Theory of Computation
• CS 425 Software Engineering

plus a Senior Project consisting of either:
• CS 496 Software Development Senior Project, when it is offered
  or
• If CS 496 is not offered, students may work one-on-one with a faculty member in the department on a Senior Project and receive credit for CS 496. This option is only possible if a faculty member is available
  or
• Students who are in good standing regarding the CS GPA requirement (see below), may opt to develop the project in the required course CS425 Software Engineering into a Senior Project without the need to take CS496 Software Development Senior Project

Students who have been accepted into the Mathematics and Computer Science Track must maintain a cumulative GPA for their computer science courses of 2.8 or above. If, at the end of any semester (except the last), this GPA drops below 2.8, students have until
the end of the following two Computer Science courses to bring it back up to 2.8. If they do not succeed in bringing it back up to 2.8 by then, they must leave the Track.

*plus*

In order to be awarded the BS MATH in the Mathematics and Computer Science Track at the end of the last semester, a student’s overall GPA for all computer science courses taken must stand at 2.5 or above. However, note that in order to proceed from this Track of the BS MATH to the MS in Computer Science at MIU, this GPA must be 3.3 or above.

*plus*

In their final year, students in the Mathematics and Computer Science Track are required to:

- Take an assessment test to be chosen by the Department of Mathematics and submit the results to the Department of Mathematics.

Note: The course Math 285 Introduction to Applied Statistics is highly recommended but not required.

*Note:* In order to enroll in any computer science course at the level of CS 400 or above, all prerequisite courses for that course must be passed with a grade of B or above. Some 500 level computer science courses have even higher prerequisite requirements (see Course Descriptions in the Computer Science section of this Catalog). However, undergraduate students are not permitted to take 500 level computer science courses, unless their academic performance in all areas they have studied so far is exceptionally high.

**MINOR IN MATHEMATICS**

To graduate with a minor in mathematics, students must successfully complete 20 credits of mathematics courses numbered 267 or higher, and a Portfolio.

Students submit a portfolio of important work and projects from the courses in their minor, together with an essay (minimum 4 pages) connecting this work in mathematics with their major and with principles from the Science and Technology of Consciousness.

**COURSES IN MATHEMATICS**

**MATH 050 Basic Mathematics Review: Locating the Basis of Mathematics in the Self-Interacting Dynamics of Consciousness**

Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 051 Basic Mathematics for the first time, but do not complete it in one block, do not receive a failing grade for Math 051, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 050. If they have
completed at least 50% of the requirements for Math 051, they receive a grade of P (pass) in Math 050 for that block and are allowed to enroll in Math 051 for a second block. If they have completed less than 50% of the requirements for Math 051, they receive a grade of NP (no pass) in Math 050 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 051, they receive a grade of NC (no credit) for Math 051. (4 credits — does not count toward the total credits required to graduate with a Bachelor’s degree)

**MATH 051 Basic Mathematics: Locating the Basis of Mathematics in the Self-Interacting Dynamics of Consciousness**

Arithmetic is the study of patterns, relations, and operations on numbers. **Topics include:** the arithmetic of integers, fractions, decimal fractions, ratios, and percents, with an emphasis on applications, including geometry. Instruction consists of a combination of computer software and classroom activities.

Students who finish all topics of MATH 051 before the end of the block then proceed to topics of MATH 152 Elementary Algebra, and then to topics of Math 153 Intermediate Algebra, or other topics, as appropriate. At the end of the block, they are given a grade for the highest-level course that they have completed satisfactorily (MATH 051, MATH 152, or MATH 153). MATH 051 is graded P (pass) or NP (no pass), while Math 152 and Math 153 are given a letter grade. Financial Aid and other University policies require that students study for the entire block, so students are not allowed to drop out of the course just because they have finished the topics of a particular level. They are expected to continue with appropriate math topics and must complete the rest of the block satisfactorily.

On the other hand, students who enroll for Math 051 Basic Mathematics for the first time, but do not complete it in one block, do not receive a failing grade for Math 051, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 050. If they have completed at least 50% of the requirements for Math 051, they receive a grade of P (pass) in Math 050 for that block and are allowed to enroll in Math 051 for a second block. But, if they have completed less than 50% of the requirements for Math 051, they receive a grade of NP (no pass) in Math 050 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 051, they receive a grade of NC (no credit) for Math 051. (4 credits, does not count toward the total credits required for a BA or BS)

**MATH 130 CCTS Quantitative Reasoning: Developing Precision and Logic, Two Qualities of Consciousness**

Quantitative reasoning is a critical tool in the modern world for analyzing and interpreting quantitative information arising in the context of real-world problems and
issues, for example, in financial issues such as budgeting, taxation, loans, investment returns, the effects of inflation, even choosing cell phone plans. Students will develop a repertoire of number-related skills for personal finance, for assessing the reliability of data found in the media and elsewhere, and for arriving at their own conclusions from these data. **Topics include:** estimation, units and conversion, basic geometric concepts, simple descriptive statistics, constructing and interpreting graphs, linear and exponential growth, and ratios and percentages. Students will also develop their ability to calculate and present meaningful information using spreadsheets. (4 credits)

**MATH 147 Elementary Algebra Review: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 152 Elementary Algebra *for the first time*, but do not complete it in one block, do not receive a failing grade for Math 152, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 147. If they have completed at least 50% of the requirements for Math 152, they receive a grade of P (pass) in Math 147 for that block and are allowed to enroll in Math 152 for a second block. If they have completed less than 50% of the requirements for Math 152, they receive a grade of NP (no pass) in Math 147 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 152, they receive a grade of NC (no credit) for Math 152. (4 credits)

**MATH 149 Intermediate Algebra Review: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 153 Intermediate Algebra *for the first time*, but do not complete it in one block, do not receive a failing grade for Math 153, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 149. If they have completed at least 50% of the requirements for Math 153, they receive a grade of P (pass) in Math 149 for that block and are allowed to enroll in Math 153 for a second block. But if they have completed less than 50% of the requirements for Math 153, they receive a grade of NP (no pass) in Math 149 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 153, they receive a grade of NC (no credit) for Math 153. (4 credits)

**MATH 152 Elementary Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. **Topics include:** operations on algebraic expressions, linear models and equations, the coordinate plane, inequalities, factoring, and simple quadratic
equations. Instruction consists of a combination of computer software and classroom activities.

Students who finish all topics of MATH 152 before the end of the block then proceed to topics of MATH 153 Intermediate Algebra, and then to other topics, as appropriate. At the end of the block, they are given a letter grade for the highest-level course that they have completed satisfactorily (MATH 152 or MATH 153). Financial Aid and other University policies require that students study for the entire block, so students are not allowed to drop out of the course just because they have finished the topics of a particular level. They are expected to continue with appropriate math topics and must complete the rest of the block satisfactorily.

On the other hand, students who enroll for Math 152 Elementary Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 152, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 147. If they have completed at least 50% of the requirements for Math 152, they receive a grade of P (pass) in Math 147 for that block and are allowed to enroll in Math 152 for a second block. But if they have completed less than 50% of the requirements for Math 152, they receive a grade of NP (no pass) in Math 147 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 152, they receive a grade of NC (no credit) for Math 152. (4 credits) Prerequisite: Math 051

MATH 153 Intermediate Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems
This course extends Elementary Algebra to develop further algebraic models. Topics include: systems of linear equations, quadratic equations, polynomials, rational and radical expressions and equations, and graphing in the coordinate plane. Instruction consists of a combination of computer software and classroom activities.

Students who enroll for Math 153 Intermediate Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 153, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 149. If they have completed at least 50% of the requirements for Math 153, they receive a grade of P (pass) in Math 149 for that block and are allowed to enroll in Math 153 for a second block. But if they have completed less than 50% of the requirements for Math 153, they receive a grade of NP (no pass) in Math 149 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 153, they receive a grade of NC (no credit) for Math 153. (4 credits) Prerequisite: MATH 152
MATH 161 Functions and Graphs 1: Name and Form — Locating the Patterns of Orderliness That Connect a Function with Its Graph and Describe Numerical Relationships
A mathematical function quantifies the relationship between two related quantities and can be used to model change. Functions and their graphs are essential to all branches of mathematics and their applications. Topics include: domain and range, average rate of change, graphs, functions (linear, power, exponential, logarithmic, and quadratic), and applications. (4 credits) Prerequisite: MATH 153

MATH 162 Functions and Graphs 2: Name and Form — Learning to Relate the Shape of a Graph to Its Corresponding Function
A mathematical function quantifies the relationship between two related quantities and can be used to model change. Functions and their graphs are essential to all branches of mathematics and their applications. Topics include: trigonometry, algebra of functions, compositions and inverses of functions, functions (trigonometric, power, polynomial, and rational), applications, and an introduction to vectors. (4 credits) Prerequisite: MATH 161

MATH 166 Geometry for the Artist: Applying Abstractions of Shape and Form to Create Beautiful Concrete Images
Geometry, the study of shape and form, is an essential tool for the visual artist. Topics include: symmetry, Euclidean and non-Euclidean geometry, perspective and projective geometry, and fractals. Materials fee: $10 (4 credits) Prerequisite: Open only to students majoring in Art, Cinematic Arts and New Media, Creative and Professional Writing, Consciousness and Human Potential, or an Individualized Major involving Education and/or these areas.

MATH 170 Mathematics for Sustainable Living: Knowledge is for Action
This course is designed especially for students entering the major in Sustainable Living. Topics are drawn from college algebra, geometry, trigonometry, functions, and graphs, and these topics are related to problems in Sustainable Living such as landscaping, heat loss, solar and wind energy, and water management. (4 credits) Prerequisite: MATH 152

MATH 200 CCTS Mathematics and Infinity—Exploring the Full Range of Mathematics and Seeing Its Source in Your Self
Mathematics takes place in the imagination, in consciousness, unlimited by finite measuring instruments, by the senses, or even by the feelings. At the same time, mathematics has strict criteria for right knowledge. The power of mathematics lies in bringing infinity out into the finite and making it useful in everyday life — from deciding which bank offers the best return on money, to medical imaging, to designing textiles, to
creating a work of art, to putting a man on the moon. In this course, students explore many different ways in which mathematics expresses, emerges from, and uses infinity and its self-interacting dynamics. They look at the foundation of mathematics in the infinitary processes of set theory, the universe of sets, different sizes of infinity, the continuum and its limit process, sequences and series, infinite replication, and applications of infinity in many areas of life. (4 credits)

MATH 267 Geometry: From Point to Infinity — Using Properties of Shape and Form to Handle Visual and Spatial Data
Geometry gives an understanding of shape, form, and structure that has many applications in mathematics, science, and technology. Topics include: in-depth study of Euclidean and non-Euclidean geometries and their applications. (4 credits) Prerequisite: MATH 162

MATH 272 Discrete Mathematics: Unified Approaches to Managing Discrete Phenomena in Computer Science and Other Disciplines
Discrete mathematics, the mathematical study of finite processes and discrete phenomena, is essential for computer science and for mathematics. Topics include: logic and sets, relations and functions, vertex-edge graphs, recursion, and combinatorics. (Same as CS 272) This is a writing intensive course. (4 credits) Prerequisite: MATH 162

MATH 281 Calculus 1: Derivatives as the Mathematics of Transcending, Used to Handle Continuously Changing Quantities
Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. Topics include: limits, continuity, derivatives, applications of derivatives, integrals, and the fundamental theorem of calculus. (4 credits) Prerequisite: MATH 162

MATH 282 Calculus 2: Integrals as the Mathematics of Unification, Used to Handle Wholeness
Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. Topics include: techniques of integration, further applications of derivatives, and applications of integration. (4 credits) Prerequisite: MATH 281
MATH 283 Calculus 3: Unified Management of Change in All Possible Directions
Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Using the mathematics computer laboratory, students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. Topics include: infinite series, functions of several variables, partial derivatives, the chain rule, multiple integrals, change of variables. (4 credits) 
Prerequisite: MATH 282

MATH 285 Introductory Applied Statistics: Using Elementary Statistical Methods to Analyze Data
The essence of statistics is detecting structure, pattern, order, and unity from data and determining how reliable our conclusions are in a world of variability and uncertainty. This course is an introduction to basic statistical methods using the open-source software R. Topics include: exploring data graphically, numerically, and using distributions, in preparation for modeling the data; distinguishing good data from bad and hence good studies from bad; drawing conclusions from data using confidence intervals and tests of significance; and determining how reliable our conclusions are. (4 credits) Prerequisite: MATH 281

MATH 286 Linear Algebra 1: Linearity as the Simplest Form of Quantitative Relationship
Linear algebra is the study of linearity, the simplest form of quantitative relationship, and provides a basis for the study of many areas of pure and applied mathematics, as well as key applications in the physical, biological, and social sciences. Topics include: systems of linear equations, vector equations, matrices, the vector space Rn together with its bases, linear transformations, and eigenvectors and eigenvalues. (4 credits) Prerequisite: MATH 282

Math 299 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty

MATH 304 Calculus 4: Locating Silence within Dynamism
This course introduces vector calculus. Topics include: gradient, directional derivatives, maxima and minima, curvilinear coordinates, arc length, line integrals, Green’s Theorem. (4 credits) Prerequisite: MATH 283
MATH 307 Linear Algebra 2: Unified Approaches to Linear Transformations
This course deepens and extends many of the topics covered in Linear Algebra 1; additional topics include: further study of eigenvalues and eigenvectors, the Cayley-Hamilton theorem, Jordan canonical form, inner-product spaces, orthogonality, and spectral theory. (4 credits) Prerequisite: MATH 286

MATH 308 Ordinary Differential Equations: Describing Evolving Systems and Predicting Their Future
The most concise mathematical expression that describes a continuously changing physical system is a differential equation, which uses derivatives to quantify all possible states of an evolving system in one equation. Topics include: first-order differential equations, second-order linear differential equations, power-series solutions, numerical methods of solution, and systems of differential equations. (4 credits) Prerequisites: MATH 283 and MATH 286

MATH 315 Special Topics in Mathematics
In this course, students investigate a specialized area of mathematics in depth. Topics vary. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: consent of the Mathematics Department faculty

MATH 351 Probability: Locating Orderly Patterns in Random Events to Predict Future Outcomes
Probability provides precise descriptions of the laws underlying random events, with applications in quantum physics, statistics, computer science, and control theory. Topics include: permutations and combinations, axiomatic definition of probability, conditional probability, random variables, discrete and continuous distributions, expectation and variance, and the central limit theorem. (4 credits) Prerequisite: MATH 283

MATH 398 Junior Internship in Mathematics: Knowledge is for Action
(4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: approval by the Mathematics Department faculty.

MATH 399 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty
MATH 401 Practicum in Teaching College Mathematics: Knowledge Is Structured in Consciousness
Under the direction of a senior faculty member, students prepare and give lectures, lead tutorial sessions, and write and grade quizzes and exams for a college-level mathematics course. (4 credits) Prerequisite: consent of the Mathematics Department faculty

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 Mathematics Department faculty

MATH 423 Real Analysis 1: Locating the Finest Impulses of Dynamism within the Continuum of Real Numbers
Analysis is the mathematically rigorous development of calculus based on the theory of infinite sets. The analysis sequence begins with the application of the infinitary methods of set theory to construct the uncountable continuum of real numbers and unfold its topological structure, and then shows how the basic principles of calculus can be logically unfolded from this set-theoretic understanding of the continuum. Topics include: infinite sets, completeness, numerical sequences and series, open sets, closed sets, compact sets, connected sets, and continuous functions. (4 credits) Prerequisite: MATH 283

MATH 424 Real Analysis 2: Developing a Conceptual Foundation for Calculus
Analysis 2 continues the mathematically rigorous development of calculus based on the theory of infinite sets. Topics include: properties of continuous functions, differentiation, sequences and series of functions, Riemann integral. (4 credits) Prerequisite: MATH 423

MATH 431 Algebra 1: Algebraic Operations as the Self-Interacting Dynamics of a Mathematical System
Algebra is the study of the structures given to sets of elements by operations or relations as well as the structure-preserving transformations between these sets. Topics include: groups and subgroups, quotient groups, group homomorphisms, direct sum, kernel, image, Noether isomorphism theorems, and the structure of finitely generated abelian groups. (4 credits) Prerequisite: MATH 286

MATH 432 Algebra 2: The Integration and Interaction of Two Algebraic Operations on a Mathematical System
Algebra is the study of the structures given to sets of elements by operations or relations as well as the structure-preserving transformations between these sets. Topics include: rings, integral domains, fields, principal ideal domains, unique factorization domains,
modules and submodules, tensor products, and exact sequences. (4 credits) Prerequisite: MATH 431

MATH 434 Set Theory: Mathematics Unfolding the Path to the Unified Field — the Most Fundamental Field of Natural Law
Set theory provides a unified foundation for the diverse theories of modern mathematics based upon the single concept of a set. Topics include: axioms of set theory, ordinals, transfinite induction, the universe of sets, cardinal arithmetic, large cardinals, and independence results. (4 credits) Prerequisite: Consent of the Mathematics Department faculty.

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. Students in the Mathematics and Computer Science Track of the Mathematics Major replace this course with CS 496 Software Development Senior Project or extend the project of CS 425 Software Engineering to a Senior Project, in which they will write a program for a particular application. (See Graduation Requirements for the Bachelor of Science Degree in Mathematics above at the beginning of this section.) Students prepare a written paper describing their findings and relating them to principles of the Science and Technology of Consciousness. They will also prepare an oral presentation, suitable for a lay audience, based on the paper, for submission for presentation at the annual Knowledge Celebration in June of the year of completion of the major. (4 credits) May be extended to 8 credits. Prerequisite: consent of the Department of Mathematics faculty

MATH 498 Senior Internship in Mathematics: Knowledge is for Action
(4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisite: approval by the Mathematics Department faculty.

MATH 499 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty
DAVID LYNCH GRADUATE SCHOOL OF CINEMATIC ARTS

INTRODUCTION

Maharishi International University’s graduate program in Cinematic Arts, inspired by renowned filmmaker David Lynch, offers a US-based MFA degree in Screenwriting and an International MFA path in Film & Video.

MFA in Screenwriting

The US-based MFA in Screenwriting is structured so that students can complete the requirements of a high-quality MFA while balancing the life/work commitments they have in their home communities. This two-year low-residency program combines distance learning with four required 10-day residencies on campus and one optional field trip to Los Angeles.

Each semester will begin with an intensive residency on campus at MIU, during which students will attend lectures, panel discussions, master classes, staged readings, and workshops led by a combination of university faculty members and internationally recognized entertainment industry leaders.

At the conclusion of each residency, students return home to continue their coursework online through distance education under the guidance of a dedicated mentor, an industry professional and educator who will monitor their progress.

There will be a fifth, optional, residency held in Los Angeles at the end of the program, designed to introduce students into the film industry. With finished screenplays in hand, they will learn to market their work to agents, producers, studio executives, and others.

The International MFA in Cinematic Arts

Maharishi International University’s Master of Fine Arts (MFA) in Cinematic Arts is a 72-credit hour terminal degree in the applied arts of digital media conception and production. This international degree is offered through worldwide transfer agreements, some arranged with students on individual bases, others through formalized institutional agreements, including two distinct production tracks in Shanghai, China, in association with the Shanghai Theatre Academy (STA) and Shanghai Vancouver Film School (SH-VFS). These latter agreements in China have been designed to satisfy requirements of China’s Ministry of Education and thus require these students to study abroad in Fairfield, full time, over the course of two semesters.
In each of these articulation scenarios, up to 36 credit hours for the degree, largely rooted in production processes, are completed in the student’s home or chosen institution, and a minimum of 36 are completed through the Fairfield campus of Maharishi International University.

American and international students, other than those in our China programs, may complete their MIU credit hours online or on campus, as well as in a blended fashion, maximizing flexibility for students who wish to continue to live, work, and study in their home territories. While studying at MIU, all students are expected to complete course offerings in theory, aesthetics, and the science and technology of consciousness, as well as required thesis credit hours. All courses will be offered in person, on campus, and through Zoom, where they can be joined in real time (with full interaction with the professor and students) or watched / reviewed later in a recorded stream. Credited internships and independent studies will also be arranged.

MFA IN SCREENWRITING

Faculty

- Dorothy Rompalske, MFA, Associate Professor of Screenwriting and Film, Director of the MFA in Screenwriting
- Matthew Kalil, MA, Assistant Professor of Screenwriting
- Amine Kouider, MFA, Assistant Professor of Media and Communications
- Antonia Ellis, MFA, Adjunct Assistant Professor of Screenwriting
- Chad Gervich, MFA, Adjunct Assistant Professor of Screenwriting
- Judith Kenny, MPA, Adjunct Assistant Professor of Screenwriting
- Alex Kustanovich, MFA, Adjunct Assistant Professor of Screenwriting
- Anya Leta, MFA, Adjunct Assistant Professor of Screenwriting
- Adam Nadler, MFA, Adjunct Assistant Professor of Screenwriting
- Martha Nochimson, MFA Adjunct Assistant Professor of Screenwriting
- Roz Sohnen, MFA, Adjunct Assistant Professor of Screenwriting
- Neal M. Stevens, MFA, Adjunct Assistant Professor of Screenwriting
- Roger Wolfson, JD, MA, Adjunct Assistant Professor of Screenwriting

Entrance Requirements

For entrance into the US-based MFA program in screenwriting, students must 1) hold a bachelor’s degree in any subject, 2) present an up-to-date résumé that lists their degrees and relevant coursework, professional work experience, awards, and accomplishments, 3) submit a fictional screenwriting sample that applicants believe best represents their talent,
plus a one-page synopsis of that script, 4) submit a Statement of Purpose (500 words maximum) explaining why they are interested in joining the David Lynch MFA in Screenwriting, and 5) submit a short script based on the writing prompt provided in the department’s application.

Students who are not yet practicing the Transcendental Meditation technique will receive instruction in the technique as part of their first course.

Graduation Requirements

The MFA in Screenwriting is a four semester long Low-Residency Program. Students attend an intensive 10-day residency on the MIU campus at the beginning of each semester, then return home to attend classes and work on their writing projects under the guidance of a screenwriting mentor. A fifth and final residency will be held in Los Angeles.

In order to qualify for the MFA in Screenwriting, students must successfully complete all requirements for the Master’s in Fine Arts degree. (Please refer to “Degree Requirements” in “Academic Policies.”) They will produce two polished writing projects, one of which must be a feature screenplay. The second may be a feature screenplay or a television series proposal (bible) and pilot script.

Students must complete 48 credits of coursework as follows:

*Note: In-residence courses are marked with an asterisk. All other courses are held online.*

- DLMFA 509 Transcendental Meditation and the Creative Process (4 credits)
- DLMFA 500* Residency #1: Advanced Narrative (2 credits)
- DLMFA 501* Residency #2: Consciousness, Creativity, and the Screenwriting Process (2 cr)
- DLMFA 502* Residency #3: Expanding Your Universe – Storytelling for Television (2 credits)
- DLMFA 501* Residency #4: Screenwriting and the Film Industry (2 credits)
- DLMFA 510 Diving Deep into the Art of David Lynch (4 credits)
- DLMFA 511 Inspired by David Lynch: Exploring the Creative Process (4 credits)
- DLMFA 520A Advanced Writing for Visual Media, Part 1 (6 credits)
- DLMFA 520B Advanced Writing for Visual Media, Part 2 (6 credits)
- DLMFA 520C Advanced Writing for Visual Media, Part 3 (6 credits)
- DLMFA 520D Advanced Writing for Visual Media, Part 4 (6 credits)
- DLMFA 522 Advanced Script Analysis: A Creative Approach to Uncovering Deeper Levels of Meaning in Storytelling (4 credits)
• DLMFA 588 The Business of Show Business (4 credits)

These additional courses are optional and not required for graduation:

• DLMFA 592* Residency #5: Career Development for Writers in the Entertainment Industry (2 credits)
• DLMFA 525 Scriptwriting Thesis Project (2-6 credits per semester; *may be repeated with permission of the program director)

COURSES OF THE MFA IN SCREENWRITING

DLMFA 500 Residency #1: Advanced Narrative and Transformational Storytelling
This course examines the essential role narrative plays in the creation of entertainment media, with an eye towards crafting works of lasting value. Through guest lectures, screenings, and writing exercises, students will explore the fundamentals of dramatic storytelling, including theme, style, character development, dialogue, and story structure, with a special emphasis on transformational narratives in the creative process. (2 Credits)

DLMFA 501 Residency #2: Consciousness, Creativity and the Screenwriting Process
This course continues the process of discovering how the Transcendental Meditation technique enhances creativity. The course will feature special guests who are experts in the neural correlates of meditation and the creative process. (2 credits)

DLMFA 502 Residency #3: Expanding Your Universe – Storytelling for Television
Experts from the television industry will be on hand at this residency to introduce students to new ways to craft stories for the small screen and update them on the latest entertainment industry trends. (2 credits)

DLMFA 503 Residency #4: Screenwriting and the Film Industry
This residency focuses on preparing students for the practical concerns of presenting and marketing their work. It includes brainstorming techniques and instruction on how to network and pitch their projects to the entertainment industry. (2 credits)

DLMFA 504 Residency #5: Career Development for Screenwriters
This special, optional, residency brings students together in Los Angeles where they will have the opportunity to meet with leading figures in the film industry. Course work includes putting into practice their marketing skills with industry representatives, including agents, producers and studio executives. (2 credits)
PLEASE NOTE: While the costs associated with the first four required residencies held on the MUM campus are included in program tuition, this optional Los Angeles residency is NOT covered by tuition. Students will be responsible for the additional costs of attending (2 credits)

DLMFA 509 Transcendental Meditation and the Creative Process
Fundamental to this degree program, this course explores the link between the practice of the Transcendental Meditation technique and the creative process. Students discover how to use TM to develop a unique and authentic voice as a screenwriter by diving within to explore the creative process from the depths of the transcendental self. Interactive exercises, readings and group discussions help students integrate their personal experiences and creative intuition with intellectual inquiry into higher states of consciousness. The result is a profound understanding of their unique potential as a writer. (4 credits)

DLMFA 510 Diving Deep into the Art of David Lynch: A Study in Freedom and Craft
In this unique course, taught by Lynch scholar Martha Nochimson (author of The Passion of the David Lynch and David Lynch Swerves), we will explore how David Lynch’s writing connects to his unique creative process. By closely studying selected work by Lynch as inspiration for our own creative processes, we will look deeply into the way the filmmaker crafts his films once ideas have come to him. (4 credits)

DLMFA 511 Inspired by David Lynch: Exploring the Creative Process
In this course, students study the films, television series, paintings and writings of program founder David Lynch, as well as the filmmakers and thinkers who have influenced his work. As they dive deep into Lynch’s creative process, students are encouraged to explore and develop their own unique approach to visual storytelling by keeping journals and doing exercises which reveal what themes, issues and images they use in their writing. Inspired by Lynch, students will monitor when they write, what helps them write and what feeds their individual creative processes. (4 credits)

DLMFA 520A Advanced Writing for Visual Media: Storytelling through Character, Consequence, and Consciousness, Part A
In this course, students delve deeper into the craft of writing for the screen, with the goal of developing their own projects. Continuing the exploration of narrative principles, they will study more advanced techniques of storytelling focused on scene development, alternative structuring, and sequence design. Through analysis of published scripts, screenings, guided exercises, and group workshops, students will attain the tools needed to develop their concepts into marketable final projects.

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Screenwriting MFA Students complete writing assignments given to them by their mentors. *This workshop will continue across all four semesters of the program (see course numbers below).* While writing assignments will differ each semester, the methodology for dealing with them will be the same. Students will submit written work on a pre-determined schedule, receive personal criticism and grading from their mentor during online meetings, and participate in a workshop environment with the other students in the course. (6 credits)

**DLMFA 520B Advanced Writing for Visual Media: Storytelling through Character, Consequence and Consciousness, Part B** (6 credits)
**DLMFA 520C Advanced Writing for Visual Media: Storytelling through Character, Consequence and Consciousness, Part C** (6 credits)
**DLMFA 520D Advanced Writing for Visual Media: Storytelling through Character, Consequence and Consciousness, Part D** (6 credits)

**DLMFA 522 Advanced Script Analysis: A Creative Approach to Uncovering Deeper Levels of Meaning in Storytelling**
Through the careful study and analysis of award-winning screenplays, students will discover the keys to crafting their own successful scenarios, with an eye to works that tell transformational stories of personal meaning to their authors. (4 credits)

**DLMFA 525 Scriptwriting Thesis Project**
This course is available to students who need time beyond the standard four semesters of this program to finish their thesis project. Students will register for this course and pay for it on a per-credit basis. (2–4 credits per semester; *may be repeated with permission of the program director*)

**DLMFA 588 The Business of Show Business - Desire, Action and Achievement**
This course will take place at the conclusion of the program and will focus on current best industry practices for pitching, publicizing and selling screenplays. Each student will be required to create materials that support their thesis project. This course connects to the final, optional, residency in Los Angeles during which students will have the opportunity to present their work to such industry professionals as producers, agents and studio executives. (4 credits)
THE INTERNATIONAL MFA IN CINEMATIC ARTS

Maharishi International University’s Master of Fine Arts (MFA) in Cinematic Arts is a 72-credit hour terminal degree in the applied arts of digital media conception and production. This international degree is offered through worldwide transfer agreements, some arranged with students on an individual basis, others through formalized institutional agreements, including two distinct production tracks in Shanghai, China, in association with the Shanghai Theatre Academy (STA) and Shanghai Vancouver Film School (SH-VFS). These latter agreements with China have been designed to satisfy requirements of China’s Ministry of Education and thus require these students to study abroad in Fairfield, full time, over the course of two semesters.

In each of these articulation scenarios, 36 credit hours for the degree, largely rooted in production processes, are completed in the student’s home or chosen institution, and 36 are completed through the Fairfield campus of Maharishi International University.

American and international students, other than those in our China programs, may complete their MIU credit hours online or on campus, as well as in a blended fashion, maximizing flexibility for students who wish to continue to live, work, and study in their home territories. While a student at MIU, all students are expected to complete course offerings in theory, aesthetics, and the science and technology of consciousness, as well as required thesis credit hours. All courses will be offered in person, on campus, and through Zoom, where they can be joined in real time (with full interaction with professor and students) or watched / reviewed later in a recorded stream. Credited internships and independent studies will also be arranged.

Faculty

- Daniel Nearing, MFA, Professor of Film and TV Production, Director of the International MFA in Film & Video
- Nathaniel Alexander, MFA, Adjunct Faculty, Film and Video Production
- Michael Barnard, MFA, Adjunct Faculty, Film & Video Production
- David Chen, PhD, Affiliated Faculty (SHVFS), Film Theory
- Dean Burns, Affiliated Faculty (SHVFS), Screenwriting
- Stephen Kunc, Affiliated Faculty (SHVFS), Screenwriting and Production
- Neal M. Stevens, MFA, Affiliated Faculty (SHVFS), Screenwriting
- Alexander Robert Kubak Klich, MFA, Affiliated Faculty (SHVFS), Production
- Peter D. Marshall (DGC), Affiliated Faculty (SHVFS), Directing.
The Articulation Process for the International MFA in Cinematic Arts of the David Lynch Graduate School of Cinematic Arts (DLGSCA)

The International MFA in Cinematic Arts has been designed to forge progressive global and domestic alliances with film students and institutions. Students complete up to half of the degree requirements (36 credits) at an accredited university of their choice, anywhere in the world, then transfer these credits to the David Lynch Graduate School of Cinematic Arts.

All transfer credits are subject to approval by the Program Director. Any student interested in the degree path is encouraged to contact the Program Director directly to discuss the individualized path she may take to the degree through her home (or chosen) institution.

Completion of the International MFA on the Maharishi International University campus in Fairfield, Iowa

Upon approval of transfer credits, a minimum of two semesters (and a minimum of 36 credit hours) of the 72-credit degree path are completed online or on campus through the David Lynch Graduate School of Cinematic Arts (DLGSCA) in Fairfield, Iowa, alongside other domestic and international graduate students in the program.

The credit hours undertaken in Fairfield include courses in aesthetics, theses, approved internships, and independent studies. This coursework includes classes in the science and technology of consciousness. Transcendental Meditation is central to our approach to creativity, and to the working philosophy of the David Lynch School. Students must achieve a grade of B or better in all classes to meet the graduate standard.

MIU provides expedient review of transfer credits and a one-to-one dialogue will students about individualized paths to the MFA in Cinematic Arts.

MIU provides institutional guidance to international students in securing visas for their time in the United States.

MIU's Fairfield campus provides residence and meal options to all students, including orientation days at the beginning of each semester.
Each student will be individually mentored by the David Lynch Graduate School of Cinematic Arts Program Director or an assigned faculty member and will a) complete 15 credit hours in courses under Maharishi International University faculty, b) secure and complete an internship of at least 3 credits with an approved site supervisor, c) propose and complete a thesis project of at least 12 credits approved and overseen by a committee of three, at least two of whom must be MIU faculty or affiliated faculty.

**Instruction in English**

The international language of cinema is English, and this International MFA program will have many faculty who are English speakers. They will lecture in English. Where warranted, lectures may be simultaneously translated by a Graduate Assistant or by other means.

Online aspects of instruction in some courses will be conducted using Zoom and the Canvas learning management system. It will include, for example, Discussion Forums in which students may post short essay responses to the questions given by the professors. Students must post their responses in English, so students who draft their responses in languages other than English will need to use translation software or translation services, at their own expense, to prepare the English version for posting.

Some class assignments may involve research using sources outside of the required texts and readings. Students who want to use English-language sources must be able to read the sources in English or be assisted by their own translation software.

Students must submit their class assignments in English, either as the original language of composition or with the assistance of translation software. If a professor receives an assignment that is not sufficiently comprehensible in English, the professor will return the assignment to the student to seek assistance for improved translation.

For these reasons, students who have a good ability to read, write, and understand English will find it much easier to gain the full benefits of this International MFA program. Proficiency in English will give applicants an advantage in the admissions process.

**Entrance Requirements**

In addition to meeting university admission criteria, applicants must:

1. Provide evidence of a four-year undergraduate degree, or its equivalent, in media, multimedia, communications, or the liberal arts. If the undergraduate degree is not in
these fields, the applicant may provide evidence of equivalent work experience that demonstrates aptitude or proficiency in the techniques in filmmaking, and

(2) Submit an application package that includes:
   a. a portfolio: this entails a sample of a prior production on a streaming platform (such as YouTube or Vimeo), and/or screenplay (PDF), and/or alternate evidence of creative accomplishment
   b. a current resume
   c. a personal essay or statement of intent with respect to goals for the degree, and artistic philosophy

(3) Receive approval for the transfer of up to 36 credit hours through one of MIU’s articulation agreements or through individualized approval by the Program Director and MIU’s Office of Admissions.

(4) Proficiency in English will give applicants an advantage in the admissions process. We recommend, but do not require, that applicants submit an English-proficiency test score (IELTS or TOEFL).

(5) Students may be requested to participate in a personal interview conducted by the MFA admissions committee.

Graduation Requirements

Please note that the curriculum may evolve from one year to the next, and this will entail course changes. Students will graduate under the terms of curriculum of the catalog in place in the year of admission, with approved substitutions provided as needed.

Courses at MIU in the USA

In consultation with their advisor, the student is guided through the options available to attain the aggregate of 72 credits hours required for his MFA.

Waivers to required courses (identified below), based on previous professional experience or exceptional circumstances, will be permitted only by petition to the Program Director.

Courses in which a grade of B (80%) or higher is not achieved do not meet the graduate standard and will need to be retaken or substituted.

Required Courses at MIU

- DLCA 500 Survey of the International MFA in Cinematic Arts (2 credits)
- DLCA 510 The Creative Process (1 credit)
- DLCA 511–515 Creative Intelligence Seminar (minimum of 1 credit per semester, may be taken up to 4 times)
• DLCA 720 – Capstone Development (3 credits)

**Elective Courses at MIU**
- DLCA 519 - The Films and Philosophy of David Lynch (3 credits)
- DLCA 580 - The Business of Festival Strategy, Delivery and Distribution (3 credits)
- DLCA 670 - Documentary Filmmaking (2-4 credits)
- DLCA 675 - Producing: Low Budget Filmmaking (3 credits)
- DLCA 701 - Producing: Transnational Cinema (3 credits)

**Study Abroad Options**
- DLCA 708 - Study Abroad: The Cannes Film Festival residency* (2)
- DLCA 709 - Study Abroad: The Toronto International Film Festival* (2)
- DLCA 710 - Study Abroad: Sundance and Los Angeles residency* (2)

* this course option requires payment of supplemental fees

**External Elective Courses (not required; 9 credits maximum)**
Up to 9 (nine) credit hours in graduate level courses taken on campus in other disciplines at Maharishi International University may be undertaken and counted toward the total credit hours allowable for graduation.

Note: while the provision of the elective category is intended to allow flexibility in the degree path, students are not required to choose courses outside the curriculum of the International MFA in Cinematic Arts.

On a limited basis and solely with approval of the advisor, MFA students may also undertake a registered Independent Study in lieu of a regularly scheduled course:
- DLCA 690 Independent Study (1-9 credits after first year)

**Required Internship in Cinematic Arts (3–15 credits)**
All students are required to undertake internships in the minimum aggregate of 3 credits (or 3 weeks).

The student must identify a field-related internship topic or project and secure the commitment of an on-site supervisor for the project. The student will submit to the MFA Program Director a petition for the internship that states the educational objectives of the internship and identifies a full-time faculty member who will be the internship evaluator. In special circumstances, the internship may be conducted at an on-campus location. Upon approval of the faculty evaluator and submission of the Internship Petition, the student may register for DLCA 692/792 Internships.
- DLCA 692 Internship (2–6 credits)
- DLCA 792 Internship (2–9 credits). *May be repeated for credit.*
Required Thesis (9–15 credits)

In the thesis/project, the student actively participates in an aspect of the design, production and/or delivery of a film project undertaken at a graduate standard. Project scope and duration must be approved prior to registration by the faculty advisor. For thesis credit, the student must serve in one of the following roles:

- Producer
- Screenwriter
- Director
- Cinematographer
- Editor

Credit for any other function on a thesis project will be permitted only with the approval of the program director.

The student selects a Thesis Committee consisting of a thesis chair and two additional faculty members, then develops a proposal acceptable to the committee. The faculty chair must be drawn from full-time faculty; the other committee members may come from part-time faculty and may include an external evaluator, subject to the chair’s approval.

As MIU has limited equipment and production facilities, in the second year, students are encouraged to bring their own equipment, including cameras and computers for editing. It is recommended that thesis projects undertaken on campus at MIU are rooted in screenwriting, producing (production development), or editing of a work filmed prior to arrival at MIU. Approvals for production theses started and completed at MIU will be considered on a case-by-case basis.

The thesis project is a significant piece of work. Except in special circumstances subject to rigorous approval, the thesis registrant’s role in the related production(s) may not be a shared credit. The function must be clearly defined in writing and approved by the faculty advisor prior to registration. Students are otherwise encouraged to collaborate with their classmates, colleagues in their workplaces, and with the community as subjects, cast, and crew in the making of thesis projects.

As students proceed through their own thesis work, and that of their classmates, they register for the following courses as appropriate to their role in the project at that time. At the end of the program, each student will exhibit their film and defend it in an oral examination.

- DLCA 730 Thesis Screenwriting (1–15 credits)
Students may register for capstone courses only after the committee has approved the student’s proposal. The student then completes the thesis project/production with the guidance of the thesis chair. An 8-10 page paper taking the form of a production diary must accompany all projects submitted for evaluation. The purpose of the accompanying paper is to speak reflectively on the student’s experience of the production process and to facilitate insight into the experience that cannot be observed through reviewing the thesis project in itself.

Upon completion of the thesis requirement, a student will possess either a) a portfolio of work carried out in the disciplines of screenwriting, producing, cinematography, and editing, with other subjects to be considered by the program director, or b) a thesis film in which the student has functioned as auteur – the writer, director, and editor.

Each credit of DLCA capstone work must be substantiated by at least 45 hours of project-related work with periodic supervision and feedback from the faculty.

**The Shanghai Vancouver Film School Track of the International MFA in Cinematic Arts**

Introductory Residency A nine-day, 2 credit hour residency at the Shanghai Theatre Academy in August of each year provides an immersive survey of the International MFA and an introduction to the meditation-based creative processes and Art Life philosophy that are the distinguishing characteristics of the David Lynch Graduate School of Cinematic Arts (DLGSCA).

Intensive classes on a grid of six two-month terms then commence, beginning in the September intake of each year, at Shanghai Vancouver Film School. If these courses are fully completed at the graduate standard, 36 credit hours will be counted toward the MFA. Classes run under multiple topics throughout the day, five days per week, in an immersive environment – effectively a residency approach continuing on campus for a full year, with exceptionally high contact hours.

Note: in February of each year, during a break just prior to the resumption of Winter classes at SH-VFS, students will undertake a one credit hour, five-day residency at Shanghai Theatre Academy centered on the Science and Technology of Consciousness (STC) course and MFA Thesis Projection / Development.
Upon completion of the year at Shanghai Vancouver Film School, in August, students will move into Maharishi International University’s higher numbered courses and be allowed to complete the degree. Students seeking degree recognition from the Chinese Ministry of Education will complete two semesters of full-time study in the United States, on the MIU campus in Fairfield, Iowa, and at approved academic US internship sites. The student’s experience of the intensive vocational approach of Shanghai Vancouver Film School will transition to the traditional university environment, including the scheduling of courses. The key requirement for each student is the completion of 36 concluding credit hours at the graduate level, including core requirements.

Each student will be individually mentored by the David Lynch Graduate School of Cinematic Arts Program Director or an assigned faculty member and will a) complete 15 credit hours in courses under Maharishi International University faculty, b) secure and complete an internship of at least 3 credits with an approved site supervisor, c) propose and complete a thesis project of at least 12 credits approved and overseen by a committee of three, at least two of whom must be faculty affiliated with the degree path.

**Graduation Requirements**

The International MFA in Cinematic Arts degree requires **72 semester hours of credit at the graduate standard**. The degree has an immersive first year at SHVFS, then is completed over the course of two semesters in residence at MIU. The core (required), selective, and elective courses include the following. Please note that the curriculum may evolve from one year to the next, and this will entail course changes. Students will graduate under the terms of curriculum of the catalog in place in the year of admission.

**Curriculum (72 credits)**

All MFA students must take all courses in the Core Curriculum.

Waivers to requirements, based on previous professional experience or exceptional circumstances, will be permitted only by petition to the Program Director.

Courses at SHVFS in which a grade of B (80%) or higher is not achieved do not meet the graduate standard and will need to be retaken or substituted.

**Shanghai Theatre Academy 9-day residency – 2 credits**

- DLCA 500 Survey of the International MFA in Cinematic Arts (1)
- DLCA 510 The Creative Process (1)

**Shanghai Vancouver Film School - Immersive Year One**

36 credit hours in PRODUCTION
Production Immersion:

- DLCA 1922A – Term 1: Story Development, Directing, Cinematography, Producing, Post Production, Production Design (6 credits)
- DLCA 1922B – Term 2: Story Development 2, Directing 2, Cinematography 2, Producing 2, Post Production 2, Production Design 2 (6 credits)
- DLCA 1922C – Term 3: Story Development 3, Directing 3, Cinematography 3, Producing 3, Post Production 3, Production Design 3 (6 credits)
- DLCA 1922D – Term 4: Advanced Directing, Advanced Cinematography, Advanced Producing, Advanced Post Production, Advanced Production Design (6 credits)
- DLCA 1922E – Term 5: Advanced Directing 5, Advanced Cinematography 5, Advanced Producing 5, Advanced Post Production 5, Advanced Production Design 5 (6 credits)
- DLCA 1922F – Term 6: Advanced Directing 6, Advanced Cinematography 6, Advanced Producing 6, Advanced Post Production 6, Advanced Production Design 6 (6 credits)

Shanghai Vancouver Film School - Immersive Year One
36 credits in SCREENWRITING

Screenwriting Immersion:

- DLCA 1922G - Visual Storytelling, Structure, Format, Genre (6 credits)
- DLCA 1922H – Screenplay Development (6 credits)
- DLCA 1922I – Story, Character, Dialogue Workshops (6 credits)
- DLCA 1922J - Specialization: Film or Television (6 credits)
- DLCA 1922K - Expanded Specializations: Animation, Game Writing, Adaptation (6 credits)
- DLCA 1922L - Polishing, Delivery, Securing Agency Representation (6 credits)

Shanghai Theatre Academy – 5 day Winter Residency – 1 credit hour
(scheduled in February during the spring break of SH-VFS)

- DLCA 501 – Thesis Development and the Creative Process (1)

Upon successful completion of the immersion year, the student receives a Shanghai Vancouver Film School diploma and is granted candidacy for the MFA to be completed at STA.

Second Year Program
At Maharishi International University –
36 Traditionally Scheduled Full-Time Credit Hours over Two Semesters
In Year Two, the intensive vocational approach of Shanghai Vancouver Film School will give way to the pace and structure of the traditional university environment of Maharishi International University, including scheduled courses, some of which are required, some selective, some elective. To receive the articulated MFA through MIU, the key requirement for each student is the completion of the two first-year residencies (3 credits in total) and 33 concluding credit hours at the graduate level, including core requirements.

In consultation with her advisor, the student is guided through the options available to attain the aggregate of 72 credits hours required for her MFA, whether it be in Production or Screenwriting.

**Course Options offered at MIU**

- DLCA 511–515 Creative Intelligence Seminar (1 credit per semester, up to 4 required)
- DLCA 580 - The Business of Festival Strategy, Delivery and Distribution (3 credits)
- DLCA 519 - The Films and Philosophy of David Lynch (3 credits)
- DLCA 701 - Producing: Transnational Cinema (3 credits)
- DLCA 656 - Documentary Filmmaking (2-4 credits)
- DLCA 675 - Producing: Low Budget Filmmaking (3 credits)
- DLCA 708 - Study Abroad: The Cannes Film Festival residency* (2 credits)
- DLCA 709 - Study Abroad: The Toronto International Film Festival* (2 credits)
- DLCA 710 - Study Abroad: Sundance and Los Angeles residency* (2 credits)
- DLCA 720 – Capstone Development (3 credits)

* this course option requires payment of supplemental fees

**Elective Courses (not required; 9 credits maximum)**

Up to 9 (nine) credit hours in graduate level courses taken on campus in other disciplines at Maharishi International University may be undertaken and counted toward the total credit hours allowable for graduation.

Note: while the provision of the elective category is intended to allow flexibility in the degree path, students are not required to choose courses outside the curriculum of The International MFA in Cinematic Arts.

On a limited basis and solely with approval of the advisor, MFA students may also undertake a registered Independent Study in lieu of a regularly scheduled course:

- DLCA 690 Independent Study (1-9 credits after first year)

**Required Internship in Cinematic Arts (3–15 credits)**
All students are required to undertake internships in the minimum aggregate of 3 credits (or 3 weeks).

The student must identify a field-related internship topic or project and secure the commitment of an on-site supervisor for the project. The student will submit to the MFA Program Director a petition for the internship that states the educational objectives of the internship and identifies a full-time faculty member who will be the internship evaluator. In special circumstances, the internship may be conducted at an on-campus location. Upon approval of the faculty evaluator and submission of the Internship Petition, the student may register for DLCA 692/792 Internships.

- DLCA 692 Internship (2–6 credits)
- DLCA 792 Internship (2–9 credits). *May be repeated for credit.*

**Required Thesis (9–15 credits)**

In the thesis/project, the student actively participates in an aspect of the design, production and/or delivery of a film project undertaken at a graduate standard. Project scope and duration must be approved prior to registration by the faculty advisor. For thesis credit, the student must serve in one of the following roles:

- Producer
- Screenwriter
- Director
- Cinematographer
- Editor

Credit for any other function on a thesis project will be permitted only with the approval of the program director.

The student selects a Thesis Committee consisting of a thesis chair and two additional faculty members, then develops a proposal acceptable to the committee. The faculty chair must be drawn from full-time faculty; the other committee members may come from part-time faculty and may include an external evaluator, subject to the chair’s approval.

In the first year, equipment as needed for thesis production will be provided on a borrowed basis through Shanghai Vancouver Film School and the Shanghai Theatre Academy and is included in tuition. If equipment is damaged, lost or destroyed while in the student’s possession, the student will be responsible for repair or replacement costs.
As MIU has limited equipment and production facilities, in the second year, students are encouraged to bring their own equipment, including cameras and computers for editing. It is strongly recommended that thesis projects undertaken at MIU are rooted in screenwriting, producing (production development), or editing of a work filmed prior to arrival at MIU. Approvals for production theses started and completed at MIU will be considered on a case-by-case basis.

The thesis project is a significant piece of work. Except in special circumstances subject to rigorous approval, the thesis registrant’s role in the related production(s) may not be a shared credit. The function must be clearly defined in writing and approved by the faculty advisor prior to registration. Students are otherwise encouraged to collaborate with their classmates, colleagues in their workplaces, and with the community as subjects, cast, and crew in the making of thesis projects.

As students proceed through their own thesis work, and that of their classmates, they register for the following courses as appropriate to their role in the project at that time. At the end of the program, each student will exhibit their film and defend it in an oral examination.

- DLCA 730 Thesis Screenwriting (1-15 credits)
- DLCA 740 Thesis Pre-Production (1-6 credits)
- DLCA 750 Thesis Production (1-15 credits)
- DLCA 760 Thesis Post-production (1-15 credits)
- DLCA 790 Thesis Exhibition (1 credit)

Students may register for DLCA 700-level courses only after the committee has approved the student’s proposal. The student then completes the thesis project/production with the guidance of the thesis chair. An 8-10 page paper taking the form of a production diary must accompany all projects submitted for evaluation. The purpose of the accompanying paper is to speak reflectively on the student’s experience of the production process and to facilitate insight into the experience that cannot be observed through reviewing the thesis project in itself.

Upon completion of the thesis requirement, a student will possess either a) a portfolio of work carried out in the disciplines of screenwriting, producing, cinematography, and editing, with other subjects to be considered by the program director, or b) a thesis film in which the student has functioned as auteur – the writer, director, and editor.

Each credit of DLCA 700-level work must be substantiated by at least 45 hours of project-related work with periodic supervision and feedback from the faculty.
The Shanghai Theater Academy Track of the International MFA in Cinematic Arts

36 Traditionally Scheduled Credit Hours at Shanghai Theatre Academy
36 Traditionally Scheduled Full-Time Credit Hours over Two Semesters at Maharishi International University

Core Curriculum

All students completing the articulated half (36 credit hours) of the International Master of Fine Arts degree in Cinematic Arts at Shanghai Theatre Academy must take the following courses in the Core Curriculum. Waivers to these requirements, based on previous professional experience, will be permitted only by petition to the Program Director. Students select available courses prior to the start of each semester in consultation with advisors.

- DLCA 500 Survey of the MFA in Cinematic Arts (1 credit)
- DLCA 510 The Creative Process (1 credit)
- DLCA 511–515 Creative Intelligence Seminar (1 credit per semester, minimum 4 credits required for graduation)
- DLCA 520 World Cinema I (2 credits)
- DLCA 530 Screenwriting I (2 credits)
- DLCA 532 Narrative East and West (2 credits)
- DLCA 540 Pre-Production (3 credits)
- DLCA 550 Production I (6 credits)
- DLCA 556 The Visual Language of Cinema, (2 credits)

Advanced Study in Aesthetics and Technique

MFA students prepare for their thesis work by taking eight or more of the following advanced courses in aesthetics and technique. These courses will be offered according to the needs and interests of the student body, but not less than once every two years.

- DLCA 620 World Cinema II (2-4 credits)
- DLCA 630 Screenwriting II (2-4 credits)
- DLCA 632 Advanced Screenwriting (2-4 credits)
- DLCA 650 Producing (2-4 credits)
- DLCA 652 Directing (2-4 credits)
- DLCA 653 Directing Performance (3 credits)
- DLCA 654 Cinematography (2-4 credits)
- DLCA 660 Editing (2-4 credits)
- DLCA 662 Audio (2-4 credits)
• DLCA 662 Visual Effects (2-4 credits)
• DLCA 670 Documentary Filmmaking (2-4 credits)
• DLCA 511–515 Creative Intelligence Seminar (1 credit per semester, 4 required)
• DLCA 580 - The Business of Festival Strategy, Delivery and Distribution (3 credits)
• DLCA 519 - The Films and Philosophy of David Lynch (3 credits)
• DLCA 701 - Producing: Transnational Cinema (3 credits)
• DLCA 656 - Advanced Topics in Cinematography – Stabilizer and Drone Production (2)
• DLCA 675 - Producing: Low Budget Filmmaking (3 credits)
• DLCA 708 - Study Abroad: The Cannes Film Festival residency* (2 credits)
• DLCA 709 - Study Abroad: Los Angeles residency* (2 credits)
• DLCA 720 – Capstone Development (3 credits)

* this course option requires payment of supplemental fees

**Elective Courses (not required; 9 credits maximum)**

Up to 9 (nine) credit hours in graduate level courses taken in other disciplines at Shanghai Theatre Academy may be undertaken and counted toward the total credit hours allowable for graduation.

Note: while the provision of the elective category is intended to allow flexibility in the degree path, students are not required to choose courses outside the curriculum of The International MFA in Cinematic Arts.

On a limited basis and solely with approval of the advisor, MFA students may also undertake a registered Independent Study in lieu of a regularly scheduled course:

• DLCA 690 Independent Study (1-9 credits after first year)

**Required Internship in Cinematic Arts (6–15 credits)**

All students are required to undertake internships in the minimum aggregate of 6 credits (or 12 weeks).

The student must identify a field-related internship topic or project and secure the commitment of an on-site supervisor for the project. The student will submit to the MFA Program Director a petition for the internship that states the educational objectives of the internship and identifies a full-time faculty member who will be the internship evaluator. In special circumstances, the internship may be conducted at an on-campus location.
Upon approval of the faculty evaluator and submission of the Internship Petition, the student may register for DLCA 692/792 Internships.

- DLCA 692 Internship (2–6 credits)
- DLCA 792 Internship (2–9 credits). *May be repeated for credit.*

**Required Thesis (9–15 credits)**

In the thesis/project, the student actively participates in an aspect of the design, production and/or delivery of a film project undertaken at a graduate standard. Project scope and duration must be approved prior to registration by the faculty advisor. For thesis credit, the student must serve in one of the following roles:

- Producer
- Screenwriter
- Director
- Cinematographer
- Editor

Credit for any other function on a thesis project will be permitted only with the approval of the program director.

The student selects a Thesis Committee consisting of a thesis chair and two additional faculty members, then develops a proposal acceptable to the committee. The faculty chair must be drawn from full-time faculty; the other committee members may come from part-time faculty and may include an external evaluator, subject to the chair’s approval.

Equipment as needed for thesis production will be provided on a borrowed basis through the Shanghai Theatre Academy and is included in tuition. If equipment is damaged, lost or destroyed while in the student’s possession, the student will be responsible for repair or replacement costs.

The thesis project is a significant piece of work. Except in special circumstances subject to rigorous approval, the thesis registrant’s role in the related production(s) may not be a shared credit. The function must be clearly defined in writing and approved by the faculty advisor prior to registration. Students are otherwise encouraged to collaborate with their classmates, colleagues in their workplaces, and with the community as subjects, cast, and crew in the making of thesis projects.
As students proceed through their own thesis work, and that of their classmates, they register for the following courses as appropriate to their role in the project at that time. At the end of the program, each student will exhibit their film and defend it in an oral examination.

- DLCA 730 Thesis Screenwriting (1-15 credits)
- DLCA 740 Thesis Pre-Production (1-6)
- DLCA 750 Thesis Production (1-15)
- DLCA 760 Thesis Post-production (1-15)
- DLCA 790 Thesis Exhibition (1 credit)

Students may register for DLCA 700-level courses only after the committee has approved the student’s proposal. The student then completes the thesis project/production with the guidance of the thesis chair. An 8-10 page paper taking the form of a production diary must accompany all projects submitted for evaluation. The purpose of the accompanying paper is to speak reflectively on the student’s experience of the production process and to facilitate insight into the experience that cannot be observed through reviewing the thesis project in itself.

Each credit of DLCA 700-level work must be substantiated by at least 45 hours of project-related work with periodic supervision and feedback from the faculty.

**COURSES OF THE INTERNATIONAL MFA IN CINEMATIC ARTS**

**DLCA 500 Survey of the International MFA in Film and Video**
In this introductory course, students are guided through the design and policies of the MFA degree path, create mock-thesis proposals for film projects, deliver in-class presentations based on their experiences and film work to date, write 5-year career projections, and engage with the wider film community in Shanghai. (2 credits)

**DLCA 501 Thesis Development and the Creative Process**
This introductory course is delivered in China for International students prior to commencing the articulated, domestic credit hours of the International degree. It involved the earliest stages of planning for the thesis and engaging in the creative process associated with completing the degree through the David Lynch Graduate School of Cinematic Arts. (1 credit)

**DLCA 510 The Creative Process**
The goal of this course is for the student to gain experience and understanding of the science and technology of consciousness and its relationship to the creative process. The
study of consciousness and creative intelligence is the unifying basis of all branches of knowledge. This course provides a foundation for all other courses to be taken on the degree path. (1 credit)

**DLCA 511–515 Creative Intelligence Seminar**  
The student will undergo advanced explorations and experiences of the science and technology of consciousness and its relationship to creativity, drawing on a combination of various sources of knowledge combined with the practice of Transcendental Meditation to access ideas from the deepest levels of consciousness. This course will be undertaken each semester for one credit hour. (1 credit; may be repeated for credit)

**DLCA 519 The Films and Philosophy of David Lynch**  
The films of David Lynch, both short and feature-length, for television and theatrical, are screened and discussed at length in this immersive course. The course will also explore its namesake’s art and writings, and documentary films made about his work. (3 credits)

**DLCA 520 World Cinema I**  
This course involves screenings and analysis of film history, American and international films, breakthrough films from China, contemporary international feature films, and web series. (2 credits)

**DLCA 530 Screenwriting I**  
Students engage in consciousness-based conception, gain command of screenplay structure, and engage in the drafting of approved loglines, synopses, treatments, outlines, and screenplays at a range of lengths and for a range of platforms. It is recommended that drafting of the thesis screenplay commence in this course. (2 credits)

**DLCA 532 Narrative East and West**  
Students will study the fundamental narrative traditions of the East and the West, exploring how these complement and contrast with one another, and how the student might utilize aspects of both traditions to enhance her story-telling and narrative skills to appeal to the widest possible international audiences and marketplaces. (2 credits)

**DLCA 540 Pre-Production**  
In this course, student producers draft the thesis film lookbook or pitch deck, locked script, production schedule, and production budget (deferred and actual). Casting is conducted and locations are scouted. (3 credits)
DLCA 550: Production I
In this first hands-on course, students engage in creating short film productions and exercises associated with producing, cinematography, editing, and sound. (6 credits)

DLCA 552 The Visual Language of Cinema
In this class, students will gain command of visual grammar of cinematic storytelling, including emphasis on the transnational American model and the lexicon of the film industry in English-language markets. (2 credits)

DLCA 580 The Business of Delivery and Distribution
The emphasis in this course, which will appeal to student producers, is on marketing and the business of distribution, drawing from industry examples and applying the international approaches to the development of the thesis film – identifying distributors, making posters, trailers, developing marketing strategies, and submitting to festivals. (3 credits)

DLCA 590: Independent Study
In the first year, students have the option of proposing and registering an independent study to complement or, upon approval only, replace a course. (1-3 credits; may be repeated for credit)

DLCA 520 World Cinema II
In this course, we pursue a continued immersion in screenings and analysis of breakthrough films from China, historical and contemporary international feature films, and web series. (2 credits)

DLCA 632 Advanced Screenwriting (3 credits)
This course expands upon the principles of cinematic storytelling learned in its prerequisite (DLCA 530 - Screenwriting I) and entails further drafting, extensive revisions, and table readings of student screenplays.

DLCA 650 Producing
In this course, students take on all the functions of the Producer while undertaking the development of a feature film, television program, or streaming episodic or one-off content. In addition to drafting a treatment, securing a property, and creating a budget and schedule, students endeavor to develop a project that could conceivably become a feature production while attending the university or upon graduation. (3 credits)
DLCA 652 Directing
This course is centered on the art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and storyboards, and activities such as blocking action, shot composition, and continuity directing in a studio environment. (3 credits)

DLCA 653 Directing Performance
This course will immerse students in the experience of working with actors, including processes of casting, rehearsal, blocking, and on-set communication. (3 credits)

DLCA 654 Cinematography
The art and techniques of Cinematography are the focus of this course. The course explores the principles of the image making process, including still and motion picture photography, and provides instruction and hands-on experience in camera operation and lighting. (3 credits)

DLCA 656 Documentary Filmmaking
This course requires students to explore all phases of in the development, field production, editing and delivery of independent documentaries. Feature-length documentaries may subsequently be proposed as theses in the MFA path. (3 credits)

DLCA 660 Editing
This course involves lab-based instruction and application of the theories and techniques of nonlinear digital video editing and effects, using Avid or Adobe Premiere Pro and AfterEffects. (3 credits)

DLCA 662 Audio
The audio class involves applied processes in acquisition of professional grade sound in studio and remote production, in tandem with the management and manipulation of audio files in post-production. (3 credits)

DLCA 675 Low Budget Filmmaking
The emphasis in this course, which will appeal to student producers, is on strategies for financing films on low and ultra-low budgets, utilizing emerging technologies, deferral contracts, and a focus on developing projects that can be realistically produced with limited production financing. (3 credits)
**DLCA 690: Independent Study**

Students may submit a formal proposal for an independent study project to replace a course subsequent to completing the Core Curriculum. Faculty advisor approval required for registration. (1-9 credit hour registrations allowed after the first year)

**DLCA 692 Internship**

In the required internship phase of the degree, the student independently pursues a field-related work assignment and develops a corresponding written agreement with the assistance of the MFA Internship Coordinator and a Faculty Supervisor. Upon approval of the MFA Internship Coordinator, the student may register for DLCA 692 Internship. (2-6 credit hour registrations across the semesters; minimum of 6 completed credits required for graduation)

**DLCA 701 Producing: Transnational Cinema**

In this advanced course on the International MFA path, strategies for designing, producing and distributing transnational film projects will be cultivated, using the student’s home country as the place of creative origin and content, with global reach as a target, through international film festivals and exhibition, both theatrical and non-theatrical. (3 credits)

**DLCA 708 Study Abroad: The Cannes Film Festival residency***

In May of any given year, dependent upon student interest, a study abroad group may travel to Cannes, France to engage in the Marche du Film and attend screenings of the preeminent international festival’s films in competition and in sidebars. *this course option requires approval of credentials and payment of supplemental fees (2 credits)*

**DLCA 709 Study Abroad: The Toronto International Film Festival***

In September of any given year, dependent upon student interest, a study abroad group may travel to Toronto, Canada to engage in the Industry Sessions and attend screenings of the festival’s films in competition and in sidebars. *this course option requires approval of credentials and payment of supplemental fees (2 credits)*

**DLCA 710 Sundance and Los Angeles residency***

In January of any given year, dependent upon student interest, a group may travel to Park City, Utah, to attend screenings and events at the Sundance Film Festival. The same group will conclude the course by visiting studios and and meeting with established filmmakers in Los Angeles. *this course option requires payment of supplemental fees (2 credits)*
DLCA 720 Capstone Development
In a closely mentored context, students develop appropriately ambitious yet realistic concepts for theses, including pitch decks, look books, and other development documents that are interchangeably valuable for academic and professional purposes. (3 credits)

DLCA 730 The Screenplay Thesis
Upon approval of a formal proposal by the faculty advisor, accomplished students dedicated to working in the craft of screenwriting may undertake the composition of one or more feature-length screenplays in exchange for thesis credit. (1-15 credits)

DLCA 740: Advanced Thesis Pre-Production
This advanced course in the craft of producing involves revision of the thesis film lookbook or pitch deck, the securing of a locked script, a finalized production schedule and a final production budget. Casting is concluded and locations are secured, insured and contracted where needed. (1-6 credits)

DLCA 750 Thesis Production
This higher-level course entails the making of the thesis film. The student will function in an eligible and formally approved crew category including writer-director, producer, editor, cinematographer, and others subject to review. Students may function in more than one crew category: for example, the cinematographer (director of photography) in Thesis Production and pursue credit as editor in Thesis Post-Production. (1-15 credits)

DLCA 760 Thesis Post-Production
In this higher-level course, the producer of the thesis film oversees all phases of the completion of the film, including its final sound mix, color grading, and delivery of the work to festivals or prospective distributors. (1-15 credits)

DLCA 790 Thesis Exhibition
A Director and/or Producer of the Thesis accompanies the film where possible to international screenings, including markets, festivals, and educational environments. (1 credit)

DLCA 792 Internship
In the selective internship phase of the degree, the student independently pursues a field-related work assignment and develops a corresponding written agreement with the assistance of the MFA Internship Coordinator and a Faculty Supervisor. Upon approval of the MFA Internship Coordinator, the student may register for DLCA 792 Internship. (2-9 total credit hour registrations across the semesters)
DEPARTMENT OF DEVELOPMENT OF CONSCIOUSNESS

• Michael Farrer, MA, Chair, Department of the Development of Consciousness, Instructor of Maharishi Vedic Science
• Kristine Wood, BS, Director, Department of Development of Consciousness
• Julie Beaufort, MA, Director, Development of Consciousness for Online Students

INTRODUCTION

The development of consciousness is a core value of the University and an integral component of the academic program. The regular practice of the Transcendental Meditation® technique as part of a balanced routine of rest and activity allows students to naturally grow in higher consciousness as they cultivate the total potential of their brain physiology. Nearly five decades of scientific research have shown Transcendental Meditation to be highly beneficial to student success and the promotion of campus harmony. For this reason, practicing the Transcendental Meditation technique is an important and required part of the curriculum and daily life at Maharishi International University. All students, faculty, and staff practice the Transcendental Meditation technique in the morning and afternoon. Many students also learn the advanced TM-Sidhi program, including Yogic Flying, and practice this in large groups in the Golden Domes of Pure Knowledge. The result is a healthy, creative, and peaceful individual — the basic unit of a healthy, creative, and peaceful community, nation, and world.

SPECIAL FEATURES

• Campus-wide support and development of Maharishi’s technologies of consciousness with a focus on a healthy daily routine with regular practice of the Transcendental Meditation and TM-Sidhi programs
• Group meditation in the classroom with fellow students and faculty
• Group practice of the TM and TM-Sidhi programs with fellow students, faculty, and staff
• TM Retreats for Meditators — including specially structured extra meditation, plus knowledge meetings with discussion of experiences of the growth of consciousness
• World Peace Assemblies for Sidhas — including large group practice in the Golden Domes, plus knowledge meetings with discussion of experiences of the growth of consciousness
• Knowledge meetings on development of consciousness offered throughout the year to promote greater understanding of the growing integration of life that is the goal of this program
• Personal Transcendental Meditation checking with a certified teacher of the Transcendental Meditation technique to help ensure the proper practice of the Transcendental Meditation technique

COURSES

Undergraduate Courses

MVS 100 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain
All students begin their studies at Maharishi International University by learning the Transcendental Meditation technique, a simple, natural, effortless procedure practiced 20 minutes twice a day while sitting comfortably with the eyes closed. The technique is easy to learn and enjoyable to practice, and is not a religion, philosophy, or lifestyle. Over six million people have learned it – people of all ages, cultures, and religions. This course includes personal instruction in the Transcendental Meditation technique as well as monthly followup by a certified teacher to ensure the student is gaining maximum benefit. The laboratory component of this course includes twice-daily group meditation in the classroom. (1 credit)

DC 320 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity
This course includes additional group practice (beyond what is required in the classroom) of the Transcendental Meditation technique in one of the meditation halls. Full-time undergraduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are eligible for enrollment in this course, which runs concurrent with every block in which they are registered. (1 credit per semester)
Prerequisite: MVS 100

MVS 331 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
The Transcendental Meditation technique allows the mind to settle down effortlessly and naturally to experience pure consciousness, the Self, the silent inner reservoir of creativity and intelligence that underlies all our mental activity. The TM-Sidhi® program cultures the ability to think and act from that profound inner silence, so that our thoughts and actions are more joyful, powerful, and life-supportive. The TM-Sidhi program was brought to light by Maharishi from the Yoga Sutras of Patanjali, from the ancient Vedic tradition. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits) Prerequisites: MVS 100, at least two months of
regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation

**MVS 332 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II**
Following successful completion of MVS 331, students may enroll in MVS 332 to complete their instruction in the TM-Sidhi program, including Yogic Flying, in a two-week in-residence format. Students will move into special on-campus housing for this part of the course. (2 credits) **Prerequisites:** MVS 331, regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation

**DC 332 The Transcendental Meditation and TM-Sidhi Programs, including Yogic Flying: Learning to Think and Act from the Level of Transcendental Consciousness**
This course includes additional group practice of the Transcendental Meditation and TM-Sidhi program, including Yogic Flying, (beyond what is required as homework for other courses) in the Golden Domes or other flying hall. All undergraduate students who have completed the TM-Sidhi course are eligible for enrollment in this course, which runs concurrent with every block in which they are registered. (2 credits per semester) **Prerequisite:** MVS 332

**Graduate Courses**

**MVS 501 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain**
All students begin their studies at Maharishi International University by learning the Transcendental Meditation technique, a simple, natural, effortless procedure practiced 20 minutes twice a day while sitting comfortably with the eyes closed. The technique is easy to learn and enjoyable to practice, and is not a religion, philosophy, or lifestyle. Over six million people have learned it – people of all ages, cultures, and religions. This course includes personal instruction in the Transcendental Meditation technique as well as monthly follow-up by a certified teacher to ensure the student is gaining maximum benefit. The laboratory component of this course includes twice-daily group meditation in the classroom. (1 credit)

**MVS 531 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I**
The Transcendental Meditation technique allows the mind to settle down effortlessly and naturally to experience pure consciousness, the Self, the silent inner reservoir of creativity and intelligence that underlies all our mental activity. The TM-Sidhi® program cultures the ability to think and act from that profound inner silence, so that our thoughts
and actions are more joyful, powerful, and life-supportive. The TM-Sidhi program was brought to light by Maharishi from the Yoga Sutras of Patanjali, from the ancient Vedic tradition. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits) **Prerequisites:** MVS 501, at least two months of regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi program course application, and acceptance by the Maharishi Foundation

**MVS 532 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II**

Following successful completion of MVS 531, students may enroll in MVS 532 to complete their instruction in the TM-Sidhi program, including Yogic Flying, in a two-week in-residence format. Students will move into special on-campus housing for this part of the course. (2 credits) **Prerequisites:** MVS 531, regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation

**FOR 500 Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life**

In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This graduate course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which uses both objective and subjective approaches to gaining knowledge). It is the first course taken by all new graduate students. (2-4 credits)

**DC 520 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity**

This course includes additional group practice (beyond what is required in the classroom) of the Transcendental Meditation technique in one of the meditation halls. All graduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are eligible to enroll in this course, which runs concurrent with every block in which they are registered. (1 credit per semester) **Prerequisite:** MVS 501
DC 535 The *Transcendental Meditation* and *TM-Sidhi Programs*, including *Yogic Flying*: Learning to Think and Act from the Level of Transcendental Consciousness

This course includes additional group practice of the Transcendental Meditation and TM-Sidhi program, including Yogic Flying, (beyond what is required as homework for other courses) in the Golden Domes or other flying hall. All graduate students who have completed the TM-Sidhi course are eligible for enrollment in this course, which runs concurrent with every block in which they are registered. (2 credits per semester)

*Prerequisite:* MVS 532
DEPARTMENT OF ENGLISH: CREATIVE WRITING and LITERATURE

• Terry Fairchild, PhD, Co-Chair, Professor of Literature and Writing
• Nynke Passi, MA, Co-Chair, MFA Program Director, Associate Professor of Creative Writing
• Leah Waller, MFA, BA and BFA Program Director, Assistant Professor of Creative Writing
• Ben McClendon, MA, PhD, Composition Program Director, Writing Center Director, Assistant Professor of Creative Writing and Rhetoric
• Craig Deininger, MFA, PhD, Assistant Professor of Creative Writing and Literature
• Sasha Parmasad, MFA, Assistant Professor of Creative Writing
• Susan Daniels, MFA, PhD, Adjunct Professor of Creative Writing
• Rustin Larson, MFA, Adjunct Professor of Creative Writing
• Paul Morehead Jr., MFA, Adjunct Professor of Cartoon Studies
• Dylene Cymraes, BFA, Adjunct Instructor of Writing
• James Fairchild, PhD, Professor Emeritus of Literature

INTRODUCTION

MIU’s Department of English teaches writing from a basis of consciousness and creativity. In all of our courses, we focus on the writer and the creative process along with the creative product. What is most unique about our programs is that we use meditation as a tool to access the creative imagination. The Transcendental Meditation technique is an evidence-based method that reduces stress, enhances clear thinking, and heightens creativity. It helps writers tap the deepest layers of themselves, bringing fresh inspiration to all of their creative work.

Our highly credentialed faculty are working creatives with backgrounds in poetry, fiction, creative nonfiction, literature, and/or even cartoon studies. We take mentorship to heart, and it is our passion to bring out the best in our students. We believe that an inclusive and socially-aware learning environment is essential to learning. We hold a safe space to help our students discover their authentic writers’ voices. Our classrooms are creative laboratories where students have the freedom to unguardedly experiment with subject matter and craft, to try new approaches without fear of making mistakes. This is how writers break boundaries, discover new frontiers, and get energized with the possibilities and power of creation.
All of our programs strongly emphasize real-world adaptation and professional preparation. We invite local authors and publishers into our classrooms to speak to our students about creativity and the writing life. We offer a course called “Writing to Publish” and help our students break into print. Our BFA students also run a high-quality online literary journal, Metafore.

Many of our graduates have achieved a remarkable level of success. Some have been accepted to prestigious MA and MFA programs in journalism and creative writing such as the University of Minnesota, U.C. Berkeley, the University of Iowa, the University of Montana, Boston University, Northern Arizona University, The Foundry, Columbia College of Chicago, and Kingston University London. Others have embarked on successful careers as magazine editors, copywriters, freelancers, educators, administrators, web designers, therapists, social media experts, coaches, and more. For example, one of our graduates is senior editor at Smithsonian Magazine and several others work as senior editors at iPhone Life Magazine. Our graduates have also published novels and children’s books, sometimes to national acclaim, plus have published essays, stories, and poems in a great variety of anthologies, literary journals, and regional or national publications such as The Rumpus, The Atlantic, Smithsonian Magazine, The L.A. Times, The American Journal of Poetry, The Washington Post, Lonely Planet Travel Guide, River of Earth & Sky: Poems for the 21st Century (Blue Light Press), The Iowa Source, and more.

For the past twenty years, our BA in Creative Writing has been one of MIU’s most successful and popular programs. Three years ago, we added a BFA. This year, we are launching a low-residency MFA in Creative Writing.

As faculty members, we want to help our students thrive creatively, professionally, and personally. We do our utmost to support our students to become successful poets and writers. We warmly welcome prospective students to culture their creative abilities within our unique and dynamic literary community.

OUR PROGRAMS

MIU’s Department of English offers a variety of undergraduate programs. Students can take a BA or a BFA in Creative Writing. We also offer minors in Creative Writing and Literature.

For advanced students who want to publish and/or continue their academic studies with an MFA in Creative Writing, we highly recommend the BFA in Creative Writing as a preparatory program. Our BFA is uniquely designed to help students prepare a statement

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of purpose and an admission portfolio of publishable quality. In the past twenty years, well over a dozen of our graduates have been admitted to leading MA in Journalism or MFA in Creative Writing programs, not just in the U.S. but also abroad.

Starting in the spring of 2021, we will offer a 2-year, 48-credit low-residency MFA in Creative Writing. The MFA is a terminal degree in the field of Creative Writing and allows graduates to teach at college and university level.

The Department of English also directs the Composition program and provides a Writing Center for those wishing extra writing assistance.

**SPECIAL FEATURES**

**Bachelor of Arts in Creative Writing**

- **Consciousness and Creative Process:** All of our students and faculty practice Transcendental Meditation, a technique that gives direct access to the inner source of creativity—our own consciousness. This practice supports the unfolding of the full creative potential of developing poets and writers.

- **Reading and Literature:** In *On Writing: A Memoir of the Craft*, Stephen King proposes: “If you want to be a writer, you must do two things above all others: read a lot and write a lot.” The best way to learn the craft of writing is to expose one’s mind to the works of the works of great poets and writers. Literature is an essential part of all of our programs. We emphasize reading in every class, and all of our writing workshops include process and literary analysis for a deeper understanding of the craft of writing.

- **Solid Academic Foundation in Multiple Genres:** The curriculum of our BA in Creative Writing offers a thorough academic foundation in three core genres: poetry, fiction, and creative nonfiction. In addition, we offer classes in a variety of other genres including graphic narrative, screenwriting, and travel writing. Our curriculum also explores the borderlands between genres (flash fiction, prose poetry, the lyric memoir, and more).

- **Low Student to Faculty Ratio:** There is a unique family feeling in our department. Our class-size is limited so faculty can give each student individualized attention. We don’t simply ply our students with reading and writing assignments; we offer techniques and mentorship to support our students to break through writer’s block, to grow in skill and self-confidence, and to develop the healthy, sustainable routine of the professional writer.
• **Real-World Adaptation:** We take a pragmatic approach to the writing life, emphasizing professional skills that will help students see themselves as writers in the world. Our curriculum includes courses in writing pedagogy, editing, publishing, social media marketing, and more. We also offer internship possibilities that represent real-world work experience, and we provide students with opportunities to read their work in public and to publish in local as well as national magazines and literary journals. Our goal is to help each student prepare for a successful writing career.

Here is a sampling of our courses in several areas.

**Creative Writing:**
Poetry (Introduction to Poetry; Poetry of Transcendence; Advanced Poetry) • Fiction (Short Story; Novel Writing; Advanced Fiction, Flash Fiction) • Creative Nonfiction (Memoir; Personal Essay; Flash Nonfiction) • Hybrid Forms • Graphic Narrative • Screenwriting • Hidden Figures • Journalism (Travel Writing, Writing & Photography) • Blogging and Writing for the Web • Writing to Publish • Professional Editing • Social Media Marketing • Writing Pedagogy • Linguistics • Introduction to Rhetoric • BFA Studio Block

**Literature:**
The Hero in Literature • Film as Literature • Medieval Literature • Shakespeare • Renaissance Literature • Romantic Literature • Victorian Literature • Modern British Literature • Modern American Literature • Asian Literature • Contemporary Literature • Fantasy Fiction • Special Topics, e.g. The Novels of Jane Austen; Fitzgerald and Hemingway; The Lord of the Rings, Film as Literature, and The History of Film.

**BFA in Creative Writing**
Our BFA program is designed to give a full taste of the writing life. Students are admitted into the BFA to focus on a specific genre of emphasis (poetry, fiction, creative nonfiction, or dual genre). The final studio semester of the BFA program gives students the time and support to develop a body of work of publishable quality. This collection can serve as either a chapbook or an MFA admission portfolio. The BFA is highly recommended for advanced writing students eager to publish and/or apply to graduate programs in creative writing or journalism.

Our BFA master classes and workshops provide a concentrated immersion in craft. Students receive in-depth, challenging feedback from faculty and peers as they push a body of work toward completion ahead of an end-of-semester public reading. The
workshop format hones students’ ability to critique their own work and that of their peers, plus it offers an opportunity for rigorous revision.

Studio classes promote self-reliance as well as intensive self-discipline. Students are encouraged to reach beyond their boundaries, experiment, and keep an open mind. The program also teaches career skills: how to apply to MFA programs, how to submit to magazines and literary journals, and how to write cover letters and/or statements of purpose. In addition, the program gives a taste of the editor’s life: each BFA cohort collaboratively edits and produces the new issue of our high-quality online literary journal, Metafore.

In the course of four BFA Studios, students develop a 30 – 60 page portfolio in a genre of choice. Each student works under the guidance of their BFA Studio faculty as well as a board of faculty advisors. As a special bonus, our BFA students receive feedback from an independent reviewer, a published author who is also an established faculty at another academic institution. Independent Reviewer Joy Lyle, graduate of the esteemed Iowa Writers’ Workshop and professor of English and Creative Writing at Indian Hills Community College, labeled our 2018 BFA workshops “exceptional” and “graduate level.”

**Low-Residency MFA in Creative Writing**

Like our undergraduate programs, our two-year, 48-credit low-residency MFA in Creative Writing sets itself apart by teaching from a foundation of consciousness and creativity, developing the poet/writer holistically. We use meditation as a tool to help students access their creative imagination. All of our faculty and students practice the Transcendental Meditation technique, which settles the mind, enhances clear thinking, and heightens creativity. Many poets and writers have written about their need to go deeply inward in order to create. The mind’s freedom to leap to surprising, fresh associations is greatly facilitated by its ability to transcend logical thought. It’s by tapping deep levels of creative imagination that writers/poets can bring out stories, ideas, images, and metaphors with power to move, transform, and bring change.

Our creative community offers ample sustenance, inspiration, and challenge, essential ingredients to any writer. The MFA also revolves around human connection—not only an inclusive, uniquely nourishing family feeling among faculty and students, but also a great emphasis on writing authentically, in an emotionally connected and truthful manner.

Our faculty are highly credentialed and accomplished working poets and writers who deeply understand the creative process—not just inspiration, but especially the fine-tuned labor of honing craft and technique. We believe that a supportive, inclusive, yet
challenging and stimulating learning environment supports students to experiment freely with craft and to mine their creative material deeply. This approach stimulates creativity, discovery, and productivity. It helps students find an authentic voice. It also pushes them into innovative approaches that will make their work stand out.

Beyond this, our MFA makes room to nourish the part of the writing process that cannot be taught: the ineffable energy and life force—‘duende,’ as the Spanish poet Federico García Lorca called it—needed to bring writing to life and make it great. Our ultimate aim is to nurture the unimaginable and help students journey so deeply within themselves that they can find words to say the unsayable.

On a pragmatic level, the low-residency model has unique advantages. Students can complete the requirements of a high-quality MFA while balancing life and work commitments in their home communities. Aside from offering flexibility, the low-residency model provides both the nurturing literary community and the solitary discipline of writing that working poets and writers require. Each semester starts with a 10-day on-campus residency, with a total of five residencies in the course of the program. These intensives provide bonding, nourishment, and push. Prestigious visiting poets and writers offer advanced workshops, read from their work, explore craft in master classes, and speak about their creative process in panel discussions. Semesters consist of online craft classes and workshops alongside in-depth one-on-one mentorships, an approach that increases social interaction and accountability. Our writing mentorships also include process seminars where students focus on reading and craft analysis in support of their thesis work.

The MFA offers specialization options in poetry, fiction, creative nonfiction, plus a dual genre track. All assignments and requirements of the program support the launching of a career—a student’s journey from aspiring poet or writer to author. The MFA thesis is a book-length manuscript of publishable quality. Students also write a critical introduction, contextualizing their own process, and they create an online platform for themselves as authors as well as marketing plans for their books. The program stimulates social awareness in a writing outreach, which can serve as a brief internship or a teaching practicum. Our writing pedagogy course helps students prepare a teaching portfolio before they exit the program. During the capstone residency, students teach a master class on craft and give a public reading of their thesis work.

The MFA is a terminal degree in the field that prepares students for a variety of possible careers, including (community) college and university teaching, freelance writing, magazine or book editing, publishing, coaching, advertising, public affairs, and more. Our (guest) faculty model what it means to be a writer in the world and how to choose
career paths that support and augment the writing life. Alumni of our program remain part of our inclusive, creative, and dynamic literary community.

**BA IN CREATIVE WRITING**

To graduate with a BA in Creative Writing, students must successfully complete all requirements for a Bachelor of Arts degree (please refer to “Degree Requirements” in “Academic Policies”). As part of these requirements, students must complete 48 credits of coursework from the list below, including at least 32 credits of coursework from the Department of English: Creative Writing and Literature (WTG or LIT).

4 credits of Core Writing:
- WTG 344 The Creative Process

*plus 4 credits of Critical Thinking (CCTS) courses (choose one):*
- LIT 363 Film as Literature
- LIT 265 The Evolution (History) of Film
- WTG 206 Introduction to Rhetoric

*plus 24 credits of Writing courses:*
- Minimally one course each in Poetry, Fiction, and Creative Nonfiction (12 credits)
- Any WTG course 200 level and above

*plus 12 credits of Literature courses:*
- Any LIT course 200 level and above

*plus 4 credits of Elective courses:*
- Any WTG or LIT courses 200 level and above.

**Students must also—**
- Complete a Senior Project, a final portfolio of original creative work (15–20 pages)
- Complete an Exit Paper (5 pages)

**BFA IN CREATIVE WRITING**

**Entrance Requirements**

BFA candidates must demonstrate strong writing promise and an ability to collaborate harmoniously within a team of peers. They must also demonstrate an eagerness to use feedback to their advantage and have the willingness to challenge themselves as writers under faculty guidance. Applicants must submit a 3 - 5-page writing sample of their best work along with their application in order to be considered for the program. Submissions
can be in the genres of poetry, fiction, creative nonfiction, or dual genre. Students are admitted to the BFA in a specific genre (or dual genre) with approval of the board of BFA faculty, the program director, and the department chairs.

**Graduation Requirements**

To graduate with a BFA in Creative Writing, students must successfully complete all requirements for the Bachelor of Fine Arts degree (please refer to “Degree Requirements” in “Academic Policies”). As part of the requirements for this degree, all students must complete 78 credits of required courses as follows: 2 credits of Core BFA Forest; 4 credits of Core Writing; 4 CCTS credits; 24 credits of WTG (including minimally one course in fiction, one in nonfiction, and one in poetry, plus an additional advanced course in a BFA student’s genre of emphasis); 16 credits of LIT; 8 credits of electives in WTG or LIT; 4 credits of Professional Preparation; and 16 credits of BFA Studio Courses.

**2 Credits of Core BFA Forest:**
- FOR 375 Introduction to the Bachelor of Fine Arts in Creative and Professional Writing

**plus 4 credits of Core Writing:**
- WTG 344 Creative Process

**plus 4 credits of Critical Thinking (CCTS) courses (choose one):**
- LIT 363 Film as Literature
- LIT 265 The Evolution (History) of Film
- WTG 206 Introduction to Rhetoric

**plus 24 credits of Writing courses, which must include:**
- Minimally one WTG course in Fiction (4 credits)
- Minimally one WTG course in Poetry (4 credits)
- Minimally one WTG course in Creative Nonfiction (4 credits)
- Minimally one advanced WTG course in the student’s chosen genre of emphasis (4 credits)

**plus 4 courses in Literature (16 credits):**
- Any LIT courses 200 level and above

**plus 8 credits of Elective courses:**
- Any WTG or LIT course 200 level and above

**plus 4 credits of Professional Preparation courses (pick one):**
- WTG 371 Writing to Publish
• WTG 206 Introduction to Rhetoric

plus 16 credits of BFA Studio:
• WTG 475 Creative Writing BFA Studio

plus students must:
• Complete a BFA Thesis, a final portfolio of original creative work (30 - 60 pages, depending on genre)
• Complete a Reflection Paper (7 - 10 pages)
• Give a Public Reading
• Receive final approval from the BFA Committee

MINORS

Minor in Creative Writing
To graduate with a minor in Creative Writing, students must complete 4 credits of Core Writing and Critical Thinking Courses (Creative Process, Film as Literature, The Evolution (History) of Film, or Introduction to Rhetoric) plus 16 credits of any WTG courses.

Minor in Literature
To graduate with a minor in Literature, students must take any five literature courses (20 credits), 200 level or above.

MFA IN CREATIVE WRITING (LOW-RESIDENCY)

Admission (Entrance) Requirements
Applicants to the low-residency MFA in Creative Writing are required to submit the following materials for admission into the program:

• Transcript showing conferral of BA degree: Applicants must hold a BA degree in any subject (a major, minor, or emphasis in creative writing, literature, communication studies, or journalism is preferred but not necessary).

• Admission Portfolio: Applicants must present a portfolio of original creative work in a specific genre of emphasis: poetry, fiction, creative nonfiction, or dual genre. The required length is 20 – 25 pages of prose (double-spaced) or 10 – 15 pages of poetry (single-spaced, one poem to a page). A dual genre application should include portfolios in two genres with a total length of 20 – 25 pages. Excerpts from longer work should start with the first chapter and include a brief synopsis. The admission portfolio should showcase the range and/or the potential of the project the applicant plans to work on in the program. Please note that the
quality of the admission portfolio is the key deciding factor in the admission process.

- **Statement of Purpose:** Applicants must present a statement of purpose (500 – 1,000-words, typed, double-spaced) outlining their relationship to their chosen genre(s) and their own writing process, as well as their reasons for applying to our program.

- **Sample Academic Essay or Craft Analysis:** Applicants must present a 750-word (3-page) academic essay demonstrating critical thinking and the ability to explore the mechanics of craft in a literary work.

- **Letters of recommendation:** Applicants must submit three letters of recommendation by writers, teachers, or other professionals who know the applicant from a professional and/or academic setting.

- **Interview:** Applicants must engage in a pre-acceptance interview (in person or online) with the MFA program director and departmental faculty.

- **Résumé (optional):** If applicants want, they can include an up-to-date résumé listing their degrees and relevant coursework, attendance of summer writing programs or conferences, TA-ships, professional work experience, publications, and/or other awards and accomplishments. It is not required to submit a résumé with the MFA application.

Admitted students who are not yet practicing the Transcendental Meditation program will receive instruction in the Transcendental Meditation technique as part of their first course.

**Graduation Requirements**

In order to qualify for the MFA in Creative Writing, students must successfully complete all requirements for the Master of Fine Arts degree (please refer to “Degree Requirements” in “Academic Policies” in MUM’s online catalog).

Students are required to produce a **Professional Portfolio** that should include the following:

- **A Thesis:** an original creative work of publishable quality in the student’s chosen genre(s) of emphasis (60 – 150 pages in length depending on genre).

- **A Critical Introduction to the Thesis:** a 2,500 word analysis of a student’s creative process and choices of craft, giving the thesis a scholarly and literary context.

- **A Writing Pedagogy Portfolio:** a sampling of curriculum development including lesson plans, syllabus, rubrics of learning objectives and outcomes, assessment, an outline for a master class, plus a statement of teaching philosophy.
- An **Online Portfolio**: a social media platform including a website, a CV, links to active social media pages, a blog, and samples of (published) work.

Students are required to participate in or present the following:
- A **Public Reading** of creative work scheduled during the capstone (5th) residency.
- A **Master Class** on an aspect of craft taught during the capstone (5th) residency.
- A **Writing Outreach**. In the third semester of study, students participate in a writing outreach where they use skills gained in the program in service of their local communities. The writing outreach can serve as a brief internship or a teaching practicum.

Students must also complete 48 credits of coursework selected from the following:

*Note: In-residency courses are marked with an asterisk. All other courses are taught online.*

### Residencies*
8 - 10 credits of the following:
- CW 501 Residency 1*: Advanced Creative Process—Exploring the Leaping Imagination: *Curving Back Onto My Own Nature, I Create Again and Again* (Required, 2 credits)
- CW 502 Residency 2*: Advanced Narrative—Transformational Storytelling in Fiction, Creative Nonfiction, and Poetry: *The Story of Individuality and the Story of Eternity in One Glance* (Required, 2 credits)
- CW 503 Residency 3*: Unwrapping Form—Lyric Association, Braiding, Borrowing, and Experimentation: *Taking Fullness from Fullness, What Remains Is Fullness* (Required, 2 credits)
- CW 504 Residency 4*: The Writing Life: *Turning Vision into Reality* (Required, 2 credits)
- CW 505 Residency 5*: The Journey from Writer to Author: *The Celebration of Action, Achievement, and Fulfillment* (Required, 1-2 credits)

### Online Courses
16 credits of the following:
- STC 505 Science and Technology of Consciousness Applied to the Creative Process 1 (Required for students new to STC, 2 credits)
- STC 509 Science and Technology of Consciousness Applied to the Creative Process 2 (Required for students new to STC, 2 credits)
- STC 510 The Writer and the Self—Consciousness and Creative Process: *Tracking the Path of Transcending* (Required, 2 credits)
• STC 511 Literature and the Self—Literary Techniques that Expand Awareness: *The Spontaneous Outburst of Both the Heart and the Mind of the Poet/Writer* (Required, 2 credits)

• CW 533 Every Page a Pulse—Imagine the Unimaginable, Say the Unsayable: *Finding the Self Nearer than Breath, than Heartbeat* (Required, 2 credits)

• LIT 534 Literary Theory for the Creative Writer: *The Whole is Greater than the Sum of Its Parts* (Required, 2 credits)

• CW 541 Writing Pedagogy—The Theory of Teaching Creative Writing: *Integrating Subjective and Objective Reality* (Required, 2 credits)

• CW 542 The Socially Conscious Writer—Writing Outreach: *Finding Unity in Diversity* (Required, 2 credits)

• CW 543 The Writer in the World—Professional Development, Publication, and Presentation: *The Outward Stroke of the Creative Process* (Required, 2 credits)

• CW 544 The Writer Online—Social Media Marketing and Strategy: *A Vision of Unbounded Possibility* (Required, 2 credits)

Advanced Creative Writing Workshops (CW) and Advanced Process Mentorships (LIT) in the same genre are complimentary co-requisites taught by the same mentor. Co-requisite classes in CW and LIT have the same number and are listed consecutively below. Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with the permission of the MFA Program Director.

**Advanced Creative Writing Mentorships**

16 credits of the following:

• CW 560 Advanced Poetry Workshop: Cultivating the self and Self of the Poet (4 credits)

• CW 561 Advanced Fiction Workshop: Cultivating the self and Self of the Fiction Writer (4 credits)

• CW 562 Advanced Creative Nonfiction Workshop: Cultivating the self and Self of the Nonfiction Writer (4 credits)

• CW 563 Advanced Multi Genre Workshop: Cultivating the self and Self of the Poet/Writer (4 credits)

• CW 593 Advanced Creative Writing Workshop—MFA Thesis: The Self-Realization of the Poet/Writer (Required, 4 credits)

**Advanced Process Mentorships: Reading and Craft Analysis**

8 credits of the following:

• LIT 560 Advanced Process Mentorship in Poetry: A Vision of All Possibilities (2 credits)
• LIT 561 Advanced Process Mentorship in Fiction: A Vision of All Possibilities (2 credits)
• LIT 562 Advanced Process Mentorship in Creative Nonfiction: A Vision of All Possibilities (2 credit)
• LIT 563 Advanced Process Mentorship in Multiple Genres: A Vision of All Possibilities (2 credit)
• LIT 593 Advanced Process Mentorship—Writing a Critical Introduction to the MFA Thesis: Self-Referral Integration of Imagination and Intellect (Required, 2 credits)

Note: There are extra credits built into the program to ensure that students who miss (a portion of) a residency can still graduate on time with a minimum of 48 credits. The fifth mentorship semester is optional for students who require more time and support to finish their theses.

COURSES

Undergraduate Forest Academy Courses

FOR 205 Linguistics and Language Awareness: Social Context and Moving Toward Frictionless Flow
Language awareness is above all concerned with the context of language. Rooted in sociolinguistics, language awareness is the practice of using knowledge of how language functions toward the ultimate goal of understanding why it functions the way it does, emphasizing language that is contextually appropriate over language that is correct. Losing the distinction between correct and appropriate often results in unfortunate consequences for those who are unable or unwilling to conform to the “standard” dialects of their language. Linguistics and Language Awareness will challenge popular myths about language and examine both internal and external attitudes toward language, with particular attention on negotiating social boundaries to improve how people communicate and relate to each other. The course will provide students with an introduction to the basics of linguistics, including phonetics, phonology, semantics, grammar, syntax, and more, examining how increased awareness of the sociolinguistic dimension of language, in particular, can work in tandem with the practice of Transcendental Meditation to benefit movements for social justice, foster harmonious relationships between people and groups, and bring us closer to a frictionless flow of communication. (2 credits)
Prerequisite: WTG 192 or consent of the instructor

FOR 206 Writing for Life
This course will be a study in incorporating the practice of writing, creative expression, and rest into everyday life. Our goal will be to make something like writing more approachable for those who find the task daunting, but will also act as a reinforcement for
those who already enjoy the practice of the written word. The main projects will be a daily journal and a personal essay. There will also be an option to do a three-day retreat but it is not required. (2 credits) Prerequisite: WTG 192 or consent of the instructor

FOR 207 Myth Forest
When taken literally, mythology appears to be little more than a collection of entertaining stories. However, when approached symbolically, mythology reveals how different cultures relate to the cosmos and to themselves. In this context, gods and goddesses, heroes and heroines, demons and monsters, all come to represent human emotions, psychological structures, seasonal patterns, laws of nature, and so on. This course provides a small sampling from world mythologies with a focus on their thematic relevance to contemporary life and to consciousness. In addition to applying an archetypal approach to mythology, principles from the Science and Technology of Consciousness will also be applied to the narratives. The course also includes an on campus star-watching class session where we will identify constellations from the Egyptian, Greek, and Vedic traditions, accompanied by their corresponding cosmological mythologies. At the end of the course, students will select a myth with which they resonate and describe how it relates to their own life. (2 credits) Prerequisite: WTG 192 or consent of the instructor

FOR 375 Introduction to the BFA in Creative and Professional Writing: Taking the Right Angle
In this introductory course, students decide what portfolio project(s) they want to focus on during their BFA in Creative and Professional Writing. This process happens with guidance of the course faculty and a faculty board of advisors. Students will establish a timeline for their BFA Studio classes and research necessary resources. In addition, students will draw on selections from The Flow of Consciousness: Maharishi Mahesh Yogi on Literature and Languages, edited by Rhoda Orme-Johnson and Susan Andersen, to connect their ideas about the creative process to Maharishi's Vedic Science. By the end of the course, students should have a completed plan for their BFA Studio classes as well as a post-graduation plan and a clear statement of purpose. (2 credits) Prerequisites: WTG 192, plus admission to the BFA with consent of the department chairs and the program director

Undergraduate Courses: Creative Writing

WTG 191 College Composition 1: Writing and the Ability to Gain Knowledge
Composition 1 develops the student’s ability to communicate through writing for a variety of purposes, subjects, and audiences. Through writing in a wide range of genres, students develop writing and revision skills useful within personal, academic, creative,
and professional contexts. Emphasis is placed on the writer understanding and using their own writing process to its fullest, cultivating the fulfillment that comes through expression. (4 credits)

**WTG 192 CCTS: College Composition 2: Writing and the Ability to Gain Knowledge**

Composition 2 guides students through the process of building knowledge through research, including the importance of providing credible support for claims. Instruction on information literacy skills and research methods combine with a workshop-based approach to writing that builds writing and revision skills for writing in academic coursework or anywhere knowledge is shared. The course guides students through the process of a research project that culminates in a written paper using APA format and an oral presentation to peers. Our goal is that students build important skills to learn and share their unique insights so they can build knowledge within the academic community and beyond. (4 credits) *Prerequisite: WTG 191*

**WTG 203 Professional Editing: Writing and the Discerning Power of the Intellect**

Most writers will have the opportunity to work as editors at some point in their careers: for a publisher, a business, or through freelancing. The skills students learn in our creative writing program translate well to this profession. However, to be an accomplished editor, a person needs advanced insight into craft and language. In this occupation, it’s essential to quickly be able to assess the quality of a piece of writing and pinpoint what works or doesn’t work. A good editor must have a solid understanding of structure, logic, style, and tone—plus the flair to diplomatically convey to writers what the problems are in their work and how these problems can be addressed effectively on both the micro and macro levels. An editor also needs an excellent command of grammar and usage. In this course, students will gain real-world editing experience. Of course, the competence gained from editing the work of others will significantly enhance students’ own writing. (4 credits) *Prerequisite: WTG 192 or consent of the instructor*

**WTG 204 Introduction to Poetry Writing: Looking into the Depths of the Ordinary**

This introductory course explores the basic building blocks of craft and technique in poetry—imagery, figurative language, sound devices, rhyme, rhythm, repetition, meter, point of view, and form. The textbook is Frances Mayes’ *The Discovery of Poetry: A Field Guide to Reading and Writing Poems*. The goal of this course is to introduce students to the world of poetry, to teach them how to effectively read and assess a poem as well as construct their own poetry. This course will help heighten the senses to illuminate the beautiful highlights in the most mundane corners of life and help uncover the lost poems hiding in the attic of the mind. Upon completion, students will have a
collection of poems that they will love, cherish, and take with them on their journeys forward. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 206 CCTS Introduction to Rhetoric: Moving Toward Frictionless Flow in Communication Through Examination of the Relationships Between Author and Audience
The discipline of rhetoric concerns itself with both the creation and interpretation of messages and cultural artifacts, emphasizing the value of both seeing another’s perspective and understanding one’s own perspective and self when engaging in the act of communication. Introduction to Rhetoric is a survey course designed to help students move toward frictionless flow in communication through an examination of the dynamic relationships between author and audience within their social context. Students will read and discuss articles by prominent thinkers in fields of rhetoric and communications studies such as genre theory, metaphor theory, feminist theory, cultural rhetoric, queer theory, rhetoric of the body, visual rhetoric, ecocriticism, and critical theory and complete a final project that calls on knowledge in the readings to dig deeper into the challenges and possibilities of human communication. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 300 Hidden Figures: Unity through Diversity
This course listens to and celebrates voices and narratives that too often have been marginalized, over-simplified, or silenced in the literary world—whether on the grounds of race, gender, gender identity, sexual orientation, lifestyle choices, immigration status, economic or political status, mental illness, trauma, and/or disability. We will read poets and writers such as Maya Angelou, Chimamanda Ngozi Adichie, Henry L. Gates, Alison Bechdel, David Sedaris, Sandra Cisneros, Li-Young Lee, Joy Harjo, and many more, in order to explore the importance of not viewing life according to “a single story” (Adichie) or limited point of view. In our own writing, we'll explore themes such as loss of speech, erasure of memory, exile from community, loss of identity, stereotyping, and silencing of any kind. Even more, we'll focus on the exhilaration and empowerment of finding back community and voice, inclusivity, the importance of diversity, acceptance, empathy, and interconnection. Instead of “reducing complex human beings and situations to single narrative, taking away people’s humanity,” as Adichie points out, we’ll celebrate how “each individual life contains a heterogeneous compilation of stories.” Students use poems, essays, and stories by established poets and writers as springboards to tell their own silenced narratives, bringing to life the hidden figures of their personal memories and ancestral histories. The culmination of this course is a written portfolio and participation in a public reading. (4 credits) Prerequisite: WTG 192 or consent of instructor
WTG 303 Women and Contemporary Short Story: Celebrating the Divine Feminine
In this course, we will examine the contemporary short story and celebrate its talented female authors in the last fifty years. Looking back over the history of fiction, it is far too easy to default to a collection of work, though brilliant, authored primarily by the male spectrum. Alongside these talented gentlemen has been a parallel historical narrative from the minds of brilliant women. We will follow in the footsteps of these women and learn from their creative genius while writing our own collection of short stories. By looking critically at the meaning of voice, short-form plot, character, setting, and other devices, we will gain a deeper understanding of this amazing art form and the role we play as writers in its making. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 304 Poetry and Transcendence: Tracking the Path of Transcending
Poetry can express the unsayable and touch upon the intangible. Throughout the ages, mystics have used the language of poetry to give voice to longing, devotion, and the exaltation of consciousness. This course focuses on great mystical poets of all time: Lao Tzu, Rumi, Hafez, Mirabai, Lalla, Hadewijch, St. John of the Cross, Romantics Blake and Keats, American visionaries Walt Whitman and Emily Dickinson, and more. The course also explores modern and contemporary poets whose work explores transcendence in subject and/or form—among others Rainer Maria Rilke, Pablo Neruda, Octavio Paz, Thomas Tranströmer, A. R. Ammons, Charles Wright, Tony Hoagland, Pattiann Rogers, and Mary Oliver. Students create a portfolio of their own transcendental poetry, practicing open and traditional forms, including the ghazal, pantoum, villanelle, and chant. Focus is on techniques that evoke transcendental experience—sound devices, repetition, figures of speech—as well as the relationship between words and white space, sound and silence. In this course, students learn to “see into the life of things,” as Wordsworth put it, “with an eye made quiet by the power / of harmony.” (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 305 Introduction to Fiction: Capturing Eternity in a Moment
In this course, we will explore the range of short stories in popular fiction. This means stories that are science fiction, fantasy, romance, crime, and other popular genres. The short story offers the writer the possibility to explore story themes in the short form. This provides the freedom to convey a message, a vision or experiment with ideas without committing to a lengthy manuscript. The short story is a powerful and highly regarded literary form. Short stories like Edgar Allan Poe's "The Fall of the House of Usher," or Phillip K. Dick’s short story collections, are considered to be outstanding works of art. In this course, we will examine the short story form and also have the opportunity to write short stories in a range of popular genres. (4 credits) Prerequisite: WTG 192 or consent of the instructor
WTG 313 Writing Short Fiction: Creativity Condensed
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 Hemingway’s “Hill’s Like White Elephants,” Grace Paley’s “A Conversations with My Father,” 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 and workshop three short stories during the class. (4 credits) Prerequisite: WTG 192 or consent of the instructor.

WTG 316 Hybrid Literary Forms
This course celebrates untraditional forms of creative writing and blurs classic genre lines. In the hybrid universe, no structure is off limits and no idea is too farfetched. Students will learn how to change their definition of writing to be as unbounded as their imaginations. Why can’t a series of text messages turn into a short story, what is stopping us from pulling a poem out of Ikea furniture instructions, or a memoir from a food recipe? The answer is…nothing! The world has drastically changed and how we express our experience in that world can change too. Content from this class will explore authors who bent and broke the genre rules hundreds of years ago leading up to the last decade. By the end of the course, students will have developed a unique portfolio and learned ways to discuss their creative choices. This is a class to break free, spread wings, and go wild with freedom of expression. (4 credits) Prerequisite: WTG 192 and one other creative writing course.

WTG 320 The Personal Essay: Unifying All Aspects of the Self
The personal essay celebrates heart and mind, exploring age-old questions about the human experience. Students learn the history of the personal essay, reading examples of personal prose discussion in Oriental and classical Literature, then tracing the origins of the modern essay tradition to the European Renaissance with the work of Michel de Montaigne. Students learn about the range and freedom of this brief “formless form” by acquainting themselves with modern and contemporary masters: Mark Twain, Virginia Woolf, Zora Neale Hurston, Jorge Luis Borges, Flannery O’Connor, Annie Dillard, David Sedaris, Dave Eggers, Amy Tan, Mark Spragg, and more. The class also focuses on experimental, contemporary hybrids, tracing the relationship between the personal essay and flash nonfiction, the lyric essay, the “hermit crab” essay, and prose poetry. Students are encouraged to keep a daily journal in which they record memories, observations, insights, and reflections. Students also create a substantial portfolio of at
least three personal essays, learning about prewriting, drafting, and revision in the process. Students are encouraged to find a natural, authentic personal voice that is intimate, yet not self-indulgent. In the specificity of personal reflection, it is possible to touch upon the universality of human experience. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 322 The Art of Memoir Writing: Knowing the Self
In this course, students are exposed to childhood memoir, graphic memoir (memoir in cartoon form or illustrated memoir), travel or journey memoir, eyewitness account, lyric and mosaic memoir, and more. Attention is given to the history of the memoir as well as to experimental techniques and contemporary hybrid forms. Students read selections from memoirs by authors such as Sei Shonagon, Frank McCourt, Janet Frame, Bill Bryson, David Sedaris, Annie Dillard, Shoba Narayan, Anne Patchett, Mark Spragg, and Yang Erche Namu. The main textbook is Tell It Slant by Brenda Miller and Suzanne Paola, which explores the craft and technique of memoir writing in-depth. Old Friend from Far Away by Natalie Goldberg provides students with useful writing prompts for their journals. Students create their own portfolio—a series of linked or unlinked memoir essays or the opening chapter(s) of a book-length manuscript. Ultimately, students learn to stand back and—in the words of Anaïs Nin—consciously experience their life twice, “in the moment and in retrospection.” (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 342 Writing for Children: Children Are the Light of the Universe
Writing for children can be as rewarding as writing for adults and just as challenging. Children are becoming more sophisticated at younger ages and enjoy reading books at their intelligence level. Students in this class will learn to find the appropriate subject matter, language, tone, and structure for the age group they are addressing. Students will start out writing pieces for preschoolers and early elementary grades and, afterwards, develop more complex narratives for adolescents and young adults. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 344 Creative Process: Curving Back Onto My Own Nature, I Create Again and Again
In Creative Process, students study their own creative process as well as what artists, writers, and filmmakers have shared about creative inspiration. The purpose of this class is to break boundaries and rediscover an easy relationship with the inner Muse. The primary textbook is The Artist’s Way by Julia Cameron. The Syllabus Reader contains material by a wide range of authors such as Annie Dillard, Jorge Luis Borges, Eudora Welty, Ann Patchett, Patricia Hampl, William Saroyan, John Ciardi, Frank Conroy, Virginia Woolf, William Faulkner, Ernest Hemingway, Thomas Wolfe, William Stafford,
Rainer Maria Rilke, Lu Chi, Mark Strand, Jane Hirshfield, Billy Collins, Elizabeth Gilbert, plus interviews with great authors by Bill Moyers and material from creativity experts Anne Lamott and Natalie Goldberg. A variety of guest lecturers working in different media will come to the class to discuss their work, career paths, and creative process. Students will keep a daily journal and engage in various creative projects during the course. As a final project, students produce a portfolio and can choose to participate in a group installation/exhibit on creativity. Lab fee: $35 for materials. (4 credits) 

Prerequisite: English, Art, or Cinematic Arts and New Media major, or consent of the instructor

WTG 346 The Alchemy of Imagination: Traditions, Theories, and Practices

Imagination is often dismissed as being unrealistic—a subject of whim and wishful thinking reserved for children, dreamers, and the like. In truth, imagination is foundational to the arts, the sciences, and everyday life. Its existence is easily confirmed through subjective experience. For example, anyone can say, “Imagine a bright red barn with big white doors,” and suddenly it appears, wholly visible to the imaginer. That the image exists is irrefutable. However, the question of where and how it exists is open to speculation. Nonetheless, many artists, philosophers, mystics, and researchers have made significant progress in the field. Based on several of their findings, this creative writing course approaches imagination as an environment where the subtle matter of an inner image or idea is consciously encountered or fashioned. Through the study of applicable selections from literature and art, accompanied by the implementation of traditional and contemporary creative exercises, students will cultivate a deeper relationship with imagination and naturally improve their ability to generate original, creative content. Throughout the course, students will gradually build a collection of relatively shorter written works, each of which may be in any literary genre of their choosing. The content of each work will be determined by nothing less than the images, ideas and inspirations that naturally emerge from each student’s unique interaction with their own imagination. (4 credits) 

Prerequisite: WTG 192 or consent of the instructor

WTG 349 Images: Substance and Spirit in Poetry

On one level, imagery is among the most basic aspects of poetry. Composed, for the most part, in highly specific and concrete language, images provide tangible content that appeals directly to the sensory faculties of the reader. Well-crafted images allow us to “see” a garden, to “smell” a flower, or “feel” a breeze. They provide the reader with a distinct experience that is literally sensual. On another level, however, images function as gateways to the abstract. For example, symbols and metaphors employ images that “steer” readers into the abstract regions of concept, emotion, intuition, and meaning—all of which render experiences every bit as profound as those that appeal to the senses. In this creative writing course, the image serves as a familiar and tangible center from which
we may venture into subtler poetic content and devices, and to which we may return to ground our findings. Our readings will focus mostly on modern and contemporary poetry, interspersed with selections from other periods of history. Most importantly, we will write our own poetry, inspired (or not) by our studies. This will involve daily in-class writing and occasional workshops. By the end of the course, students will have completed a portfolio of what they consider to be their best work. (4 credits)

**Prerequisite:** WTG 192 or consent of the instructor

**WTG 350 Advanced Poetry Workshop: A Vision of All Possibilities**

The poet Victor Hernandez Cruz says, “Poetry gives us revelations, flashes, which illuminate those things which were mysterious to us.” Becoming a great poet has to do with tuning in to your own voice—the rhythm, sound, images, and form of your poems—in a deeply self-referential way. The Advanced Poetry Workshop offers students the opportunity to profoundly hone craft and technique while focusing on a serious body of work. Students will familiarize themselves in-depth with the contemporary canon, using the work of great poets to analyze the precise mechanics of form, line break, punctuation, sound devices, imagery, figurative language, point of view, and more. Textbooks are *The Poet’s Companion: a Guide to the Pleasures of Writing Poetry* by Kim Addonizio and Dorianne Laux and *The Discovery of Poetry* by Frances Mayes. Part of this course is a workshop; students will receive rigorous feedback on their work from peers as well as faculty, since revision and experimentation are a vital component of the mature poet’s process. The final portfolio in this class should be of publishable quality. The procedures for submitting work for publication will be discussed, and at the end of this course, students are required to submit several poems to a literary magazine or contest of choice. The culminating event of the course will be a public reading. (4 credits) **Prerequisites:** WTG 192, plus WTG 204 or WTG 304 or consent of the instructor

**WTG 352 Novel Writing: The Story of Individuality and the Story of Eternity in One Glance**

When we read novels, we get lost in unfamiliar or familiar worlds, find new best friends, spend hours with characters we root for, learn from, or who open our eyes to our common humanity, changing our sense of self. But transformation in fiction is not just about story; it’s also about language, imagery, dialogue, innovations in form, and moments of epiphany. Second in a two-block novel writing workshop, this course makes the daunting task of writing a novel approachable. This workshop takes a practical approach, systematically working through specialized techniques of novel writing: How to come up with a book idea that will carry you through for the long haul. How to create memorable, multidimensional, and believable characters that a reader will identify with and root for. How to map out plot and create suspense or profluence, keeping the reader riveted. How to choose point of view and handle complicated POV choices. How to take stories
beyond autobiographical writing. How to find motivation to keep going. Students will create storyboards, outline their books, and learn how to pitch and market fiction so it can find its niche audience. All through the block, students will be exposed to the works of a wide variety of prize-winning novelists, whose methods of handling craft and technique will serve as inspiration. Please note that this course’s main focus is adult literary fiction, though the class is also relevant for those interested in genre fiction, sci-fi, teen fiction, and/or book-length memoir. (4 credits) Prerequisite: WTG 192 or consent of the instructor

**WTG 359 Creative Writing Studio**
The Creative Studio is for advanced students seeking concentrated, high-level immersion in craft. Students will receive in-depth, challenging feedback on the works they produce during this course. Students are encouraged to reach beyond their boundaries, experiment, and keep an open mind. The studio offers a master class diving into the subtle mechanics of technique. The aim is to create a body of work that can be submitted as a portfolio for publication. The Creative Writing Studio provides the perfect preparation for publication and/or graduate work in creative writing, allowing students to try out the professional writing life. (4 credits) Prerequisite: Requires instructor consent

**WTG 360 Writing and Photography: Find the Leaf Swinging in the Song of Life**
This course teaches the basics of digital photography and how to write about it. The class will learn how to adjust their photo files in Adobe Photoshop Elements. Students will 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. The course also includes at least one field trip and a variety of creative photography assignments. For the final portfolio, students will select their best photos to enlarge and learn how to print and mat them. The MC department will supply digital cameras for each student. Cell phone cameras are unnecessary and are not allowed. Lab fee: $35 for materials. (4 credits) Prerequisite: WTG 192 or consent of the instructor

**WTG 371 Writing to Publish: The Cycle of Action, Achievement, Fulfillment**
Writing to Publish is an advanced writing course designed to guide experienced writers through the publication process. This class teaches writers how to acutely edit their work, select a market for their work, and the intricate details about what publishers and editors are looking for. Upon completion, students will have submitted several pieces for publication. (4 credits) Prerequisite: WTG 192 or consent of the instructor

**WTG 373 Graphic Narrative: Unity through Different Modalities of Perception**
Graphic narrative—a genre of literature combining writing and art—has become increasingly popular in the past decades. The term “graphic novel” broadly refers to any
fictional or non-fictional story that is told by means of both writing and illustration—often, though not necessarily, in cartoon form. In this class, students will read selections from various award-winning graphic novels and memoirs, among them Logicomix by Apostolos Doxiadis and Christos Papadimitriou, Persepolis by Marjane Sarpati, and Fun Home and Are You My Mother? by Alison Bechdel, and Principles of Uncertainty by Maira Kalman. Students are expected to write and illustrate their own graphic narratives during the class, studying craft and technique relevant to the genre with help of the textbook Making Comics by Scott McCloud. Lab fee: $35 for materials. (4 credits)

Prerequisite: WTG 192 or consent of the instructor

WTG 375 Brief Encounters: Lyrical Impulses of Consciousness
In this course, students will explore the art of flash fiction and create a portfolio of miniature stories (100 to 700 words per story). Flash fiction, once marginal, has now gained mainstream acceptance and is also known as microfiction, microstories, miniatures, short-shorts, short short stories, very short stories, prose poetry, postcard fiction, sudden fiction, and nanofiction. The form takes the popular writer’s adage “less is more” quite seriously, giving students the opportunity to create dynamic, compact, and highly polished jewels in a relatively short space of time. Gesturing toward the transcendent, liberatory capacity of the form, flash fiction exponent Stuart Dybek states, “Within the constraint of their small boundaries the writer discovers great freedom.” Students will read selections from works by famous and lesser-known exponents of the form: Yasunari Kawabata, Gertrude Stein, Lydia Davis, James Wright, Stuart Dybek, Luis Cernuda, Charles Simic, Margaret Atwood, and others. Students will be encouraged to playfully experiment with the form and discover for themselves if it is “rugged enough to adapt itself to the lyrical impulses of the soul, the undulations of the psyche, the prickings of consciousness” as stated by French poet and art critic Charles Baudelaire (1821-1867), a critical founding figure of the form. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 396 Fire of the Soul: A Study in Nonfiction
We all carry stories inside of us. Memories of significant moments, wild summers, treks through foreign countries, and childhood adventures echo through our everyday. We carry these little fires with us but sometimes lack the tools to truly transform them into the literary works of art they were meant to be. This course will be an advanced study in the art of creative nonfiction. The content will offer innovative techniques in the art of personal essay, flash nonfiction, memoir, and other hybrid forms in the genre that will build on the instruction from previous nonfiction courses. Through participation in advanced workshops, and reworking a piece through multiple drafts, students will learn the power of true revision and will submit one piece for publication by the end of the block. The result of this will be a master portfolio of a few select pieces of nonfiction that
can represent each person’s true heart and mind. The goal is to learn to translate from experience to the page. (4 credits) **Prerequisite:** WTG 192, WTG 320, WTG 322 or equivalent course

**WTG 399 Directed Study**
In a directed study, students can focus on a project in-depth under faculty guidance. (variable credits) **Prerequisites:** WTG 192, plus consent of a department chair or the program director; consent of the Academic Standards Committee

**WTG 475 BFA Studio 1, 2, 3, and 4: Binding the Boundless**
As a culmination of the BFA in Creative and Professional Writing, every BFA candidate enrolls in four consecutive studio courses, which provide concentrated, advanced level immersion in craft. Students receive in-depth, challenging feedback from faculty and peers as they push a body of work toward completion for an end-of-semester public reading. The workshop format hones the ability to critique the work of self and others and offers the opportunity for rigorous revision. Studio classes promote self-reliance as well as intensive self-discipline. Students are encouraged to reach beyond their boundaries, experiment, and keep an open mind. Each Studio block offers master classes diving into the subtle mechanics of technique. Students attend panel discussions where professional poets and writers discuss creative process, the career of the writer, and publication. In the course of four BFA Studios, students will develop a 30 – 60 page portfolio in a genre of choice. Each student works under the guidance of their monthly BFA Studio faculty as well as a board of faculty advisors. Students who want to work in more than one genre need permission from their faculty board. BFA portfolio work should be of publishable quality. Aim is to create a body of work that can be submitted as a portfolio for an MFA application or for publication to literary magazines and chapbook competitions. The BFA studio provides the perfect preparation for publication and/or graduate work in creative writing, allowing students to try out the professional writing life. (16 credits) **Prerequisites:** WTG 192, final semester, plus consent of the department chairs and the program director

**Undergraduate Courses: Literature**

**LIT 265 Evolution of Film: The Transformation of a Genre**
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,” including the films of Ford, Bergman, Fellini, and Kurosawa. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 330 Medieval Literature: The Quest for the Self
The period between the fall of Rome and the rise of the European Renaissance is often referred to as the “Dark Ages.” However, it produced some of the greatest literature of all time. In this course we’ll study various great works written between the early Middle Ages and the beginning of the European Renaissance: Beowulf, the greatest warrior epic in the English language and the starting point for written English culture; The Divine Comedy by Dante Alighieri; The Canterbury Tales by Chaucer. We’ll also explore the quest for the Holy Grail, Arthurian Romances of Camelot and the Round Table, the chivalric romance Sir Gawain and the Green Knight, and courtly love poetry, which was at the heart of a spiritual and social renaissance. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 331 Fantasy Literature: The Reality of the Imagination
We live in a time in which the world of fantasy has never been more popular. Everyone is aware of Tolkien’s Lord of the Rings and Rowling’s Harry Potter series, but fantasy literature goes back as far as recorded history. Homer’s The Odyssey is the stuff of pure fantasy, from one fantastic adventure to the next. The same can be said about Norse mythology, Beowulf, and the Arthurian tales of the Middle Ages. One starting point for fantasy is the Gothic stories of the late 18th and early 19th centuries, including Mary Shelley’s Frankenstein. In this course we will attempt to define fantasy, possibly breaking it into sub-genres, examine its core characteristics, and look at the genre historically while leaving time for reading some of the best contemporary fantasy. We may supplement our course with some excellent examples of fantasy from the world of film, time permitting. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 336 Shakespeare
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. Tragedy is the desire to aspire for perfection. 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) Prerequisite: WTG 192 or consent of the instructor
LIT 340 F. Scott Fitzgerald & Ernest Hemingway
During the 1920's of the previous century, F. Scott Fitzgerald and Ernest Hemingway were literary giants, rivals, and sometimes friends. They both helped to shape the expatriate movement in Paris and the Modernism movement in America. We will examine their relationship both biographically and in terms of the literature they created. We will read *The Great Gatsby* by Fitzgerald, *The Son Also Rises* and *A Farewell to Arms* by Hemingway, and a selection of short stories by each. (4 credits) Prerequisite: WTG192 or consent of the instructor

LIT 342 The Novels of Jane Austen: The Nature of Love
This course examines the forces that brought the most popular literary genre of modern times—the novel—into being. Jane Austen is hailed by her legions of admirers the greatest novelist in the English language. Austen wrote at the time when long literary works were taking on a definite shape that came to be known as the novel, a name that suggests the newness of the form. In this course, we will read Austen’s three best novels, *Pride and Prejudice, Emma, and Persuasion*, and we will look closely at those characteristics that shaped the most popular form of literature for going on three centuries. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 343 Gender Studies
What is gender? How do its biological, physiological, psychological, and sociological dimensions interact? What is performative gender, and in what ways do we all engage in it? How does gender influence culture, and how does culture influence gender? What role does gender play in history? How do the performative aspects of gender interact with identity, sexuality, economics, culture, and politics? What is the role of gender in literature? What can literature teach about expressions of LGBTQ+ lives and identities through time? How do people talk about gender, both historically and contemporarily? What is feminism, and how is it also good for men? Why does the issue of representation matter so much in shaping public rhetoric around gender and sexuality? How can literature build empathy for the lived experience of transgender individuals? How do feminist and LGBTQ+ literary theories influence the interpretation of historic and contemporary texts? Why is gender such a big deal, anyway? Come find out what great artists and thinkers have to say about these questions and more as we explore literature and literary theories involving gender. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 348 Modern British Literature: Of Time and Timelessness
“Make it New!” was the clarion cry of a whole generation of writers at the turn of the twentieth century. Poets, novelists, and dramatists all wanted to break with a past they saw as corrupt and outdated. Everything concerning content and form was up for grabs.
These explorers of the imagination began to investigate the previously uncharted dimensions of linguistic possibilities. One of their first choices was to take the attention of their audiences within. Modern European writers in all genres developed new literary techniques to express the deeper realities of consciousness at the basis of thought and human behavior. Combating the forces of urbanization, isolation, industrialization, and the decline of religion, such modern novelists as Forster, Woolf, Lawrence, and Joyce, and such poets as the French Symbolists, Yeats, Eliot, Thomas, and Auden took refuge in a transcendental vision of life. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 351 Modern American Literature: Transcending Boundaries
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) Prerequisite: WTG 192 or consent of the instructor

LIT 355 Asian Literature: The Spiritual Language of the East
Students will study literature from Eastern and/or Middle Eastern countries, including China, Japan, and Persia (Iran). Emphasis will be on those writers and texts that possess a profound understanding of spirituality or deep human values. Works may include Lao Tsu’s Tao de Ching, the writings of Chuang Tze, the Confucian Odes, T’ang poetry, the poetry of Kabir, Tagore, Rumi, and Hafiz. Novelists may include Murakami, Kawabata, Mishima, and Narayan. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 356 Contemporary Fiction: The Consciousness of the Here and Now
Over time, the artistic output of a specific generation gets codified and becomes representative of a generation. For example, Emerson, Thoreau, Poe, Hawthorne, and Melville became known as the foremost writers of American Romanticism in the mid19th Century. In the contemporary world, who will come to represent the first decades of the 21t century has yet to be determined. However, in this course, we will explore a number of writers who we may call the voices of the New Millennium, writers who speak in a language closest to our own. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 357 The Hero in Literature: Acting According to Nature
This course explores 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 exist in the modern world. Among the texts and themes we will look at are: The Odyssey: The Classical Hero; Beowulf: The Germanic Hero; Sir Gawain and the Green Knight: The Medieval Hero; Siddhartha: The Spiritual Hero; and The Bean Trees: The Feminine Hero. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 363 CCTS Film as Literature: The Image as Truth
Stories are as old as time, and they are told in every language from every culture. They are also found in different genres: the novel, the short story, drama, and narrative poetry, each with its own variety of techniques. Film is another narrative form also with its distinct language and its own technical forms. And just as we study plot, character, setting and point-of-view to better understand the craft and meaning of fiction, we study the use of light, the variety of shots, camera angles, and the mise-en-scène to understand the visual language of film. We also examine the contributions of the co-creators of a film: the screenwriter, the director, the cinematographer, the producer, the set designer, and the actors, to name a few. In this course, we will focus on films from the last decades of the 20th century and those from the present century, including Run Lola Run, Road to Perdition, Volver, The Descendants, White, Moonrise Kingdom, Stranger than Fiction, Three Billboards, The Shape of Water. We will also sample a few films by some of the world’s great directors from the golden age of cinema. (4 credits) Prerequisite: WTG 192 or consent of the instructor

LIT 368 Contemporary Film: The Creativity of the Present
In this course, we will watch a set of excellent films from the past three decades. Our focus will be on what makes a film art and not simply entertainment. We will regularly use standard film techniques and their variations, such as lighting, camera angles, mise-en-scène, and movement in discussing films, but we will also closely examine specific scenes to more deeply understand how films tell stories visually. We will consider such narrative elements as beginnings and endings, foreshadowing, character development, point-of-view, symbolic patterning. Some of the films we will watch may include: Wes Anderson’s Moonrise Kingdom, Yimou Zhang’s House of Flying Daggers, Krzysztof Kieslowski’s Red, Pedro Almodovar’s Women on the Verge of a Nervous Breakdown, Jean-Pierre Jeunet’s Micmacs, Alexander Payne’s The Descendants, The Cohen Brothers’ O’ Brother, Where Art Thou?, Tom Twyker’s The Princess and the Warrior, Jim Jarmusch’s Ghost Dog, and Luc Besson’s Lucy. (4 credits) Prerequisite: WTG 192 or consent of the instructor
LIT 371 The Lord of the Rings: *Unity in Diversity*
In the first half of the twentieth century, J.R.R. Tolkien, an Oxford Medieval and Linguistics Professor, wrote one of the great epics of modern times. *The Lord of the Rings* has become a literary phenomenon, a critical success, a cult classic, and an enormously popular novel sequence that has never fallen out of favor. Moreover, it has spawned a subsidiary industry that includes films, TV productions, games, toys, and LOR art. *The Lord of the Rings* has emerged as the quintessential fantasy/myth to which all modern myths pay homage, an archetypal tale that speaks to the heart of human beings on the very meaning and purpose of life. In this course, we will read the trilogy: *The Fellowship of the Ring, The Two Towers, and The Return of the King.* We will also consult the prequels to the trilogy, *The Silmarillion* and *The Hobbit.* When appropriate, we will look at scenes from Peter Jackson’s famous film sequence. (4 credits)
*Prerequisite:* WTG 192 or consent of the instructor

LIT 380 Seminar on Special Topics
Periodically, seminars on special topics are offered by visiting professors or resident faculty. This course may be repeated subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course. (4 credits) *Prerequisite:* WTG 192 or consent of the instructor

LIT 499 Directed Study in Literature
In a directed study in literature, students can explore a research topic in-depth under faculty guidance. The faculty mentor designs and agrees to the assignments, readings, and course content. (variable credits) *Prerequisites:* WTG 192, plus consent of the department chairs and the program director, plus consent of the Academic Standards Committee

Graduate Courses
*In-residency courses are marked with an asterisk and taught on the MUM campus. All other courses are taught online.*

The first residency starts with the heart of writing—the creative process itself. Poet Alan Shapiro said that writing allows us to focus on the “right here, right now, the deep joy of bringing the entire soul to bear upon a single act of concentration. In that extended moment, opposites cohere: the mind feels and the heart thinks, and receptivity is a form of fierce activity. Quotidian distinctions between mind and body, self and other, space and time, dissolve.” This class explores the inner world of the imagination and techniques to access the leaping mind. It asks questions such as: How do you break through writer’s
block and nourish creativity? Why is it essential to give yourself permission to experiment and make mistakes? Where do you find inspiration and how do you develop the healthy work habits of the professional poet/writer? There will be guest lectures about Bly’s poetics of the deep image and Lorca’s theory and play of duende—not labor, but the fuel of passion pulsing through a work. Guest faculty offer evening readings, teach master classes on various aspects of craft, and lead advanced workshops in three genres. Students also receive an orientation to the writing life—the profession of the poet or writer. (Required, 2 credits)

**CW 502 Residency 2**: Advanced Narrative—Transformational Storytelling in Fiction, Creative Nonfiction, and Poetry: The Story of Individuality and the Story of Eternity in One Glance
The second residency explores the role of storytelling in fiction, creative nonfiction, and poetry. In seminars, craft classes, panel discussions, and writing exercises, students explore the fundamentals of narrative—including character, plot, point of view, theme, style, and voice—with a special emphasis on transformational storytelling, the quest motif, and approaches to crafting works of lasting value. Master classes may cover the narrative poem; profluence in lyric prose; the fictionalized memoir; outlining, storyboarding, and the story arc; the Hero/Heroine’s Quest; how to develop a longer work (novel, memoir, or graphic novel); writing from life experience; and more. Guest faculty offer evening readings, teach master classes on various aspects of craft, and lead advanced workshops in three genres. (Required, 2 credits)

**CW 503 Residency 3**: Unwrapping Form—Lyric Association, Braiding, Borrowing, and Experimentation: Taking Fullness from Fullness, What Remains Is Fullness
The third residency explores form and the unwrapping of form in the genres of poetry, fiction, and creative nonfiction. Seminars and craft classes cover topics such as hybrids; borderlands between genres; fixed form versus open form poetry; graphic memoirs; sources and approaches; and profluence through association and theme. This residency also includes workshops on line break; Japanese minimalism and the image; the contemporary narrative poem; the lyric memoir or novella; and the lyric essay (including prose poem, braided essay, collage, and hermit-crab essay). Panels will be on the topics of experimentation, crossing genre, and breaking form. Guest faculty offer evening readings, teach master classes on various aspects of craft, and lead advanced workshops in three genres. (Required, 2 credits)

**CW 504 Residency 4**: The Writing Life: Turning Vision into Reality
The fourth residency is named after Annie Dillard’s famous text about the life of the writer, a mandatory addition to every student’s reading list. What do poets and writers
have to say about the writing life? In seminars, panel discussions, and workshops, poets and writers talk about their writing routine and creative process, giving students pointers for success. Students learn basics about journal and book publication, conference attendance, and career strategies. This residency includes a panel on cutting-edge developments in the publishing industry and the future of book publishing; a panel with agents and publishers (pending availability); a seminar on the value of corporate versus independent publishing houses; a workshop in book proposal writing; and several seminars and workshops on how to organize book-length manuscripts of poems, short stories, flash pieces, or essays into a cohesive collection. Guest faculty offer evening readings, teach master classes on various aspects of craft, and lead advanced workshops in three genres. (Required, 2 credits)

CW 505 Residency 5*: The Journey from Writer to Author: The Celebration of Action, Achievement, and Fulfillment
This capstone residency for graduating students discusses the journey of taking ideas from vision to fully realized books. Seminars and panel discussions deal with the questions that lie ahead after graduation: How do you carve out a career as a writer? How do you develop and finish your books? How do you find an agent and publisher? How do you deal with bills or rejections and still keep writing? How do you believe enough in yourself and your voice to birth your books into print? How do you market yourself once you have landed a publishing contract? The fifth and final residency offers a bolstering package of support for the writer embarking on the world. Graduating students teach a master class, give a public reading from their thesis, and celebrate their achievements. (Required, 1-2 credits)

CW 533 Every Page a Pulse—Imagine the Unimaginable, Say the Unsayable: Finding the Self Nearer than Breath, than Heartbeat (Mundaka Upanishad)
This online course is designed to deepen the creative process by exploring the leaping imagination, the ineffable force at the heart of all great writing. Master classes, readings, and creative assignments examine Bly’s poetics of the deep image, Rilke’s idea of the combinatorial nature of creativity, and Lorca’s “Theory and Play of the Duende,” teaching students how to mine rich and complex material that is “in their veins” and “surges up from the soles of their feet.” Interactive exercises help students write in an authentic voice. Lectures cover subjects such as writing about childhood, nature writing, the relationship between memory and time, metaphoric thinking, shifting and expanding point of view, witnessing and point of view, and the I/eye of poem or story. The course also touches on the transformational power of myth. (Required, 2 credits)
LIT 534 Literary Theory for the Creative Writer: The Whole Is Greater than the Sum of Its Parts
This online course explores the ways that literary theory and analysis are intrinsically relevant to the field of creative writing, enriching discussion, the workshop experience, and creative work. The class covers interpretation, authorial intention vs. reception and reader response, textuality and intertextuality, as well as assumptions about language and the manifold aspects of self and identity. Aim is to give insight into the history of literary traditions and help students examine through different lenses the genre(s) in which they themselves write, offering wider context. An in-depth examination of identity in poetry and prose questions social conditioning and assumptions. The course also looks at teaching methodologies of writing influenced by literary theory. (Required, 2 credits)

CW 541 Writing Pedagogy—The Theory of Teaching Creative Writing: Integrating Subjective and Objective Reality
This online course explores the theory, practice, and art of teaching creative writing, offering a theoretical and historical background to different conventional and cutting-edge pedagogies from the fields of creative writing and composition studies, examining innovative models of teaching creative writing not limited to the workshop model. The main focus is the creative process and the idea of writing and language as a means of personal expression. Students learn how to integrate the six levels of Bloom’s taxonomy in sample assessments and rubrics of learning objectives and outcomes. They create lesson plans and a syllabus, study methods of grading, plus structure a master class on a craft-related subject, which they will teach during the final (5th) residency of the program. Students are also required to write a statement of teaching philosophy. All of these materials are submitted in a Writing Pedagogy Portfolio. (Required, 2 credits)

CW 542 The Socially Conscious Writer—Writing Outreach: Finding Unity in Diversity
Poets and writers are the voice of the future. They have the power to transform and create community through empathy and inclusivity; they can bring about positive change in the world. However, perspective narrows if a writer views life through a singular, limited point of view (“the danger of the single story,” as novelist Chimamanda Adichie calls it). This online course explores ethical dilemmas and social values in the literary arts, stimulating social awareness and engagement. Themes include loss of voice and identity, erasure of memory, and exile from community. The class also teaches the value of listening to and celebrating marginalized voices; the empowerment of finding back voice and community; being an eye-witness, bearing witness, and developing witnessing by being rooted in the Self; the importance of adopting diverse perspectives as a poet/writer; and writing as a means to bring about healing and transformation. Culminating project is a writing outreach, where students have the opportunity to immerse in new perspectives,
plus use their skills in service of a cause they believe in their home communities. This outreach can serve as an internship or a teaching practicum. (Required, 2 credits)


This online course orients students to the profession of the poet/writer, covering such issues as work habits; the art of organizing and assembling a book; journal and book publication; job hunting; interviewing; the art of networking; and professional presentation through CVs, query letters, cover letters, pitching, and/or book proposals. How can you finish your books while paying your bills? How do you find an agent (or do you need one)? What publishing options do you have for your book, and what are the advantages of each? What smart strategies do professional poets/writers recommend in creating fulfilling careers in writing? In this class, students write a marketing plan for their thesis as a finished book. (Required, 2 credits)

**CW 544 The Writer Online—Social Media Marketing and Strategies: A Vision of Unbounded Possibility**

In today’s global world, writers have to know how to create a strong online platform so they can market themselves and their work effectively. This course teaches in-demand and innovative social media marketing skills and strategies that will promote career growth. The course gives an overview of habits, trends, and evolution in social media communications. Students are stimulated to think strategically so that they can mine creative opportunities. Lectures, discussions, and exercises focus on authentic communication, creating content, digital storytelling techniques, blogging, and branding. Students also learn technical skills such as website building, how to write content that performs well in social media, social analytics, viral campaigns, and how to elicit social media engagement. The final project is an Online Portfolio that includes a website, CV, various social media pages, and samples of (published) work. (Required, 2 credits)

**CW 560 Advanced Poetry Workshop: Cultivating the self and Self of the Poet**

This intimate Advanced Creative Writing mentorship offers full immersion in the craft and technique of poetry. Students write original poems and receive intensive feedback in one-on-one mentorship and online workshops with the aim of revising their work in-depth. The course is tailored to each student’s specific needs and may emphasize closed and/or open form poetry, cross genre hybrids, experimental and/or long form poetry, or whatever a student wishes to explore. Students submit four packets of work (new writing and revisions) per semester. Weekly or biweekly online craft classes cover subjects such as the deep image; metaphoric thinking; the art of line break; rhythm, repetition and/or metrics; unwrapping form; and more. Students work on their thesis project unless the mentorship is an elective. Poetry students can repeat this course. (4 credits) **Co-requisite:**
LIT 560, a complimentary Advanced Process Mentorship in the same genre. *Prerequisite:* Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director

**LIT 560 Advanced Process Mentorship in Poetry: A Vision of All Possibilities**

This course focuses on reading and craft analysis in the genre of poetry in support of a student’s creative work. In each monthly packet submitted to the mentor, students are required to include a bibliography, annotations in response to about half to a third of the readings, and an analysis essay exploring craft in a literary work. By the end of a semester, students will have compiled a reading list of 10 – 20 titles relevant to their own writing process. There are four packet exchanges with the mentor per semester. Poetry students can repeat this course. (2 credits) *Co-requisite:* CW 560, a complimentary Advanced Creative Writing Workshop in the same genre. *Prerequisite:* Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director

**CW 561 Advanced Fiction Workshop: Cultivating the self and Self of the Fiction Writer**

This intimate Advanced Creative Writing mentorship offers full immersion in the craft and technique of fiction. Students write original fiction and receive intensive feedback in one-on-one mentorship and online workshops with the aim of revising their work in-depth. The course is tailored to each student’s specific needs and may emphasize short story, flash fiction, novel, novella, and/or speculative fiction. Students submit four packets of work (new writing and revisions) per semester. Weekly or biweekly online craft classes cover subjects such as voice, setting, character, flashbacks, the art of dialogue, the narrative arc, multiple points of view, outlining, and more. Students work on their thesis project unless the mentorship is an elective. Fiction students can repeat this course. (4 credits) *Co-requisite:* LIT 561, a complimentary Advanced Process Mentorship in the same genre. *Prerequisite:* Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director

**LIT 561 Advanced Process Mentorship in Fiction—A Vision of All Possibilities**

This course focuses on reading and craft analysis in the genre of fiction in support of a student’s creative work. In each monthly packet submitted to the mentor, students are required to include a bibliography, annotations in response to about half to a third of the readings, and an analysis essay exploring craft in a literary work. By the end of the semester, students will have compiled a reading list of 10 – 20 titles relevant to their own writing process. There are four packet exchanges with the mentor per semester. Fiction students can repeat this course. (2 credits) *Co-requisite:* CW 561, a complimentary
Advanced Creative Writing Workshop in the same genre. Prerequisite: Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director.

**CW 562 Advanced Creative Nonfiction Workshop: Cultivating the self and Self of the Nonfiction Writer**
This intimate Advanced Creative Writing mentorship offers full immersion in the craft and technique of creative nonfiction. Students write original creative nonfiction and receive intensive feedback in one-on-one mentorship and online workshops with the aim of revising their work in-depth. The course is tailored to each student’s specific needs and may emphasize flash nonfiction, personal essay, and/or memoir. Students submit four packets of work (new writing and revisions) per semester. Weekly or biweekly online craft classes cover subjects such as hybrids, the lyric essay, drawing upon life experience, fictionalizing personal stories, setting, character, the art of dialogue, the narrative arc, profluence, flashbacks, framed stories, and more. Students work on their thesis project unless the mentorship is an elective. Creative nonfiction students can repeat this course. (4 credits) Co-requisite: LIT 562, a complimentary Advanced Process Mentorship in the same genre. Prerequisite: Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director.

**LIT 562 Advanced Process Mentorship in Creative Nonfiction: A Vision of All Possibilities**
This course focuses on reading and craft analysis in the genre of creative nonfiction in support of a student’s creative work. In each monthly packet submitted to the mentor, students are required to include a bibliography, annotations in response to about half to a third of the readings, and an analysis essay exploring craft in a literary work. By the end of the semester, students will have compiled a reading list of 10 – 20 titles relevant to their own writing process. There are four packet exchanges with the mentor per semester. Creative nonfiction students can repeat this course. (2 credits) Co-requisite: CW 562, a complimentary Advanced Creative Writing Workshop in the same genre. Prerequisite: Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director.

**CW 563 Advanced Multi Genre Workshop: Cultivating the self and Self of the Poet/Writer**
This intimate Advanced Creative Writing mentorship offers full immersion in the craft and technique of multiple genres. Students create original cross genre or multi genre work and receive intensive feedback in one-on-one mentorship and online workshops with the aim of revising their work in-depth. Students submit four packets of work (new
writing and revisions) per semester. Weekly or biweekly online craft classes are tailored to each student’s specific needs with the aim of stimulating the student’s creative work. The purpose of the Multi Genre Workshop is to give students room to explore unfamiliar and/or complimentary genres. Students develop an appreciation of the three core genres and an understanding of how these genres can cross-fertilize and intersect. Dual genre students can take this mentorship multiple times in order to work on their thesis project. For other students, the Multi Genre Workshop presents an opportunity to stretch boundaries and explore new possibilities as an elective. (4 credits) *Co-requisite:* LIT 563, a complimentary Advanced Process Mentorship in Multiple Genres. *Prerequisite:* Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director

**LIT 563 Advanced Process Mentorship in Multiple Genres: A Vision of All Possibilities**
This course focuses on reading and craft analysis in multiple genres in support of a student’s creative work with particular emphasis on the borderlands between genres, including cross genre and hybrid work. This course stretches boundaries, inspires new ideas, encourages experimentation, and gives students the opportunity to explore genres that are unfamiliar. In each monthly packet submitted to the mentor, students are required to include a bibliography, annotations in response to about half to a third of the readings, and an analysis essay exploring craft in a literary work. By the end of the semester, students will have compiled a reading list of 10 – 20 titles relevant to their own writing process. There are four packet exchanges with the mentor per semester. Dual genre students can repeat this course. (2 credits) *Co-requisite:* CW 563, a complimentary Advanced Multi Genre Workshop. *Prerequisite:* Students take mentorships in their chosen genre(s) of emphasis and are only allowed to enroll in elective mentorships with permission of the MFA Program Director

**LIT 573 Advanced Literature Mentorship**
For students who want an additional literature credit on their transcript in preparation for a teaching job in a university or community college English department, we offer an elective literature mentorship in the 5th semester that involves one-on-one immersion in a subject of choice. (2 credits) *Prerequisite:* LIT 593: Writing a Critical Introduction to the MFA Thesis, plus permission of the MFA Program Director as well as Professor Terry Fairchild, co-chair of the Dept. of English: Creative Writing and Literature

**CW 593 Advanced Creative Writing Workshop—MFA Thesis: The Self-Realization of the Poet/Writer**
In the fourth semester of study, all students enroll in the MFA Thesis, a semester of advanced mentorship designed to complete the MFA thesis, a book-length manuscript of
publishable quality. Students work one-on-one with their mentors, participate in intensive workshops, and engage in in-depth revision to finalize their drafts. Students are required to submit four packets of work during the semester. The MFA Thesis is always in the student’s genre of emphasis (dual genre for approved students only). This course can be repeated as “Extended MFA Thesis” in a fifth semester of study. (Required, 4 credits)  
Co-requisite: LIT 593: Writing a Critical Introduction to the MFA Thesis

**LIT 593 Advanced Process Mentorship—Writing a Critical Introduction to the MFA Thesis: Self-Referral Integration of Imagination and Intellect**

In the fourth semester of study, the Advanced Process Mentorship fully supports the completion of the MFA thesis. Instead of craft analysis and critical essays, students write a critical introduction to their thesis, giving their creative process and craft choices a literary and scholarly context. Students are expected to refer to ideas and techniques discussed in *The Flow of Consciousness* to enrich their explications. In each monthly packet, students include a draft of their introductions, then use mentor feedback for revision. The final draft should include MLA citations and a Works Cited page. (Required, 2 credits) Co-requisite: CW 593: MFA Thesis

**CW 594 Advanced Creative Writing Mentorship—Extended MFA Thesis: The Self-Realization of the Poet/Writer**

For students who need extra time and support to complete their thesis, we offer the Extended MFA Thesis mentorship. Dual genre students may opt to enroll in the Extended MFA Thesis in order to immerse more deeply in their second genre of emphasis. Extended MFA Thesis is the same course as the MFA Thesis but may be taught by a different mentor. It can only be taken in the 5th (or sometimes the 6th) semester of the program and is an elective. (4 credits) Prerequisites: CW 593: MFA Thesis and LIT 593: Writing a Critical Introduction to the MFA Thesis

**STC 505 Science and Technology of Consciousness Applied to the Creative Process, Part 1**

This first year STC course for the MFA in Creative Writing offers a general introduction to Consciousness-Based Education, exploring a new paradigm in which consciousness is primary. Principles of consciousness are examined through personal experience and scientific inquiry, plus considered in the context of mythology and literature—all with the aim of helping students unfold their own creative potential as poets and writers. In addition, this introductory course offers support with the practice of the Transcendental Meditation technique, plus an introduction to Maharishi yoga asanas and various healthy self-care routines beneficial to the writing life. Please note that STC 505 credits don’t add toward the MFA in Creative Writing’s graduation requirements. (Required for MFA in CW students new to STC, 2 credits)
STC 509 Science and Technology of Consciousness Applied to the Creative Process, Part 2

This second year STC course for the MFA in Creative Writing delves more deeply into the relationship between consciousness and the creative process, helping students fine-tune their creative intuition. Accessing the most profound layers of oneself enhances the writing life, making it easier for poets and writers to problem-solve, leap to surprising and fresh associations, stay in the flow, adopt a sustainable writing routine, and find their authentic voice. Principles of consciousness are examined in-depth, both through personal experience and intellectual inquiry. Interactive assignments, readings, and exercises explore creative approaches to help students develop their full potential as poets and writers. The course also offers regular checkings and continued support for the practice of the Transcendental Meditation technique. Please note that STC 509 credits don’t add toward the MFA in Creative Writing’s graduation requirements. (Required for MFA in CW students new to STC, 2 credits)

STC 510 The Writer and the Self—Consciousness and Creative Process: Tracking the Path of Transcending

This online course offers students a deep immersion in their own unbounded creative nature. Consciousness and creativity form the perfect foundation for a prolific writing life. Students track the path of transcending through the practice of Transcendental Meditation as well as through writing, reading, and creative process. Every component of the course nudges students to open the faucets of creativity and rediscover the joy and bliss inherent in creative expression. This involves making mistakes, trying, and experimenting without self-censorship or push for perfection. Interactive assignments are designed to inspire a self-reliant, sustainable creative routine as well as a nourishing, authentic relationship between self, Self, and Muse. This course includes refresher knowledge about the practice of the Transcendental Meditation technique and the process of transcending geared toward each student’s level of experience. (Required, 2 credits)

STC 511 Literature and the Self—Literary Techniques that Expand Awareness: The Spontaneous Outburst of Both the Heart and the Mind of the Poet/Writer

This online course examines consciousness through a literary lens, making connections between the craft of writing and the self and Self of the poet/writer. Textbook for the course is *The Flow of Consciousness*, a compilation of talks by Maharishi Mahesh Yogi on literature, writing, and consciousness edited by Rhoda Orme-Johnson and Susan Andersen. Seminars, readings, and interactive writing assignments explore literary techniques that poets and writers use to culture expansion of awareness: how sound offers a framework for silence; how rhythm and repetition push the mind to transcend; the
function of the gap (white space, pause, cesura); the relationship between name and form, and more. (Required, 2 credits)
INTRODUCTION

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

The program follows the innovative and effective Focal Skills Approach to English language acquisition. The Focal Skills Approach allows language skills to build on one another naturally in a series of sequenced learning modules. There are four learning modules: Focus on Listening, Focus on Reading, Focus on Writing, and Advanced Integration. Students are tested upon entry into the program and then placed in the module best suited to their current level of English. Students are retested every four weeks and given the opportunity to advance to the next module.

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

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Certificate in English as a Second Language

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

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

Undergraduate Elective Credit

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

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

COURSES

ESL 001 English as a Second Lang Orientation
During the Orientation to ESL, students explore all aspects of MIU’s ESL program. Each student's skill in reading, listening, writing and speaking is thoroughly tested. These test results, along with a consideration of the student's interests and English learning goals are used to customize and put into practice an individual learning plan that will guide the student during the following weeks and months in ESL. This ensures that each student reaches his or her English learning goals as quickly and efficiently as possible.

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

During this module, students dedicate most of their class and study time to improving their ability to understand normal spoken English using classroom exercises, movies and audio books. They also improve their reading and speaking abilities during this module. Students repeat this module until they achieve a comprehension score of 60 or higher on the listening placement test. Prerequisite: Admission to the MIU ESL program
ESL 021 Module 2 — Focus on Reading 1
ESL 022 Module 2 — Focus on Reading 2
ESL 023 Module 2 — Focus on Reading 3
ESL 024 Module 2 — Focus on Reading 4
Students skip this module if they receive a comprehension score of 60 or better on the reading placement test.

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

ESL 031 Module 3 — Focus on Writing 1
ESL 032 Module 3 — Focus on Writing 2
ESL 033 Module 3 — Focus on Writing 3
ESL 034 Module 3 — Focus on Writing 4
Students skip this module if they receive a score of 70 or better on the writing placement test.

Students entering this module have attained an intermediate level of listening and reading ability. The purpose of this module is to develop the student's ability to write clear, grammatically correct sentences and paragraphs in English. While this is not a composition class, the basic elements of good writing are discussed and practiced. Students continue to develop their vocabulary, reading, listening, and speaking abilities in this class. Students repeat this module until they achieve a passing score of 70 on the writing placement test. Depending on enrollment, this module and the reading module may be combined into a single class. Prerequisite: a comprehension score of 60 on the listening and reading placement tests.
In the advanced module, students combine the skills of reading, listening, writing, and speaking, to develop the level of advanced English and cultural awareness necessary to achieve success in their future academic classes, in a business environment, or in life. Through the use of authentic materials, students refine their ability to understand college-level lectures, academic and business presentations, and to read and comprehend college textbooks and newspapers, write college-level essays and official correspondence, give effective presentations, and actively participate in discussions on professional and academic topics.

The number of months a student spends in this module depends on a student's goals. Students who wish to apply to one of MIU's academic programs should refer to the English level requirements for their particular program. Prerequisites: a score of 60 or better on the listening and reading tests and a score of 70 or better on the writing placement test.
The Department of Maharishi Vedic Science provides the systematic knowledge and experience of pure consciousness, Ātmā, the Self of every individual, as brought to light by Maharishi Mahesh Yogi. This unmanifest self-referral field of pure intelligence at the basis of the thinking process is the source of all thought and action. As explained in the Veda and Vedic Literature and confirmed by modern physics, it is the non-changing field of order and intelligence at the basis of the universe — the unified field of natural law. Maharishi Vedic Science explains how this underlying unity unfolds into the diversity of life and offers practical technologies for reconnecting each individual to the source of order and harmony within. The study of Maharishi Vedic Science develops the full potential of the knower and lays the foundation for complete knowledge of any discipline, while it fosters evolution to higher states of consciousness and progressive and fulfilling action and accomplishment in life.

The Department of Maharishi Vedic Science meets its responsibilities in three ways:
1) It offers bachelor’s and master’s degrees, an undergraduate minor, and an undergraduate certificate in Consciousness and Human Potential, a master’s degree in Reading Vedic Literature, and a doctoral degree in Maharishi Vedic Science.

2) In addition, the department coordinates instruction in the Transcendental Meditation and TM-Sidhi programs and special programs in the study of Maharishi Vedic Science.

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

**Maharishi Vedic Science**

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

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

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

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

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

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

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

Consciousness and Human Potential
The degrees in consciousness and human potential address questions about the nature and range of individual consciousness from the perspective of modern science and from the perspective of Maharishi Vedic Science. Discussions of the full range of life are supported by direct experience and understanding of pure consciousness, the inner intelligence at the basis of every individual and the entire universe.

Programs Offered by the Department of Maharishi Vedic Science
The Department of Maharishi Vedic Science offers the following programs:

• BA in Consciousness and Human Potential
• BA in Consciousness and Human Potential for students who are already teachers of the Transcendental Meditation program
• Minor in Consciousness and Human Potential
• Undergraduate Certificate in Consciousness and Human Potential
• MA in Consciousness and Human Potential — in three formats:
A 2-semester program — mid-August to June of the next year — when taken in the day program class schedule (meeting 5 1/2 days per week, 4 weeks per 4-credit course); or

- a 3-year program — when taken on the evening/weekend program schedule (meeting several times a week, 12 weeks per 4-credit course, three courses per year and three years in total); or

- a 3-year distance education program — when taken online (two 10-week 4-credit courses per semester, three years in total)

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

- Specialization in Advanced Maharishi Vedic Science
- Specialization in Physiology and Health
- Specialization in Reading the Vedic Literature
- Specialization in Maharishi Gandharva Veda
- Specialization in Maharishi Vedic Technologies
- Specialization in Educational Applications of Maharishi Vedic Science
- Specialization in TM Teacher Training.

- MA in Reading the Vedic Literature — A 3-year program plus the capstone. It is taught on an evening/weekend schedule (meeting several times a week, 12 weeks per 4-credit course).

- PhD in Maharishi Vedic Science — One year of course work (meeting 5 ½ days per week) followed by a dissertation proposal (up to 1 ½ years) and research (up to 5 ½ years).

**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 recorded lectures by Maharishi on the Science of Creative Intelligence and Maharishi Vedic Science
- Study of the full range of all aspects of the Vedic literature in light of descriptions by Maharishi and Tony Nader, MD, PhD, including Veda, Vedāṅga, Upāṅga, Upaveda, Itihāsa, Purāṇa, Smṛiti, Brāhmaṇa, and Prātishākhya
- Experience of the correct pronunciation of Sanskrit and the ability to read Sanskrit, which Maharishi has described as the language of nature
• Exploration of the scientific character of Maharishi’s knowledge, including the basic research methods of modern science and its objective verification of Maharishi Vedic Science

• Investigation of the principal theoretical research tools of Maharishi Vedic Science and the Science of Creative Intelligence, including Unified Field and Richo Akshare Charts

• Development of communication skills in Maharishi Vedic Science with emphasis on writing and speaking skills.

The Bachelor of Arts Degree

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

• Study of source documents in Maharishi Vedic Science with emphasis on the Bhagavad Gītā, The Science of Being and Art of Living, and Vedic Knowledge for Everyone

• Development of writing and speaking skills as students apply principles of consciousness and human potential to the areas of health, education, management, and rehabilitation

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

The MA in Consciousness and Human Potential

In this program the nature and range of individual consciousness are studied from the perspective of modern science and from the perspective of Maharishi Vedic Science. In addition, students gain direct experience of their universal nature through procedures such as the Transcendental Meditation® technique, Maharishi YogaSM asanas, reading Vedic literature in Sanskrit, self-pulse reading—all as part of a transformative daily routine. Deeper inner experiences give a new platform to understand theoretical discussions of the full range of consciousness.

It is offered in three formats: a one-year (two-semester) 5½ days/week format, a three-year evening/weekend format, and a three-year online distance education format. The themes of knowledge include brain and consciousness, human development, self-referral, the mechanics of creation, Maharishi’s Apaurusheya Bhāshya of Rik Veda, and the Veda and Vedic literature in human physiology.
Following the coursework, students can take one year of additional courses in specified areas of Maharishi Vedic Science for a specialization.

**The MA in Reading the Vedic Literature**

In the MA in Reading the Vedic Literature, students read selected branches of the Vedic Literature in the original Devanāgarī script for their sound value—the traditional method of studying the Vedic Literature—and integrate their experiences with knowledge about the Vedic Literature and Maharishi Vedic Science. The purpose of this program is for students to:

- Accelerate growth toward higher states of consciousness as described by Maharishi
- Enliven the qualities of consciousness embodied by selected branches of the Vedic Literature
- Identify patterns of experience during their reading of the Vedic Literature
- Continue their practice of the Transcendental Meditation technique in the most supportive environment and, for most students, the collective practice of the TM-Sidhi program in a large group

**Special features of the MA in Reading the Vedic Literature:**

- Each course is experiential, based on the student’s reading of the Vedic Literature in Devanāgarī for its sound value
- Students have the effects of their reading evaluated objectively by the Center for Brain, Consciousness, and Cognition
- Students enjoy videotaped talks by Maharishi on the Vedic Literature

The length of each course is 12 weeks. Students take three courses each year and can complete the MA in 3 ½ years.

**Intern option:**

One option that might be possible for a student with need is an internship the University could offer evening/weekend students while pursuing their master’s degree. In this option, students are placed in an administrative or academic position on the University campus. The full intern package includes: tuition, on-campus housing, meals, health insurance, and a monthly stipend. *The intern program requires a separate application form.*
The PhD Degree

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

Undergraduate Certificate in Consciousness and Human Potential

The certificate program allows students to take courses in the Consciousness and Human Potential curriculum before entering the full program of study. It offers the opportunity to take a sample of courses in the Consciousness and Human Potential program (four courses). It also assesses students’ ability to perform well in an academic setting, which will strengthen their application to the full-time program.

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

The Department of Maharishi Vedic Science offers instruction in the practice of the Transcendental Meditation technique (offered separately or as part of the Science and Technology of Consciousness courses STC 108, STC 508, and the Science of Creative Intelligence course FOR 500) and the TM-Sidhi program (MVS 331 and MVS 332), available for additional cost beyond the regular tuition charges.

Bachelor of Arts in Consciousness and Human Potential

Entrance Requirements

Before entering the major in Consciousness and Human Potential, students must complete WTG 192.

Graduation Requirements

To graduate with a BA in Consciousness and Human Potential, students must successfully complete all general requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”)

Degree requirements for this major are 52 credits of coursework as listed below.
32 credits of required courses:
• MVS 210 The Dynamics of Consciousness as the Vedic Literature (4 credits)
• MVS 227 Personal Growth of Consciousness (4 credits)
• MVS 241 Models of Human Development (4 credits)
• MVS 302 Dharma: Insights from Maharishi’s commentary on the Bhagavad Gita (4 credits)
• MVS 309 Social Transformation and World Peace (4 credits)
• MVS 370 Yoga: Theory and Practice (4 credits)
• MVS 391 Senior Writing and Speaking Project (total of 8 credits)

plus at least 20 credits from the following courses:
• MVS 102 Sanskrit: The Language of Nature (4 credits)
• MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness (this course substitutes for the Higher States of Consciousness general education requirement) (4 credits)
• MVS 226 Buddhism, Taoism, and Confucianism
• MVS 240 EEG, Brain and Enlightenment (4 credits)
• MVS 300 Science of Being (4 credits)
• Any two of the following three courses:
  • MVS 321 Reading the Vedic Literature: Upānga (4 credits)
  • MVS 322 Reading the Vedic Literature: Upa-Veda (4 credits)
  • MVS 323 Reading the Vedic Literature: Brāhmaṇa (4 credits)
• MVS 331/332 TM-Sidhi Program (4 credits)
• MVS 485 Rotating University (6 credits)
• MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
• MVS 493 Transcendental Meditation Program Teacher Training Program Fieldwork Internship (8 credits)
• PH 260 Maharishi Self-Pulse Reading (4 credits)
• PH 262 Diet, Digestion, and Nutrition (4 credits)
• PH 263 Maharishi Yoga Āsanas (4 credits)
• PHYS 297 Philosophy of Science (4 credits)

Note: MVS 490 and MVS 493 are generally taken after all other course work for the bachelor’s degree has been completed. Choosing these courses does not guarantee that the student will be accepted to attend them. For more information, refer to the course descriptions in the COURSES section below.
BACHELOR OF ARTS IN CONSCIOUSNESS AND HUMAN POTENTIAL FOR TEACHERS OF THE TRANSCENDENTAL MEDITATION TECHNIQUE

Entrance Requirements

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

Graduation Requirements

To graduate with a BA in Consciousness and Human Potential for Teachers of the Transcendental Meditation Technique, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The requirements for the major are 52 credits of course work as follows:

16 credits from the following:
• MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
• MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Internship (up to 4 credits)
• MVS 497 Transcendental Meditation Program Teacher Training Program Research Internship (up to 4 credits)

plus 32 credits of the following:
• MVS 210 The Dynamics of Consciousness as the Vedic Literature (4 credits)
• MVS 227 Personal Growth of Consciousness (4 credits)
• MVS 241 Models of Human Development (4 credits)
• MVS 302 Dharma: Insights from Maharishi’s commentary on the Bhagavad Gita (4 credits)
• MVS 309 Social Transformation and World Peace (4 credits)
• MVS 370 Inner State of Yoga for Fulfillment in Life (4 credits)
• MVS 391 Senior Writing and Speaking Project (total of 8 credits)

plus 4 credits from the following:
• MVS 102 Sanskrit: The Language of Nature (4 credits)
• MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness (4 credits) This course substitutes for the Higher States of Consciousness general education requirement
• MVS 240 EEG, Brain and Enlightenment (4 credits)
• MVS 300 Science of Being (4 credits)
• Any two of the following three courses:
  o MVS 321 Reading the Vedic Literature: Upānga (4 credits)
  o MVS 322 Reading the Vedic Literature: Upa-Veda (4 credits)
  o MVS 323 Reading the Vedic Literature: Brāhmaṇa (4 credits)
• MVS 331/332 TM-Sidhi Program (4 credits)
• MVS 485 Rotating University (6 credits)
• PH 260 Maharishi Self-Pulse Reading (4 credits)
• PH 262 Diet, Digestion, and Nutrition (4 credits)
• PH 263 Maharishi Yoga Āsanas (4 credits)
• PHYS 297 Philosophy of Science (4 credits)

MINOR IN CONSCIOUSNESS AND HUMAN POTENTIAL

To graduate with a minor in Consciousness and Human Potential, students must successfully complete any four (16 credits) courses in Maharishi Vedic Science numbered higher than MVS 202, or any three plus MVS 102 Sanskrit: The Language of Nature.

UNDERGRADUATE CERTIFICATE IN CONSCIOUSNESS AND HUMAN POTENTIAL

Any student with a high school diploma and a GPA of 2.5 is eligible to apply for a Certificate in Consciousness and Human Potential.

To receive a certificate in Consciousness and Human Potential, students must complete 18 credits as follows:
• STC 108 (6 credits)
• Any 3 undergraduate MVS courses (12 credits)

CONCENTRATION IN TEACHING THE TRANSCENDENTAL MEDITATION PROGRAM

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

• MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
MASTER OF ARTS IN CONSCIOUSNESS AND HUMAN POTENTIAL

Entrance Requirements

For entrance to the MA in Consciousness and Human Potential program students must hold a bachelor’s degree.

Transcendental Meditation practice is integral to each of the three delivery modalities of the MA in Consciousness and Human Potential.

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

Note: For students whose first language is not English, a minimum TOEFL score is required for entrance into this program: TOEFL iBT 100, IELTS 7.0, and PTE 65.

Graduation Requirements

In order to qualify for the degree MA in Consciousness and Human Potential, students must successfully complete all requirements for the master’s degree (please refer to “Degree Requirements” in “Academic Policies.”) Additionally, students are encouraged to take advantage of regular retreats either at MIU or in their local centers.

Degree Requirements: at least 40 credits of the following courses:

- SCI 500 Science of Creative Intelligence or STC 508 Science and Technology of Consciousness (4 credits)
- MVS 504 Physiology, Consciousness, and Veda (4 credits)
- MVS 509 Philosophy of Action (4 credits), or MVS 510 Bhagavad-Gītā (Chapters 1-3) (4 credits) and MVS 511 Bhagavad-Gītā (Chapters 4-6) (4 credits)
• MVS 516 Science of Being (2-4 credits)
• MVS 525 Sanskrit: The Language of Nature 1, or MVS 526 Sanskrit: The Language of Nature 2 (4 credits)
• MVS 529 Philosophy of Yoga (4 credits)
• MVS 540 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness (2-4 credits)
• MVS 544 Maharishi Vedic Science in Physics (4 credits)
• MVS 552 Enlightenment: States of Higher Development in Maharishi Vedic Science (4 credits)
• MVS 555 Collective Consciousness and Leadership (4 credits)
• MVS 570 Checking and Lecturing (variable units) Prerequisite: consent of instructor
• MVS 585 Capstone — Celebrating Perfection in Education (4-6 credits)

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

• MVS 480 Topics in Maharishi Vedic Science (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)
• MVS 534 Readings in Vedic Literature (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course). Students will experience extended practice of the TM-Sidhi program and read the Vedic literature.
• MVS 581 Applied Research in Maharishi Vedic Science (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course). Students will apply the knowledge they have gained in their undergraduate work to an area in society.

An elective in all three delivery modes is the foreign-study course:
• MVS 485 Rotating University (6 credits)

MASTER OF ARTS IN READING THE VEDIC LITERATURE

Entrance Requirements

For entrance into the MA in Reading the Vedic Literature, applicants must:
Hold a bachelor’s degree. Applicants without a bachelor’s degree may be considered if they can show a bachelor’s equivalent;

Have a background in Maharishi Vedic Science and be able to read the Devanāgarī script proficiently with proper pronunciation. Applicants can refresh their skills of reading Devanāgarī through an MIU online interactive language laboratory;

Be regularly practicing the Transcendental Meditation program (and the TM-Sidhi program for those who have taken the course);

Complete MIU checklists with an admissions counselor for general entrance requirements;

An essay on Maharishi Vedic Science may be required of some applicants.

Note: For students whose first language is not English, a minimum TOEFL score is required for entrance into this program: TOEFL iBT 100, IELTS 7.0, and PTE 65.

**Graduation Requirements**

In order to qualify for the degree of MA in Reading the Vedic Literature, students must successfully complete all requirements for the master’s degree. (Please refer to “Degree” in “Academic Policies.” Note, however, that students in this program aren’t required to take FOR 500 or other Forest Academy courses.) In addition, students must complete 44 credits of coursework. (Students can test out of MVS 5000 by speaking with the program director):

- MVS 5000 Introduction to Reading the Vedic Literature (2-4 credits)
- MVS 5001 Shikshā: Enlivening the Expressing Quality of Pure Intelligence (4 credits)
- MVS 5002 Jyotish: Enlivening the All-Knowing Quality of Intelligence (4 credits)
- MVS 5003 Yoga: Enlivening the Unifying Quality of Intelligence (4 credits)
- MVS 5004 Vedānt: Enlivening the Lively Absolute Quality of Intelligence (4 credits)
- MVS 5005 Sthāpatya Veda: Enlivening the Establishing Quality of Pure Intelligence (4 credits)
- MVS 5006 Charak Saṁhitā: Enlivening the Balancing Quality of Intelligence (4 credits)
- MVS 5007 Upanishad: Enlivening the Transcending Quality of Intelligence (4 credits)
- MVS 5008 Itihās: Enlivening the Blossoming of Totality Quality of Intelligence (4 credits)
- MVS 5009 Purāṇ: Enlivening the Ancient and Eternal Quality of Intelligence (4 credits)
- MVS 5010 Capstone Thesis on the Effects of Reading the Vedic Literature (4-6 credits)
SPECIALIZATIONS IN THE MA IN CONSCIOUSNESS AND HUMAN POTENTIAL

Students in the MA in Consciousness and Human Potential may add a specialization to their degree by completing additional coursework in one of the following areas:

Specialization in Advanced Maharishi Vedic Science

18–36 credits of coursework in classes that were not taken for the MA in CHP or MA in MVS or have been significantly reformulated with new books and materials since they were taken, or MVS 520 Advanced Studies in Maharishi Vedic Science

Specialization in Physiology and Health

18–36 credits of graduate courses in Physiology and Health

Specialization in Reading the Vedic Literature

18–36 credits of coursework selected from the following:
• MVS 525 Sanskrit: The Language of Nature 1
• MVS 526 Sanskrit: The Language of Nature 2
• MVS 527 Advanced Sanskrit
• MVS 534 Readings in Vedic Literature

Practicum Specialization

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

Specialization in Maharishi Vedic Technologies

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

Specialization in Educational Applications of Maharishi Vedic Science

18–36 credits of:
• MVS 581 Applied Research in Maharishi Vedic Science

Specialization in TM Teacher Training

(Students who have successfully completed the TM Teacher Training course before they take the MA courses, will automatically graduate with a specialization in TM Teacher Training)
• MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
• MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Practicum (8 credits)

PHD IN MAHARISHI VEDIC SCIENCE

Entrance Requirements

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

Students entering the program must be practicing the TM-Sidhi program for at least one year, hold a Master of Arts degree in Consciousness and Human Potential or in 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. Students deepen their experiences of higher states of consciousness, gain a fuller grasp of principles of Maharishi Vedic Science, and refine their presentation and teaching skills. Students may choose to research and write a dissertation in one of the following: (1) Reading Vedic Literature in Sanskrit, (2) Applications of Maharishi Vedic Science to Society, (3) Modern Science and Maharishi Vedic Science, (4) Research in Higher States of Consciousness, or (5) Exploration of the Principles of Maharishi Vedic Science in the Vedic literature.
**Graduation Requirements**

Students must meet university requirements for a PhD degree (please refer to “Requirements for a Doctoral Degree” under “Academic Policies”). The Core Curriculum consists of 46 credits selected by the faculty from the following courses:

**YEAR 1**
- FOR 591 Advanced Topics in Maharishi Vedic Science (2 credits)
- MVS 601 Special Topics: Critical Thinking (2 credits)
- MVS 604 Bhagavad-Gītā 7 and 8 (4 credits)
- MVS 605: Seminar on Philosophy of Science and Scientific Research on Maharishi’s Technologies of Consciousness (4 credits)
- MVS 611 Research Methods: Learning the Self-Referral, Self-Correcting Nature of Science (4 credits)
- MVS 620 Writing (6 credits)
- MVS 630 Ramayana and the Human Physiology (2 credits)
- MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality (2 credits)
- MVS 672 Mastering Veda and Vedic Literature in Human Physiology (4 credits)
- MVS 674 Peace-Creating Professionals: Applying Maharishi Vedic Science to Society (4 credits)
- MVS 680 Maharishi Vedic Science Seminar (1 credit per semester)
- MVS 691 Preparation for the Qualifying Examination: Synthesizing and Expressing Total Knowledge (6 credits)

Upon successful completion of this core curriculum, students are advanced to candidate status and begin work in their dissertation proposal. They have seven years from finishing the qualifying exams to complete and defend their proposal and dissertation.

**YEAR 2**
- MVS 695 Faculty Development Seminar (2-4 credits)
- MVS 700 Dissertation Proposal (12 credits)

Upon successful completion of these courses, which culminates with the defense of their written proposal, students advance to the PhD researcher status and then enroll in MVS 701 Original Research and Dissertation Preparation.

The PhD degree is awarded to a PhD researcher once the following steps have been completed:
- Presentation of the dissertation findings in a formal lecture with an open public forum for discussion
• Acceptance of the dissertation by the Graduate School and the Library
• Certification by the graduate faculty of the student’s continuing exemplification of the highest standards of holistic development.

COURSES

Undergraduate Courses

MVS 102 Sanskrit: The Language of Nature
Reading the Vedic Literature in the Sanskrit script is a technology of Maharishi’s Science and Technology of Consciousness for enhancing the development of higher states of consciousness. In this course, students learn to read the Vedic Literature in the original Sanskrit for its sound value and discover how this practice strengthens brain functioning. Students also learn the basic principles of Maharishi’s Science and Technology of Consciousness, 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. (4 credits)

MVS 108 Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge). Students not yet instructed in the Transcendental Meditation program learn this simple, effortless technique as part of the SCI course. (4–6 credits)

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

**Prerequisite:** taken during students’ first semester, or with consent of the Department faculty

**MVS 201 Full Range of Consciousness**

This course explores the full range of consciousness beginning with conscious experience of thoughts and outer objects and ending with the experience of pure consciousness as a fundamental field. Students study leading models of consciousness in modern science and compare them to the integrated model of consciousness in the Science and Technology of Consciousness articulated by Maharishi Mahesh Yogi which defines seven states of consciousness. (4 credits)

**MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness**

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

**MVS 208 Fundamentals of Maharishi Vedic Science: Atma and Veda — the Self-Referral Dynamics of Consciousness Underlying the Individual and the Universe**

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

**MVS 210 The Dynamics of Consciousness as the Vedic Literature**

Is human knowledge inevitably partial or can we fathom complete knowledge? How are insights of ancient seers into the nature of reality relevant to our contemporary lives? This course examines questions such as these in light of Maharishi Vedic Science (“Vedic” is from “Veda,” meaning knowledge). Students learn about Vedic literature — including Yoga, Vedanta, and the Upanishads — in light of the direct experience of consciousness. From time immemorial, Vedic literature has been studied for its enlightening wisdom; this course explores Maharishi’s unified structure of Vedic literature as the dynamics of consciousness knowing itself. Qualities of consciousness — such as expanding, unifying, and analyzing — are explored in the branches of Vedic literature, in human physiology and in the structure of the universe. *This is a writing intensive course.* (4 credits)

*Prerequisite:* WTG 192

**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)

**MVS 227 Personal Growth of Consciousness (4 credits)**

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

**MVS 240 EEG, Brain, and Enlightenment: Brain Functioning Underlies Conscious Processing, States of Consciousness, and Enlightenment**

Brain functioning underlies conscious processing, states of consciousness, and enlightenment. Students will learn how to record EEG (brain waves) and other physiological measures (breath rate, heart rate, and skin conductance), will learn the brain
signatures of the practice of the Transcendental Meditation technique and of higher states of consciousness, and will conduct original research testing a research question that they generate during the course. (4 credits) Prerequisite: PH 101

MVS 241 Models of Development: Frontiers of Human Potential
This course will explore models of human development across the lifespan. You will examine Piaget’s model of cognitive development; Loevinger and Cook-Greuter’s models of ego or self-development; Kohlberg’s model of moral development; and the Science and Technology of Consciousness of Maharishi Mahesh Yogi. (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 302 Dharma: Insights from Maharishi’s commentary on the Bhagavad Gita
What action in life is best for your personal development — your “Dharma”? How does this relate to family, social, and global responsibilities? How do we make the right decisions for ourselves and others, and act in a way that is enjoyable, not stressful and exhausting? This course studies timeless questions and dilemmas such as these, discussed in the Bhagavad-Gita — using as a guide Maharishi Mahesh Yogi’s translation of and commentary on chapters one to six. (4 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 308 Verifying a New Paradigm of Human Potential: Research Design and Methodology in Light of Transcendental Meditation Program Outcomes
This course reviews contemporary methods of research design and methodology, and issues from the philosophy of science, in light of fifty years of research on the Transcendental Meditation and TM-Sidhi programs. These precise, systematic, and effective programs for developing human consciousness open up new frontiers of researching mental potential, brain functioning, health, behavior, education, and social relationships. This course develops your ability to evaluate and explain research design
and methodology – skills that can be transferred to a wide range of applications. (4 credits)

**MVS 309 Social Transformation and World Peace (4 credits)**

Course participants study how Maharishi applied the ancient knowledge of Yoga technologies to create contemporary solutions for world peace. This includes a focus on the principles of and published scientific research on creating coherence in collective consciousness. There is an in-depth review of Maharishi’s historic unfoldment of this knowledge from 1960 to current strategies to create permanent world peace in this generation. By way of comparison, there is also a brief review of other peace-creating strategies. The course includes both theoretical understanding and direct experience of peace-creating programs, with emphasis on the relationship of personal inner peace and peace creation in the public domain. (4 credits)

**MVS 312 Field Experience: Applying the Principles You Have Learned to Improve Quality of Life in Society**

During this course students will work on campus or in nonprofit educational institutions authorized to hold courses in the Transcendental Meditation technique. Students will help organize courses, apply their lecture and/or checking skills, and help with expansion projects for these institutions. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) *Prerequisite:* consent of the instructor

**MVS 321 Reading the Vedic Literature: Upanga**

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

**MVS 322 Reading the Vedic Literature: Upa-Veda**

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

**MVS 323 Reading the Vedic Literature: Brahmana**

During this course, students will read the classical texts of Vedic Literature in the Devanāgarī script. The texts are read for the sound value, enjoying benefits in consciousness and in physiology. Students will begin this course with a major division of the Vedic literature. (4 credits) *Prerequisites:* MVS 102 and permission of the instructor
MVS 327 Personal Growth of Consciousness
In this course students learn about and practice a range of Vedic technologies to maximize personal growth of consciousness, including a seven-day retreat, Maharishi’s videotaped lectures, training in physical health and fitness, group-building projects, and a class-agreed daily routine protocol. In addition, we will explore Maharishi AyurVeda diet and cooking, some simple self-administered Panchakarma therapies, Maharishi Gandharva music, and artistic expression — writing, music, drawing, and painting. There will be a capstone project to integrate knowledge and experiences gained during the course. (4 credits)

MVS 331 TM-Sidhi Program
MVS 332 TM-Sidhi Program
The Transcendental Meditation Sidhi® (TM-Sidhi®) program is a simple, natural, effortless set of procedures that accelerate the personal growth gained from the Transcendental Meditation technique. The TM-Sidhi program is designed to accelerate the growth of creativity, learning ability, physical health, and psychological well-being that TM technique practitioners report.

MVS 370 Yoga: Theory and Practice
This course explores themes related to Yoga philosophy in light of effortless, natural practice of Transcendental Meditation. The course introduces Yoga both as a settled inner state of mind and a path of development, as brought out by Maharishi in his books and lectures. Topics include Yoga and the brain, Yoga and health, development of full human potential, Yoga and Dharma, and the role of Yoga Asanas in the eight limbs of Yoga brought out in the traditional Yoga text, Patanjali’s Yoga Sutra. (4 credits)

MVS 391 MVS Senior Writing and Speaking Project
During this course, students develop and present a summative oral presentation and write a paper that serves to integrate and complete the knowledge and experience gained from the Consciousness and Human Potential major. Note: A total of 4 credits is required. Students should take the course after having completed all other requirements. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 399 Directed Study
(variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee
MVS 408 Professional Development in Maharishi Vedic Technologies: Learning and Applying the Technologies of Maharishi Vedic Science in Society
This course is designed for students who are taking part in professional training programs in Maharishi Vedic Technologies. (variable credits based on one credit for each week of full-time instruction.) Prerequisite: consent of the Department

MVS 475 Senior Project Seminar
In this two-month seminar, senior students reflect on their undergraduate education. This gives students an opportunity to integrate all aspects of their experience at Maharishi International University, 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. This is a writing intensive course. (8 credits) Prerequisite: consent of the Department

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. Options include Raam RajSM courses in Advanced Maharishi Vedic Science presenting the discovery of the link between the physical universe and consciousness in the expression of the Veda and Vedic Literature in Human Physiology. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 485 Rotating University
Rotating University courses offer opportunities to study Consciousness and Human Potential abroad. Students travel to a country that has sister institutions to MIU or plays a special role in worldwide Transcendental Meditation organizations — such as India, South Africa, Switzerland — to study the Science and Technology of Consciousness in that context. The course may include videotaped lectures of Maharishi, study of Sanskrit, and excursions to relevant locales. In some cases, the focus includes study of deep cultural traditions of a country such as China and how these traditions parallel the Science and Technology of Consciousness (4 credits). Prerequisite: consent of department faculty
MVS 490 Transcendental Meditation Program Teacher Training Course (TTC)
This course trains students in the knowledge and skills required to be a teacher of the Transcendental Meditation program. Participation does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher. Students must have a minimum of at least one year of progress in a degree at Maharishi International University before taking MVS 490. The course must be appropriate to the degree the student is taking. Academic credit for the completion of this course is offered by Maharishi International University, Fairfield, IA, under a contractual agreement with Maharishi International University, Netherlands, which controls acceptance to the course, course cost, and course content. (12 credits) Prerequisites: STC 108 or FOR 500 and completion of one year of MIU coursework. This course is taught under contractual agreement with a non-accredited, non-federal-aid-eligible organization. Students must apply to and be accepted by that organization.

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

MVS 493 Transcendental Meditation Program Teacher Training Program Fieldwork Internship
In this course, students who have qualified as teachers of the Transcendental Meditation technique work full time for at least four months teaching these programs. Two credits are given for each month students are engaged in this internship. (Maximum of 8 credits during a semester; may be repeated for a second semester) Prerequisite: MVS 490

MVS 497 Transcendental Meditation Program Research Internship
This course provides the opportunity for extended development of consciousness as a field of all possibilities as well as practical application of Maharishi Vedic Science. Students must apply and be accepted. (2 credits/month)

MVS 499 Directed Study
(variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee
Graduate Courses

Note: Any 3- or 4-credit graduate course may be offered in separate parts of 1.5 or 2 credits each. The course is completed only when both parts have been taken.

MVS 501 Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge).

MVS 501 Learning the Transcendental Meditation Program
This course introduces the student to the theory and practice of the Transcendental Meditation program as taught by Maharishi Mahesh Yogi through instructors certified by the Maharishi Foundation USA. (1 credit)

MVS 504 Physiology, Consciousness, and Veda: Awakening Your Total Brain Potential
In this course, students learn how the brain is designed to be a perfect reflector of total natural law. They see how consciousness structures the physiology and how the innumerable connections among the ten billion brain cells enable a person to live in higher states of consciousness. Students measure their own growth of consciousness as part of the course. (2–4 credits)

MVS 509 Philosophy of Action
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its relationship to knowledge, and its application to improve the quality of individual and collective life. This course covers all six chapters. (4 credits)

MVS 510 Bhagavad-Gita: Chapters 1–3
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its
relationship to knowledge, and its application to improve the quality of individual and collective life. This course focuses in depth on the first three chapters. (2-4 credits)

**MVS 511 Bhagavad-Gita: Chapters 4–6**
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its relationship to knowledge, and its application to improve the quality of individual and collective life. This course focuses in depth on chapters 4–6. (4 credits)

**MVS 512 Fundamentals of Maharishi Vedic Science**
In this course, students learn basic principles of Maharishi Vedic Science, such as higher states of consciousness, levels of mind, 40 aspects of the Vedic literature, Maharishi’s *Apaurusheya Bhashya*, and Maharishi Sthapatya Veda design. Students also learn numerous Vedic expressions from the Vedic literature. (4–6 credits)

**MVS 516 Science of Being and Art of Living: Maharishi’s Guide to Life in Enlightenment.**
*Science of Being and Art of Living* was Maharishi Mahesh Yogi’s first book, published in 1963. In this course, both through reading and through studying Maharishi’s videotapes, students investigate the main themes of the book — Being, the essential constituent of creation, how to contact and how to live Being, how live one’s full potential, in thought, speech, action, and relationships, and God realization. (2–4 credits)

**MVS 517 Final Paper**
In this course, students research in depth an applied aspect of Maharishi Vedic Science and write an academic paper. Alternatively, students have the option of reading the Vedic literature and writing about their experiences of higher states of consciousness. A faculty member in the Maharishi Vedic Science department supervises the research and the paper. (2–4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**MVS 520 Advanced Study in Maharishi Vedic Science: Analyzing the Fabric of Immortality**
This course is designed for students who have completed the department’s Vedic Science offerings and wish to reexamine themes from these courses in light of more recent findings in the discipline. Possible topics include: Veda and Vedic literature, the self-referral dynamics of consciousness, and the discovery of Veda and Vedic literature in the human physiology. Also, recent books and lectures will be used. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Note: This course is for
students enrolled in the Specialization in Maharishi Vedic Science. **Prerequisite:** consent of instructor

**MVS 525 Sanskrit: The Language of Nature 1**
This course introduces the proper pronunciation and reading of Sanskrit, the language of the Vedic literature. Students learn the Sanskrit alphabet and the Devanāgarī script, and they study Maharishi’s explanation of the role of Sanskrit as the language of nature. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)  
**Prerequisite:** MVS 509

**MVS 526 Sanskrit: The Language of Nature 2**
This course introduces the proper pronunciation and reading of Sanskrit, the language of the Vedic literature. Students learn the Sanskrit alphabet and the Devanāgarī script, and they study Maharishi’s explanation of the role of Sanskrit as the language of nature. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)  
**Prerequisite:** MVS 509

**MVS 529 Philosophy of Yoga**
This course examines Maharishi’s lectures and writings in order to better understand the principles of Yoga philosophy as found in its source texts — principally the Bhagavad-Gita and Patanjali Yoga Sutra. Topics include in-depth study of topics such as the difference between the “state of Yoga” and the “path of Yoga”; Yoga and the brain; Yoga in human physiology; Yoga and the realization of full human potential; Yoga and Dharma; misunderstandings about Yoga; the nature of Karma Yoga, Gyan Yoga, Bhakti Yoga, Raja Yoga, and Ashtanga Yoga; TM-Sidhi practice, and Yoga and world peace.  
(4 credits)

**MVS 534 Readings in Vedic Literature**
In this course, students read the Vedic literature in the original Devanāgarī script. They keep a journal of their experiences while reading and after reading. Texts include the Bhagavad-Gita, Ramayana, Upanishads, and other aspects of the Vedic literature. This course includes the option for extended practice of the Transcendental Meditation and TM-Sidhi programs. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)
MVS 540 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness
In this course, students discover the fabrics of immortality in their own physiology. 
Topics include: the self-interacting dynamics of consciousness, the Constitution of the Universe, the forty aspects of the Veda and Vedic literature, Maharishi’s *Apaurusheya Bhashya*, Rik Veda, and Vedic Devata in the human physiology. (2-4 credits)

MVS 544 Principles of Maharishi Vedic Science in Physics
This course demonstrates how the historical development of unified quantum field theory has been intimately concerned with resolving the apparent opposition between observer and observed. In this context, the student can readily understand how Maharishi Vedic Science completes and enriches the most sophisticated discoveries of advanced physics. (2–4 credits)

MVS 548 Academic Writing: Harnessing the Deepest Level of Language to Express Total Knowledge
This course is structured to develop and refine students’ writing abilities. During the course, your will rewrite a paper from your course work, bringing it up to a publishable quality. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 552 Enlightenment: States of Higher Development in Maharishi Vedic Science
This course investigates Maharishi’s description of higher states of consciousness that arise naturally and spontaneously through practice of the Transcendental Meditation and TM-Sidhi programs. Personal experience, scientific research, and the record of ancient Vedic texts are used to understand higher states of consciousness. (2–4 credits)

MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World — Physiology Is Consciousness
In this course, students learn Maharishi’s unique insights into the structuring dynamics of the Vedic literature as presented in the six Vedanga, and the criteria and methods of gaining reliable knowledge, both intellectually and experientially, as revealed by the six Upanga. This course illuminates the path to enlightenment and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (2–4 credits)

MVS 555 Collective Consciousness and Leadership
This course examines the relationship between collective consciousness and leadership for communities, nations, and the world. The main text is an advanced book by Maharishi about the organizing power of nature itself – the government of nature - and how human society can access that power. A model of leadership is drawn from the Sanskrit epic, the
Ramayan, and the relationship between collective consciousness and government is discussed in depth. The book brings to light how the leaders of any nation can create a problem-free, prevention-oriented government on par with the government of nature. Other topics include scientific research on the Maharishi Effect through technologies that align individual and collective consciousness with the infinite intelligence and creative power that administer the universe with perfect order. (3–4 credits)

**MVS 559 Approaches to Knowledge: Modern Science and Maharishi Vedic Science**
This course examines the role of science in the acquisition of knowledge. It considers the basic components of the scientific method, the fundamentals of logic and important issues in the philosophy of science including the strengths and limitations of both objectivity and subjectivity. This is then compared and contrasted with the integrative approach of Maharishi Vedic Science, which offers study and research in the field of pure consciousness, the ultimate reality of one’s own Self. (4 credits)

**MVS 570 TM Program Lecture Training and Checker Training**
During the lecture portion of this course, students learn the four parts of the standard lecture for introducing prospective students to the scientifically validated benefits of regular practice of the Transcendental Meditation technique. During the checker training portion of this course, students are trained in the procedure how to check the correct practice of the Transcendental Meditation technique. This course can also include additional preparation for the TM Teacher Training Course. (variable units) *Prerequisite: consent of instructor*

**MVS 573 Vedic Knowledge for Everyone**
This course will focus on the principles of fulfilling the purpose of education. The topics covered in the course will include: definition and scope of Maharishi’s Vedic Science, unfolding complete knowledge through analysis and synthesis, Maharishi’s Absolute Theory of Education, and comparison of modern science with Maharishi’s Vedic Science. Readings will be drawn from: *Maharishi Vedic University and Constitution of India*. (4 credits)

**MVS 574 Automation in Administration**
This course will focus on the principles of perfect administration. The topics covered in the course will include: the origin of Law and its evolution, the managing intelligence of Nature, the science and art of management, automation in administration, creativity in administration, absolute administration, Maharishi’s Absolute Theory of Government, total perspective of rulership, administration through Natural Law, and Constitution of the Universe. Readings will be drawn from: *Maharishi International University and Maharishi’s Absolute Theory of Government*. (4 credits)
MVS 575 Sovereignty in Invincibility
This course will focus on a new world order of peace. The topics covered in the course will include: Maharishi’s Absolute Theory of Defense, the formula for an effective defense, the source of order in Nature, physics of invincibility, chemistry of invincibility, mathematics of invincibility, physiology of invincibility, and a vision of invincible order of Nature. Readings will be drawn from: Maharishi’s Absolute Theory of Defense. (4 credits)

MVS 576 The Structuring Dynamics of the Human Physiology
This course will focus on the discovery that the laws that construct the human physiology are the same as those that give structure to the Vedic Literature, and to the administering intelligence of Natural Law described in the Vedic Literature as Vedic Devatā. The topics covered in the course will include: Upa-Veda in the physiology, Brāhmaṇa in the physiology, Prātishākhya in the physiology, and Vedic Devatā in the human physiology. Readings will be drawn from: Human Physiology: Expression of Veda and the Vedic Literature. (4 credits)

MVS 577 Rāmāyan in the Human Physiology
This course will focus on the Rāmāyan in the structure and function of the human physiology. The topics covered in the course will include: the Vedic Devatā in the Rāmāyan, the principle characters of the Rāmāyan and their physiological roles, a summary of the 7 chapters of the Rāmāyan, and the rule of Rām — Rām Rāj. Readings will be drawn from: Rāmāyan in Human Physiology. (4 credits)

MVS 578 Dawn of Total Knowledge
This course will focus on the field of Total Knowledge. The topics covered in the course will include: vision of Total Knowledge, the Self-Referral dynamics of consciousness, all theories of modern science in one verse of Ṛk Veda, Vedic programs to make everything perfect, Maharishi’s Vedic Science as ultra-modern science, and Maharishi’s Apaurusheya Bhāshya. Readings will include: Celebrating Perfection in Education. (4 credits)

MVS 579 Capstone Writing Project
During this course, students will develop and present a summative written paper that serves to integrate and complete the knowledge and experience gained from the Postgraduate Certificate in Maharishi Vedic Science. (4 credits)
MVS 580 Practicum in Maharishi Vedic Technologies: Bringing Health and Wholeness to the Community
Students expand and apply their growing knowledge of Maharishi Vedic Science by functioning as professional technicians delivering such programs as the Maharishi Vedic Approach to Health preventive health and rejuvenation programs. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 581 Applied Research in Maharishi Vedic Science
Students expand, express and apply their growing knowledge of Maharishi Vedic Science by functioning as professional exponents of Consciousness-Based Education, the educational system based on Maharishi Vedic Science. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 582 Invincibility Research
This course involves investigation into the nature of human consciousness, both in its pure form, as self-referral consciousness, and in its expressed values in thinking and activity. This investigation makes use of (1) daily personal experience of self-referral consciousness, (2) recording of daily experiences, and (3) monthly meetings to discuss the nature and implications of transcendental experiences for growth of higher states of consciousness. (1 credit — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

MVS 585 Capstone — Celebrating Perfection in Education: Synthesizing the Year of Study and Preparing for the Future
In this course, students review their growth and understanding of higher states of consciousness by writing two papers: a personal narrative of their experience during their course of study in the MA program, and an academic paper reviewing the main principles of Maharishi Vedic Science they have learned in their coursework. In addition, students view tapes of Maharishi on education and give written and oral feedback on their educational experience in the MA program. (4- credits)

MVS 588 Presentations to All Levels of Society: Knowledge Becomes Useful 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 will present a written report on their project. (variable credits)

Prerequisites: consent of the Department faculty and the Academic Standards Committee

MVS 591 Advanced Topics in Maharishi Vedic Science
In this course students examine the foundational principles of Maharishi Vedic Science. Careful considerations is given to the logic and structure of Maharishi’s lectures and writings. (2 credits)

MVS 597 Topics in Maharishi Vedic Science: Investigating the Infinity of Points within Wholeness
Students will explore topics in Maharishi Vedic Science under the guidance of university faculty and eminent Vedic scholars. Topics may include: the Maharishi JyotishSM program, the Maharishi Vedic Approach to Health program, Vedic engineering, and Maharishi Gandharva Veda music. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

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

MVS 5000 Introduction to Reading the Vedic Literature
This course will provide an overview of the Vedic Literature as described in Maharishi Vedic Science, an introduction to the research of Dr. Tony Nader on human physiology as the expression of Veda and the Vedic Literature, the nature and value of reading the Vedic Literature in Devanāgarī for the sound value, a review of proper pronunciation, the importance of keeping a detailed ‘Journal of Experiences,’ and the significance of identifying patterns of experience. (2 - 4 credits)

MVS 5001 Shikshā: Enlivening the Expressing Quality of Pure Intelligence
Shikshā represents the quality of expression of pure consciousness. In the physiology, it corresponds to the structures that compute and express the internal aspects of the physiology, such as temperature, pressure, etc. Students in this course will read the Shikshā texts in the Devanāgarī script. In addition to their focus on experiences during reading, they will learn about Shikshā in the context of Maharishi Vedic Science and Dr. Tony Nader’s (MARR) research on Shikshā in the physiology. (4 credits)

MVS 5002 Jyotish: Enlivening the All-Knowing Quality of Intelligence
Jyotish is the value of the Vedic Literature that sees the past, connects with the present, and foresees the future. In this class students will read Bṛihat Pārāshara Horā Shāstra in the Devanāgarī script. In addition to their primary focus on experiences during reading, students will learn about Jyotish in the context of Maharishi Vedic Science and Dr. Tony
Nader’s research on the expression of Jyotish in various structures of the brain physiology. (4 credits)

**MVS 5003 Yoga: Enlivening the Unifying Quality of Intelligence**
Yoga is the unified and unifying quality of pure consciousness. In this class, students will read both the Patanjali Yoga Sūtra in the Devanāgarī script as well as the Bhagavad-Ītā, the two primary texts of Yoga philosophy. In addition to their focus on experiences during reading, students will learn about Yoga in the context of Maharishi Vedic Science and Professor Tony Nader’s research on Yoga in human physiology. (4 credits)

**MVS 5004 Vedānt: Enlivening the Lively Absolute Quality of Intelligence**
Vedānt represents the holistic quality of self-referral consciousness. In the physiology, Vedānt is expressed by the totality of the integrated functioning of the nervous system and the whole physiology. In this course, students will read the Brahm Sūtra of Bādarāyaṇa, selections from the Bhagavad Gītā, Kaṭha Upanishad, Māṇḍūkya Upanishad, and Taittirīya Upanishad in the Devanāgarī script. In addition to their primary focus on experiences during reading, students will learn about Vedānt in the contexts of Maharishi Vedic Science and Professor Tony Nader’s research on Vedānt in human physiology. (4 credits)

**MVS 5005 Sthāpatya Veda: Enlivening the Establishing Quality of Pure Intelligence**
Sthāpatya Veda is the science of structure at the individual and cosmic levels. Sthāpatya Veda can be located in human anatomy within its elaborate system of structures, and their orientation and divisions. In this course, students will read Mānasāra Vāstu Shāstra and selections from the Āgamas in the Devanāgarī script. In addition to their primary focus on experiences during reading, students will learn about Sthāpatya Veda in the contexts of Maharishi Vedic Science and Professor Tony Nader’s research on Veda and the Vedic Literature in human physiology. (4 credits)

**MVS 5006 Charak Saṁhitā: Enlivening the Balancing Quality of Intelligence**
Charak Saṁhitā gives the total knowledge required to maintain the holistic balance of the functioning of mind and body. Its basic theme is the elimination of the sense of separation between the unbounded pure Self and the limited expressions of the material world around us. Charak Saṁhitā corresponds to the cell nucleus in the physiology. In addition to their primary focus on experiences during reading Charak Saṁhitā in the Devanāgarī script, students in this course will gain knowledge about Charak Saṁhitā in the contexts of Maharishi Vedic Science and Dr. Tony Nader’s research on Veda and the Vedic Literature in the human physiology. (4 credits)
MVS 5007 Upanishad: Enlivening the Transcending Quality of Intelligence
Upanishad shows everything to be Ātmā, or Self. In the physiology, Upanishad corresponds to the channels that allow the most refined levels of sensory experience to blossom into the ultimate experience of higher states of consciousness. Students in this course will read the principle Upanishads in the Devanāgarī script. In addition to their primary focus on experiences in reading, students will learn about Upanishad in the contexts of Maharishi Vedic Science and Dr. Tony Nader’s research on Veda and the Vedic Literature in human physiology. (4 credits)

MVS 5008 Itihās: Enlivening the Blossoming of Totality Quality of Intelligence
Itihās illustrates the total range of human experience through living examples. Rāmāyaṇ is one of its two major divisions. In addition to their primary focus on reading Rāmāyaṇ in the Devanāgarī script, students in this course will learn about Itihās and Rāmāyaṇ in the contexts of Maharishi Vedic Science and Professor Tony Nader’s research on the human physiology. (4 credits)

MVS 5009 Purāṇ: Enlivening the Ancient and Eternal Quality of Intelligence
Purāṇ represents the structure of intelligence in terms of the display of the total potential of the process of observation, from individual potential to cosmic potential. In the physiology, Purāṇ is found in the structures that monitor and process the inputs and outputs of the central nervous system. Students in this course will read the Bhāgavat Purāṇ in the Devanāgarī script. In addition to their primary focus on reading the Bhāgavat Purāṇ, students will learn about Purāṇ in the contexts of Maharishi Vedic Science and Professor Tony Nader’s research on the human physiology. (4 credits)

MVS 5010 Capstone Thesis on the Effects of Reading the Vedic Literature
In this course, students will synthesize the experiences and knowledge that they have gained in their courses on reading the Vedic Literature by developing and writing a thesis about the effects of reading the Vedic Literature. (4-6 credits)

MVS 601 Special Topics: Critical Thinking
This course sharpens the students’ skill to judge the validity of a thesis or judgment on the basis of logic, reliable evidence, ethical values, and openness to alternative assumptions and points of view. (2 credits)

MVS 602 Special Topics 2
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest
developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)

MVS 603 Special Topics 3
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)

MVS 604 Special Topics 4: Bhagavad Gita: Chapters Seven and Eight
In this course, students study later chapters (after Chapter 6) in Maharishi’s commentary on the Bhagavad Gita. These chapters explore the fundamentals of creation, the nature of Unity underlying diversity, and the link connecting Unity with the diversity of creation. (4 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 620 Writing in Maharishi Vedic Science
This course reviews scholarly writing skills as a preparation for PhD course work in Maharishi Vedic Science. The goal of the course is to develop a scholar’s motivation to engage in and take responsibility for continual improvement in writing, so to become a resourceful writer with a powerful voice as an exponent of Maharishi Vedic Science.
Writing for one’s own learning as well as to inspire and motivate others is discussed. The course includes evaluating resources, surveying and annotating primary and secondary source texts, writing critically, and referencing, as well as exploring the fundamentals of structure, use of style guides, and how to avoid plagiarism. (6 credits)

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

**MVS 630 Readings in Vedic Literature: Accelerate Growth to Enlightenment**
In this course, students read texts of Vedic literature for the sound value, enjoying the benefits in consciousness and in physiology. Texts include the Bhagavad-Gita, Ramayana, and selected Upanishads. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**MVS 635 The Discovery of Veda and Vedic Literature in Human Physiology: The Individual Is Cosmic**
This course studies the historic discovery of the Veda and Vedic literature in human physiology, brought to light by Professor Tony Nader, MD, PhD, under the guidance of Maharishi. Students learn: • how the intelligence of nature, as expressed in the Veda and Vedic literature, forms the basis of the structure and function of the physiology, and • how human physiology forms a perfect replica of nature’s intelligence, the Constitution of the Universe. This knowledge, together with the technologies that arise from it, represents the complete knowledge of perfect health — and the key to perfection in every area of life. (variable credits)

**MVS 670 Advanced Analysis and Synthesis of Total Knowledge**
This course focuses on the self-referral dynamics of pure consciousness in relation to themes of Maharishi Vedic Science including the structure and function of the Samhita of Rishi, Devata, and Chhandas; Rik and Ak; and the dynamics of the gap. The course will develop understanding of these concepts through writing and speaking about them, so that students can grow towards professional, scholarly presentation of Maharishi Vedic Science to the highest levels of academia and society. The text for the course is Maharishi’s book *Maharishi Vedic University: Introduction* (1995). (8 credits)
MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality
In this course, students study Maharishi’s insights into the forty branches of the Veda and Vedic literature. Students view videotapes that Maharishi has made on the Vedic literature, including the Veda, Vedanga, Upanga, Upaveda, Brahmana, and Pratishakhya. Special emphasis is given to Vedanta. Students learn many of the Vedic Expressions that Maharishi has taught from the Vedic literature, and they read the Vedic literature in Sanskrit, creating profound brain coherence. (variable credits)

MVS 672 Mastering Veda and Vedic Literature in the Human Physiology
In this course, students explore through subjective and objective means of gaining knowledge Raja Raam’s connections between the structuring dynamics of the Vedic literature and the human physiology. This course gives students the reality that they are cosmic and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (variable credits)

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

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

MVS 682 Advanced Practicum in Consciousness-Based Education: Structuring Knowledge in the Consciousness of the Student
This course gives students the opportunity to integrate research skills and teaching skills by assisting the faculty in teaching a Forest Academy — a two-week period of study of particular themes of Maharishi Vedic Science. As an alternate fieldwork project, students may arrange, prepare, and give a series of presentations in at least two applied fields,
such as education, government, business, rehabilitation, and the health professions. (2 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**MVS 691 Preparation for Qualifying Examination: Preparing a Fertile Ground for Demonstration of the Knowledge You Have Gained**
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. (variable credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) *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) *Prerequisites:* consent of the Department faculty and the Academic Standards Committee

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

**MVS 700 Preparation of Dissertation Proposal: Structuring the Foundation of Your Dissertation Research**
Having passed to doctoral candidacy, students prepare a proposal for a doctoral dissertation for acceptance by their major professor and dissertation guidance committee. (8 credits per semester — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) *Prerequisites:* PhD candidate status and consent of the dissertation advisor

**MVS 701 Dissertation Research: Scholarly Investigation into Models in Maharishi Vedic Science**
Students conduct original research and prepare their dissertations during their third and fourth years in the program. (8 credits per semester — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of
learning in the subsequent course) *Prerequisites:* approval of the dissertation proposal and consent of the dissertation committee
DEPARTMENT OF PHYSICS

- John Hagelin, PhD, Chair, Professor of Physics, Director of the Institute of Science, Technology and Public Policy, Trustee, and President of the University
- Ashley Deans, PhD, Research Professor of Physics
- David Scharf, PhD, Associate Professor of Physics
- Richard Weller, PhD, Adjunct Assistant Professor of Physics and Mathematics

INTRODUCTION

It is said that if you understand the laws of physics you are halfway to understanding the world. It’s in that spirit—of physics as the basic core of today’s most important scientific disciplines—that Maharishi International University offers a minor in physics.

The study of physics, as rigorous and compelling as it is as a field, also develops life-long problem-solving, computational, and computer-related skills that enable a graduate to excel in further studies and professional work.

At MIU, the minor in physics puts the student on the road to the discoveries of physics. Whether the graduate steps into the fields of astronomy, chemistry, computer science, engineering, medicine, science writing, energy management, environmental policy, or teaching (to name but a few fields that physics plays a significant part in), physics study at MIU can be helpful for obtaining employment in an endless variety of fascinating professional adventures.

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

Maharishi International University offers the following opportunities for the study of physics:

**Minor in Physics.** This involves four required calculus-based general physics courses plus one elective physics course. The minor is intended to be a supporting program to various majors at the University. Furthermore, physics today involves computer-based skills to an extent undreamed of a generation ago and, by emphasizing computing in our courses, we provide students with enhanced career opportunities.

Students pursuing an Individualized Major are invited to include physics courses in their program. In particular, students interested in combining mathematics and physics are encouraged to construct an Individualized Major.

### MINOR IN PHYSICS

**Admission Requirements**

To be admitted into the minor in physics, students must complete the following two prerequisite courses:

- MATH 281 Calculus 1 (4 credits, prerequisite: MATH 162)
- MATH 282 Calculus 2 (4 credits, prerequisite: MATH 281)

**Graduation Requirements**

To graduate with a minor in physics, students must successfully complete the following five courses (20 credits):

- PHYS 310 Foundations of Physics and Consciousness: Discovery of the Unified Field and Its Important Implications for Humanity (4 credits)
- PHYS 210 Introduction to Classical Mechanics (4 credits)
- PHYS 220 Introduction to Fluids, Harmonics, Waves (4 credits)
- PHYS 230 Introduction to Electromagnetism (4 credits)
• PHYS 297 Philosophy of Science (4 credits)

Highly recommended for physics minors is the following optional course:
• PHYS 250 Introduction to Modern Physics (4 credits)

COURSES

PHYS 207 Classical Mechanics, Thermodynamics and Solids: Analysis and Synthesis
This course presents basic topics of classical mechanics, including kinematics, Newton’s Laws, momentum, collisions, and work and energy. The course also introduces thermodynamics and the characteristics of solids. The course is an algebra-based non-calculus physics class appropriate for pre-med students. The structure includes both lectures that cover the topics conceptually and mathematically and also practical-application-based lab sessions. This is a very hands-on course that incorporates Workshop Physics, an innovative active-learning-based approach to teaching classical physics. (Lab fee $25) (4 credits) Prerequisite: MATH 162

PHYS 208 Rotational Motion, Fluid Dynamics, and Optics: Unity at the Basis of Diversity
This course presents topics of classical physics including rotational motion, fluid dynamics, vibration & waves, and light. The course is an algebra-based non-calculus physics class. Emphasis is on understanding concepts and applications as opposed to mathematical derivation. The structure includes both lectures that cover the topics conceptually and mathematically as well as practical-applications-based lab sessions. The course incorporates RealTime Physics and Interactive Lecture Demonstrations, both of which are active-learning-based approaches to classical physics. (Lab fee $25) (4 credits) Prerequisite: PHYS 207

PHYS 209 Acoustics, Electricity, Magnetism, and Nuclear Physics: The Universality of Natural Law
This course presents topics of classical physics including acoustics, electrostatics, magnetism, electronic circuit elements, atomic structure, radioactivity, and nuclear fission & fusion. The course is an algebra-based non-calculus physics class. Emphasis is on understanding concepts and applications as opposed to mathematical derivation. The structure includes both lectures that cover the topics conceptually and mathematically along with practical-applications-based lab sessions. The course incorporates RealTime Physics and Interactive Lecture Demonstrations, both of which are active-learning-based approaches to classical physics. (Lab fee $25) (4 credits) Prerequisite: PHYS 208
PHYS 210 Introduction to Classical Mechanics
Classical mechanics provides an accurate description of the objects and phenomena of everyday experience, and constitutes the basis of most of engineering, science, and technology. This course introduces the classical laws governing motion of particles and extended bodies in space and time, beginning with their active formulation in terms of force and acceleration and then deriving the equivalent formulation in terms of conservation of energy, momentum, and angular momentum. **Topics include:** motion, Newton’s laws, gravitation, and conservation laws. (4 credits) **Prerequisite:** MATH 281 Calculus 1

PHYS 211 Classical Mechanics, Thermodynamics, Waves, and Fluids: Unity at the Basis of Diversity
This is an algebra-based non-calculus physics course intended for the non-physical science major. This course prepares students for subsequent tests and graduate training in the health care fields. Topics include: (1) Classical mechanics including kinematics, Newton’s laws of motion, linear momentum, gravity, and rotational dynamics; (2) Work, energy, and thermodynamics; (3) Behavior of fluids; (4) Vibrations and waves. Recent discoveries by Nobel Laureates are presented. The course includes making public speaking presentations on basic concepts of classical physics and writing presentations on connections between the science and technology of consciousness and basic concepts of classical physics. Weekly laboratory sessions. Lab fee: $25 (4 credits) **Prerequisites:** MATH 162 and CHEM 203 or permission of the instructor.

PHYS 220 Introduction to Fluids, Harmonics and Waves
This course introduces the general principles of fluid mechanics, vibrations and waves. It develops the fundamental principles and mathematical representations of oscillations and standing and traveling waves, as well as conservation of energy and entropy. **Topics include:** pressure, fluid flow, simple harmonic motion, resonance, mathematical representations of traveling waves, wave properties (such as refraction, diffraction, interference, and polarization), temperature and heat, and the kinetic theory of gases. (4 credits) **Prerequisites:** MATH 282 Calculus 2 and PHYS 210

PHYS 230 Introduction to Electromagnetism
Electrical forces largely determine the observable properties of matter in the whole range of science from atomic theory to cell biology. The integration of electricity and magnetism constitutes the first unified field theory, anticipating contemporary approaches by more than a century. This course introduces electric and magnetic forces, electric current, and electromagnetic interactions, along with the concepts of electric and magnetic fields and electric potential used to understand and describe them. **Topics**
include: Coulomb’s and Gauss’s laws, the Biot-Savart law and Ampere’s law, Faraday’s law, and Maxwell’s equations. (4 credits) Prerequisites: MATH 282 and PHYS 210

PHYS 250 Introduction to Modern Physics
Quantum mechanics and Einstein’s theory of relativity are the major themes of this course. Topics include: special relativity, the birth of quantum mechanics, Schrödinger’s equation, wave mechanics of one-dimensional problems, and the hydrogen atom. (4 credits) Prerequisites: MATH 282 and PHYS 210

PHYS 270 Astronomy and Cosmology
In this introductory course students learn about astronomical observation and the evolution of the whole universe. Topics include: the history of astronomy, Kepler's and Newton's laws, sky charts, telescopes, spectroscopy, the sun and planets, the search for exoplanets and extra-terrestrial intelligence, stellar formation and evolution, relativity, black holes, pulsars, quasars, galaxies, standard candles and the cosmic distance scale, the distance modulus, Hubble's law, the big bang and inflation, the search for dark matter, WIMPs and Machos, dark energy, and current theories of the past and future of the universe. (4 credits) Prerequisite: MATH 153

PHYS 296 Introduction to the Scientific Method
In this course we examine the nature and scope of the scientific method. The important contrast between normal science and paradigm-changing science is studied with reference to the scientific study of consciousness and the special issues this raises. Other topics include: the difference between science and religion, recent topics in physics, and the scientific study of consciousness. (2 credits)

PHYS 297 CCTS Philosophy of Science
In this course we examine the nature and scope of the scientific method, which is the systematic, repeatable empirical approach to acquiring knowledge through the discovery and testing of hypotheses against experimental evidence. On this basis we can understand the universality of the scientific process and appreciate the scientific character of modern science and of Maharishi Vedic Science. The important contrast between normal science and paradigm-change is studied with reference to the scientific study of consciousness and the special issues this raises. We consider whether science is in conflict with religion or whether there is in fact a deep underlying harmony between them. And finally, we explore the implications of advanced physics for the scientific study of consciousness. This course satisfies the graduation requirement for a course in Creative and Critical Thinking. This is a writing intensive course. (4 credits)

PHYS 310 Foundations of Physics and Consciousness:
**Discovery of the Unified Field and its Important Implications for Humanity**
This course gives a deep but non-mathematical understanding of the key discoveries of quantum physics, astrophysics, and cosmology. It lays out the main concepts of quantum field theory and superstring theory and explains the mechanics of the unification of forces through the discovery of deeply hidden symmetries of nature. The course culminates in the discovery of the unified field, the ultimate source of the infinite diversity of the universe. The course gives students both the understanding and direct experience of the deep connection between the outer universe and their innermost selves. (4 credits)

**PHYS 313 Classical Mechanics**
Students explore the formal structure of Newtonian mechanics with application to single-particle systems. Topics include kinematics, dynamics, the harmonic oscillator, three-dimensional motion, constraints, non-inertial systems, central force problems and scattering. (4 credits) Prerequisites: MATH 282 and PHYS 210, MATH 283 recommended

**PHYS 330 Electromagnetism 1**
The calculus of vector fields is applied to the study of electromagnetic fields and their sources. Maxwell’s equations and their application to relativistic and non-relativistic phenomena are examined in detail, along with the principles of physical optics. (4 credits) Prerequisites: MATH 282 and PHYS 230; MATH 304 is recommended

**PHYS 360 Quantum Mechanics 1**
Topics include: wave mechanics, one-dimensional potential, operator methods and the Dirac formulation, the harmonic oscillator, the classical limit and the WKB approximation. (4 credits) Prerequisites: MATH 282, MATH 286, and PHYS 250 required; MATH 304 recommended

**PHYS 460 Introduction to Quantum Field Theory 1**
This course presents an introduction to the physical concepts and computational methods of quantum field theory, including the analysis of quantum electrodynamics using Feynman diagrams, beginning with electron-positron annihilation. The quantization of fields is treated in depth. Advanced topics may include the study of Hagelin’s Flipped SU(5) grand unified theory based on the superstring, with attention to hidden sector matter as providing a natural mechanism for quantum coherent phenomena in biological systems. (4 credits) Prerequisite: PHYS 360

**PHYS 490 Senior Project: Integration of All Knowledge in the Self**
Students write a paper unifying the knowledge gained from the courses taken during their major and relating this knowledge to deep principles from the science and technology of
consciousness. They will report on readings or research they conduct on a topic or problem suggested by the physics courses they have taken. In addition, they will also prepare an oral presentation, suitable for a lay audience, based on the paper, for submission for presentation at the annual Knowledge Celebration in June of the year of completion of the major. (4 credits — may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) *Prerequisites:* consent of the Department of Physics faculty

**PHYS 498 Internship in Physics**
(variable credits) Prerequisite: consent of the Department of Physics faculty

**PHYS 499 Directed Study**
(variable credits) *Prerequisite:* consent of the Department of Physics faculty
DEPARTMENT OF PHYSIOLOGY AND HEALTH

- Robert Schneider, MD, FACC, Dean of the College of Integrative Medicine, Co-Director of PhD in Physiology, Director of the Institute for Natural Medicine and Prevention, Professor of Physiology and Health
- Paul Morehead, PhD, Associate Dean of the College of Integrative Medicine, Director of the MS in Maharishi AyurVedaSM and Integrative Medicine, Assistant Professor of Physiology and Health
- Robert Keith Wallace, PhD, Chair and Professor of the Department of Physiology and Health, Co-Director of the PhD in Physiology Program, Founding President of MIU
- Liis Mattik, PhD, Associate Chair of the Department of Physiology and Health, Director of BA in Ayurveda Wellness and Integrative Health, Associate Professor of Physiology and Health
- Jim Davis, DO, Clinical Director of the Integrative Wellness Center, Clinical Professor of Physiology and Health
- Komal Marwaha, MD, PhD, Co-Director of the MS in Aromatherapy and Maharishi AyurVedaSM, Associate Professor of Physiology and Health
- Diane Malaison, MS, Co-Director of the MS in Aromatherapy and Maharishi AyurVedaSM, Senior Graduate Instructor of Physiology and Health
- Roxanna Medeiros, MS, Director of the Online BA in Ayurveda Wellness and Integrative Health, Instructor of Physiology and Health
- Antoine Nader, MD, PhD, Professor of Physiology and Health
- Sanford I. Nidich, EdD, Professor of Physiology and Health and of Education, Director of the Center for Social and Emotional Health and Consciousness, Senior Investigator, Institute for Natural Medicine and Prevention
- Dinesh Gyawali, PhD, Assistant Professor of Physiology and Health
- Michael Olmstead, DDS, Assistant Professor of Physiology and Health
- Manohar Palakurthi, BAMS, Clinical Professor of Physiology and Health
- Meredith Hart, MS, Instructor of Physiology and Health
- Amandeep Kaur, MHS, Instructor of Physiology and Health
- Ruchi Sharma, BAMS, Instructor of Physiology and Health
- Abraham Bornstein, MD, Adjunct Professor of Physiology and Health
- Carolyn King, PhD, Adjunct Associate Research Professor, Institute for Natural Medicine and Prevention
- Kenneth Walton, PhD, Adjunct Associate Research Professor, Institute for Natural Medicine and Prevention
INTRODUCTION

Maharishi International University is the only university in the United States offering Maharishi AyurVedaSM – a comprehensive, prevention-oriented approach to health care based on Maharishi Mahesh Yogi's revival of ancient ayurvedic knowledge, the traditional system of natural medicine of India. Ayurveda or “Science of Life” is a complete science of natural health care addressing mind, body, and environment.

The goals of the programs offered by the Department of the Physiology and Health are:
• to train individuals interested in providing healthy life-style education and natural health care service rooted in the knowledge and application of the clinically effective, side-effect-free diagnostic and therapeutic modalities available in Maharishi AyurVeda,
• to provide an introduction to major systems of natural medicine,
• to provide an introduction to the applications of integrative health care in a scientific, evidence-based framework.

The foundational courses of Maharishi AyurVeda prepare students to care for their own health through regular practice of Maharishi’s technologies of consciousness – Transcendental Meditation technique and TM-Sidhi program – ideal daily and seasonal routine, balanced diet and lifestyle choices, and mutually enriching social behavior. More advanced courses provide training and practical experience in how to guide clients towards healthier lifestyle choices helping them to maintain or restore good health. Courses in all degree programs offered by the department further aim to build a strong scientific understanding of health from the modern and Vedic science perspectives.

As part of this discipline of health, students will study how human physiology is an expression of the deepest intelligence of nature and how to enliven nature’s intelligence –
the inner intelligence of the body – through the Transcendental Meditation technique and other approaches of Maharishi AyurVeda.

Students will study how to assess the level of balance and imbalance in the mind and physiology through the technique of pulse reading, which is one of the most effective means of gauging the degree of balance and imbalance, and simultaneously enlivens the inner intelligence of the body. They will also learn how the proper use of diet, herbal food supplements and essential oils, hydrosols, aromatherapy preparations, daily and seasonal routine attuned with the rhythms of nature, regular physical activity, and traditional purification techniques from the ancient tradition of Ayurveda can be used for maintaining or restoring balance in the body.

Each program offers theoretical understanding of the main principles of Maharishi AyurVeda as well as extensive practical experience consulting with clients in a clinical setting. On the graduate level students will probe deeper into the knowledge, focusing on how to treat specific organ systems and health concerns.

PROGRAMS OFFERED

• The Bachelor of Arts in Ayurveda Wellness and Integrative Health prepares students to be health consultants and educators in the field of prevention of disease and promotion of health. This program is offered in two formats: in-residence (where students earn their degree at MIU campus in Fairfield, Iowa) and distance education (where students take courses online, except for the Wellness Consultant Practicum course, which is offered as three 2-week in-residence courses in the Maharishi AyurVeda Integrative Wellness Center at the MIU’s campus in Fairfield, Iowa).

• The Master of Science in Maharishi AyurVeda and Integrative Medicine distance education program is taught with online courses and six weeks of in-residence, full-time clinical practicums in the Maharishi AyurVeda Integrative Wellness Center at MIU’s campus in Fairfield, Iowa that are taken as six 5-day intensives. The duration of the degree program is three years of part-time study.

This program includes the option for an Advanced Clinical Training Track, taken in residence, that provides an opportunity for students to enhance their clinical skills and knowledge by seeing additional live clients under the supervision of clinical faculty in the Integrative Wellness Center on campus in Fairfield, Iowa. Graduating in this track adds one semester to the duration of the degree program.

• The Master of Science in Aromatherapy and Maharishi AyurVeda distance education program prepares students to apply the concepts of aromatherapy and
Maharishi AyurVeda using essential oils, hydrosols, aromatherapy preparations, providing consultations, patient health education, and recommendations for holistic health care and prevention. This program is taught with online courses and an option of two weeks of in-residence training in the third year at the Maharishi AyurVeda Integrative Wellness Center at MIU’s campus in Fairfield, Iowa. The duration of the degree program is three years of part-time study.

• **The Doctoral (PhD) Program in Physiology and Health** is designed for health professionals or those with a master’s degree in physiology or the equivalent (described below) to conduct original research on physiological mechanisms, clinical effects, and applications of traditional systems of natural and integrative medicine, especially Maharishi AyurVeda and Transcendental Meditation. This program prepares graduates for careers in academic medicine and health. The PhD program has in-residence and distance-education formats in which students take the same courses and complete the same research requirements.

*Note: These programs are designed to provide knowledge and practical experience sufficient for advising others in developing a personalized approach to health and wellness based on the principles of Maharishi AyurVeda. Regulations regarding health care practice and professional licensure standards vary by state and country. Graduates of the programs should be familiar with the laws of the jurisdiction in which they intend to be active to ensure that the scope of their activities does not violate regulations regarding health care practice. Becoming a Maharishi AyurVeda Wellness Consultant or Practitioner does not confer professional licensing status, and Maharishi International University makes no representations regarding its economic or other value.*

**BACHELOR OF ARTS IN AYURVEDA WELLNESS AND INTEGRATIVE HEALTH**

Courses in the Ayurveda Wellness and Integrative Health program prepare graduates for a variety of paths in the field of alternative health care by implementing ancient scientifically proven approaches adapted to the modern world. Students learn foundational knowledge in human anatomy and physiology from both modern and Maharishi AyurVeda perspectives and gain knowledge and skills to be health educators and consultants in the field of prevention of disease and promotion of health. Students learn to address the whole person, including body, mind, consciousness, all aspects of the lifestyle, and the near and far environment.

**Special Features of the BA in Ayurveda Wellness and Integrative Health Program**

The BA in Ayurveda Wellness and Integrative Health program trains students to prevent disease and promote health and includes the following areas of study:
• Students learn to address the whole person, including body, mind, consciousness, all aspects of the lifestyle, and the near and far environment. The therapeutic relationship between the health consultant/educator and client is emphasized.
• Self-Pulse Assessment: Learning to detect balance and imbalance in the body and mind by feeling the pulse.
• Diet, Nutrition, and Digestion: Study of diets that balance and nourish each person’s unique physiology.
• Daily and Seasonal Routines: Study of how to align the individual life with the daily and seasonal rhythms of natural law.
• Family health: Study of how to promote health in the areas of preconception, pregnancy, delivery, and postnatal care.
• Aromatherapy: Learning to use nature's essences for well-being and optimal state of health.
• Herbology: Study of Ayurvedic herbs and herbal compounds, their qualities and actions in human physiology, as well as their effects in various health conditions.
• Maharishi Yoga Asanas: Learning to use Vedic body postures to enliven mind-body coordination to support pure awareness, the state of yoga.
• Biology: Human anatomy and physiology including modern medical terminology of common diseases of the major organ systems and their treatments.
• Wellness Consultant Training: Training students to be able to consult with clients, family, and friends to help them achieve higher levels of health and wellness through Maharishi AyurVeda.
• Wellness Consultant Practicum: Practicing the knowledge of Maharishi AyurVeda with clients in a clinical setting under the supervision of experts in Maharishi AyurVeda and modern medicine.
• A variety of optional elective courses are offered by the Department of Physiology and Health to enhance the learning experience of the students. One of the elective courses is Introduction to Maharishi AyurVeda Medical Jyotish where students learn how to determine individual mind-body types (Prakriti) and health tendencies (Vikriti) to predict upcoming ‘red-flag’ health conditions.

**Entrance Requirements**

Since this is a program of Consciousness-Based education, accepted students are required to complete the following prerequisites before beginning the BA in Ayurveda Wellness and Integrative Health major:

1. STC 108 Science and Technology of Consciousness
2. Learn the Transcendental Meditation technique.
Graduation Requirements

To graduate with the BA in Ayurveda Wellness and Integrative Health, students must successfully complete all requirements for the bachelor’s degree. (Please refer to Degree Requirements in the Academic Policies section.) As part of the requirements, 50 credits of coursework in the Ayurveda Wellness and Integrative Health program must be completed as follows:

**Major required courses (50 credits)**
- BIO 265 Human Anatomy and Physiology I (4 credits)
- BIO 266 Human Anatomy and Physiology II (4 credits) *Prerequisite: BIO 265*
- PH 101 Physiology is Consciousness (4 credits) *Prerequisite: STC 108*
- PH 230 Maharishi AyurVeda Science-Based Aromatherapy (4 credits) *Prerequisite: PH 260*
- PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health (4 credits)
- PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (4 credits) *Prerequisite: PH 260*
- PH 263 Maharishi Yoga Asanas (4 credits) *Recommended: BIO 266*
- PH 320 Maharishi AyurVeda Family Health Series Course One – Healthy, Happy Mother and Baby (4 credits) *Prerequisites: PH 262 and 263; Ayurveda Wellness and Integrative Health majors only*
- PH 412 Maharishi AyurVeda Herbology (4 credits) *Prerequisite: PH 262; Strongly recommended: PH 430*
- PH 430 Maharishi AyurVeda Wellness and Integrative Health Consultant Training (8 credits) *Prerequisites: PH 262; Ayurveda Wellness and Integrative Health majors only*
- PH 431 Maharishi AyurVeda Wellness Consultant Practicum (6 credits) *Prerequisite: PH 430*

*Note: Students may fulfill all or some of the requirements for Human Anatomy and Physiology by having completed equivalent undergraduate coursework at an accredited university within last five years and earned a grade of “B-” or higher. Undergraduate degree students can apply transfer credits to cover the general education requirements, electives, and up to half the coursework in the major, for a maximum of 90 total credits.*

**Additional recommended courses:**
- FOR 479 Maharishi Vastu Architecture (Prerequisite for undergraduates: FOR 103)
- FOR 458 Ayurvedic Cooking (Prerequisite for undergraduates: FOR 103)
- PH 315 Introduction to Maharishi AyurVeda Medical Jyotish (Prerequisite: BIO 266; Ayurveda Wellness and Integrative Health majors only)
• PH 431 Maharishi AyurVeda Wellness Consultant Practicum (2-4 credits)
  \textit{Prerequisite:} PH 430

Course offerings may vary each year. With the exception of PH 431, which can be repeated for credit up to 16 credits, courses generally cannot be repeated for credit, only for knowledge.

\begin{center} \textbf{BA MINOR IN AYURVEDA WELLNESS} \end{center}

To graduate with a minor in Ayurveda Wellness, students must successfully complete 20 credits of coursework as follows:

• PH 230 Maharishi AyurVeda Science-Based Aromatherapy (4 credits) \textit{Prerequisite:} PH 260 or PH 352

• PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health (4 credits)

• PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (4 credits) \textit{Prerequisite:} PH 260

• PH 263 Maharishi Yoga Asanas (4 credits) \textit{Recommended:} BIO 266

• FOR 458 Ayurvedic Cooking (2 credits) \textit{Prerequisite for undergraduates:} FOR 103

• FOR 479 Maharishi Vastu Architecture (2 credits) \textit{Prerequisite for undergraduates:} FOR 103

\begin{center} \textbf{MASTER OF SCIENCE IN MAHARISHI AYURVEDA AND INTEGRATIVE MEDICINE} \end{center}

The Master of Science in Maharishi AyurVeda and Integrative Medicine offers graduate training in anatomy, physiology, pathology, assessment, management and prevention of health disorders and promotion of ideal health from the perspective of Maharishi AyurVeda with introductions to other major systems of natural medicine.

Ayurveda is the world’s oldest and most complete system of natural health care. Maharishi AyurVeda is a holistic formulation of Ayurveda that includes knowledge and technologies to restore health from the levels of mind, body, and environment. This is done by enlivening the inner intelligence of the body, which is identified in Maharishi AyurVeda as the field of consciousness, the unified field of natural law.

This distance education program is offered via online courses and six weeks of in-residence, full-time clinical practicums in the Maharishi AyurVeda Integrative Wellness Center at the MIU’s campus in Fairfield, Iowa. The duration of this track is three years, part time.
Entrance Requirements

To be admitted to the MS in Maharishi AyurVeda and Integrative Medicine distance education program, applicants must either be licensed health professionals or have education, training, and experience in a health-related field. The admissions committee will use discretion in accepting applicants according to the following criteria. Applicants must:

• have a bachelor’s degree;
• be fluent in English (see “International Student Admissions” in “Admissions” portion of catalog);
• be a licensed MD, DO, ND, DC, nurse practitioner, or physician assistant, or other licensed health practitioner; or have previous education, training and experience in a health-related field;
• have two recommendations from professors or colleagues; and
• provide professional education transcripts, or verification of degrees.
• For applicants who have not had college level anatomy and physiology, it is recommended to view one of the free online anatomy and physiology courses listed below. The essential anatomy and physiology will be covered during the MS program.

1. The Khan Academy

2. Crash Courses
   https://www.youtube.com/watch?v=uBGj2BujkPQ

Because the master’s degree is a Consciousness-Based education program, accepted students are required to learn the Transcendental Meditation technique before beginning the MS program or at the beginning of the first semester as part of the program.

Note: Applicants with a BA in Ayurveda Wellness and Integrative Health degree with an average grade of “B” or higher are eligible for a waiver of the master’s level foundational courses: PH 500 and PH 501. This allows them to enter the 2nd year of program coursework.

Graduation Requirements

To graduate with an MS in Maharishi AyurVeda and Integrative Medicine students must successfully complete all requirements for a master’s degree (as described under Academic Policies).
As part of the requirements for the MS in Maharishi AyurVeda and Integrative Medicine distance education program, all students must complete the following required courses totaling 42 credits:

**Online Courses (36 credits):**
- PH 500 Basic Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda I (6 credits) **Prerequisite:** Acceptance to MS program
- PH 501 Basic Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine (6 credits) **Prerequisite:** PH 500
- PH 502 Musculoskeletal System (3 credits) **Prerequisite:** PH 501
- PH 503 Cardiovascular/Renal System (3 credits) **Prerequisite:** PH 502
- PH 504 Digestive System and Metabolism (3 credits) **Prerequisite:** PH 503
- PH 505 Pulmonary System and ENT (3 credits) **Prerequisite:** PH 504
- PH 506 Articular System (2 credits) **Prerequisite:** PH 505
- PH 507 Endocrine/Reproductive System (3 credits) **Prerequisite:** PH 506
- PH 508 Hematologic/Immunologic System (4 credits) **Prerequisite:** PH 507
- PH 509 Nervous System and Skin (4 credits) **Prerequisite:** PH 508

**In-residence Courses (6 credits):**
Students are required to complete six credits of the clinical training as follows:
- PH 497 First Year Orientation (1 credit)
- PH 510 First Year Clinical Training (1 credit) **Prerequisite:** PH 500
- PH 511 Second Year Clinical Training (1 credit) **Prerequisite:** PH 504
- PH 512 Third Year Clinical Training (1 credit) **Prerequisite:** PH 508
  *Clinical Training courses may be repeated for credit to complete the requirement*

In addition, students must:
- successfully complete an examination for each course at ≥ 70% performance;
- engage in at least 100 patient encounters, either observing a consultation, participating in a small group patient-oriented discussion, or conducting a one-on-one consultation; and
- pass the final clinical cases and examination.

**ADVANCED CLINICAL TRAINING TRACK OF THE MS IN MAHARISHI AYURVEDA AND INTEGRATIVE MEDICINE**

Students in the Master of Science in Maharishi AyurVeda and Integrative Medicine who would like an opportunity to enhance their clinical skills and knowledge can do so by seeing live clients under the supervision of clinical faculty in the MIU’s Maharishi...
Ayurveda Integrative Wellness Center, Fairfield, IA. Those students who complete 6 credits of clinical training beyond their MS coursework (PH 515) will qualify. In most cases these advanced students will act as mentors to other MS students during their live clinical training. Graduating in this track adds one semester to the duration of the degree program.

**Entrance Requirements**

- Completion of all minimum requirements for the MS degree in Maharishi Ayurveda and Integrative Medicine

**Graduation Requirements**

- 6 credits of the course PH 515 Practicum with Clinical Cases: Establishing Confidence and Expertise in the Practice of the Total Knowledge of Life in Perfect Health, taken in residence as six one-week clinical intensives.

**MASTER OF SCIENCE IN AROMATHERAPY AND MAHARISHI AYURVEDA**

The Master of Science in Aromatherapy and Maharishi Ayurveda offers graduate training in physiology, pathology, chemistry of essential oils, and fundamentals of the integrated disciplines of aromatherapy and Maharishi Ayurveda that includes ayurvedic anatomy and physiology, basic herbology, self-pulse assessment and recommendations for diet, exercise, and lifestyle. Students will also learn the basic principles, history, and different traditions of classical aromatherapy and gain insight into the types of essential oils and their bioactive components, their processes of distillation, manufacturing of essential oils, modes of administration, therapeutic use, results, quality controls, and scientific validation. Students will learn to select appropriate essential oils and hydrosols for well-being in accordance with the principles of Maharishi Ayurveda, scientific aromatherapy, and quantum aromatherapy.

Students will also get a comprehensive essential oil safety guideline through a review of essential oil/drug interactions, and detailed essential oil constituent data. Students will experience at least 200 essential oils. In addition, principles of management and marketing will be taught from the perspective of starting a new business with an integrated business strategy.

This program is taught through online courses and an option of two weeks of in-residence training in the third year at the Maharishi Ayurveda Integrative Wellness Center at MIU’s campus in Fairfield, Iowa. The duration of the degree program is three years of part-time study.
**Entrance Requirements**

To be admitted to the MS in Aromatherapy and Maharishi AyurVeda - Distance Education program, applicants should preferably be either a licensed health professional or have education, training, and experience in a health-related field. The admissions committee will use discretion in accepting applicants according to the following criteria. Applicants must:

- hold a bachelor’s degree from an accredited college or university;
- complete the application for admission process, including transcript(s) and recommendation(s).
- Prior experience in a health-related field is helpful but not required;
- for applicants who are not health professionals and have not had college level anatomy and physiology, it is recommended to view one of the free online anatomy and physiology courses listed below. The essential anatomy and physiology will be covered during the MS program.

1. The Khan Academy – Human Anatomy and Physiology

2. Crash Courses – Introduction to Anatomy and Physiology
   https://www.youtube.com/watch?v=uBGl2BujkPQ

Because the master’s degree is a Consciousness-Based education program, accepted students are required to learn the Transcendental Meditation technique before beginning the MS program or at the beginning of the first semester as part of the program.

**Graduation Requirements**

To graduate with an MS in Aromatherapy and Maharishi AyurVeda students must successfully complete all requirements for a master’s degree.

As part of the requirements for the MS in Aromatherapy and Maharishi AyurVeda, all students must complete the following required courses totaling 42 credits:

**On-line Courses (36 credits)**

- PH 587 Fundamentals of Maharishi AyurVeda and Aromatherapy (6 credits)
  *Prerequisite: Acceptance to MS program*
  *Note: This course may be waived if a student has completed equivalent training and has passed the course with a B+ minimum grade."

- PH 514 Introduction to Maharishi AyurVeda Holistic Aromatherapy (3 credits)
  *Note: This course may be waived if a student has completed equivalent training and has passed the course with a B+ minimum grade."

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• PH 518 Organic Chemistry Related to Aromatherapy (3 credits) *Prerequisite:* PH 587, PH 554, PH 514

• PH 549 Essential Oils Safety for Adults, Children, Babies and Pregnant Women (3 credits) *Prerequisite:* PH 518

• PH 555 Aromatherapy for Mind and Emotions (2 credits) *Prerequisite:* PH 518

• PH 556 Aromatherapeutic Blending and Preparations (3 credits) *Prerequisite:* PH 518

• PH 551 Human Physiology and Pathophysiology 1 (4 credits) *Prerequisite:* PH 518 and a bachelors-level Human Anatomy and Physiology course or special permission from the instructor.

  *Note: This course can be waived if students have passed an equivalent 4 credit course with a B+ minimum grade at the master’s level.*

• PH 553 Creative Entrepreneurship and the Scope of Practice (4 credits)

• PH 516 Practical Applications of Aromatherapy and Maharishi AyurVeda (4 credits) *Prerequisite:* PH549, PH555, PH556, PH557. PH552

• PH 552 Human Physiology and Pathophysiology 2 (4 credits) *(Prerequisite: PH551)*

  *Note: This course can be waived if students have passed an equivalent 4 credit course with a B+ minimum grade at the master’s level.*

**Professional Training Courses (6 credits)**

Students are required to complete six credits of fulltime online professional training as follows:

• PH 554 First-Year Orientation Practicum (2 credits) *Prerequisite:* Acceptance to MS program

• PH 557 Second Year Lab and Professional Training Practicum (2 credits) *Prerequisites:* PH549, PH555, and PH556

• PH 558 Third Year Lab and Professional Training Practicum (2 credits) *Prerequisites:* All courses of MS program

  *Note: For the US students, there is an option to take PH558 course over two-weeks of full-time in-residence training in the third year at Maharishi AyurVeda Integrative Wellness Center at MIU’s campus in Fairfield, Iowa.*

In addition, students must:

• successfully complete an examination for each course at ≥ 70% performance

• engage in at least 100 patient encounters, either observing a consultation, participating in a small group patient-oriented discussion, or conducting a one-on-one consultation; and

• pass the final clinical cases and examination.
The PhD in Physiology is a research program that is designed for graduate health professionals or those with a master’s in physiology, master of science in Maharishi AyurVeda and Integrative Medicine, or the equivalent to conduct original research on the clinical effects and basic mechanisms of Maharishi AyurVeda, the Transcendental Meditation program, and other prevention-oriented, natural health care programs.

The program-level objectives for student learning in the PhD in Physiology and Health program are:

1. To apply the knowledge of evidence-based integrative health and medicine at the doctoral level to design and conduct scholarly research that contributes to advancement of the field of physiology and health -- leading to external publication, funding support and consideration in clinical practice guidelines and other professional literature.

2. To conduct original research on the effects of modalities of Maharishi AyurVeda, including Transcendental Meditation and other natural health care programs.

Examples of topics in which our faculty have expertise for research theses include:

• Aging
• Cardiovascular health
• Stress-related mental health disorders
• Evidence-based AyurVeda and Integrative Medicine

The core curriculum courses are taught via live participatory webinars. Subsequent tutorial and mentoring sessions with PhD faculty may be conducted either in person or by telecommunication. Students may participate in the PhD program while residing on the MIU campus, or residing off campus in Fairfield, or residing off campus at a distance.

**Entrance Requirements**

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

• Practice of the Transcendental Meditation program
• Any one of the following: MS in Physiology or equivalent; MS in Maharishi AyurVeda and Integrative Medicine; doctorate in medicine, e.g. MD, DO, ND or BAMS degree; equivalent training evidenced by a master’s or doctorate in a health profession

Satisfaction of entrance requirements must be approved by the director of the program and the dean of the graduate school.
Graduation Requirements

To graduate with a PhD in Physiology, students must successfully complete all general requirements for a doctoral degree (please refer to “Requirements for a Doctoral Degree” in “Academic Policies”). As part of these requirements, students must successfully complete the following degree requirements. The total credits for the completed PhD will be at least 58.

Core curriculum (22 credits)

• PH 582 Research Methods in Evidence-Based Integrative Medicine (4 credits)
• PH 583 Biostatistics in Evidence-Based Integrative Medicine (4 credits)
• PH 595 Advanced Topics in Physiology and Integrative Medicine (8 credits)
• PH 596 Research Practicum (2 credits over two semesters)
• STC 508 Science and Technology of Consciousness (4 credits). Completion of at least the first semester of the MS in Maharishi AyurVeda and Integrative Medicine will satisfy this requirement.

Students who have previously taken course work equivalent to a course in the core curriculum may waive the course, without credit, and substitute a more advanced course in the topic with guidance from the program director.

• PH 601 Preparation for Qualifying Examination
  (4 credits, may be repeated for credit) Prerequisite: successful completion of the core curriculum

• PH 700 Dissertation Proposal Preparation
  (8 credits per semester — may be repeated for credit until dissertation proposal is accepted, up to 24 credits)

Upon successful completion of PH 700, which culminates with the written proposal, students will advance to the PhD Researcher status and then enroll in dissertation research.

• PH 701 Dissertation Research (8 credits per semester, 24 credits minimum — may be repeated for credit until dissertation research, write up, presentation, and committee approval are completed)

The PhD degree will be awarded to a PhD Researcher once the following steps have been completed:

• Presentation of the dissertation findings in a formal lecture within an open public forum
• Acceptance of the dissertation by the Dissertation Committee, Graduate School, and the Library.
COURSES

Undergraduate Courses

BIO 265 Human Anatomy and Physiology I: Outer Depends on Inner, the State of Inner Balance of Our Body Determines Our Health
This is the first course of a two-course series exploring the terminology, structure, function, and interdependence of the human body systems, as well as introducing relevant medical terminology. This course provides understanding of how the body’s structure and function maintains balance and healthy state. Topics include: homeostasis, feedback control, skeletal muscular system, blood, cardiovascular system, immune system, and digestive system. Relevant current scientific research results are discussed, as appropriate. Students will get an opportunity to explore how human physiology is a replica of natural law as expressed in the ancient Vedic Literature discovered by Tony Nader, MD, PhD. (4 credits)

BIO 266 Human Anatomy and Physiology II: The Dynamic Silence of the Self Is a State of Eternal Balance and Infinite Order That Is the Basis for the Orderly Growth, Coordination, and Evolution of Everything in Creation
This is the second course of the two-course series of Human Anatomy and Physiology. Focus will be on the endocrine system and divisions of the nervous system, and how they control other organ systems of the body and maintain homeostasis. Topics include: respiratory system, endocrine system, reproductive system, nervous system, and excretory system. Relevant current scientific research results will be discussed, as appropriate. Students will get an opportunity to explore how human physiology is a replica of natural law as expressed in the ancient Vedic Literature discovered by Tony Nader, MD, PhD. (4 credits) Prerequisite: BIO 265

PH 101 Physiology Is Consciousness: Awakening the Cosmic Potential of the Human Brain
The course will explore the new paradigm in science that the “Physiology is Consciousness.” Current concepts of mind and body will be understood in terms of this new paradigm. This course will present our facts of brain structure and function in light of Maharishi Vedic Science and the discovery of Veda and the Vedic Literature in human physiology done by Tony Nader, MD, PhD. We will examine how our brain constructs reality at every moment and how the experience of unboundedness – the Self of every individual – can transform our physiology and awaken the total creative potential of the brain in enlightenment, which is the birthright of every human being. Includes public speaking presentations on course topics. Materials fee: $10 (4 credits) Prerequisite: STC 108
**PH 230 Maharishi AyurVeda Science-Based Aromatherapy: Using Nature’s Essences for Well-Being**

This course presents the history and basic principles of aromatherapy, and its application in Maharishi AyurVeda. Topics include: the chemistry and therapeutic properties of aromatic molecules; detailed descriptions of the chemical structure and properties of essential oils and hydrosols, their therapeutic effects on physiological and emotional states, and their effect on the three doshas; and indications for common ailments. In this course students will learn how to select appropriate essential oils and hydrosols for well-being in accord with the principles of Maharishi AyurVeda Aromatherapy. Includes public speaking presentations and labs. Students completing the series of all four Maharishi AyurVeda Aromatherapy courses with a grade of “B” or higher will receive a Maharishi AyurVeda Aromatherapy Certificate. Materials fee: $65 Lab fee: $25 (4 credits) Prerequisite: PH 260

**PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health: Measuring the Impulses of the Body’s Intelligence and Restoring Balance in the Physiology through the Touch of Three Fingertips**

Self-Pulse Reading is the most ancient and most natural means of determining the level of balance or imbalance in the mind and body. Taking the pulse enlivens the connection between mind and body, consciousness and matter. Furthermore, the procedure of taking the pulse produces a balancing effect on the mind and body. This course presents Maharishi’s revival of this ancient technology. In this course students will learn how to read their pulse and detect imbalances early, before they manifest as symptoms of a disease; how to determine where imbalances are; and how to restore balance. This course includes public speaking exercises. Materials fee: $6 (4 credits)

**PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition: Imbibing Intelligence from Food and the Environment — Enlivening Strong Digestion and Selecting a Diet Ideally Suited to the Individual**

Diet, digestion, and nutrition are fundamental to health. How we metabolize food and drink directly affects the strength, vitality, immunity, and longevity of the physiology. This course provides very practical knowledge of what to eat, when to eat, and how to eat to maintain or restore perfect balance of the three doshas – the three principal governing qualities of intelligence in the body. Topics include: influence of consciousness on the process of digestion and nutrition, effects of different foods on physiology, categories of food according to their influence on the three doshas, and basic principles of Dravya Guna (Materia Medica) – Vedic herbology. This course includes public speaking exercises. Based on availability, ayurvedic cooking demonstrations are included. Materials fee: $30 (4 credits) Prerequisite: PH 260
PH 263 Maharishi Yoga Asanas: Vedic Exercise to Enliven Mind-Body Coordination to Support Pure Awareness, the State of Yoga

Yoga is one of the 40 aspects of the Veda and Vedic Literature representing unifying quality of consciousness. According to Maharishi, Yoga provides technologies to unfold the experience of the unified level of consciousness or Transcendental Consciousness. The theoretical part of this unique course presents the knowledge of Yoga as unity and provides understanding of the specific effects of Yoga Asanas on the mind and body, physiology and consciousness. Proper practice of Yoga Asanas – a major aspect of this course – provides students with the experience of deep relaxation, bliss, and expansion of awareness. This course includes public speaking exercises on the effects of Yoga Asanas on specific mental and physical health conditions, and the readings of Maharishi’s commentary to the Bhagavad-Gita as the essence of Vedic knowledge and the discipline of Yoga. Materials fee: $5 (4 credits) Recommended: BIO 266

PH 315 Introduction to Maharishi AyurVeda Medical Jyotish: Averting the Danger That Has Not Yet Come

In Maharishi Vedic Science, AyurVeda and Jyotish (Vedic astrology) complement each other. Maharishi AyurVeda provides a means to identify a health condition through the physiology, while Maharishi Medical Jyotish provides a means to identify the timing, duration, and intensity of the condition. This course will teach the basic physiological and disease elements of a Jyotish chart, and the procedures of how to combine them for health evaluation. Students will use this diagnostic tool to interpret charts calculated by a computer program. The goal of the course is to develop the ability to determine mind-body types (Prakriti) and health tendencies (Vikriti), and to predict upcoming ‘red-flag’ medical conditions in order to recommend appropriate preventive measures. Materials and software fee: $60 (4 credits) Prerequisite: BIO 266; Ayurveda Wellness and Integrative Health majors only

PH 320 Maharishi AyurVeda Family Health Series Course One - Healthy, Happy Mother and Baby: An Integrated Approach for Promoting Health in the Areas of Preconception, Pregnancy, Delivery, and Postnatal Care for Both Prospective Parents and the Newborn Child

The comprehensive time-tested knowledge of Maharishi AyurVeda provides the basis to give every family the best start. Topics include: preconception guidelines to maximize fertility and fetal health, month-by-month guidelines for pregnancy, strategies to facilitate labor and provide the ideal environment at delivery, and postpartum care guidelines for both parents and newborns to ensure the fullest recuperation for mothers and a healthy beginning for every family. Students who complete this course with grade B or higher receive a certificate. Materials fee: $40 (4 credits) Prerequisites: PH 262, and PH 263; AyurVeda Wellness and Integrative Health majors only
PH 398 Internship: Expanding the Knowledge of Physiology and Health in the Field
Students observe and work in Maharishi Medical Centers or medical laboratories, schools or health care facilities in various aspects of health care, research, clinical operations, patient care, health education, etc. (4 credits -- may be repeated for credit, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course) Prerequisites: consent of the department faculty and the Academic Standards Committee

PH 399 Directed Study: Gaining Total Knowledge through Self-Referral Education (variable credits) Prerequisites: consent of the department faculty and the Academic Standards Committee

PH 412 Maharishi AyurVeda Herbology: Enlivening the Inner Intelligence of the Body with Herbs
Herbs are a major component of Maharishi AyurVeda used to enliven the inner intelligence of the body and restore balance. After assessing a client, an ayurvedic consultant recommends a variety of healing modalities, including compound or single-form herbal preparations. This course provides the necessary knowledge of ayurvedic herbs and herbal compounds, their qualities and actions in human physiology, as well as their effects in various health conditions. It also familiarizes students with the methods used to prepare herbal compounds. Topics include: an introduction to ayurvedic herbs, their properties, modes of action and uses; compound ayurvedic formulations, their indications and contra-indications; quality control and good manufacturing practices on a small scale. This course includes labs, public speaking presentations, and literature review. In-Residence Lab fee: $50; Material fee: $25; Distance Education Lab fee: $50; (4 credits) Prerequisite: PH 262; strongly recommended: PH 430

PH 430 Maharishi AyurVeda Wellness Consultant Training: Learning How to Guide Clients to Wellness and Health
This course prepares students to consult with clients, family, and friends, helping them achieve higher levels of health and wellness through Maharishi AyurVeda. Students will understand and apply the knowledge of mind-body types, and the dietary and lifestyle origins of imbalance. Topics include: ayurvedic anatomy and physiology; the role of consciousness at the basis of physiology; the use of ayurvedic pulse reading to detect the level and the root cause of imbalance; the means to restore balance with the use of herbs, diet, aromatherapy, Maharishi Yoga Asanas, and other modalities of Maharishi AyurVeda; protocols for common imbalances; and how to obtain and retain clients in the wellness consultant practice. Includes case workshops and public speaking presentations. In-Residence Materials fee: $80  (8 credits; may be offered in two 4-credit parts)
Preparatory: BIO 266 and PH 262; Ayurveda Wellness and Integrative Health majors only

PH 431 Maharishi AyurVeda Wellness Consultant Practicum: Practicing How to Guide Clients to Wellness and Health
During this course, students get practical experience of the knowledge gained in all the previous courses in Maharishi AyurVeda, and build confidence in consulting with clients, family, and friends to guide them to higher levels of health and wellness. In the clinical setting, students take turns leading consultations, and participate in discussions of case studies under the supervision of experts in Maharishi AyurVeda and modern medicine. By the end of this course students are required to complete their major capstone project, consisting of a reflection paper and a portfolio of case studies based on at least 50 clinical encounters (including observation, student/client encounter with direct supervision and one-on-one cases). (4 credits; may be repeated for credit up to four times with the permission of the department Academic Advisor, subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course. This course is limited in size, with preference given to seniors and students who require this course to meet their graduation requirements). This is a writing intensive course. Materials fee: $30 for the lab coat (required first time this course is taken, optional when repeated) Prerequisites: PH 430

Note: This course is designed to provide practice in how to advise others in developing a personalized approach to health and wellness based on the principles of Maharishi AyurVeda. Regulations regarding health care practice and professional licensure standards vary by state and country. Course participants should be familiar with the laws of the jurisdiction in which they intend to be active to ensure that the scope of their activities does not violate regulations regarding health care practice. Becoming a Maharishi AyurVeda Wellness Consultant does not confer professional licensing status and Maharishi International University makes no representations regarding its economic or other value.

PH 450 Teaching Practicum: Developing Skill in Action in the Field of Health Care Education
This course is designed to allow advanced undergraduate students of good academic standing the opportunity to assist an instructor in teaching a course. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance graduate work through teaching assistantships. In most cases it will involve helping the instructor with course planning and preparation, small discussion groups, and homework and quiz grading. Some lecture and lab preparation, and presentations may
also be included as a teaching experience. (4 credits) Prerequisite: consent of Program Director

**Graduate Courses**

**PH 497 First Year Orientation: Creating a Foundation for the Study of Consciousness-Based Health Care.**
This five-day, in-residence course will orient new students to the principles of Maharishi AyurVeda, give an overview of the scope of the discipline, and give personal instruction in pulse diagnosis, the principle diagnostic procedure of this science. Students will meet the instructors and their classmates and begin to build a learning community that will last for the three years of the program and beyond. Student may also have an opportunity to learn the Transcendental Meditation technique, if they have not done so. (Note: Transcendental Meditation is a separate course with separate financial requirements). (1 credit) Prerequisite: Open to students accepted to the MS program in Maharishi AyurVeda and Integrative Medicine

**PH 500 Basic Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda I: Understanding the Foundations of Consciousness-Based, Prevention-Oriented Health Care**
This course presents the foundations of natural, prevention-oriented health care, including ayurvedic anatomy, physiology, digestion and metabolism, ayurvedic herbology, pulse assessment, mental health, and clinical approach to basic common disorders. (6 credits) Prerequisite: Open to students in the MS program in Maharishi AyurVeda and Integrative Medicine  Note: This course may be waived if student has completed equivalent training and passes a qualifying exam.

**PH 501 Basic Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine: Exploring the Wide Range of Possibilities to Restore and Maintain Perfect Health**
In this course students will experience 5 mini courses in Maharishi AyurVeda: Musculoskeletal Health, Total Heart Health, Your Healthy Gut, Women’s Health, and Mental Health. These mini courses will apply principles learned in the first course to specific systems, and begin to prepare students to teach these mini courses in the field. They will apply ayurvedic herbology, diagnosis, and pulse in these areas. New topics include ayurvedic internal medicine (Kaya Chikitsa), Yoga Asanas, rejuvenation and purification therapies (Pancha Karma), Vedic architecture, biorhythms and Vedic prediction (Jyotish). The course also provides an introduction to Traditional Chinese medicine and homeopathy. (6 credits) Prerequisite: PH 500 or qualifying exam  Note: This course may be waived if student has completed equivalent training with grade ‘B’ or higher and passes a qualifying exam.
PH 502 Musculoskeletal System: Enlivening the Structural Intelligence of the Body
This course begins the in-depth study of the ayurvedic approach to the eight organ systems. The focus is on the anatomy and physiology of the musculoskeletal system, and on the pathophysiology, prevention, diagnosis, and treatment of the main disorders in the system from the perspective of Maharishi AyurVeda. Disorders covered include various muscular pain and myopathies, which are among the most common complaints in modern society. This course also presents an introduction to other systems of natural medicine: osteopathy and chiropractic medicine. (3 credits) Prerequisite: PH 501 or qualifying exam

PH 503 Cardiovascular/Renal System: Enlivening the Intelligence of the Fluid Systems of the Body
This course presents the knowledge of the anatomy and physiology of the cardiovascular and renal systems, and of the pathophysiology, prevention, diagnosis, and treatment of cardiovascular/renal disorders from the perspective of Maharishi AyurVeda and other natural health care approaches. This course goes deep into the Total Heart Health program, a comprehensive program to treat and prevent heart disease and its risk factors, including hypertension, obesity, diabetes, and stress; and covers renal disorders such as renal failure, cystitis, kidney stones, and urinary tract infections. (3 credits) Prerequisite: PH 502

PH 504 Digestive System and Metabolism: Enlivening the Digestive Intelligence of the Body
The health of the digestive system is critical for immunity, strength, and healthy tissues. The focus is on the anatomy and physiology of the digestive system and metabolism, and on the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. This course goes deeply into the principal disorders of the digestive system, including indigestion, hyperacidity, GERD, irritable bowel, and constipation. (3 credits) Prerequisite: PH 503

PH 505 Pulmonary System and ENT: Enlivening Prana – the Life Breath
This course focuses on the anatomy and physiology of the pulmonary system and ENT, and on the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. It investigates the main disorders of the respiratory system including common cold, influenza, asthma, and COPD. This course also provides an overview of imbalances in ears, nose, and throat, and an introduction to other systems’ approach to respiratory imbalances. (3 credits) Prerequisite: PH 504
PH 506 Articular System: Awakening the Intelligence within the Gaps of the Physiology
Joint disorders are very common, often debilitating disorders in modern society. This course addresses different types of arthritis and joint disorders, and investigates their causes, symptoms, and means of alleviation from the perspective of Maharishi AyurVeda and other natural systems. The focus is on the anatomy and physiology of the articular system, and on the pathophysiology, prevention, diagnosis, and treatment of the main disorders in the system from the perspective of Maharishi AyurVeda. (2 credits) Prerequisite: PH 505

PH 507 Endocrine/Reproductive System: Enlivening the Inner Intelligence of the Hormonal System in the Body
In this course the students will learn about obstetrics, gynecology, men's health, and pediatrics. The endocrine system, along with the nervous system, is the master controller of all physiological functions. This course covers the various hormonal and reproductive disorders, including thyroid, adrenal, and reproductive problems. The focus is on the anatomy and physiology of the system, and on the pathophysiology, prevention, diagnosis, and treatment of its main disorders from the perspective of Maharishi AyurVeda. (3 credits) Prerequisite: PH 506

PH 508A, PH 508B Hematologic/Immunologic System: Enlivening Ojas – the Subtle Essence of the Tissues Responsible for Health and Immunity
In Maharishi AyurVeda, the health of the blood and plasma is the basis for the nourishment and health of all the other systems. This course presents the common disorders of the cellular components of the blood and immune system, and their causes, diagnosis, and treatment from the perspective of Maharishi AyurVeda and other systems of natural health care. (4 credits) Prerequisite: PH 507

PH 509 Nervous System and Skin: Enlivening the Master Control System of the Body
The nervous system, along with the endocrine system, is responsible for controlling every physiological function, as well as our experience in consciousness. The focus is on the anatomy and physiology of this critical system, and on the pathophysiology, prevention, diagnosis, and treatment of its main disorders from the perspective of Maharishi AyurVeda and other systems of natural health care. (4 credits) Prerequisite: PH 508

PH 510 First Year Clinical Training: Putting Knowledge of Prevention-Oriented Health Care into Practice
This five-day, in-residence intensive gives students an opportunity to review and practice all that has been learned in their first year of study by providing wellness consultations to
live clients under the supervision of experienced clinical faculty. (1 credit) **Prerequisite:** PH 500

**PH 511 Second Year Clinical Training: Perfecting the Practical Application of Natural Health Care**
This five-day, in-residence intensive gives students an opportunity to review and practice all that has been learned in their second year of study by providing wellness consultations to live clients under the supervision of experienced clinical faculty. (1 credit) **Prerequisite:** PH 504

**PH 512 Third Year Clinical Training: Integrating and Expressing the Total Knowledge of Life in Perfect Health**
This five-day, in-residence intensive gives students an opportunity to review and practice all the knowledge gained during the course of their studies by providing wellness consultations to live clients under the supervision of experienced clinical faculty. The students’ didactic and clinical competence will be evaluated. (1 credit) **Prerequisite:** PH 508

This course presents the history and basic principles of aromatherapy, quality criteria, and quality controls, ethics, research studies, and the application of aromatherapy in Maharishi AyurVeda. In this course, students will learn how to select appropriate essential oils and hydrosols for well-being in accordance with the principles of Maharishi AyurVeda, holistic aromatherapy, scientific aromatherapy, and quantum aromatherapy. Topics include properties of essential oils and hydrosols, their effect on the three doshas, their therapeutic effects on the physiology, and indications for common ailments using a first aid kit of 10 essential oils. Includes public speaking presentations and labs. Lab fee $75. (3 credits) **Note:** This course may be waived if a student has completed equivalent training and has passed the course with a B+ minimum grade.

**PH 515 Practicum with Clinical Cases: Establishing Confidence and Expertise in the Practice of the Total Knowledge of Life in Perfect Health**
This in-residence clinical intensive gives students an opportunity to get more practical experience and integrate the knowledge gained during the course of their studies by seeing live clients with experienced clinical faculty. The students’ didactic and clinical competence will be evaluated. (Variable credits, repeatable for credit) **Prerequisite:** Completion of all minimum requirements for the MS in Maharishi AyurVeda and Integrative Medicine degree.
**PH 516 Practical Applications of Aromatherapy and Maharishi AyurVeda: Probing Deeper into the Use of Nature’s Essences for Well-Being and Exploring the Connections between Nature’s Essences and Human Physiology as the Expressions of Veda**

This will give students a profound, holistic understanding of aromatherapy and Maharishi AyurVeda. During this course, students will apply the knowledge of the effects of essential oils on different physiological systems in light of Maharishi AyurVeda in the case-based setting and exercises. Also, advanced knowledge of aromatherapy will be presented. Students will deepen their understanding of how to select appropriate essential oils for well-being in accordance with the principles of Maharishi AyurVeda. Lab fee: $75. (4 credits). **Prerequisites:** PH549, PH555, PH556, PH557, and PH552.

**PH 518 Organic Chemistry Related to Aromatherapy: Probing Deeper into the Use of Nature’s Essences for Well-Being**

This course is designed to impart the fundamental concepts and principles of chemistry for essential oils, such as atomic structure, nomenclature, chemical bonds, molecular weight, valence, basis of organic chemistry, structure of aromatic molecules, radicals, isomers, basis of biochemistry, ligands, chirality, and chemotypes. Students will learn aspects of chemistry and biochemistry required for an understanding of the basis of aromatherapy, as well as the therapeutic effects of aromatic molecules present in essential oils. Topics include the chemical and therapeutic properties of aromatic molecules, detailed descriptions of the structure of active chemicals in essential oils, detailed monographs of 60 essential oils, and therapeutic formulas for common diseases. Lab fee: $75. (3 credits) **Prerequisite:** PH587, PH554, PH514.

**PH 549 Essential Oils Safety for Adults, Children, Babies and Pregnant Women: Learning to Use Nature’s Essences in the Most Complete, Useful, and Safe Way as the Expression of Pure Knowledge, Pure Creative Intelligence**

Students will get a comprehensive essential oil safety guideline through a review of essential oil/drug interactions, and detailed essential oil constituent data about 400 accordance essential oil profiles. Safety points to know about when using essential oils for the respiratory system, the cardiovascular system, the urinary system, the digestive system, and the nervous system. For each essential oil, students will get a full breakdown of constituents, and a clear categorization of hazards and risks, with recommended maximum doses and concentrations. Students will learn about the safety and toxicology of essential oils (topical and internal). Safety guidelines are given for vulnerable populations (infants & children, pregnant women, elderly, those with chronic health conditions). Lab fee: $75. (3 credits) **Prerequisite:** PH518.
PH 551 Human Physiology and Pathophysiology 1: Outer Depends on Inner; the State of Inner Balance of our Body Determines our Health
This course will explore the extraordinary ability of the human body to respond to disease in a number of physiological and psychological ways. Students will learn about the compensatory changes that occur as a result of the disease process – the pathophysiological processes and the impact they can have on a person. This course is course 1 in a two-course series. Students will learn the medical terminology, functions, and interdependence of the organ systems and abnormalities in the physiological mechanism involved in some common diseases of cardiovascular, respiratory, immune and digestive systems from the perspective of modern medicine. Students will also learn about the common lab investigation and tests used to diagnose diseases. (4 credits).
Prerequisite: PH 518, and a Human Anatomy and Physiology course at the bachelor’s level or special permission from the instructor. Course open to students enrolled in the MS in Aromatherapy and Maharishi AyurVeda program. Note: This course can be waived if students have passed an equivalent 4 credit course with a B+ minimum grade at the master’s level.

PH 552 Human Physiology and Pathophysiology 2: Outer Depends on Inner; the State of Inner Balance of our Body Determines our Health
This course is the second course of a two-course series and will further explore the ability of the human body to respond to disease in a number of physiological and psychological ways. Students will learn about the compensatory changes that occur as a result of the disease process – the pathophysiological processes and the impact they can have on a person. Students will learn the normal functions of the human body and major pathophysiological mechanisms underlying common diseases of the nervous, endocrine systems and musculoskeletal from the perspective of modern medicine. (4 credits)
Prerequisite: PH551. Note: This course can be waived if students have passed an equivalent 4 credit course with B+ minimum grade at the master’s level.

PH 553 Creative Entrepreneurship and the Scope of Practice: Harnessing Nature’s Infinite Creativity to Plan and Start a Sustainable Business
In this course, principles of management and marketing will be taught from the perspective of starting a new business with an integrated business strategy. Students will also be taught about the scope of their practice and related ethical and legal issues in the context of modern healthcare law. Students will articulate their personal and business goals and generate ideas for a sustainable business within the framework of their scope of practice. (4 credits)
PH 554 First-Year Orientation Professional Training Practicum: Using Essential Oils to Enliven the Inner Intelligence of Clients for Their Well-Being
There will be a total of three two-week on-campus professional training practicum courses in the MS in Aromatherapy and Maharishi AyurVeda program. This first professional training practicum course, offered during semester 1, includes professional training along with orientation to the Masters in Aromatherapy program. Students will receive training in Maharishi AyurVeda Pulse diagnosis in a clinical setting and will build confidence while applying the knowledge gained in the previous course in the fundamentals of aromatherapy and Maharishi AyurVeda. (2 credits). Prerequisite: PH 587

PH 555 Aromatherapy for Mind and Emotions: Learning to Use Nature’s Essences to Balance the Physiology at a Deeper and More Powerful Level
For thousands of years, fragrance has been used for altering emotional states and as part of spiritual practice. This course explores the role of olfaction on human psychology and psychoneuroimmunology – how the body adapts to stress. Students will study the impact of essential oils as a support in the relationship between the nervous system and the immune system. They will learn about the importance of the fragrance on the psyche from anthropological, perfumery, and aromatherapy viewpoints and introduces a range of fragrance families – woody, resinous, spicy, herbaceous, agrestic, floral, citrus, and attars. Students will develop skills to select essential oils for several mental and emotional issues according to their effect on the three doshas. Lab Fee: $75. (2 credits) Prerequisite: PH518

PH 556 Aromatherapeutic Blending and Preparations: Learning to Use Nature’s Essences on a Practical Level
Investigating the intricacies of aromatherapeutic blending, this course explores the concept of synergy and presents evidence for the biological and therapeutic actions of essential oils and absolutes. Students will learn applied aromatherapy: dilution, dosage and duration for specific therapeutic outcome including energetic and emotional blending. It encourages practitioners to reflect on their approaches to treatment and guides on building effective and safe blends. Students will also learn to prepare therapeutic blends, capsules, suppositories, etc. Lab Fee: $75. (3 credits) Prerequisite: PH 518

PH 557 Second Year Lab and Professional Training Practicum: Using Essential Oils to Enliven the Inner Intelligence of Clients for their Well-Being
This course will allow students to build confidence while applying the knowledge gained in all previous courses in aromatherapy and Maharishi AyurVeda. The second 2-week professional training is offered during Semester 4. Students will get to experience the
effect of essential oils on the pulse, participate in discussions of case studies, and learn to prepare soft gels, facial and body creams and other preparations using essential oils and carrier oils suitable for different skin and body types. Lab fee: $75. (2 credits)

*Prerequisites:* PH549, PH555, and PH556.

**PH 558 Third Year Lab and Professional Training Practicum: Using Essential Oils to Enliven the Inner Intelligence of Clients for their Well-Being**

This course will allow students to build confidence while applying the knowledge gained in all previous courses in aromatherapy and Maharishi AyurVeda. During this third 2-week professional training practicum (offered during Semester 6), students will conduct supervised aromatherapy consultations with clients in the clinic at MIU. Lab fee: $75. (2 credits) *Prerequisite:* All courses in the MS in aromatherapy program offered up to this point in the program.

**PH 559 Clinical Fieldwork: Guiding Clients to Health**

In this course, students in Maharishi AyurVeda and integrative medicine will see an extensive series of patients; conduct complete evaluations, including pulse diagnosis, clinical interview, clinical observation, tongue diagnosis; and compose appropriate recommendations for restoring balance, including diet, lifestyle modification, herbs, five-sense therapies, environmental therapies, meditation, Yoga Asanas, etc. (Variable credits. One credit per 12 cases. May be repeated for credit.) *Credit may apply toward the MS in Maharishi AyurVeda and Integrative Medicine program.*

**PH 582 Research Methods in Evidence-Based Integrative Medicine: Discovering the Orderly, Systematic, and Verifiable Progression of Natural Law**

Students will learn to review the scientific literature and develop their own study designs most applicable to evidence-based integrative medicine. These include experimental and quasi-experimental designs, case control, prospective and retrospective observational designs, patient-centered-research, systematic reviews and meta-analysis, and whole systems research. Particular emphasis will be placed on understanding each design in terms of potential confounds (internal and external threats to validity). Students will gain practice in critically reviewing the rationale, methods, results, and discussion in the published medical research literature. (4 credits)

**PH 583 Biostatistics in Evidence-Based Integrative Medicine: Measuring and Quantifying the Progression of Natural Law**

Students will learn introductory and intermediate-level statistics applicable to evidence-based integrative medicine research. These include dependent and independent t-tests, chi squared tests, analysis of variance and analysis of covariance, correlation, and multiple regression models. Students will work with original datasets throughout the course. (4 credits)
PH 584 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health: Measuring the Impulses of the Body’s Intelligence and Restoring Balance in the Physiology through the Touch of Three Fingertips
Self-Pulse Reading is the most ancient and most natural means of determining the level of balance or imbalance in the mind and body. Taking the pulse enlivens the connection between mind and body, consciousness and matter. Furthermore, the procedure of taking the pulse produces a balancing effect on the mind and body. This course presents Maharishi’s revival of this ancient technology. In this course students will learn how to read their pulse and detect imbalances early, before they manifest as symptoms of a disease; how to determine where imbalances are; and how to restore balance. This course includes public speaking exercises. Materials fee: $6 (4 credits)

PH 585 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition: Imbibing Intelligence from Food and the Environment — Enlivening Strong Digestion and Selecting a Diet Ideally Suited to the Individual
Diet, digestion, and nutrition are fundamental to health. How we metabolize food and drink directly affects the strength, vitality, immunity, and longevity of the physiology. This course provides very practical knowledge of what to eat, when to eat, and how to eat to maintain or restore perfect balance of the three doshas – the three principal governing qualities of intelligence in the body. Topics include: influence of consciousness on the process of digestion and nutrition, effects of different foods on physiology, categories of food according to their influence on the three doshas, and basic principles of Dravya Guna (Materia Medica) – Vedic herbology. This course includes public speaking exercises. Based on availability, ayurvedic cooking demonstrations are included. Materials fee: $30 (4 credits) Prerequisite: PH 584

PH 586 Maharishi Yoga Asanas: Vedic Exercise to Enliven Mind-Body Coordination to Support Pure Awareness, the State of Yoga
Yoga is one of the 40 aspects of the Veda and Vedic Literature representing unifying quality of consciousness. According to Maharishi, Yoga provides technologies to unfold the experience of the unified level of consciousness or Transcendental Consciousness. The theoretical part of this unique course presents the knowledge of Yoga as unity and provides understanding of the specific effects of Yoga Asanas on the mind and body, physiology and consciousness. Proper practice of Yoga Asanas – a major aspect of this course – provides students with the experience of deep relaxation, bliss, and expansion of awareness. This course includes public speaking exercises on the effects of Yoga Asanas on specific mental and physical health conditions, and the readings of Maharishi’s commentary to the Bhagavad-Gita as the essence of Vedic knowledge and the discipline of Yoga. Materials fee: $5 (4 credits)
PH 587 Fundamentals of Aromatherapy and Maharishi AyurVeda: Understanding the Foundations of Consciousness-Based, Prevention Oriented Health Care
This course presents the fundamentals of the integrated discipline of Maharishi Ayurvedic Aromatherapy. Students will learn the foundations of prevention-oriented health care in classical AyurVeda, including AyurVedic anatomy and physiology, basic herbology, self-pulse reading and recommendations for diet, exercise and lifestyle. Students will learn how to apply the concepts of Maharishi AyurVeda to Aromatherapy in a clinical setting, where students will classify and use essential oils for patient health education, consultations, treatments for holistic health care and prevention. Students will also learn the basic principles, history and different traditions of classical Aromatherapy and gain insight into the types of essential oils and their bioactive components, their process of distillation, manufacturing of essential oils, modes of administration, therapeutic use, results, quality controls, and scientific validation. (6 credits)
Prerequisite: Enrolled in MSAT Program

PH 595 Advanced Topics in Physiology and Integrative Medicine
This course will delve deeply into the physiology of selected organ systems involved in the thesis research themes of the program with highlights of advances relevant to evidence-based integrative medicine research. Examples of these include the cardiovascular system, nervous system, endocrine system, and immune system. (8 credits)

PH 596 Research Practicum
During this course, PhD students will work with the supervision of one of the doctoral program senior faculty on an active research project, e.g. original research paper, review article or grant proposal. The course will offer an opportunity for students to develop research skills from the beginning of the program through hands-on experience in research activities such as literature review, data collection, data analysis, interpretation, report writing (2 credits per semester, 4 credits required as part of core curriculum)

PH 601 Preparation for Qualifying Examination
Students will take exams (oral or written) in each of the following areas: 1) research methods, 2) biostatistics, and 3) a substantive area related to their proposed dissertation research. (4 credits; may be repeated for credit) Prerequisite: successful completion of the core curriculum
PH 700 Dissertation Proposal Preparation: Integrating and Expressing Total Knowledge of Health
Each student selects a dissertation committee and submits a dissertation topic to the graduate faculty for approval. Following acceptance of the dissertation topic, the student prepares the dissertation research proposal, which is evaluated by the dissertation committee. (8 credits per semester — may be repeated for credit until dissertation is completed) Prerequisites: PhD candidate status and consent of the dissertation advisor

PH 701 Dissertation Research: Celebrating Mastery of Total Knowledge of Health
Students conduct original research and prepare their dissertations during their third and fourth years in the program. Any changes in dissertation topic must be approved by the dissertation committee. (8 credits per semester — may be repeated for credit until dissertation is completed) Prerequisites: approval of the dissertation proposal and consent of the dissertation committee
DEPARTMENT OF SUSTAINABLE AND REGENERATIVE LIVING

- Samuel James, PhD, Professor and Chair
- Thomas Newmark, JD, Strategic Advisor

FACULTY OF SUSTAINABLE AND REGENERATIVE LIVING

- Kari Bedi, MBA, Associate Chair, Department of Sustainable and Regenerative Living
- Leah Gibbons, PhD, Director of the BA in Sustainable and Regenerative Living and Assistant Professor of Sustainable and Regenerative Living
- Tejasvi Sharma, PhD, MBA, Assistant Professor of Sustainable Energy
- Ralph Hearn, MScENG, Instructor of Sustainable Energy
- Brandon Yarborough, BS, CGC, Instructor of Natural Building
- Christopher Jones, EdD, Professor of Education, by courtesy
- Stuart Tanner, MA, Assistant Professor of Cinematic Arts and New Media, by courtesy
- Ripunjay Bhargava, LLM, Assistant Professor of Law and Government, by courtesy
- Jesse Dann, PhD, Adjunct Professor of Sustainable & Regenerative Living
- Phillip Hawes, PhD, Adjunct Professor of Sustainable & Regenerative Living
- Mark Stimson, MA, Adjunct Professor of Sustainable & Regenerative Living

FACULTY OF REGENERATIVE AND ORGANIC AGRICULTURE

- Tyler Wilfley, MBA, Director of the BA in Regenerative and Organic Agriculture and Instructor of Regenerative Organic Agriculture
- Atanu Mukherjee, PhD, Pratima Doshi Associate Professor of Regenerative Organic Agriculture
- Steven McLaskey, PhD, Assistant Professor of Regenerative Organic Agriculture
- Caroline Akachuku, PhD, Visiting Research Scholar, Professor of Agroforestry and Environmental Management

INTRODUCTION

The Department of Regenerative Living explores the leading edge of regenerative sustainability. Our curriculum and facilities grow and adapt with evolving global understandings around regenerative living and community development.

Regenerative sustainability integrates the human economy with the economy of nature. This means renewing and restoring human capital -- the relationships and communities
on which the human economy depends -- and supporting humanity to be in touch with its own internal, spiritual nature.

Regenerative Living programs build an understanding of how to think critically when considering the design and flourishing of manmade and natural systems. We engage students in the process of learning through hands-on projects, problem solving, question building, journaling, researching, teaching, and collaborating.

Maharishi International University is the first university in the world to expand the scope of sustainable and regenerative living to include knowledge of how to live in accord with natural law. As we approach the world’s environmental, societal, and economic problems, from local to global, we develop ever-greater creativity and intelligence.

VISION STATEMENT

Our vision is to create a world based on integrity, collaboration, non-violence, aspirations, and positive impact for healthier (regenerative) states of living systems with capacities in place to support their continued evolution - for a thriving planet + people. We view consciousness as essential to perceive and participate in the interconnectedness of regenerative sustainability. Through collaboration within our communities, we locally model our unique contribution to promote global regenerative development.

PROGRAMS OFFERED

Degree Programs

BA in Sustainable & Regenerative Living (BA-SRL) – Interact with evolving regenerative technologies and adapt the principles of deep sustainability to any system in order to implement sustainable practices in support of various careers, further study, or research. See Departmental Requirements below.

BA-SRL program learning outcomes:
1. **Identify the major challenges facing humanity** in the 21st century, including their common sources, interconnections, and alternative trajectories that could create thriving social-ecological systems.
2. **Build the healthy mind and body** that makes one capable of personal change and able to catalyze transformational change in others.
3. **Develop and demonstrate living/complex adaptive systems thinking.** Explain sustainable and regenerative processes in integrated ecological, social, and economic living/complex adaptive systems (LS) and how we can reshape our thinking and actions to support them.
4. Demonstrate proficiency in the essential thinking and self-management skills required for regenerative change initiatives.
5. Communicate effectively in writing, speech, and other media across cultural, ideological, and national boundaries.
6. Work collaboratively to envision, facilitate, co-create, implement, and evaluate transformative change.

BA in Regenerative Organic Agriculture (BA-ROA) – Confidently implement organic agriculture practices, including farm planning, nurturing healthy soil and crops, season extension, crop storage, and go-to-market strategies. See Departmental Requirements below.

BA-ROA program learning outcomes:
1. Develop a practical understanding of farm operations with an emphasis on irrigation strategies, crop fertility, and soil management.
2. Manage farm tasks associated with crop maintenance, harvest, and market sales.
3. Implement effective strategies for building soil health, integrated pest management, and natural resource conservation.
4. Demonstrate an understanding of sustainable business management through the lens of marketing, operations, and finance to meet triple bottom line performance.
5. Design and develop a farm plan for planting and production.
6. Identify societal, environmental, and economic factors that influence agriculture practices.
7. Explain the relationship between the development of consciousness and the success of organic farmers.

Specialization and Minor Programs

Specialization and Minor in Sustainable & Regenerative Living – Practical foundation for understanding the principles and practices of deep sustainability within a set of foundational courses and a chosen module. See Departmental Requirements below.

Specialization and Minor in Regenerative Organic Agriculture – Practical foundation in organic agriculture principles and best practices within a set module. See Departmental Requirements below.
Certificate Programs

Certificate in Permaculture Design (PDC) – A 4-week, on-campus at full-time, internationally recognized certificate that combines classroom instruction with hands-on projects for full immersion in ecosystem thinking and whole systems design. See course description in Courses below.

Certificate in Regenerative Community Design – An 8-credit certificate program that equips participants with strategies, techniques, and technologies for working with existing or potential communities to collaboratively create thriving communities. (Offered in alternate years as online or on-campus format.) See Departmental Requirements below.

Certificate in Regenerative Organic Agriculture – A 9-month, on-campus at full-time, certificate program that combines classroom instruction with five months of fieldwork to learn all facets of organic agriculture, from starting seeds to post-harvest field preparation. See Departmental Requirements below.

Certificate in Sustainable Energy Technologies – A 16-credit, certificate program to deliver understanding in the basic engineering, environmental science, policy, and economics of energy systems. (Offered in alternate years in online or on-campus format.) See Departmental Requirements below.

Note: Certificate programs may be taken as non-credit or for credit and applied toward 1) the BA-SRL degree program or 2) for non-majors, toward a specialization or minor in Sustainable & Regenerative Living. In the case of the Certificate in Permaculture Design and the Certificate in Regenerative Agriculture, this may apply also to the ROA degree or specialization or minor as well as the SRL programs.

SPECIAL FEATURES

• In response to critical pressure on our planet’s natural resources, the programs of Regenerative Living focus on pragmatic skills and knowledge that support the provision of sustainable energy, food, water, waste services, and the development of essential public policy that underlies the ubiquitous provision of these services.

• The widespread adoption of regenerative technologies depends on the development of a new and more holistic worldview – one that is rooted in an understanding of natural systems, humans’ place in them, and the development of non-exploitive, cooperative relationships among humans and between humans and nature. We need a fundamental change in the philosophy and theory that guides human relationships with each other and the rest of nature.
David Korten calls the old exploitation and extraction-based worldview the Empire story, and the new cooperative worldview Earth Community.

- At Maharishi International University, the experiential basis of a change in worldview to Earth Community is the simple practice of the Transcendental Meditation technique. Regular meditation combined with dynamic activity in daily life leads to the development of higher states of consciousness, making the new worldview not just an intellectual idea but also a lived reality.

  In addition to the outer pragmatic skills necessary for physically designing and building a sustainable and regenerative world, our program provides the inner foundation for the creation of a new outer world. This inner foundation includes the development of consciousness and the supporting intellectual understanding about the fundamental philosophy and social, political, and economic theory underlying this new worldview.

- **See in action what you learn.** Using a combination of wind, solar, geothermal, rainwater collection, regenerative agriculture, and natural building materials, the Regenerative Living Department is one example of many in a small town that showcases an abundance of sustainable community development initiatives, including the 1.1 million watt state-of-the-art solar power plant designed to provide one-third of the university’s electric power.

  From theory, to hands-on projects with professors, to local action, students get to witness homeowners, entrepreneurs, and organizations making a difference – doing well and doing good.

- BA-SRL and BA-ROA students can earn 4-16 credits of internship in on-the-job training, working with organizations in sustainable agriculture, renewable energy, natural building, environmental projects, social sustainability, sustainable business, and many other venues that provide practical experience in selected areas of interest.

- Both BA-SRL and BA-ROA programs offer community college graduates and transfer students a two-year curriculum path when entering the program with specific general education requirements fulfilled. Talk with an academic advisor for more information.

### Bachelor of Arts Degree in Sustainable & Regenerative Living

**Graduation Requirements**

To graduate with a BA in Sustainable & Regenerative Living (BA-SRL), students must successfully complete all requirements for the bachelor’s degree. Please refer to “Degree Requirements” in the “Academic Policies” section of this catalog. As part of the requirements for the BA-SRL, students must complete **52 credits** of coursework as follows:

*8 credits of core courses fulfilled through either of the following two options*

  **EITHER**
• RL F201 CCTS: Ecosystems & Regeneration (4 credits); and
• RL F202 Regenerative Community Development & Design (4 credits)
  OR
• RL F200 CCTS: Global Regeneration (8 credits)

plus 8 credits from the following foundational courses
• RL G101 Permaculture Design (4 credits)
• RL E101 Energy and Sustainability (4 credits)
• RL P250 Global Sustainability (4 credits)
• RL S251 Global Solutions I (4 credits)

plus 24 credits of electives from Regenerative Living (RL) designated courses
Elective credits may be concentrated in a specific subject area for more in-depth study and to
achieve an area of emphasis within Sustainable & Regenerative Living or fulfilled with stand-
only courses of interest.

plus 12 credits of field experience fulfilled through one or a combination of the following
• RL G398 Internship (4-16 credits)
• RL G400 Regenerative Living Project Prep (4 credits)
• RL G401 Senior Regenerative Living Project (4-8 credits)

Note: A written paper and oral presentation are a requirement for all field experience courses.
Note: Students may take a total of 16 credits of internship to fulfill graduation requirements. A
maximum of 16 credits are allowed for internship and directed study.

plus
Completion of a Student Portfolio

A Student Portfolio showcases student development in support of the Program Learning
Outcomes (PLOs) and provides students a platform to share their accomplishments. Students
build their portfolios from various types of graded and ungraded work products over their course
of study, working with faculty in each course for portfolio guidance. Students are expected to
demonstrate within their portfolios which artifacts meet which PLO. Student portfolios will be
assessed by a faculty team prior to graduation.

Student Portfolios may contain:
• On-going course work, such as writing assignments, film and other media, evidence of
  physical projects, presentations, etc.;
• Collected narrative evaluations from individual faculty and courses;
• An bibliography of books and articles the student has read, annotated by the student;
• Periodic written self and peer assessments;
• Health-related journals or summaries thereof (voluntary, redacted);
• Letters of recommendation from internship supervisors, based on prior understanding of
  learning objectives; and
• Evidence of leadership in projects, student government, community service, field trips, and conferences, etc.

plus
• Completion of the SRL Senior Survey

plus
• Completion of the SRL Senior Exit Exam

plus optional
• Students may request to be nominated to represent the RL Department and showcase their internship or project work at the annual Senior Honors Competition held in June. Students must notify their internship/project advisor of interest in presenting their work at least 6 weeks prior to the competition.

Graduation Requirements for an Area of Emphasis within Sustainable & Regenerative Living
To graduate with an area of emphasis within the Sustainable & Regenerative Living degree program, students must complete 16 credits from a specific subject area. Credits toward an area of emphasis may be accepted from Regenerative Living (RL) designated courses in one of the following subject areas:
• Regenerative Organic Agriculture
• Regenerative Community Development
• Sustainable Energy Systems

SPECIALIZATION AND MINOR IN SUSTAINABLE & REGENERATIVE LIVING

Graduation Requirements for the Minor in Sustainable & Regenerative Living
To graduate with a minor in Sustainable & Regenerative Living, students must complete 20 credits of Regenerative Living (RL) designated courses. The credits are best gained in a module of in-depth study but may also be gained with RL elective courses of interest.

Graduation Requirements for the Specialization in Sustainable & Regenerative Living
A specialization is a standalone, secondary area of study that can complement a wide array of majors and develops a deeper skill level beyond a minor.
To graduate with a specialization in Sustainable & Regenerative Living, students must successfully complete 32 credits of coursework as follows:

8 credits of either
• RL F201 CCTS: Ecosystems & Regeneration (4 credits) and
• RL F202 Regenerative Community Development & Design (4 credits)

OR
• RL F200 CCTS: Global Regeneration (8 credits)

plus 24 credits of electives from Regenerative Living designated courses

Elective credits may be concentrated in a specific subject area for more in-depth study or fulfilled with stand-alone Regenerative Living (RL) courses of interest.

BACHELOR OF ARTS IN REGENERATIVE ORGANIC AGRICULTURE

Graduation Requirements
To graduate with a BA in Regenerative Organic Agriculture (BA-ROA), students must successfully complete all requirements for the bachelor’s degree. Please refer to “Degree Requirements” in the “Academic Policies” section of this catalog. As part of the requirements for the BA-ROA, students must complete 51 credits of course work as follows:

16 credits of Regenerative Organic Agriculture core courses
• RL F201 CCTS: Ecosystems & Regeneration (4 credits)
• RL A200 Intro to Horticultural Sciences & Regenerative Farming Practices (4 credits)
• RL G101 Permaculture Design Certification (4 credits)
• RL A340 Soil Science & Applications (4 credits)

plus 15 credits of Regenerative Organic Agriculture fieldwork and workshops
• RL A342 Planting, Plant Care, & Maintenance (3 credits)
• RL A343 Pest Scouting & Weed Management (3 credits)
• RL A344 Harvesting & Succession Planting (3 credits)
• RL A345 Cold Season Cropping & Season Extension Methods (3 credits)
• RL A346 Long-Term Storage Crops & End-of-Season Prep (3 credits)

plus 4 credits of business management
• RL M320 Sustainable Business Management (4 credits)

plus 4 credits of electives from Regenerative Living (RL) designated courses

plus 12 credits of field experience fulfilled through an agriculture internship
• RL G398 Internship (12-16 credits)

Note: A written paper and oral presentation are a requirement of the internship course.
Note: Students may take a total of 16 credits of internship to fulfill graduation requirements. A maximum of 16 credits are allowed for internship and directed study.

plus
• Completion of the ROA Senior Survey

plus optional
• Students may request to be nominated to represent the RL Department and showcase their internship work at the annual Senior Honors Competition held in June. Students
must notify their internship advisor of interest in presenting their work at least 6 weeks prior to the competition.

**Graduation Requirements for the Minor in Regenerative Organic Agriculture**

To graduate with a minor in Regenerative Organic Agriculture (ROA), students must complete **21 credits** of course work as follows:

- RL A200 Intro to Horticultural Sciences & Regenerative Farming Practices (4 credits)
- RL G101 Permaculture Design Certification (4 credits)
- RL A340 Soil Science & Applications (4 credits)
- RL A342 Planting, Plant Care, & Maintenance (3 credits)
- RL A343 Pest Scouting & Weed Management (3 credits)
- RL A344 Harvesting & Succession Planting (3 credits)

**Graduation Requirements for the Specialization in Regenerative Organic Agriculture**

A specialization is a standalone, secondary area of study that can complement a wide array of majors and develops a deeper skill level beyond a minor.

To graduate with a specialization in Regenerative Organic Agriculture, students must successfully complete **31 credits** of coursework as follows:

- RL A200 Intro to Horticultural Sciences & Regenerative Farming Practices (4 credits)
- RL G101 Permaculture Design Certification (4 credits)
- RL A340 Soil Science & Applications (4 credits)
- RL A342 Planting, Plant Care, & Maintenance (3 credits)
- RL A343 Pest Scouting & Weed Management (3 credits)
- RL A344 Harvesting & Succession Planting (3 credits)
- RL A345 Cold Season Cropping & Season Extension Methods (3 credits)
- RL A346 Long-Term Storage Crops & End-of-Season Prep (3 credits)
- RL M320 Sustainable Business Management (4 credits)

**CERTIFICATE REQUIREMENTS**

**Requirements for the Permaculture Design Certificate**

To earn a Permaculture Design Certificate (PDC), students must complete **5 credits** as follows:

1 credit of certificate prerequisite

- MVS 100 The Transcendental Meditation Program (1 credit, waived if the student learned prior to enrolling)

plus 4 credits of standardized training

- RL G101 Permaculture Design Certificate (4 credits)
Requirements for the Regenerative Community Development Certificate
To receive a certificate in Regenerative Community Development, students must complete 9 credits as follows:

1 credit of certificate prerequisite
• MVS 100 The Transcendental Meditation Program (1 credit, waived if the student learned prior to enrolling)

plus 8 credits of Regenerative Community Development courses
• RL F201 CCTS: Ecosystems & Regeneration (4 credits)
• RL F202 Regenerative Community Development & Design (4 credits)

Requirements for the Regenerative Organic Agriculture Certificate
To receive a certificate in Regenerative Organic Agriculture, students must complete 32 credits as follows:

1 credit of certificate prerequisite
• MVS 100 The Transcendental Meditation Program (1 credit, waived if the student learned prior to enrolling)

plus 31 credits of Regenerative Organic Agriculture courses
• RL A200 Intro to Horticultural Sciences & Regenerative Farming Practices (4 credits)
• RL G101 Permaculture Design Certification (4 credits)
• RL A340 Soil Science & Applications (4 credits)
• RL A342 Planting, Plant Care, & Maintenance (3 credits)
• RL A343 Pest Scouting & Weed Management (3 credits)
• RL A344 Harvesting & Succession Planting (3 credits)
• RL A345 Cold Season Cropping & Season Extension Methods (3 credits)
• RL A346 Long-Term Storage Crops & End-of-Season Prep (3 credits)
• RL M320 Sustainable Business Management (4 credits)

Requirements for the Sustainable Energy Technologies Certificate
To receive a certificate in Sustainable Energy Technologies, students must complete 17 credits as follows:

1 credit of certificate prerequisite
• MVS 100 The Transcendental Meditation Program (1 credit, waived if the student learned prior to enrolling)

plus 16 credits of Sustainable Energy Technologies courses
• RL P250 Global Sustainability (4 credits)
• RL E208 Survey of Green Technologies (4 credits)
• RL E207 Micro-Grid (4 credits)
• RL E204 Solar Energy Science & Applications (4 credits)
LEARNING MODULES

Our goal is to give students the skills to rethink every aspect of human endeavor in terms of sustainability. To complement this breadth, we provide integrated learning in key areas through learning modules.

The module format -- whether made up of sequential or non-sequential courses, online or on-campus courses -- is designed to yield a holistic level of depth in the subject area that may not be obtained by taking just part of it. This format also provides potential for a cohort system, in which a group of students move through a sequence of courses together, offering the advantage of both intellectual and social connections.

Below is a listing of the current academic year’s learning modules and the courses that comprise them – Modules and courses adapt and evolve from year to year. Some courses are listed in more than one module, or alternate year-after-year between on-campus and online delivery. For details on each course including prerequisites, see the list of courses in numerical order in the “Courses” section below.

Module: Fundamentals of Sustainability (20 credits)
Taken together, the core precepts of regenerative living represent a new way of thinking about humanity's presence on the earth and its place in the universe - from systems thinking and global considerations to critical thinking and interrelationships. Module courses are non-sequential.
• RL G101 Permaculture Design (4 credits)
• RL P250 Global Sustainability (4 credits)
• RL E101 Energy and Sustainability (4 credits)
• RL F201 CCTS: Ecosystems and Regeneration (4 credits)
• RL B101 Sustainability, Buildings, and the Built Environment (4 credits)

Module: Regenerative Organic Agriculture (31 credits)
Combines classroom instruction with five months of fieldwork and workshops learning all facets of organic agriculture, from starting seeds to post-harvest market and field preparation. Module courses are sequential.
• RL A200 Intro to Horticultural Sciences & Regenerative Farming Practices (4 credits)
• RL G101 Permaculture Design Certification (4 credits)
• RL A340 Soil Science & Applications (4 credits)
• RL A342 Planting, Plant Care, & Maintenance (3 credits)
• RL A343 Pest Scouting & Weed Management (3 credits)
• RL A344 Harvesting & Succession Planting (3 credits)
• RL A345 Cold Season Cropping & Season Extension Methods (3 credits)
• RL A346 Long-Term Storage Crops & End-of-Season Prep (3 credits)
• RL M320 Sustainable Business Management (4 credits)

Module: Sustainable Energy Technologies (16 credits)
There is a great challenge ahead of us: In a world where almost a billion people do not have access to basic energy services, how can we supply abundant energy while keeping the planet safe and sustainable?

This module explores: the basic engineering, environmental science, policy, and economics of energy systems; how energy moves from initial resources (from capture) to end users; the impacts of energy systems around us -- focusing on pollution, climate change, and land use; and the potential solutions to our energy and climate challenges that we face today. Module courses are sequential.
• RL P250 Global Sustainability (4 credits)
• RL E208 Survey of Green Technologies (4 credits)
• RL E207 Micro-Grid (4 credits)
• RL E204 Solar Energy Science & Applications (4 credits)

Module: Natural Building Systems (8 credits)
This module explores the art and science of using lightly processed natural materials to create beautiful, durable, and energy efficient structures that can also be health-inducive. Module courses are sequential.
• RL B201 Natural Building Exploration (4 credits)
• RL B301 Natural Building Application (4 credits)

Module: Regenerative Community Development (8 credits)
Gain a strong theoretical understanding and practical skills to co-create thriving social-ecological communities at all scales.

This module integrates ecology, complex adaptive systems, systems thinking, sustainability science, design thinking, and regenerative development and design in a holistic, applied approach through service learning/projects. Students will learn to identify and act in alignment with living systems principles, collaborate with others to do so, and lead regenerative projects at a variety of scales and in a variety of contexts. Module courses are sequential.
• RL F201 CCTS: Ecosystems and Regeneration (4 credits)
• RL F202 Regenerative Community Development & Design (4 credits)

Module: Global Solutions (8 credits)
Explore the world’s economic systems, political institutions, transnational bodies, and
globalized economy. We will examine if, in combination, they perpetuate a situation of
fundamental global inequality and an unequal access to the vital prerequisites for living a
healthy and fulfilled life. These global imbalances and lack of access to resources,
challenge the human dignity and self-development of hundreds of millions of people.
Uncover regenerative models that provide self-determination, resource sufficiency, the
regeneration of natural systems, and just and sustainable practices at every level of
society. Module courses are sequential.

- RL S251 Global Solutions I: Addressing the Global Challenges of Our Time
- RL S252 Global Solutions II: The Art and Science of Global Transformation

**Module: Change Begins Within (8 credits)**
How healthy do you want to be? How happy?
Start the journey of building a lasting foundation of health, happiness, and wholeness. In
this module, you will identify an area of your own life you wish to change — and with
the powerful tools you learn, you will be able to turn your desire into a reality and
become the change you wish to see. Module courses are non-sequential.

- RL W200 Change Begins Within: Finding Health, Happiness, and Wholeness (4
  credits)
- RL W400 Holistic Health and Wellness for Regenerative Sustainability: Thriving
  People--Thriving Planet (4 credits)

**Module: Food Studies (12 credits)**
The role of food in personal and planetary health. In this module we examine all facets of
food from ground to gut: agricultural production; soil and food quality; food distribution;
cooking; as well as the policies and practices that shape our diet and health. Module
courses are non-sequential.

- RL 101 Permaculture Design Certification (4 credits)
- RL A340 Soil Science & Applications (4 credits)
- RL S320 Food Systems (4 credits)

**Module: Planning for Change (24 credits)**
From the change within, to acting locally, to the big global perspective – leadership is
key. Develop an ecology of transformative practices that support transforming mindsets,
cultures, and social systems in service of sustainable change. Module courses are non-
sequential.

- RL W200 Change Begins Within: Finding Health, Happiness, and Wholeness (4
  credits)
- RL F201 CCTS: Ecosystems and Regeneration (4 credits)
- RL F200 CCTS: Global Regeneration (8 credits)
• RL S251 Global Solutions I: Addressing the Global Challenges of Our Time (4 credits)
• RL S252 Global Solutions II: The Art and Science of Global Transformation (4 credits)

Module: Ecological Design (16 credits)
Using whole-system design to work with nature in meeting the needs of the present and utilizing regeneration principles in support of healthier ecosystems for the future. Module courses are non-sequential.
• RL F201 CCTS: Ecosystems and Regeneration (4 credits)
• RL F202 Regenerative Community Development & Design (4 credits)
• RL G101 Permaculture Design Certification (4 credits)
• RL B101 Sustainability, Buildings, and the Built Environment (4 credits)

COURSES

RL A100 Organic Horticulture and Plant Propagation
Horticulture is the science and art of growing garden plants - fruits, vegetables, herbs and spices, flowers, medicinal, and aromatic plants. Students gain basic skills of organic horticulture, including the scope and importance of garden crops, crop classification, nursing young seedlings, and garden planning. They also learn different techniques of plant propagation, including grafting, budding, and layering. Course fee: $20 (4 credits)

RL A103 Sustainable Organic Agroforestry Food Production Systems
Definition of sustainable organic agroforestry food production; the need for agroforestry food production systems; benefits and challenges of the systems; role of agroforestry in soil conservation; species selection and components of agroforestry systems; climate change. Field studies and laboratory practicals are essential features. Course fee: $40 (4 credits)

RL A200 Introduction to Horticultural Sciences & Regenerative Farming Practices: Strengthening the Regenerative Power of Natural Law
Horticulture represents the foundational knowledge of the Regenerative Organic Agriculture program. Students will learn basic botany related to plant physiology and seed production, along with strategies for farm layout, land preparation, plant propagation, and soil and nutrient management. We head out to the field for sessions on planting systems and irrigation methods. Other topics include strategies for building soil organic matter, composting, basic entomology, and pest management methods. (4 credits)

RL A202: Biodynamic Agriculture
This course covers the general principles and practices of biodynamic agriculture. Students will learn soil fertility, crop rotation, cover crops and green manures, biodynamic preparations, biodiversity, pest and weed control, use of lunar calendar in farming, as well as organic and
biodynamic agriculture certification standards. During the first week students will be introduced to biodynamic agriculture, understand Rudolf Steiner's 8 lecture ‘Agriculture course’ through the lens of modern science and Vedic roots of biodynamic agriculture. In the second week the discussions will be on understanding ‘Farm a living organism,’ Biodynamic Principles and Practices, making biodynamic preparations and using them in diverse field conditions. During the third week students will learn biodynamic approaches to nutrient and pest management utilizing the local resources and weed utilization. Weeds will be used in composting; making liquid formulations for crop production and those that are edible will be used as food or medicine. The final week will comprise of using the lunar planting calendar in farming, peppering techniques, and the importance of cows and designing a cow-centric farming system will be discussed. (4 credits)

RL A205 Agriculture and Food Certification (Offered according to demand)
Globalization of the agri-food system and the complex challenges in the present food supply chain and safety has necessitated the importance for inspection and certification. To ensure quality and safety, independent organizations provide assurance to the stakeholders. Such independent organizations or third parties are private or public organizations responsible for accessing, evaluating, and certifying safety and quality claims based on a particular set of standards and compliance methods. Food certification provides assurances about a product to consumers and traders by providing information about the commodity and its production processes. This course will provide practical understanding of standards and certification processes for Organic and Biodynamic Agriculture, SQF, BRC, HACCP, Non-GMO project, and Global GAP. Upon successful completion, the students will receive a certificate from Demeter Association and Cert ID. (4 credits)

RL A340 Soil Science & Applications
The ability to analyze, build, and manage soil is a key component of regenerative agriculture. In this course, students will learn fundamental concepts in soil science relating to physical, chemical, and biological properties, along with instilling an awareness of soil as a natural basic resource. This class will involve fieldwork sessions where students gain experience in strategic garden bed preparation while developing technical skills for building soil fertility through the creation and application of compost, biochar, and other soil amendments. (4 credits)

RL A342 Planting, Plant Care, & Maintenance
This fieldwork course combines experiential learning in greenhouse management, transplanting, and field maintenance with an in-depth understanding of various vegetable crops produced throughout the farm season. Students will learn the unique characteristics and considerations associated with different vegetable crops, including growth patterns, propagation techniques, lifespan, specific pest and disease issues, and
potential companion plants. (3 credits)

RL A343 Pest Scouting & Fertility Management
This fieldwork course continues with daily engagement in the farm’s operational activities and includes an emphasis on concepts related to plant maintenance, along with practical applications in pest and fertility management. Students will develop technical skills involving pest identification, nutritional management, and the ability to create biological remedies that promote plant health and pest resistance. (3 credits)

RL A344 Harvesting & Succession Planting
This course involves fieldwork and will focus heavily on harvest and post-harvest efficiencies, including cleaning, storage, and washroom policies. Students will also be preparing succession plantings and cover crops as spring crops begin to be terminated, along with continuing to engage in the general sales of produce through the CSA, farmers market, and Annapurna. (3 credits)

RL A345 Cold Season Cropping & Season Extension Methods
This course involves fieldwork and will focus on planting cold season crops such as spinach, kale, carrots and beets. Students will also be exposed to season extension methods like row covers, low tunnels, high tunnels, greenhouses, cold frames and mulching along with continuing to engage in the harvest of crops, sales, and general marketing strategies. (3 credits)

RL A346 Long-Term Storage Crops, End-of-Season Preparation, & Field Capstone
This block will involve a combination of fieldwork and independent study with an emphasis on the full scale development and strategic approach to starting a farm enterprise. Students will develop an in-depth understanding of land acquisition, crop planning, and enterprise budgeting. This final block of fieldwork will also involve a capstone project. Student capstone projects are subject to faculty approval and explore an issue related to food, agriculture, or anything else deemed appropriate. Emphasis is placed upon project management, the application of technical skills and technical creativity to specific projects, informal communication skills, formal written report, and formal oral presentation. (3 credits)

RL B101 Sustainability, Buildings, & 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 the origins and evolution of buildings and issues of sustainability in the built environment. Buildings consume over 40% of the energy we use. They are often made from toxic materials and materials that are difficult to recycle. Few buildings are designed to optimize the use of the energy and resources freely given to us by Nature. What is needed is a radical redesign
of the way we think about, build and use buildings. The goal is to create a built environment that, like the natural environment, is regenerative, giving back more than it takes.

By the end of the course students will be able to: 1) Think holistically about the relationship between climate, culture, and available building materials in a variety of global settings; 2) Understand and be conversant in the basic concepts and language of building design and construction; and 3) Translate into real-world projects various team design skills gained during the course. (4 credits)

**RL B150 How to Build a Vastu Tiny Home** (Offered according to demand)

Students will learn all phases of building a tiny home – planning, drawing plans, site work, ordering materials, rough framing, roofing, siding, electrical, plumbing, insulation, finish trim work, finish electrical, and finish plumbing - taking it as far as we can in the allotted time. We will build a 10'x20' Vastu tiny home and learn about the pros and cons of living a small footprint. (4 credits)

**RL B201 Natural Building Exploration**

Students will learn why natural building is a desirable method for sustainability compared to conventional building, exploring topics such as ecology, economics, toxins, indigenous knowledge and practices, holistic thinking, consciousness, and conscientious building practices. Students will discover the benefits and challenges of natural building as well as how to combine traditional materials with contemporary ideas about sustainability and regenerative living. Students will participate in designing and planning a project in addition to some hands-on work with materials. Field trips may include visits to natural building sites, First Nation historical sites. Topics will also include: the design and planning 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 fee: changes yearly. (4 credits)

**RL B301 Natural Building Application**

This course follows Natural Building Exploration with more practical application of knowledge gained. Students will learn regenerative design through natural building. Emphasis is on site analysis (utilizing ecological and regenerative design techniques), natural building material identification and acquisition, estimating, designing synergistic regenerative systems, and building/constructing structures. Students will learn how to design, plan, and construct a natural building through hands-on experience. Course fee: $100. (4 credits) Prerequisite: SL—B201

**RL B240 Maker Course: Learn (Just Enough) to Make (Almost) Anything** (Offered according to demand)

“The Maker Movement” emphasizes learning-through-doing in a social environment. Maker culture emphasizes entrepreneurship, open-source technology and peer-to-peer development, and this class will introduce you to the world of Makers. You will also learn to use more conventional
tools, like woodworking tools, blacksmithing equipment, and welding equipment. Most of the time will be spent in the shop making things. Students will have the chance to work individually or in groups on developing their own prototype of a sustainably produced product. There will be plenty of hands-on shop time, along with brainstorming sessions and critiques. We will also discuss the ethics of technology and consumer culture, and how the Maker movement might lead us to a world where we control our "stuff," instead of it controlling us. Class will include field trips to the shops and offices of local innovators and makers, guest lectures, and films. (4 credits)

**RL B300 Designing for Eutopia: An Ecologically Sustainable Neighborhood for MIU**

By putting an ‘E’ in front Utopia, the Greeks transformed Utopia, from meaning, “No place”, to a new meaning, “A good place.” Utopia Park is also destined to undergo a transformation within the all-encompassing framework of consciousness and natural law, from being a trailer-park to a multi-family, ecologically sustainable neighborhood. The new eco-community’s built environment will be designed to incorporate the stability, flexibility, diversity, resilience, and beauty of a natural ecosystem. Particular attention will be paid to the “Seven Central Systems” defining sustainability: water, wastewater, food, energy, building materials and methods of construction, transportation, and health. The course will combine classroom talks, readings, and project-based learning, thus ensuring the integration of both core principles and practical skills. Information will be gathered from the client (MIU), the site reviewed, with needs and objectives defined. Students will learn topographical map-reading, hand-drafting, model building, and other practical project management skills. Vedic and Permaculture principles will be combined to create real plans for an ideal environment on the land. A final proposal will be drafted and presented, including ideas for implementation and funding. Course fee: $50 (8 credits)

**RL 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. The course will include lecture, readings, films, guest speakers, field trips, and hands-on work. (4 credits)

**RL E203 Energy Systems**

This course focuses on energy systems and energy efficiency for residential and small-scale industry. Topics include: 1) Thermal acumen - home boilers, heaters, analysis of losses, boiler efficiency calculations; 2) Sustainable insulation - insulation-types and application, economic thickness of insulation, heat savings, and application criteria; 3) Efficiency - waste heat recovery;
and Energy efficient construction. Understanding the difference between energy efficiency and efficacy and how to estimate efficiency improvements. 4) End use and conservation of energy. Reducing energy demand, by changing behavior, or making devices more efficient to reduce environmental harm. (4 credits) Prerequisite: RL E101 Energy and Sustainability or consent of the instructor

**RL E204 Solar Energy Science & Applications**
Science and applications of solar energy and photovoltaics (PV). Theory and laboratory skills are emphasized. Topics include: 1) Math and physics that are suitable and understandable to those without an engineering degree but necessary for understanding solar PV; 2) PV module fundamentals; 3) Safety fundamentals; 4) System sizing principles; 5) System mechanical design; and 6) System electrical design. Three types of solar energy applications will be covered: conventional social thermal, solar thermal ported heat pump (CHP) applications, and solar PV. Course fee: $50 (4 credits) Prerequisite: RL-E207 Micro-Grid or consent of instructor.

**RL E206 Sustainable Energy Lab: Electrical Fundamentals for Renewable Energy**
In this course, students learn electricity fundamentals through doing. Instructions and guidance will be provided on the spot in the lab. It is an introduction course to the essential knowledge of electricity and its applications related to renewable energy. Students will be exposed extensively and intensively to the nuts and bolts of electrical world. It includes 2 sections:
1. Fundamental concepts of electricity: Basic necessary mathematics, physics principles, safety, network analysis of DC circuits, electrical conductors and wiring techniques, as well as batteries.
2. Conversion techniques: Electro-magnetism and magnetic circuits, introduction to AC circuits, inductance, capacitance, inductive and capacitive reactance, DC generators and motors, synchronous and induction machines. (4 credits) Prerequisite: RL E101 Energy & Sustainability

**RL E207 Micro-Grid**
This course helps students to better understand the use and integration of renewable energy sources in eco-communities. Topics include: 1) Localized group of electricity sources and loads, sizing cables, and selecting over-current devices to supply power to the users from sustainable sources such as a solar array; 2) The EV as a movable micro-grid; an expose of micro-grid principles; and 3) Common features of energy storage mechanisms between EV and micro-grid/off-grid systems (à la Amory Lovins-RMI). Course fee: $50 (4 credits) Prerequisite: RL E101 or consent of the instructor

**RL E208 Survey of Green Technologies: Energy & Environmental Impacts**
In this course we dive into the basics of engineering for various energy technologies, including solar, wind, hydropower and bioenergy systems. Students will be able to estimate how profitable these technologies are in a given location. The class also looks into the full costs of energy - from
extrac

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RL E210 Fundamentals of Wind Turbines
This course discusses the application of fundamental principles of thermodynamics, fluid mechanics, and mechanical systems and how they are related to wind turbine engineering. The course will also cover the fundamentals of horizontal-axis wind turbines, wind energy conversion to useful work; wind turbine aerodynamics, performance, design of components; overview of wind resource and historical development of wind turbines; introduction to wind turbine installation and wind farm operation. Students will visit a wind farm and will discuss how the concepts discussed in class are used in different regions around the world. The students will also discuss how policy factors drives wind turbine installations. Course fee: $50 (4 credits)

RL E305 Energy Systems for Electric Vehicle Technology (Offered according to demand)
This course explains the fundamentals of energy storage, conversion, inversion, and distribution by exploring EV energy systems. Topics include: 1) Fundamentals of energy storage and conversion such as electrochemistry, thermodynamics, and regeneration through braking; and 2) Conversion techniques: Electro-magnetism and magnetic circuits, introduction to AC circuits, inductance, capacitance, inductive and capacitive reactance, DC generators and motors, synchronous and induction machines. The course project involves practice in electrical storage dynamics through examination of an actual EV drive train, to understand its functionality, safety standards, and the diagnosis of problems. Course fee: $50 (4 credits) Prerequisite: RL E101 or consent of instructor

RL F200 Global Regeneration
There can be little doubt that we are living in a time of unprecedented crises. As never before, we as a global civilization are facing the possibility of societal and environmental collapse, leading to untold suffering for both human and non-human species. The problems we face are tightly interlocked; no problem can be viewed—let alone solved—in isolation. While efforts are underway to address these complex, systemic problems at high levels of governance and administration (UN, IMF, WTO, World Bank, etc.) these “solutions” embody a Western management outlook. In this positivist framework we can manage our way out of crises; all we need to do is more of the same.

But evidence suggests otherwise, and these efforts often backfire, with dire consequences for those affected. As Einstein famously said, “We can't solve problems by using the same kind of thinking we used when we created them.” However well intended, the “management” worldview does not adequately address underlying, paradigm-level causes of violence, poverty, and environmental destruction. From a darker perspective, international attempts at betterment are, in
fact, mere extensions of globalized neoliberal/colonial regimes, and thus represent not “solutions” but reproducers and amplifiers of the very problems they profess to solve. In either case, a new way is needed. Using a “toolbox” of practical means (Critical & Systems Thinking, Sustainable/ecological Literacy, theories of consciousness and social change, etc.) we will develop new theories on how to view and understand global problems, and to affect change-for-the-better. And we will test our theories in real-world projects in our local and regional settings.

The project-based approach we adopt in this course grounds our theories in praxis, and, if successful, will offer living proof of the potential for local solutions, when documented, contextualized, and openly disseminated, to have lasting positive effects on a global scale. This course covers the MIU general education requirements for Critical Thinking, WTG 191 (College Composition I), and Health-related Fitness. Course fee: $50 (8 credits)

**RL F201 CCTS: Ecosystems & Regeneration: Living Systems Principles + Human Consciousness + Action**

Ecosystems are living systems comprised of human, more-than-human, and biogeophysical components. Understanding and living in alignment with living systems principles is essential for regenerative, thriving societies. In this course, we explore living systems principles through the lens of ecology and ecosystems sciences. We apply those principles to how humans have and could live as powerful agents of change. We look at ecosystem components, dynamics, processes, and systems across scales. We examine living systems along a spectrum of less influenced by humans to human-dominated, considering how human consciousness and actions influence ecosystems. We consider how understanding and living in alignment with ecosystems and living systems principles supports thriving planet + people. We explore indigenous cultures, knowledge, and practices; societal development; governance; economics; the built environment; food systems; water systems; energy systems; equity and justice; human psychology, consciousness, and happiness; and more. You will explore concepts in self-designed and assigned field trips. By the end of this course, students will be able to explain the complexity of ecosystems and why a foundation of ecology is important for regenerative sustainability, understand and explain the potential effects human consciousness and actions have on the ecosystem, think systemically, and apply this thinking to specific living systems. (4 credits)

**RL F202 Regenerative Community Development & Design: Aligning Human Consciousness and Actions with Living Systems Principles for Thriving Communities**

While understanding and acting in alignment with living systems principles is essential for regenerative sustainability (i.e., thrivability), the consciousness we hold individually and collectively is foundational to this alignment. Through the lens of living systems, we see consciousness organize itself as communities of communities. In this course, we explore regenerative community development and design as technologies to develop consciousness and guide human actions to be in alignment with living systems principles, co-creating thriving living
systems. Regenerative community development and design integrates contemporary understandings in ecology, complex adaptive systems science, quantum physics, sustainability science, psychology, planning, and design with more ancient wisdom from indigenous cultures. We explore the theoretical and practical aspects, case studies, and apply regenerative development and design through personal experience and projects. Students will explore concepts in self-designed and assigned field trips. By the end of this course, students will have a strong understanding of processes, technologies, and techniques for co-creating thriving living systems and understand how to work collaboratively to manifest them. (4 credits) Prerequisite: RL-F201 Ecosystems & Regeneration

RL F250 Systems Thinking
Applied Systems Thinking is a course that provides participants the opportunity to apply Dynamic Systems Thinking approaches, developed at MIT by Donella and Dennis Meadow and Jay Forrester, to look at the impacts of exponential growth on our planet. Their concepts outlined in the famous "Limits to Growth" became the basis for computer systems modeling, ranging from manufacturing to climate change. This course will primarily focus on agriculture and food production, but students will have the opportunity to apply systems approaches to planning and problem solving with virtually any system that interests them. Students will engage in film viewing, discussions, hands-on activities, field trips, group projects and other exciting and fun excursions into the Systems Thinking world. Course fee: $35 (4 credits)

RL G101 Permaculture Designer Certification (PDC)
Permaculture Design is an attempt to rethink and redesign every aspect of human endeavor in terms of sustainability. In this course, you will learn about the principles, ethics, and scientific reasoning that guides permaculture design, along with how to apply it to homes, cities, and natural landscapes. Students will engage with concepts and strategies for building soil health, maximizing water efficiency, and increasing biodiversity through integrated plant dynamics and agroforestry. There will also be workshops related to mushroom cultivation and fermentation sciences. The course will culminate in a final comprehensive design project involving a real client, where you will work to perform site analysis and develop practical solutions for real-world design challenges. Upon successful completion of the course, students earn an internationally recognized Permaculture Design Certificate. This course includes a weekend field trip. Course Fees: $100 (4 credits)

RL G195 Living Systems: Self-Interacting Dynamics of Biological Functions and Evolution - from the Micro-Scale to the Macrocosm (Offered every other year)
Fundamental to all life are basic functions of self-organization, maintenance of continuity between generations, and adjustment to changing circumstances through biological evolution. This course covers aspects of biochemistry, cell biology, genetics, and evolution, with emphasis
on knowledge essential to understanding how organisms use resources, grow, and influence their environments. (4 credits)

**RL G211 Permaculture in Practice: Nourishing Individual and Collective Life While Remaining Rooted in Wholeness**

This course is designed as a sequel to the Permaculture Designers Course (PDC). Students will deepen their understanding of permaculture ethics and principles through fieldwork. They will expand upon the theory and design process explored in the PDC while developing the skills and using the technology needed to put theory into practice. The focus of the course will be on creating and maintaining a multi-function forest garden together with other aspects of human-scale development, including natural building, renewable energy, and green transportation. Students will engage with the MIU Makerspace and Regenerative Organic Agriculture Center, as well as visit local permaculture-related sites. Topics include soil preparation, mushroom production, seed propagation, perennial transplanting, and building garden support structures from natural materials. (4 credits) Prerequisite: RL-G101 Permaculture Designers or permission of instructor.

**RL 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)

**RL G353 Sustainable Watershed Management: Problems and Solutions to Water Quality and Scarcity Worldwide** (Offered according to demand)

Fresh water resources play a key role in any sustainable community and are pivotal to the success of long-term sustainable development. In this course students will learn about the problems plaguing water resources and will acquire the skills to implement appropriate solutions on the scale of the watershed as a whole. Students will learn how to put together integrated watershed management plans by doing on site data collection, evaluating the data collected, and suggesting sustainable water management practices based on their assessment. These practices primarily
emulate the natural water cycle and include water conservation, green water infrastructure, and the use of alternatives to fresh water resources such as harvested rainwater and reclaimed wastewater. (4 credits)

**RL G355 Earth Materials: From the Ground to Sustainable Living**
We extract material and energy resources from the Earth to grow food, make stuff, build megacities, move things around the world, and harness the energy to do it all. Expanding exponentially, this human enterprise is not sustainable, unless it undergoes a new industrial revolution guided by how Earth systems work, by cradle-to-grave principles, and by other expressions of natural law enlivened by using collective consciousness. In lectures, labs, group projects, and individual presentations, students explore the full range of inorganic materials being used today (rocks and minerals, ceramics and glass, metals and alloys, concrete and composites, plastics and silicones, 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)

**RL 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)

**RL G375 Living Laboratory of Earth Systems: Discovering Connections Among the Spheres**
This eight-week course travels north to explore the Great Lakes, the heart of North America. In the North Channel of Lake Huron, we will live on and boat to iRLands, microcosms that provide a glimpse of the whole Earth—the interaction of the geosphere, atmosphere, hydrosphere, and biosphere. This holistic, place-based approach includes hands-on projects to explore the full range of natural sciences, to conduct original research, and develop the personal skill set essential for being in tune with the natural laws of any place—the essence of sustainable living. The boundary zone between the Michigan Basin (south) and Canadian Shield (north) provides an exceptional variety of landscapes, rich with life, perfect for seeing the relationship between habitats, soils,
ecology, coastal dynamics, and the underlying geologic terrain. Additional fees apply. (4 credits) 
*Prerequisites:* permission of the instructor, international students need a visa for Canada.

**RL G395 Team Projects** (Offered according to demand)
Teamwork, intelligently directed to achieve the best possible outcomes, is essential to any sustainability initiative. This course asks teams of students to take on a local challenge and propose a plan, or actually engage in work, to address this challenge. (4 credits) *Prerequisite:* permission of the department.

**RL G398 Internships** (Offered according to need)
Students will have the opportunity to apply their skills and knowledge related to regenerative sustainability in real-world situations while earning academic credit. Internships are coordinated by the Career Services Office in conjunction with the department and the Office of the Registrar to ensure proper credit and approvals. (4-16 credits) *Prerequisites:* Internship Proposal and consent of the Regenerative Living Department. *May be repeated for credit.*

**RL G399 Directed Study** (Offered according to need)
(variable credits) *Prerequisites:* consent of the department and Academic Standards Committee. *May be repeated for credit.*

**RL G400 Sustainable & Regenerative Living Project Prep: Planning Your Personal Contribution to Life in Accord with Natural Law** (Offered according to need)
This course is devoted to preparing students for the Senior Sustainable & Regenerative Living Project (RL G401). Students will meet with faculty to research, discuss, and plan the project to ensure that it will unfold as smoothly as possible. (4 credits) *Prerequisites:* good academic standing and consent of the instructor.

**RL G401 Senior Sustainable & Regenerative Living Project: Applying Natural Law-Based Knowledge to Real-World Enterprises to Test Principles of Sustainable and Regenerative Technologies** (Offered according to need)
In this senior-level course, students apply what they have learned to a special project. The project may be an individual effort or students may work together in small teams to produce a fitting tribute to the concept of sustainable and regenerative living. Students generate a research, creative, or service project based upon the available knowledge and best practices currently available. Service and creative projects also require a reflective piece of writing that demonstrates writing, critical thinking, and holistic thinking skills. Students prepare their projects in writing and present them orally to their departments. Students may request to be nominated to represent the department and present their project at the annual Senior Project Honors Competition.
Senior projects give faculty a final opportunity to evaluate student writing, critical thinking, and speaking toward the end of students' academic careers. The projects also give students an opportunity to demonstrate their speaking, thinking, and writing capabilities on topics that matter to them. (4 credits — may be repeated subject to satisfactory progress in the previous course and a clear plan for the progression of learning in the subsequent course)

**RL G403 Teaching Practicum in Sustainability: How to Apply Natural Law to Teaching by Assisting with the Instruction of Selected Courses in the Sustainable Living Program** (Offered according to demand)
This course is designed to allow advanced undergraduate students of good academic standing the opportunity to assist an instructor in teaching a course in sustainability. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance graduate work through teaching assistantships. In most cases it will involve helping the instructor with course planning and preparation, small discussion groups, homework and quiz grading. Some lecture and lab preparation and presentation may also be included as a teaching experience. (4 credits)

**RL M320 Sustainable Business Management**
Sustainable business management is an attempt to execute triple bottom line performance in business through social responsibility, environmental stewardship, and economic viability. In this course, students will develop an understanding of the basic concepts associated with aspects of business management including economics, operations, finance, and marketing. Students will also learn about issues related to sustainability and how to identify economic trends that influence general business strategy. The course will involve practical applications in performing cost analysis, financial modeling, digital marketing, lean management, and how to write a business plan. (4 credits)

**RL 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 developing world, whilst also enhancing bio-diversity. We will also consider policy options to detoxify American food which offers its own threats to food security in terms of human sickness, unethical treatment of animals and environmental degradation. The course will include a significant element of individual research work and some presentations in class. (4 credits) *Prerequisites:* RL P250 and consent of the instructor
**RL P250 Global Sustainability**
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. Lab fee: $25 (4 credits)

**RL P301 Becoming a Change Agent for Sustainability**
The dilemmas of the 21st century impact every aspect of life—on personal, local, national, and global scales. The well-being of our selves and our communities are intricately tied to the patterns and systems which we are part of. Along with the destructive dilemmas of peril, there are also constructive patterns of possibilities that have never before been available on a planetary scale. The deep sustainability framework asserts that efficiency and substitution are not sufficient to create a sustainable world; rather, sustainable change demands an evolution of paradigms. In this course, we, as a learning community study, apply, and move towards increasing literacy in models that describe underlying organizing principles of seemingly diverse and unrelated life experiences. These models are maps, and while the map is not the territory, it can inform decision-making to reach a destination. These models are also lenses, which when we look at the world through them, we see the world in a specific way that produces new insights and creative potentials. (4 credits)

**RL P404 How to Create Social Change**
We have the solutions to create a sustainable future, but it isn’t happening nearly fast enough. This course studies what works to achieve big social change to make a sustainable future happen. This is a ‘brains-on,’ practical course. The class will meet with and interview an exciting range of highly successful change-makers in industry, campaign groups, and government. Some theory of social change will also be reviewed. Working as a team, students will develop their own understanding of social change and create a definitive report on the topic. We will also look at the many opportunities for graduates to build meaningful careers in this field. Lab fee: $25 (4 credits)

**RL S251 Global Solutions I: Addressing the Global Challenges of Our Time**
This course explores the world’s economic systems, political institutions, transnational bodies and globalized economy. We examine if, in combination, they perpetuate a situation of fundamental global inequality and an unequal access to the vital prerequisites for living a healthy and fulfilled life. Is a situation where so many people are living in poverty, lacking access to education, clean water and sanitation, an inevitable result of the global and regional political and economic systems? Are there alternatives that provide self-determination, resource sufficiency,
the regeneration of natural systems, and just and sustainable practices at every level of society? This course provides the critical understanding of the pressing issues of our world and its people, and the current and potential solutions that are regenerative for people and the planet. (4 credits)

**RL S252 Global Solutions II: The Art and Science of Global Transformation**

The world needs changing, and fast. The current situation should not be tolerated. We invite you to join us, be a force of positive transformation and find your path on this project. There are many and interconnected vectors of transformation that operate at different levels of society: a single person, a community, group, government or nation. The global society, in all its parts, social, economic, political and cultural, must be aligned to push in the same direction, in a manner that will not necessarily be clean and tidy, or completely coordinated. A key feature of this course is engaging with outside partners, organizations and businesses that are working with transformational models. We offer the opportunity to be with a cohort of life-minded people who seek the good of the world and its citizens, their health, happiness and wholeness, their capacity for self-determination and the potential to lead fulfilled lives. (4 credits)

**RL S320 Food Systems: A 360-degree exploration into the challenges of our global food systems, from field to plate**

A food system comprises a complex set of interactions in getting food from ground to gut. In this transdisciplinary course, we will explore four themes: a) Introduction to a 360-degree view on the current food system and its complexity, particularly the interconnectedness of public health, public policies, agro-economics and environment; b) How does our decision of what we choose to eat impact i) the food production and distribution practices, ii) overall short and long term health implications, and iii) natural earth systems; c) How can we achieve our highly aspirational vision of a food system which creates a win-win-win opportunity for public health, business and environment at the local and global level? (Inspiring examples of the cross sector collaboration); and d) Whether the ultimate answer to this complex challenge lies within our own state of consciousness? (Final debate)

Each theme will be concluded by an analytical memorandum, engaging debate, analysis and feedback. There will be expert guest lecturers from a variety of disciplines, including public health, policy, business and regenerative agriculture. (4 credits)

**RL W200 Change Begins Within: Finding health, happiness, and wholeness**

If one wants to change the world, what better way than to start with oneself? This is the simple premise of the course. It is part study and part personal challenge. We will learn about the science of well-being, health, and wholeness from modern science and Vedic Science, and about the dynamics of behavioral change. We will then apply what we learn to our own lives. For the challenge part of the course, students will select two or more behaviors they wish to change. With the support of a small team you will try to make these changes, applying the lessons of the course. Armed with the knowledge gained, you will have tools to change yourself in the
direction of health, happiness, and wholeness. You will also be prepared in the future to help others do the same. (4 credits)

**RL W400 Holistic Health and Wellness for Regenerative Sustainability: Thriving People Thriving Planet**

Our health as individuals and the health of the planet reflect and influence one another. To manifest a thriving planet, Earth’s people must also be thriving. In this course, we examine what it means to be healthy and thriving from a holistic point of view, using life’s principles and nature as our guide. We integrate our health as spiritual beings and human beings. We investigate foundational elements of individual holistic health such as nutrition, herbalism, essential oils, homeopathy, vibrational medicine, spiritual practices, indigenous knowledge and practices, movement, social connectedness, meaningful livelihoods, service, creativity, happiness, connection to nature, and healthy environments (including the built environment). We apply our learning to ourselves throughout the course, engaging with what resonates and feels right for us. We explore our connectedness to the rest of life and Earth, investigating how individual health and planetary health depend on one another and are mirrors of one another. We explore the implications for regenerative sustainability and set intentions, followed by actions, to manifest a thriving self and thriving planet. By the end of this block, you should have a strong understanding of what constitutes individual and planetary health and wellness and how to manifest it. Course fee: $45 (4 credits) *Prerequisite: an open mind and heart.*
ONLINE DEGREES AND PROGRAMS

Maharishi International University offers several degrees that can be earned entirely and some that can be earned almost entirely online, the latter meaning that they have a residency requirement of only a few weeks each year. These programs cater to the needs of busy learners who have responsibilities that do not permit traditional campus attendance.

Students in all online degree programs are eligible to apply for US federal student aid.

Degrees that are offered both on campus and online have the same objectives for student learning—the degrees are equivalent irrespective of the format in which they are offered.

**ONLINE DEGREES AND PROGRAMS OFFERED IN 2020-21**

**Bachelor’s Degrees Available Entirely Online**

- BA in Ayurveda Wellness and Integrative Medicine
- BA in Cinematic Arts and New Media
- Bachelor of Applied Arts and Sciences
  * Individualized program options
  * Specialization in Sustainable and Regenerative Living
  * Specialization in Cinematic Arts and New Media

**Master’s Degrees Available Entirely Online**

- MA in Consciousness and Human Potential
- MA in Leadership and Conflict Resolution
- Master of Business Administration
- MS in SAP Enterprise Resource Planning and Business Analytics
- MS in Sustainability Measurement and Reporting
- Master of Software Development

**Doctoral Degrees Available Entirely Online**

- PhD in Management
- PhD in Maharishi Vedic Science
- PhD in Physiology
**Degrees Available in a Low-Residency Format**

*These degrees typically require the student to come to the Fairfield, Iowa campus of MIU for clinical practicums or intensive workshops during two one-week periods each year.*

- Master of Fine Arts in Creative Writing
- Master of Fine Arts in Screenwriting
- Master of Science in Maharishi Ayurveda and Integrative Medicine
- Master of Science in Aromatherapy and Maharishi Ayurveda

**ONLINE COURSES FOR MIU STUDENTS**

Currently enrolled, full-time MIU students, who are not on an F-1 international student visa, may enroll in an MIU online course for credit. Online course enrollment must not coincide with enrollment in a full-time, on-campus course. Students who want to pursue this option should consult their academic advisor.

**ONLINE COURSES FOR NON-DEGREE-SEEKING STUDENTS**

If you are not a currently enrolled MIU student and wish to attend an online for-credit course, you may complete an application for single-course enrollment on the miu.edu website at https://www.miu.edu/application. The dropdown for “Degree or Program you are applying for” includes the selection “Single Course.”

*Please note:* Up to a maximum of eight credits of course work that is taken as a non-degree student may later be applied to a degree program.

**Online Non-Degree For-Credit Withdrawal and Refund Policy**

Students who have not applied to a degree program and are taking one course at a time will be charged a minimum 50% of the course fee, and after 25% of the course, there is no refund. If a student wishes to withdraw from a course after it has started, the student must email a request to de@mum.edu and registrar@mum.edu within seven days of the date of stopping participating.

**Online Non-Credit Course Withdrawal and Refund Policy**

1. To receive a full (100%) refund you must email your request to de@mum.edu within 3 days of your registration date. (Registration date is the day you pay the registration fee for your online noncredit course.)
2. You are eligible for a 50% refund 7 days after your registration date upon request to de@mum.edu. No refunds thereafter. Registration date is the day you pay the registration fee for your online non-credit course.)
Students enrolled in online education, like all students at Maharishi International University, practice the Transcendental Meditation technique as an integral part of their program. Applicants who do not already practice the technique must learn it from an authorized TM Teacher. To find a TM Teacher, please visit www.tm.org.

One way to learn the TM Technique in the U.S. is to enroll in MIU’s credit-bearing courses ED 101 and ED 102 (for undergraduate courses) or ED 501 and ED 502 (for graduate courses) through the Department of Applied Arts and Sciences. An application to receive MIU academic credit for learning the TM technique is available at https://students.miu.edu/tm-course-students. Instruction in the TM Technique is available in many locations worldwide, during which the students learn the technique and its correct practice.

**ACADEMIC POLICIES AND PROCEDURES FOR ONLINE STUDENTS**

Online students have the same degree requirements as on-campus students. For details about the requirements of any degree, please refer to the appropriate departmental section of this Catalog.

Online students must also follow the university’s policies and procedures for transfer credit, course registration, payment, class participation, satisfactory academic progress, late work, grading, payment, refunds, financial aid, etc. Please refer to the “Academic Policies” section and the “Admissions” and “Financial Aid” sections of this Catalog for details.

However, the policy on attendance and participation in online courses stands out as particularly important to the university and to the student, so we repeat the key points of that policy here.

**Attendance and Participation Policies in Online For-Credit Courses**

Because our online degree-seeking students are eligible for US federal student aid, MIU inherits from the US Department of Education strict rules governing all students’ participation in online for-credit courses. The policies and procedures for federal student aid require (1) that MIU document a student’s participation in a course prior to distributing any federal aid to the student, and (2) that MIU document the last date of attendance for any student who leaves a course without completing the course. Therefore MIU has the following two policies specifically for online students.
**Initial Participation in a Course.** Online students will be automatically withdrawn from a for-credit course if the student does not participate in at least one academic assignment of the course (e.g. quiz, forum posting, essay, or other activity specified in the course syllabus) by Day 7 (11:59 pm Central time) after the course-begin date that is published in the Schedule of Courses or the MIU Academic Calendar.

**The 14-Day Rule.** During the length of the course, a student must participate according to the course syllabus on a weekly basis. Students who do not participate (for example, by submitting a quiz, test, forum posting, written assignment, or substantive question to the instructor) within any 14-day period will be automatically withdrawn from the course.

Communication with the instructor must be about the academic substance of the course in order to qualify as “participation.” Communication about administrative matters does not constitute participation in a course.

**An Option for Managing Your Time During an Online Course—The Early Access Agreement**

MIU’s Early Access Policy defines legitimate reasons for a student to study ahead in a distance course and then be absent (non-participating) for a period of time that would otherwise violate the “14-day rule” requiring regular participation in an online course. This can occur, for example, if an online student is going on an international assignment for their employer or is headed into a very busy time, e.g. online students working in an accounting firm in early April.

To receive approval for early access, the student must submit an *Early Access Agreement* form to the course instructor prior to the middle of the course. The maximum number of requested weeks of planned non-participation must not exceed 1 week for an online course that is 5 weeks or less, or 3 weeks for an online course that is 8 weeks or longer. This agreement cannot be used if the student is in the final 2 weeks of an online course. At that point, they must apply for a *Late Work Contract*. For other regulations concerning this policy, please refer to the text of the *Early Access Agreement* form.
The University faculty determines whether students are qualified to graduate. Qualifications are based on 1) satisfactory completion of all academic requirements as described in the degree or certificate requirements listed below, and 2) the specific requirements for the student’s major or program (listed under “Academic Programs”).

At least three days prior to graduation, students’ records must be complete with the Registrar and indicate the following:
• all academic requirements for their degree program have been satisfied, final grades are on file, or a confirmation by faculty of a passing grade has been received,
• all fees and charges incurred have been paid, all borrowed materials returned, an “Application for Graduation” was submitted at least 60 days prior to graduation and graduation fees paid,
• all undergraduate assessments administered by the Office of Evaluation have been completed, and
• an “Exit Interview” with the Financial Aid Office has been completed if the student received federal student loans.

Students whose academic records are not complete three days prior to the graduation ceremony will not receive their degrees with that graduating class. Degrees are awarded twice a year, at the end of each semester. One graduation ceremony is held each year, at the end of the spring semester.

Graduation requirements, including major and minor requirements, are determined by the requirements stated in the Catalog of the year the student begins the degree program at the University, though students may elect (by formal request to the Graduation Director) to graduate under the requirements published in later catalogs. Please see the Graduation Director in the Enrollment Center if you have any questions about graduation requirements.

Bachelor’s Degree Requirements

Credits Required
A minimum of 128 credits (semester hours) is required for students to graduate with a bachelor’s degree. This may include up to 90 transfer credits, up to 16 credits in Development of Consciousness courses, and up to 16 hours of directed study and internship credit. Within these credits, students must fulfill the following courses and requirements.
General Education Requirements

Note: Requirements may vary for students pursuing their second bachelor’s degree. For transfer-in and re-admit students, please read the information in the GENERAL POLICIES section as well as what is outlined below.

Required course first semester:
- MVS 100 Instruction in the Transcendental Meditation technique (1 credit) (This course is waived for those who have learned the TM technique before coming to the University.)

During the First Two Semesters:
- STC 108 Science and Technology of Consciousness (6 credits) (Note: This first course is a prerequisite for all other courses taken at the University)
- CCTS course (4 credits)
  This is a critical and creative thinking seminar that is recommended to be taken soon after STC 108. Most undergraduate majors offer one of these CCTS courses, which may vary from year to year. For more information please refer to the Critical and Creative Thinking Seminars section listed under ACADEMIC PROGRAMS in the General Education section.
- WTG 191 College Composition 1 (4 credits) (May be waived based on the results of a diagnostic assessment or transfer credit.)
- WTG 192 College Composition 2 (4 credits) (Students may petition to waive based on transfer credits.)
- PH 101 Physiology Is Consciousness (4 credits) Prerequisite: WTG 192
- FOR 103 Health-Related Fitness (2 credits) (Recommended taken at the beginning of second semester; not repeatable)

Before Graduation:
- FOR 431 Higher States of Consciousness (2 credits) or MVS 202 Self-realization, Freedom, and Fulfillment (4 credits)
- PHYS 310 Foundations of Physics and Consciousness (4 credits) (Recommended taken after the first year)

Mathematics (4 credits)
Any mathematics course numbered MATH 153 or higher will fulfill the requirement. For many other ways of satisfying this requirement, see Math Requirements and Placement Policies below in the Placement Tests subsection of this Academic Policies section.
Major Requirements

Completion of requirements for a major field of study, listed under Academic Programs. A maximum of 50% of the credits required for a major may be transferred.

Undergraduate students may declare a major at any time, but in order to continue their registration, students must declare a major after taking 54 credits (generally three semesters) or, for transfer students entering with 36 or more credits, by the end of their first semester at MIU. Students declare their major by submitting a Declaration of Major form to the Registrar’s office in the Enrollment Center.

Special Rules for the BS in Computer Science and the CS Track of the BS in Mathematics. Students must attain a specific GPA in the CS courses CS 201, CS 203, and CS 221 in order to be accepted into the BS CS (GPA 3.0) or the CS Track of the BS MATH (GPA 2.5), which may take longer than these deadlines. See the Computer Science Department and Mathematics Department sections of this catalog for details.

Forest Academies

On-campus students enroll in a two-week Forest Block at the beginning of each semester that they are enrolled for at least three 4-week blocks.
- Students in 1-year on-campus programs are required to take 1 Forest Academy course after fulfilling the Science and Technology of Consciousness requirement.
- Students in 1 ½-year or longer on-campus programs are allowed to miss one Forest Academy over this time. If more than one is missed, a makeup is required.

Recreation Requirement

FOR 103 Health-Related Fitness (2 credits)

Undergraduate students are strongly encouraged to participate in four hours of dynamic physical activity each week. Free fitness assessments are available to all students each semester.

Grade Point Average (GPA) Requirement

Cumulative GPA of 2.0 or higher. Undergraduate students whose average drops below 2.0 are placed on Academic Warning status and have one more semester to bring their average back to the minimum 2.0. At the end of that second semester, if the average is not at the required level, students may petition to continue at MIU on a probationary semester. Probation is not automatically granted. If the student does not petition, or the student’s petition for a probationary semester is denied, the student will be asked to leave
the University, with return conditions determined by the program faculty on a case-by-case basis. Some departments also have additional GPA requirements.

Please see the Monitoring Student Progress section of this Catalog for more information.

General University Assessments

These assessments are administered by the Evaluation Department as part of the University’s evaluation of its academic programs. They have no bearing on students’ standing, but every student is required to participate upon entry to the University and again prior to graduation.

Placement Tests

Placement tests are administered at the beginning of each semester to determine which courses students need to satisfy their Composition and Mathematics requirements.

Composition Placement Policies

All students are expected to reach a beginning college level of writing ability before they enter their major. To achieve this level, students are expected to take one or two composition courses, depending on their entering writing ability: Composition 1 (WTG 191) and Composition 2 (WTG 192). Students may waive Composition 1 on the basis of a placement test given shortly after registering for the first time at the University. They may also waive Composition 2 if they have received a “B” or better in a composition course at another accredited college or university. (See “Transfer Credit Policy” in the General Policies section below for more details on transfer-in credit.) Completing Composition 2 is a graduation requirement for all undergraduate students (though it may be met through approved transfer credit).

Math Requirements and Placement Policies

There are two distinct types of undergraduate mathematics requirement at Maharishi International University. These are satisfied in entirely different ways.

• The general education requirement in mathematics: Undergraduate students need to take and pass at least one course (4 credits) in mathematics, statistics, or quantitative literacy described in the list of options below. Briefly: This requirement can be satisfied by transfer credit, but not by placement testing.

• Major and prerequisite mathematics requirements: A student’s major may require more mathematics, and some courses have mathematics prerequisites. Briefly: These requirements can be satisfied by placement testing, or by transfer credit but only if very recent and the grade was B or above.
How to satisfy the general education requirement in mathematics

The following list gives all possible options for satisfying the general education requirement in mathematics for a 4-credit course in mathematics, statistics, or quantitative literacy. Not all of these options are open to students in every major. The list of requirements and recommendations for each major is given below the list of options.

Option 1. Passing any MIU mathematics course numbered MATH 153 or higher (prerequisites apply to all), or
Option 2. Passing Quantitative Reasoning (MATH 130, no prerequisites), or
Option 3. Passing Geometry for the Artist (MATH 166, no prerequisites, or
Option 4. Passing Statistics for Business and the Environment (MGT 314, prerequisite MATH 152), or
Option 5. Passing Numerical Methods for Decision-Making (MGT 307, prerequisite MATH 152), or
Option 6. Passing Biostatistics (PH 314, prerequisite MATH 153)
Option 7. Achieving a score of 4 or above on the College Board Advanced Placement Test in Calculus AB or BC, or
Option 8. Achieving a score of 60% or above in the CLEP Calculus Test, or
Option 9. Achieving a score of 5 or above on the IB HL Mathematics Exam, or
Option 10. Showing a course with a grade of C or above in mathematics, or statistics at the 100 level or above on a transcript from another accredited college or university attended before coming to MIU.

The general education requirement in mathematics is not satisfied by passing a placement test at MIU, nor by passing a course in high school.

Popular courses used to satisfy the general education requirement and have no prerequisites are
- MATH 130 Quantitative Reasoning
- MATH 166 Geometry for the Artist

The courses required or recommended by each department are given below. If a particular course or choice of courses is required, the general education requirement in mathematics must be satisfied by taking one of those courses. If a particular course or choice of courses is recommended, it is in your best interests to take one of those courses, but you are free to choose any option in the list of 10 options above.

Bachelor of Applied Arts and Sciences: MATH 130 Quantitative Reasoning recommended.
BA and BFA in ART: MATH 166 Geometry for the Artist recommended; other options acceptable.

BA in AYURVEDA WELLNESS AND INTEGRATIVE HEALTH: MATH 130 Quantitative Reasoning or MATH 153 Intermediate Algebra recommended; other options acceptable.

BA in BUSINESS ADMINISTRATION (Creative Entrepreneurship): MGT 314 Statistics for Business and the Environment, (or for South Africa only, MGT 307 Numerical Methods for Decision Making) required; other options not acceptable

BA in CINEMATIC ARTS AND NEW MEDIA: MATH 130 Quantitative Reasoning or MATH 166 Geometry for the Artist recommended; other options acceptable

BS in COMPUTER SCIENCE: The requirement is automatically satisfied by math courses in the major itself

BA in CONSCIOUSNESS AND HUMAN POTENTIAL: MATH 130 Quantitative Reasoning or MATH 166 Geometry for the Artist recommended; other options acceptable

BA and BFA in CREATIVE AND PROFESSIONAL WRITING: MATH 130 Quantitative Reasoning or MATH 166 Geometry for the Artist, recommended; other options acceptable

BA or BS with INDIVIDUALIZED MAJOR: Any option in the list, as appropriate

BS in MATHEMATICS: The requirement is automatically satisfied by math courses in the major itself

BA in REGENERATIVE ORGANIC AGRICULTURE: Any option on the list, except MATH 166

BA in SUSTAINABLE AND REGENERATIVE LIVING: MATH 170 Mathematics for Sustainable Living recommended; other options acceptable, except MATH 166.

How to satisfy major and prerequisite requirements in mathematics

The major and prerequisite mathematics requirements, on the other hand, need to be met by evidence of current mathematical knowledge and skill. For this purpose, the standing achieved on MIU’s mathematics placement tests takes precedence over courses taken at other colleges and universities. For example, if a student has transfer-in credit for a course equivalent to MATH 153, and then only places out of MATH 152 on the math placement test, and the student’s major requires MATH 153, then the result of the math placement test takes precedence: the student has to take and pass MATH 153 at MIU. Thus transfer-in credit for courses equivalent to MATH 051, 152, 153, 161, 162, does not satisfy major and prerequisite requirements.
Any of the following do satisfy major and prerequisite requirements in mathematics:

- Passing MIU’s mathematics placement test at any of these levels, or
- Taking and passing any MIU mathematics course, or
- Achieving 4 or above on the College Board Advanced Placement Test in Calculus AB or BC at most two years prior to entry to MIU, or
- Achieving 60% or above in the CLEP Calculus Test at most two years prior to entry to MIU, or
- Transferring-in credit for a course equivalent to any math course numbered 267 or above, with a grade of B or above and taken at most 3 years ago, from another accredited college or university. If the course was taken more than 3 years ago or had a grade less than B, it may be possible in some cases to take a placement test in order to waive the course.

Note that if, through a test, a student places out of a course that is required for the major, then the credits for that course count towards the total credits required for that major, although the credits will not count towards the overall total 128 credits required for graduation.

**Mathematics Placement Policies**

On entry into Maharishi International University, all entering and readmit undergraduate students are required to be placed in mathematics, whether or not they have declared a major. This usually requires entering students to take a mathematics placement assessment, with some exceptions, according to the rules below. The results of this placement determine what mathematics (and some other) courses students are eligible to take. Helpful information about math placement is also available online at www.miu.edu/mathplacement.

1. **Mathematics Placement Meeting.** Every new and readmit student is required to come to the Mathematics Placement Meeting that usually takes place in the first week after the student arrives on campus. At this meeting, students learn about mathematics requirements at MIU and establish whether they need to take a placement assessment or not.

2. **Students who must take a placement assessment:**
   - New students majoring in Business Administration, Mathematics, Computer Science, Sustainable Living, and continuing and readmit students who switch into or add one of these majors,
• New students who have not yet decided on a major, unless they are sure that their major will not require mathematics or a mathematics prerequisite,
• Students intending to take any course at MIU that has a mathematics prerequisite,
• Readmit students who were previously placed in mathematics at MIU whose placement has expired according to rule 5 below.

Exceptions are students who fall into one of the bulleted categories in rule 3 below.

3. Students who do not need to take a placement assessment (unless they want to):
• Students who sign a waiver agreeing to be placed into the lowest level of mathematics (MATH 051),
• Students who have already satisfied their major, prerequisite, and general education requirements in mathematics,
• Students majoring in Art, AyurVeda Wellness & Integrative Health, Writing, Consciousness and Human Potential (Maharishi Vedic Science), Cinematic Arts and New Media, Regenerative Organic Agriculture, and Regenerative Sustainable Living, provided they:
  o already satisfy one of the nine options in the list of options for satisfying the general education requirement in mathematics above, or
  o agree to take a course without mathematics prerequisites to satisfy the general education requirement in mathematics.
• Students who were placed in mathematics at MIU at most 1.5 years ago and for whom that placement is still appropriate.

If such a student later switches to or adds a major or minor (or even just a course) that does require mathematics or a mathematics prerequisite, the student must apply these Rules 2 and 3 again at that time, and take the placement assessment then, if these rules require them to.

4. Further placement assessment. Students not satisfied with their placement have the option to study on their own and take further placement assessments (up to a total of 5 assessments within one year, including the initial assessment) in the courses MATH 051, 152, 153, 161, and 162. The five assessments can all be at the same level, or any combination of different levels. There are no additional assessments for calculus.

5. Expiry of mathematics placement standing. If a student wishes to use standing in a math placement assessment to satisfy the prerequisite for a course, that course must be taken within one and a half years of the assessment. Otherwise, the assessment will need to be taken and passed at the required level again.
Requirements for a Certificate

Forest Academy Blocks
Completion of the following:
- STC 108 Science and Technology of Consciousness
  *(This is the first course taken at the University and is a prerequisite for all other courses.)*

*plus* an additional Forest Academy course for each semester in which the student is enrolled for at least three 4-week blocks.

- Students in one-year programs must take at least 1 Forest Academy course after STC 108
- Students in 1½-year or longer programs are allowed to miss one Forest Academy course during their certificate program.

Development of Consciousness (DC) Course
Required course first semester:
- MVS 100 Instruction in the *Transcendental Meditation* technique (1 credit). *This course is waived for those who have learned the TM technique before coming to the University.*

Grade Point Average (GPA)
Cumulative GPA of 2.0 or higher

Certificate Program Requirements
Completion of requirements for specific certificates vary. Please consult the certificate requirements list in the appropriate department under “Academic Programs.”

Requirements for a Master’s Degree

Forest Academy Blocks
Completion of one of the following courses:
- FOR 500 Science of Creative Intelligence: 33-Lesson
or STC 508 Science and Technology of Consciousness, or its equivalent as determined by the academic department
  *(One of these courses is the first course taken at the University and is a prerequisite for all other courses.)*

*plus* an additional Forest Academy course for each semester in which the student is enrolled for at least three 4-week blocks.

- Students in one-year programs may not miss any Forest Academy courses.
• Students in 1 ½-year or longer programs are allowed to miss one Forest Academy during their master’s degree program. If more than one is missed, a make-up is required.
• Students in evening/weekend programs may have different Forest Academy requirements.

*Note: Some master’s degree programs, including the MA in Maharishi Ayurveda and Integrative Medicine, may have different requirements.*

**Development of Consciousness (DC) Course**
Required course first semester:
• MVS 501 Instruction in the *Transcendental Meditation* technique (1 credit) *This course is waived for those who have learned the TM technique before coming to the University.*

**Grade Point Average (GPA)**
Cumulative GPA of 3.0 or higher. Graduate-level students whose average drops below 3.0 are placed on Academic Warning status and have one more semester to bring their average back to the minimum 3.0. At the end of the second semester, if the average is not at the required level, students will be allowed to petition for a probationary semester. Probation is not automatically granted. If the student does not petition, or the student’s petition for a probationary semester is denied, the student will be asked to leave the program to which they were accepted, with return conditions determined by the program faculty on a case-by-case basis.

Please see the Monitoring Student Progress section of this Catalog for more information.

**Certificate Program Requirements**
Requirements for various graduate certificate programs are given in this catalog by the departments offering the program(s).

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**Requirements for a Doctoral Degree**

**Forest Academies**
Completion of one of the following courses:
• FOR 500 Science of Creative Intelligence
or STC 508 Science and Technology of Consciousness
*(One of these courses is the first course taken at the University and is a prerequisite for all other courses.)*

*plus an additional Forest Academy for each semester in which the student is enrolled on campus for at least three 4-week blocks. Students in 1 ½-year or longer programs are allowed to miss one Forest Academy during their PhD or doctoral degree program.*
Note: This requirement may be waived when a doctoral student teaches a Forest Academy.

Development of Consciousness (DC) Course
Required course first semester:
MVS 501 Instruction in the Transcendental Meditation technique (1 credit). This course is waived for those who have learned the TM technique before coming to the University.

Course Grades
A grade-point average of “B” (3.00) or higher.

Core Curriculum
Completion of the essential courses, often called the “core curriculum” for a specific program of study, listed in “Academic Programs”

Comprehensive Exam (if applicable to the program)
This examination is taken after completion of the core curriculum in each program. Based on the results of this exam, the student may be awarded a master’s degree. The student must be registered during the block in which this examination is taken.

Qualifying Exam
This examination assesses the ability of the student to pursue doctoral research. (This examination should also cover any core curriculum beyond the master’s level for doctoral programs requiring a master’s degree for admission.) On the basis of successful completion of this examination, the student is advanced to candidacy for the doctoral degree.

Advisory Committee
This committee, formed by each doctoral student, should have at least four members including: the thesis advisor, a faculty member from the student’s department, a faculty member from Maharishi International University but another department, and one faculty member from another university or research institution. The membership of the advisory committee must be approved by the director of the doctoral program and the Dean of the Graduate School.

Dissertation Proposal
The dissertation proposal is approved by the student’s advisory committee and the Dean of the Graduate School.

Teaching and Research Service
All doctoral students who have passed their oral qualifying exams may be asked to help teach courses and/or help as research assistants. These activities give the student necessary experience in teaching academic courses and in conducting research — two
necessary skills in the career path of PhD graduates. Students who have reached the candidate stage may be awarded a PhD assistantship, which entails this teaching or research.

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

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

**Written Dissertation and Abstract**
Dissertation guidelines are available online at www.miu.edu/general-education/phd-requirements. Students should read these guidelines before beginning their dissertation.

When writing a dissertation, students work closely their major professor. Once the major professor has approved the dissertation, the student can submit the document to other committee members. The committee members will review the document and give their comments in a timely fashion—within two weeks. After incorporating all comments, the student will send updated copies of the manuscript to all committee members two weeks before the dissertation defense is scheduled.

When the dissertation committee has reviewed and approved the dissertation and the student has passed the dissertation defense, the student shall incorporate any further recommended changes and corrections before submitting it to the Library. To aid in completing the final dissertation, students present an electronic copy of their dissertations one month before graduation to the head librarian. Even if the dissertation is not complete, it should be presented to the librarian at this time. The head librarian will give the student feedback on formatting the dissertation. One week before graduation, the student must submit to the head librarian a final printed copy of the dissertation and abstract, an additional copy of the abstract, the microfilming and binding contract, the microfilming and binding payment receipt, and the required forms (see Microfilm and Publish section below). Everything needs to be complete at that time.
Oral Defense of the Dissertation
The oral examination in defense of the dissertation will be conducted and evaluated by the dissertation committee supplemented, at the discretion of the Dean of the Graduate School, by additional appointed faculty members. The examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the major professor and dissertation committee. The student must be registered during the block in which the final oral examination is taken.

Microfilm and Publish the Dissertation
All doctoral dissertations submitted to the Graduate School must be microfilmed. The University subscribes to the service offered by University Microfilms International.

- Two copies of the dissertation will be put in the Maharishi International University 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 International University uses a standard semester system with academic credits, or units, equal to semester-hours of credit.

- **Transfer-in Credit** – Maharishi International University will accept up to 90 credits in transfer toward its bachelor’s degree programs from any college that is accredited by the Higher Learning Commission or one of the other U.S. regional accrediting associations. The University also accepts credit from foreign colleges and universities with comparable governmental accreditation and from other foreign institutions that are approved by the Registrar. On a case-by-case basis, MIU may accept transfer credit from institutions that are accredited by bodies recognized by the Council for Higher Education Accreditation (CHEA), and then only for elective credit. Credit is generally awarded for academic offerings, but up to 16 units of technical/vocational postsecondary coursework may be used as elective credit in undergraduate programs.
Transfer credits are accepted for courses completed with a grade of “C” or higher. Transfer credit is evaluated on a course-by-course basis. Credits applied toward undergraduate major requirements will be determined by the faculty in those majors. Undergraduate degree students may apply to transfer credits for up to half the course work in the major. Credits not approved as satisfying major requirements may be applied as elective credits toward Maharishi International University degrees.

The total of transfer credits accepted from other institutions is posted on the student’s Maharishi International University transcript without the grades given in those courses. Grades earned at other institutions are also not included in calculating a student’s Maharishi International University grade point average. Maharishi International University converts transfer credit from quarter system institutions using the formula one quarter-hour equals two-thirds of a semester-hour.

Prospective students may find out the total number of allowable transfer credits from their admissions counselor. Current undergraduate students can apply to their graduation advisor for evaluation of transfer credit towards general education, or to their departmental academic advisor for transfer credit towards major or minor requirements.

Mathematics requirements: Students whose transcripts on entry to MIU contain a mathematics course at the level of 100 or above, with a grade of C or above and taught by a mathematics department at an accredited university or college, are deemed to have satisfied MIU’s general education requirement in mathematics, except where a particular department requires a particular course or level of course to satisfy this requirement. (See the section Math Requirements and Placement Policies in this Catalog.) However, transfer credit for mathematics courses equivalent to Math 051, 152, 153, 161, 162, 281, or 282 does not satisfy mathematics requirements of those majors that require mathematics and also does not satisfy the prerequisite requirements for any course that has a mathematics prerequisite. For major and prerequisite mathematics requirements, the knowledge must be shown to be current on MIU’s Mathematics Placement Test.

Credit for Prior Learning (CPL)

Credit may be accepted through the following tests and evaluation services:

- The American Council on Education’s College Credit Recommendation Service (CREDIT®)
- The Armed Services courses recognized through the “Joint Services Transcript Service” (also from the American Council on Education)
- Advanced Placement (AP) examination credits from the College Board, with scores of 4 or higher
- College Level Examination Program (CLEP) tests from the College Board, with scores of 50 or higher
- International Baccalaureate (IB) Higher Level exams, with scores of 5 or higher
- DSST tests (formerly DANTES Subject Standardized Tests): the credit-by-examination tests originated by the United States Department of Defense’s Defense Activity for Non-Traditional Education Support (DANTES) program

Students may receive four credits for each exam, up to a maximum of 32 credits. This credit may be used to waive courses at Maharishi International University as appropriate and may be applied toward general education requirements, undergraduate major requirements, or general elective credit.

Up to half of the credit toward one’s major program may be earned through transfer credit or CPL at the discretion of the program director.

Official determination as to how many and which courses will be accepted in transfer or as CPL can be made during or after the admissions process, when the University has received all official transcripts from prior coursework and official validation of prior learning from approved evaluators.

Estimates of transfer credit based on unofficial transcripts are subject to change, but a final determination of transfer credit awarded will be made within the first semester on campus, if not during the admissions process.

Any exceptions to these policies must be approved by the Dean of Undergraduate Studies.

Graduates of Maharishi School or the Ideal Girls School may receive 2 credits of Advanced Placement in Maharishi Vedic Science (general elective credit) for each year of attendance at Maharishi School or the Ideal Girls School for 10th grade through 12th grade.

Multiple Majors and Degrees

Double Majors
Undergraduate students may major in two disciplines by satisfying the departmental requirements for each, though they need only complete one capstone project in one of the two disciplines. The second major must involve at least 24 credits of coursework outside the first major department, and all coursework for both majors must be completed before the degree is conferred. Before starting a double major, it is advisable for the student to
meet with the Graduation Director and the Financial Aid Award Counselor to ensure feasibility of completing a double academic program.

**Second Bachelor’s Degree**

Students with a prior bachelor’s degree may enroll for a second bachelor’s degree. They may transfer up to one-half of the courses in the major on a course-by-course basis, to be determined by the academic department.

Students with a prior degree from Maharishi International University need only complete the following:
- the major’s requirements
- a Forest Academy each semester they are enrolled at least three 4-week blocks, and
- complete any general education graduation requirements that have been added since they last attended the University—except CCTS.

Students whose prior degree is not from Maharishi International University must complete the following:
- the requirements of their new major (Up to one-half of the credits may be transferred-in)
- MVS 100 or ED 101 Instruction in the Transcendental Meditation Program
- STC 108 The Science and Technology of Consciousness (This is the first course taken at the University and is a prerequisite for all other courses.)
- FOR 431 Higher States of Consciousness (2 credits) or MVS 202 Self-realization, Freedom, and Fulfillment (4 credits)
- one Forest Academy in each semester enrolled for at least three 4-week blocks.

*Note:* Senior assessment testing is not required

**Second Master’s Degree**

Students with a prior master’s degree may enroll for a second if the degree is in a different field, or, with the approval of the academic department, if the degree is in the same field but with a different emphasis. A student may apply up to 8 credits from the 1st master’s to satisfy degree requirements of the 2nd masters as long as the credits are substantially justified as contributing to the 2nd degree.

**Second PhD or Doctorate Degree**

Students with a prior PhD or professional degree who wish to pursue a PhD program should follow these steps to determine their academic program:
- Admission is determined by the respective department.
• A major advisor and an advisory committee (three members) are selected following the same criteria that are applied for other PhD committees, and the academic program is developed in consultation with the student.
• The academic program is submitted for review to the Dean of the Graduate School following its development by an advisory committee from the department. A copy of the advisory committee report must be attached.
• This review includes the appropriateness of the advisory committee membership, the academic program, and the transfer of courses or degree credits from one program to another.

Time Limits on Degrees

Declaration of Major: Undergraduate students must declare a major after taking 54 credits (generally three semesters) or, for transfer students entering with 36 or more credits, by the end of their first semester at MIU. Students who have not declared a major by this time will not be allowed to register for further coursework.

Bachelor’s Degrees: Students may attempt a maximum of 192 credits (150% of the required number), including transfer credit, to complete their degree. Students leaving the University for more than one year must meet the new graduation requirements listed in the current Catalog when they return to the University. Financial Aid eligibility may terminate for the degree pursued immediately upon completion of all required coursework for that degree program.

Master’s degrees: All requirements must be completed within five years from the time of first enrollment in the program. Other restrictions apply for those receiving financial aid; contact the Financial Aid Office for more information. Students leaving the University for more than one year will be under the new graduation requirements listed in the current Catalog when they return to the University.

Doctoral degrees: Qualifying examinations are usually taken within 1½ 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 and conduct research, write, and defend the final dissertation. If a student passes the seven-year mark, they will need to petition their department to continue with their dissertation research stating (1) reasons for the delay in their progress, and (2) a target date for finishing. Students leaving the University for more than one year will be under the new graduation requirements listed in the current Catalog when they return to the University.
Residency Requirements

Undergraduate students must take at least 38 credits of course work in residence for a bachelor’s degree. Exceptions to the undergraduate residency requirements may be made with the approval of the Academic Standards Committee. Graduate residency requirements vary by program; please consult with academic departments.

Student Records and Transcripts

Students have the right to view their records at any time. They must contact the Enrollment Center to make an appointment. Any documents to which the student has waived the right of access will be removed from their file before viewing is permitted. Please see the University’s website under “Consumer Information”/”Academic Information”/”Family Rights and Privacy Act” for the University’s FERPA policies.

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. Requests for an academic transcript may be submitted online at www.miu.edu/transcripts.

Please note the following:

The University may withhold transcripts if any of the following apply:
• A student has an outstanding balance with the University
• A student has borrowed property from the University (e.g. keys, library or lab materials, etc.) that has not been returned or compensated for
• A student has borrowed money in the form of a Federal Perkins Loan or Federal Stafford Loan and has left the University without completing the required Exit Interview
• A student is past due or in default on their Federal Perkins Loan or Federal Stafford Loan payments.

Also note:
• Some institutions will not accept paper transcripts that have been in the student’s possession and/or if the envelope has been opened. If this is the case, request that the transcript be sent directly to the institution.
• Transcripts from other U.S. schools required by MIU cannot be copied; the student must order them directly from the other schools.

Delivery of Transcripts

Transcripts are processed in the order in which they are received. Please allow 2-4 business days for processing time. (Shipping time is in addition to this.) During peak request times, processing and delivery can take longer. Be aware that several
departments must approve document content before a transcript can be released. Therefore, transcripts cannot be released the same day they are requested.

International requests will be sent FedEx unless this service is not available in your country.

**Fees for Transcripts**
You will be prompted to make your payment for transcript processing (and shipping charges if applicable) immediately after you submit your transcript request. Document processing and shipping charges must be paid at the same time, online. Processing cost is $5.00 per transcript. (There is no charge for MIU faculty, staff, and their dependents.)

For express shipping:

a) within the U.S.A. is $25 per address  
b) outside the U.S.A. is $35 per address  
(Please note, some countries do not accept FedEx delivery.)

**REGISTRATION POLICIES**
All students, including new and readmitted students, are required to complete their registration at an assigned time before the beginning of each semester. MIU sends instructions to students about when to arrive for this registration. Students who are authorized to begin classes later in the semester must register on the Friday before their first course begins.

**Payment**
All students must either make full payment, or make appropriate arrangements for payment, with the Enrollment Center at or prior to registration. Payment procedures and payment plans are described under the “Tuition and Fees” section in this Catalog. A student whose payments are past due may be suspended from the University; that means that the student will not be permitted to enroll or continue in courses, to remain on the meal plan, or to live in campus housing. Diplomas, certificates, or transcripts will not be issued to or for a student whose account is in arrears. Payments may be made at https://students.miu.edu/payment.

**Course Enrollment**

**Enrollment Limits and Cancellation**
The University reserves the right to limit the enrollment in any course and to cancel any course if too few students have registered or due to other unforeseen circumstances.
Maximum Course Load
The recommended schedule for full-time study is 18 to 22 semester-hours (credits) each semester. However, some students may want or need to take coursework in excess of the recommended hours.

Requesting Excess Hours
Students who wish to take a course from another university in conjunction with their MIU course schedule must:
• be in good academic standing (see “Maintaining Satisfactory Academic Progress and Eligibility to Attend the University”)
• select a course that is a credit bearing, semester-long course offered by an accredited college or university. (Note: MIU online courses may not be used.)
• secure prior approval from their academic advisor (who then notifies the MIU Graduation Director)
• meet with the MIU Graduation Director
• successfully petition the Academic Standards Committee to request an exception to the 18–22 semester hour maximum. Petitions are available in the Enrollment Center or online here: https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need.

Permission to take excess hours is not guaranteed. Students enrolled in ESL course work will not be given permission for excess hours until the ESL courses have been completed successfully.

Prohibition of Double Registration or Full-time Work While in a Standard Course
Since all day-program University courses require full time effort and attention, students may not register for more than one standard course at a time. (Evening/weekend and distance education programs with courses offered over several months may be subject to different rules and constraints.) Similarly students should not plan on pursuing full-time, or nearly full-time, employment at the same time that they are registered for an on-campus day course. They will not find it possible to complete the required work during the course.

Auditing a Course
An auditor participates in all aspects of a course, including taking exams and submitting written assignments, but does not receive credit. The study by audit will be recorded on an MIU transcript, and the completion of the course will be indicated by a grade of AU.
Visitors may attend a few sessions of a course with prior permission from the instructor, but anyone who intends to attend an entire course is required to officially register as a student.

Students are required to pay full tuition for all audited classes. Auditing is not available to students who are receiving federal financial aid.

To audit a course, students must have the written approval of both the instructor and the Academic Standards Committee before the course begins. Petition to Academic Standards Committee forms are available in the Enrollment Center or online at https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need.

No credit is given for a course in which the student receives a grade of AU. Even so, 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.

**Directed Study for Required Courses**

Directed study is allowed only in special cases, e.g. when a course required for graduation is not offered when the student can take it. *Students may apply no more than eight credits of directed study in total to their graduation requirements.* To apply for a Directed Study, the student must fill out a Directed Study Proposal form with the instructor who will supervise the course. Forms are available at the Enrollment Center or online at https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need.

**Policies for Requesting a Course by Directed Study**

- Directed Study may be used only for a course that is required for graduation.
- Students cannot take a course by directed study if the desired course is available at another time in the year, unless it is their final year at MIU and two required courses occur at the same time.
- Directed studies are not independent studies. Directed study teachers are required to meet with the student at least three times per week for an hour each time to review progress and provide feedback.
- Faculty teaching a day program course cannot also teach a directed study course at the same time.
- Students who have skipped a required course to take a non-required course are ineligible to take the required course as a directed study.
- Students may take up to a total of 16 units of directed studies and internships, but not more than 8 units of directed studies.
• Students on Academic Warning or Probation status, or who have received one or more NC grades in the current or previous semester, are ineligible for directed studies or internships. (Please refer to MIU Course Catalog’s “Monitoring Student Progress” section for more details on Academic Warning status.)

Please also note the following:

1. The Directed Study form must be signed by the Department Chair of the supervising faculty and by the supervising faculty.

2. The form must be submitted to the Registrar in the Enrollment Center at least two weeks before the directed study is to begin and must be approved by the Academic Standards Committee. Directed Study forms submitted after the block begins are generally not accepted.

**Internships and Fieldwork**

Internships and fieldwork must meet the MIU Internship Guidelines, be supervised by a faculty member, and approved in advance by the Director of Career Services and the Registrar. Internship proposals are available at the Enrollment Center, Career Services, or online at https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need. An internship proposal must be submitted to the Registrar at least four weeks before the internship is to start. Proposals submitted after the block begins will not be accepted.

On-campus internships for full-time students require the payment of tuition, room and board. Students must already be living on campus and may not use the 18-hour/week work program to cover room and board charges.

Undergraduate students are limited to a combined total of sixteen (16) credits of directed study and internship credit as part of their 128 required course credits for graduation.

**Standard Enrollment**

Students in day programs normally register for 1 unit of credit per week. All students are expected to be enrolled in every block. Enrollment in evening/weekend and distance education programs varies from program to program.

**Enrollment of Undergraduates in Graduate Courses**

In their senior year of college, with the approval of the academic department and the Dean of the Graduate School, students may take up to four graduate level courses (16 credits) before completing requirements for the bachelor’s degree. These undergraduate students will not be 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.

After a student receives their baccalaureate degree and has been accepted into a master’s program, the graduate department may accept up to 16 credits of graduate coursework completed with a B grade or better while the student was enrolled as an undergraduate student at MIU if those credits had not been used to fulfill the requirements for the baccalaureate degree.

**Additional Courses Required for Graduate Students**

Graduate students may be admitted on the condition that they fulfill one or more undergraduate prerequisites to a graduate program. Credits earned in these courses generally do not count toward the minimum credit requirements for the graduate degree, but they may be eligible for financial aid.

**Readmission**

Students who have been away from the University for one semester or longer, or have officially withdrawn from the University, or who have been suspended from the University must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review.

**Doctoral Research Off Campus**

Candidates for the doctoral degree may, with the approval of the advisory committee, carry on some of the research work off campus. Arrangements for registration may be made by applying at the Enrollment Center.

**Class Selection**

Class selection is held each spring for the next academic year. All returning students must meet with their academic advisor to complete their class schedule form for the next year’s classes. Any student who doesn’t have an academic advisor should come to the Enrollment Center and speak with the Graduation Director. Each returning student must bring their completed class selection form to the Graduation Director or Assistant Director in the Enrollment Center in order for the information to be entered into the Registrar’s database. Returning students who do not complete a class schedule form by June 30th for the following academic year will be charged a $75 late registration fee.

**Course Numbering System**

- **000–099** Technical Training, Remedial or Certificate Courses
- **1xx and 1xxx** Undergraduate First-Year Courses
- **2xx and 2xxx** Undergraduate Lower Division Courses
- **3xx and 3xxx** Undergraduate Upper Division Courses
4xx and 4xxx Undergraduate Advanced Upper Division Courses (*open to some graduate students*)
5xx and 5xxx Graduate Courses
6xx and 6xxx Advanced Graduate Courses
7xx and 7xxx Advanced Graduate Courses

**Changing, Dropping, and Withdrawing from Courses**

It is important for students to be in class starting from the first day in order to hear the overview of the entire course on the first day. After the first day, later topics will be connected back to this overview. To minimize changing, dropping, or withdrawing from courses, students should meet with their advisor before the start of the semester and plan out a full year of courses using the schedule of available courses found at www.miu.edu/classes.

*Note*: If you are a U.S. student, withdrawing or dropping a course may affect your federal financial aid and delay your award disbursement.

If, in spite of careful planning, you must drop or change a course, the following policies apply:

**Changing a Course**
Any who student wishes to change from one course into another must consult their academic advisor and obtain “Admit to Class” authorization from the Enrollment Center. The student must be in the new course by the afternoon of the second day of class.

Please note: Not all courses may be entered after the first day of class. Professors reserve the right to require attendance on the first day of their course.

**Dropping an On-Campus Course**
A student in an on-campus course may drop the course for any reason by 4 p.m. of the second day of a course by informing the Enrollment Center.

Any student who lives on campus and drops a course without replacing it must either move off campus for the remainder of the course or engage in a purposeful, constructive activity as approved by the Dean of Students.

**Dropping an Online Course**
A student may drop a course without penalty, for any reason by Day 7 (11:59 pm Central time) by informing the Enrollment Center by email. If the above criterion is met, the course is removed from the student’s academic record.

The Course Drop or Withdrawal Form can be obtained from the Enrollment Center or downloaded online at students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need.

**Withdrawing from a Course—Campus or Online**
Once a course has begun, and after the deadline for changing or dropping a course, a student may withdraw from a course without penalty, for any reason, as long as a request form is submitted to the Enrollment Center by 4 p.m. of the second Monday of a campus (full-time) course or a two-week online course. For an online course longer than two weeks, the deadline is 4 p.m. of the third Monday the course.

The request form must be signed by the professor of the course the student is withdrawing from as well as the student’s academic advisor. Any student who lives on campus and withdraws from a course must either move off campus for the remainder of the course or engage in a purposeful, constructive activity as approved by the Dean of Students.

Students may withdraw from only one course in a semester. If a student wishes to withdraw from another course in the same semester they would have to petition Academic Standards Committee (ASC) for an exception. If the petition is denied, and if the student stops attending the course, the student will receive an NW (no credit, withdrawn) grade.

A student may request a WH (health-related withdrawal) grade from their professor for a withdrawal due to illness or family emergency at any time during a course. The professor will require the student to provide documentation (nurse or doctor’s note, etc.) to verify the reason for the withdrawal. The request for a WH must be made within 14 days after the last day in which the student was present in class or participated in class.

The Course Drop or Withdrawal Form can be obtained from the Enrollment Center or downloaded online at https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need.

**Leaving the University**
Students who wish to take a break from their studies must inform their academic advisor before leaving campus. The Enrollment Center will remove the unattended class(es) from
the student’s record and fill out a “University Withdrawal” or “Change in Charges” form for the student as appropriate if an adjustment of charges and/or refund is warranted. Students who officially withdraw from the University, or have been suspended from the University, or who have been away for one semester or longer must apply for readmission through the Office of Admissions when they desire to return.

**COURSE PARTICIPATION REQUIREMENTS**

**On-Campus Course Participation Requirements**

Classes in day programs generally meet Monday through Friday from 10:00 a.m. to 3:15 p.m. with an hour break for lunch, and from 10:00 a.m. to noon on Saturday. Because of the importance of the classroom experience, attendance at all classes is required and points may be deducted from a student’s grade for unexcused absences. (Evening/weekend and distance education programs have their own class schedules.)

**Punctuality**

Because every minute of learning time in each class is precious, and as a courtesy to the faculty and students who make an effort to be in class on time, emphasis is placed on students being on time to every class. Most faculty will reduce a student’s grade for late minutes.

**Attendance**

Students are expected to attend and participate in all classes, except when they are sick, have a family emergency, or cannot be in class due to compelling reasons beyond their control. There are no “personal days” during academic blocks, and taking a class day off for other reasons will usually lead to a reduced final grade. Students should be especially vigilant with respect to days before or after holiday breaks. Airline travel should be scheduled around class attendance hours.

Students who miss more than two sessions for a 1-credit course, four sessions for a 2-credit course, or six sessions for a 4-credit course, or the equivalent, are liable for a No Credit grade in the course. (A session is a morning or afternoon meeting of a day program course.)

**The Parental Exception**

Parents with children at home are given more leeway. Parents may miss without penalty as many as 11 sessions (five and a half days of a four-week block) due to a child’s illness or other events causing the child to be at home, as long as the parent stays in contact with the professor and keeps up with the work. Parents will still be graded on all assessments in the course.
Excused Absences and Illness
If a student must miss more than two sessions of a 1-credit course, four sessions of a 2-credit course, six sessions of a 4-credit course, or eight sessions of a 6-credit course due to illness or family emergency, the student may be asked to withdraw from the course with a grade of WH. The student may audit the remainder of the course but will not receive credit for it. Parents with young children at home are given more leeway (see paragraph above).

In the case of illness, students should notify their faculty immediately by email or telephone and may be required to have the illness confirmed in writing by the MIU campus nurse or a licensed healthcare professional. In the case of a family emergency, students should notify their faculty or a member of the Department of Student Life. If students do not notify their professor of the reasons for their absence, the faculty will presume that the absence is unexcused.

Unexcused Absences and Withdrawal
Unexcused absences lead to a reduced grade. If a student misses more than two sessions of a 1-credit course, four sessions of a 2-credit course, six sessions of a 4-credit course, or eight sessions of a 6-credit course for reasons other than illness or family emergency, the student will be required to withdraw from the class and will receive a grade of NW (No Credit, Withdrawal).

Course Participation Policy for Distance Education (Online) Students
Students taking distance education (DE or “online”) courses are required to participate regularly in the course. In any 14-day period, the student should complete some assignment or activity that contributes to the course grade or is otherwise required. Email correspondence with the course instructor about course administration does not qualify as participation. Failure to participate in any 14-day period may result in the student being dismissed from the course with a grade of NW (no credit, withdrawn).

Early Access and Non-Participation Policy for Distance Education Students
This policy defines legitimate reasons for a student to study ahead in a distance course and then be absent (non-participating) for a period of time that would otherwise violate the “14-day rule” requiring regular participation in an online course. This can occur, for example, if a DE student is going on an international assignment for their employer or is headed into a very busy time, e.g. DE students working in an accounting firm in early April. To receive approval for early access, the student must submit an Early Access Agreement form to the course instructor prior to the middle of the course. The maximum number of requested weeks of planned non-participation must not exceed 1 week for an
online course that is 5 weeks or less, or 3 weeks for an online course that is 8 weeks or longer. This agreement cannot be used if the student is in the final 2 weeks of an online course. At that point, they must apply for a *Late Work Contract*. For other regulations concerning this policy, please refer to the text of the *Early Access Agreement* form.

**EXAMINATIONS AND LATE WORK**

Students are not permitted to take examinations early, except for compelling reasons beyond their control. All students are required to complete each course fully, including taking the final examination on the date scheduled. Students must have the prior approval of the course instructor and the Academic Standards Committee before finalizing travel plans for an early departure. Students are required to submit a “Petition to Academic Standards Committee” and include a note of approval from the course instructor before the final week of the course.

A similar policy applies to taking examinations after the last class session — prior approval must be secured from the course instructor. (See Late Work Policy below.)

**Late Work Policy**

Students may not hand in work after the last class session of a course unless they have made prior arrangements with the course instructor. All students are given a grade at the end of the course based on 1) completed work, 2) in-class performance, and 3) work not yet completed. A zero (0) for the uncompleted work is figured into that grade.

Since February 22, 2016, Maharishi International University has not given a grade of Incomplete. Instead, students who are not able to complete the final work of a course, typically in the final week, due to *illness or family emergency or other compelling circumstances beyond their control*, may petition the professor *in writing* to grant more time. If the petition for additional time is granted by the professor, the professor and student will form and sign a Late Work Contract, including the specific assignments that need to be completed and their due date(s).

**Categories of Late Work Contracts**

*Standard Late Work Contract.* The student and professor agree that the incomplete work is to be completed within 10 days of the end of the course. Most incomplete work should be made up during the weekend after the final day of a course.

*Extended Late Work Contract.* In the event the student was sick or otherwise incapacitated for this final weekend, the student has up to 32 days from the end of the course to submit work—except when the course ends at the end of the semester, in which case the final grade must be submitted 2 weeks after the last day of the course. The
faculty may also request documentation of the illness or other emergency. (students in online courses have six weeks, 42 days, instead of 32 days.)

Eligibility: This petition should not be used generally in the case of students who miss more than three full days, or six sessions, of a four-week on-campus course (or two days for a two-week course) or students who do not meet the Course Participation Policy for Distance Education Students stated above. These students should be given an NW, W, or WH depending on the circumstances. Nor should it be used when the student would like to re-do work for a better grade. The petition is only to cover work that cannot be submitted on time due to illness, family emergency, or other compelling circumstances.

Grading Late Work

Interim Grade. Students who are eligible to submit final work after the last day of a course (see criteria below) will be assigned an interim grade for the course based upon 1) completed work and 2) in-class performance accumulated by the end of the course, and also on 3) the work not yet completed. A zero (0) for the uncompleted work is figured into the interim grade. If the student submits the final work in accord with the above contract, resulting score(s) will be factored into the final grade for the course.

Grade for Completion of Standard Work Contract. If the required work is submitted as specified in the contract before the professor must turn in the grade (generally ten days after the end of the course), the student will receive the grade they earned through their in-class work and work done during the agreed-upon extension.

Grade for Completion of Extended Work Contract. All required work must be submitted by the end of the Extended Work Period, which is either 32 days from the end of an on-campus course, or 42 days from the end of an online course, or 14 days from the end of a course when the course ends at the end of a semester. If the work is submitted during that period, then in keeping with the contract, the student’s grade will be amended by the professor from what it had been at the end of the grading period to what the student has earned by the end of the time agreed upon in the contract.

After this Extended Work Period, no grade can be altered in the Registrar’s database, except through written appeal to the Academic Standards Committee.

Note: Students attending a course that ends at the end of a semester, students on Warning or Probation status, and MIU distance education students may have different late work submission deadline requirements. Contact the Registrar for more details.

GRADING POLICIES

Evaluation of each student’s abilities and achievements is an integral aspect of the University. Among the means of evaluation are class participation, oral and written
examinations, projects, and papers. In addition, to receive academic credit for any course, students are expected to attend all classes and participate fully.

Students will be able to view their grades and enrollment history in their MIU student portal. Students having difficulty accessing their MIU student portal should notify the Registrar’s Office.

**General Grade Definitions**

### Grades and Grade Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>4.00 (excellent or exceptional with honors)</td>
</tr>
<tr>
<td>A+</td>
<td>4.00 (exceptional)</td>
</tr>
<tr>
<td>A</td>
<td>4.00 (excellent)</td>
</tr>
<tr>
<td>A−</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
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<tr>
<td>B</td>
<td>3.00 (good)</td>
</tr>
<tr>
<td>B−</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
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<tr>
<td>C</td>
<td>2.00 (adequate)</td>
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<tr>
<td>C−</td>
<td>1.70</td>
</tr>
<tr>
<td>NC</td>
<td>0.00 (no credit, course completed, GPA affected)</td>
</tr>
<tr>
<td>NW</td>
<td>0.00 (no credit, course not completed, GPA affected)</td>
</tr>
</tbody>
</table>

### 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>NP</td>
<td>No Pass</td>
</tr>
<tr>
<td>WH</td>
<td>Withdrawal due to health or family emergency</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>R</td>
<td>Course was repeated or replaced</td>
</tr>
</tbody>
</table>

### Grade Descriptions

Though professors may apply different standards in their courses, the faculty have agreed upon the following general descriptors for the basic four grades given for assignments, examinations, and courses at the University:

**A**  The grade of “A” is given for work that is excellent. It is distinctive and exceptional. It goes beyond competence and exhibits a high level of insight, critical evaluation, and/or awareness of the subtleties or nuances of a subject. Any work meriting this grade succeeds as a coherent whole, with clear command of the details that make up the whole.
B The grade of “B” is given for work that is good. This work demonstrates basic comprehension of the major concepts of the course and competency with respect to the knowledge and skills identified in the learning objectives of the course.

C The grade of “C” is given for work that meets the minimal expectations of the faculty as identified in the learning objectives of the course. Though not necessarily complete, this work is adequate to pass the course. The broad outline of the subject seems to have been grasped, along with many of the major concepts.

NC (No Credit, course completed) This grade is given to work that substantially misses the broad goals of the course as outlined in the syllabus. This work does not demonstrate satisfactory completion of the assigned work, even at a basic level. This work may have been done without fully reading the assignment and/or participating in class. The grade of “NC” is also given for failure to complete 70% of the required work in the course (e.g. class participation, homework and other assignments) and for excessive absences as described above.

NW (No Credit, course not completed) This grade is given when a student stops attending a course after the time allotted for withdrawing, or when a student is withdrawn for not actively participating in a course—missing more than 6 sessions of a day course or not participating for 14 consecutive days in an online course.

A grade of NC or NW requires academic counseling with the student’s academic advisor.

P, NP (Pass/No Pass) These grades are used in many Forest block courses, as well as in laboratory, fieldwork, practicum courses, and occasionally for other courses. The “P” grade is not included in the GPA, but it is equivalent to a “C” or better.

W (Withdrawal) This grade is granted under certain circumstances. (See “Course Withdrawals” listed above.)

WH (Health-related Withdrawal) This grade is granted when a student who was otherwise passing the course needs to withdraw due to illness or family emergency. (See “Course Withdrawals” listed above.)

PW (Pass/Waive) This grade is used to indicate a course waived by examination. No credit is awarded.

AU (Audit) This grade indicates the completion of a course that is not taken for credit. The audit option is not available to students who are receiving federal financial aid.

H (Honors) This grade is added to an instructional course grade when a student has completed the Honors requirement for that course and has earned at least an A- in the rest of the assessments. (See below.)

R (Repeated or replaced) This grade means that the course was repeated or replaced by another approved course and that this grade has been removed from the student’s Grade Point Average.
Grade changes
A course instructor may submit a change of grade to the Registrar’s Office through the online grade submission system. The changes are then entered into the student’s record.

Honors for Undergraduates
1. An Honors Component may be available for undergraduate courses. Successful 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, NW, or NP grades.
3. Graduation honors (summa cum laude, magna cum laude, and cum laude) are given to undergraduates based on the student’s academic excellence and holistic development.

Appeals, Repeats and Retests

Appealing a grade
Students not satisfied with a grade awarded them should first discuss the matter with the course instructor. If that does not settle the appeal satisfactorily, then the student has 30 days after the grade was posted by the Registrar to file a written appeal with the department chair for the program under which the course was taken, and, if still not satisfied, after another 15 days, with the Dean of Assessment and Undergraduate Studies (for undergraduates) or with the Dean of the Graduate School (for graduate students).

Repeating a course for a higher grade
Repeating a course for a higher grade is permitted 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.

Retesting for a higher course grade
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 one performs on the retest, the final grade for the course cannot be higher than a B, and 3) the nature, extent, and preparation for the retest is determined on a case-by-case basis by the course instructor.
Maintaining Satisfactory Academic Progress and Eligibility to Attend the University

To maintain satisfactory academic progress and eligibility to attend the University, students must meet three standards listed below. These standards are evaluated at the end of each semester. If a student is not meeting any one of these standards, the student is placed on “Academic Warning” for that standard for the following semester. A student not meeting that standard by the end of the “Academic Warning” semester will no longer be eligible to attend the University. Students on academic warning are not eligible for Rotating University courses, directed studies, or internships (except when required by department for graduation).

Standard #1. Grade Point Average
Undergraduates must maintain a 2.0 Grade Point Average (GPA), and graduate students must maintain a 3.0 GPA. Repeated courses use only the higher grade. Transfer credits earned at other institutions are excluded from the GPA calculation. Students who fall below the designated level are put on warning for the next semester.

Standard #2. Completion Rate
Undergraduate students must complete two-thirds of instructional credits attempted, within the current degree (excluding RC and REC courses, but including DC courses). Unattended courses are removed from the student’s record and are therefore excluded. Grades of “W,” “WH,” “NC,” “NW,” “NP,” and “AU” are counted as credits attempted but not completed. Transfer credits are not counted as attempted or completed.

Standard #3. Maximum Time Frame
Undergraduate students may attempt a maximum of 150% of the number of credits normally required to complete their program. For example, an undergraduate degree requires 128 credits so undergraduates may attempt a maximum of 192 credits to complete their program, including transfer credits, double majors, and switching majors. A student who has 174 credits is placed on “Warning” status the following semester.

Appeal, Probation, Loss of Aid Eligibility to Attend, and Reinstatement
Appeals to loss of eligibility after the “Academic Warning” semester must be made in writing to the Academic Standards Committee through the Registrar.

Appeals will be granted only to students who can demonstrate that the circumstance leading to their inability to meet any one of these standards was unexpected and beyond their control, and that the problem is not likely to occur again. If the appeal is granted, the student will be placed on “Academic Probation” for the following semester, with eligibility for financial aid, and must meet the standard by the end of that semester. ASC
has the ability to specify a longer probation period for students with a specified academic plan to rectify the difficulty, during probation, for example DE students whose course load may take some time to rectify the problem.

Reinstatement may be achieved after all of the three standards have been satisfactorily met. For example, a student may have an approved Late Work Contract; completion of the late work may allow the student to meet the applicable deficient standard. Or a former student may earn credit at another institution demonstrating and specifying that the difficulty causing the earlier deficiency has now been rectified.

**Suspension**

Students are eligible for suspension from the University if

- they do not meet satisfactory academic progress as listed above,
- they violate the code of student behavior as outlined in the Maharishi International University Student Handbook
- they don’t pay their outstanding charges as mentioned above.

The Student Handbook describes the code of behavior, the procedures that are followed when a student is reported to have violated that code, the possible results of a behavioral infraction, the consequences of suspension, and the policy for an appeal of a decision. The Maharishi International University Handbook may be found at www.miu.edu/handbook.

A suspended student must apply for readmission through the Office of Admissions and meet with the Dean of Students before returning to the University.

**Additional Points for Graduate Students**

- **Master’s programs** — Master’s students need to maintain a “B” average for their course work. 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 below a “B” grade even though the overall Grade Point Average is 3.0. Students may be asked to repeat courses for which they received less than a “B” before graduation, even though they have a “B” average overall.

- **Professionals and MS CS DE program** — The above Standards of Academic Progress do not apply to graduate Professionals program students or MS in Computer Science distance education students, because their academic departments have their own separate standards.

- **Doctoral and MFA programs** — Terminal degree programs may have a higher standard than master’s programs. Some programs require a minimum grade in all courses: a grade of “B–” in the MFA in Screen Writing; a grade of “B” for Maharishi
Vedic Science and Physiology and Health. The PhD in Management requires a B average. When a student drops below this threshold, the course instructor and the program director meet with the student at the end of the course to identify the reason their grades dropped below the threshold. Based on the meeting, the student could be instructed in study skills or time management and then re-evaluated after the next course, or they could be recommended to retake the course before graduation, or take a leave from the program to gain skills and re-apply. The results of this meeting will be presented to the department faculty and, if supported, a record will be added to the student’s file.

ACADEMIC HONOR CODE

Personal integrity, honesty, and honor are essential qualities of an ideal student and a developing leader. The University has established an Academic Honor Code that sets forth the standards of academic honesty and personal integrity expected of all students.

Academic Honor Code Guidelines

Students learn and grow when they receive feedback on their own thinking and its products, and when they use that feedback to improve their knowledge and skills. Students experience progress when something they themselves have composed receives confirmation or correction, whether it be from a classmate or a professor. Consequently, the following principles govern the assessment of student work at the University.

- Any work represented as one’s own must be the product of one’s own thinking and research. This applies to all assigned work, including papers, examinations, quizzes, and oral presentations. In composing papers, students are encouraged to seek feedback from others on the work in progress, but are expected to do the writing themselves.

- Any ideas drawn from sources other than the syllabus itself must be properly credited. This includes not only direct quotes, but also ideas drawn from other course syllabi, videotaped lectures, and other University-related publications, other than those assigned in the current course. All sources used verbatim should be credited by quotations, including unpublished work. (For further details see plagiarism guidelines below.)

- If a student knowingly allows another student to copy their work, that student will be subject to the same remedial consequences as the student who did the copying.

- Students who report their attendance or any other records contributing to the final course grade are required to be faithful and accurate in their reporting. Students should not report in for other students except through prior arrangement with the course faculty.
• Students who become aware of a failure to uphold the standards of the Academic Honor Code should notify the faculty member teaching the course.

• The standards of the Academic Honor Code apply to Development of Consciousness courses as well. Any action that misrepresents a student’s attendance during group meditation or group program is not honest. Some examples of dishonesty in this area are as follows:
  1) passing one’s ID badge through the bar code scanner and not attending the full group meditation or group program.
  2) having another student pass one’s badge through the scanner.
  3) passing another student’s ID badge through the scanner.

Consequences of Academic Honor Code Violations other than Plagiarism
For reported Academic Honor Code violations other than plagiarism, the alleged violator will meet with the course instructor and/or the department head, at the discretion of the course instructor, and, for more severe or repeated reported violations, with the Academic Standards Committee or a subcommittee thereof (‘the Committee”) and the course instructor.

A course instructor may decide to lower a grade on an assignment, even to a “No Credit” (NC), and the department head may decide to give a student an NC for a course. The instructor will notify the Dean of Assessment and Undergraduate Studies, who keeps a record of all such violations. The decision to suspend a student can only be made by the Committee, which will review the situation and determine the remedies based on the facts and circumstances of the behavior in accordance with the procedures outlined below.

Definitions and Consequences of Plagiarism
It is of the utmost importance that students reference any and all textual material used in their writing done for class, and that specific words borrowed from other writing are footnoted—in homework assignments, examinations, and projects completed for a class. Any work that is used in whole or part and presented as one’s own is considered plagiarism. Also not acceptable is “patchwriting,” in which one copies the concepts and structure of another work but inserts words here and there to make it seem as one’s own.

Consequences for plagiarism vary with the levels of severity described below. Five factors considered in the determination of severity are 1) length of the citation, 2) whether the misrepresentation was intentional or not, 3) whether or not the quote is central to the argument being made, 4) whether the plagiarism was substantive or semantic only (using others’ words but not their ideas) or both, and 5) whether the student has had prior violations of the Academic Honor Code for plagiarism.
**Level 1.** Accidental, involving two or three sentences at most

*Definition:* Plagiarism that involves lifting anything from a phrase to a few sentences from another source and neglecting to cite that source, not realizing the significance of the offense, not remembering that the idea was borrowed, or simply forgetting to cite the source.

*Consequence:* Leads to a meeting with the professor and a warning. The Department Chair of the department in which the course is offered is also notified, as well as the Dean of Assessment and Undergraduate Studies.

*Deciding Agency:* Classroom professor

**Level 2.** Accidental, but longer passages; or contributions intentionally attempting to misrepresent another’s work as one’s own, from a phrase or a sentence to a paragraph or two; or an idea that is claimed as one’s own; or a repeat in the same or a subsequent course of a Level 1 mistake.

*Definition:* A full paragraph or more, even when claimed to be accidental, requires more attention to accomplish and therefore has more serious consequences. A more severe instance is inserting several sentences or a paragraph with the intention to claim another’s work as one’s own. Or the student presents an idea as one’s own when the same idea is clearly presented elsewhere by another writer.

*Consequence:* Anything from NC on the assignment to an NC in the course and academic probation, depending on the length, intentionality, and substantive nature of the offense. A faculty facing this kind of violation will decide the proper consequence with the Department Chair and notify the Dean of Assessment and Undergraduate Studies.

*Deciding Agency:* The professor in consultation with the Department Chair.

**Level 3:** Submitting another’s paper or work as your own; a repeat in the same or a subsequent course of a Level 2 offense while a student is on academic probation for a prior offense

*Definition:* A student presents a paper, project, or other intellectual property as one’s own, which is subsequently established to be borrowed, stolen, or purchased from another author.

*Consequence:* Suspension immediately and continuing for two semesters subsequent to the semester in which the student is enrolled; student has to leave campus.

*Deciding Agency:* The Department with the Academic Standards Committee.
Academic Honor Code Violations Referred to Academic Standards Committee

In the event a reported Academic Honor Code violation is referred to the Academic Standards Committee or a subcommittee thereof (“the Committee”) for consideration, the student will be given reasonable notice of the time of the meeting and the nature of the concern. The student may choose to invite their academic advisor and/or one member of the Global Student Council to join the Committee (optional). The student may also invite a parent, or one other MIU student, faculty member, or administrator to attend; however, this person will not be a member of the Committee. Individuals with relevant information may be invited to attend to offer such.

The Committee reviews any observations, statements, or reports of Code infractions, and confers with the student for an explanation about them. The student and those not on the Committee then leave the meeting, and the Committee then determines 1) if it is more likely than not that any Code infraction appears to have occurred, and if so, 2) what measures, if any, should be taken. Only the Committee members are eligible to vote on any measure proposed by one or more of its members. If the student in need of attention elects not to attend the meeting, the Committee will meet without the student and decide what corrective measures if any, the University should take.

The Committee will determine the appropriate consequence, which may, among others, include warning, grade reduction on the assignment or course, probation or suspension.

The Committee’s decision will be communicated to the student in writing and will include the reasoning behind the decision. If the student is placed on either probation or suspension, the terms and period will be noted. A copy of the letter will be placed on file in the Office of the Dean of Teaching and Learning. A memo indicating that a student has been suspended will be given to the student’s advisor and placed in the student’s file in the Enrollment Center. However, warning, probation, and suspension information will not be placed on the student’s transcript.

In case of suspension, any student residing on campus generally must move off campus within 48 hours. However, the Committee may require an earlier departure or approve a later departure in light of the circumstances. Students suspended from the University must check out with Housing (see Housing: Room Check-Out Procedures section in the Student Handbook www.miu.edu/handbook), the Graduation Director, and Financial Aid, and are subject to the University’s Refund Policies.

Students who have been away from the University for one semester or longer and students who have been suspended for any reason must apply and be accepted for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review.
**Appeals**

Students may file appeals if they believe that there has been a significant substantive or procedural error that significantly impacted the outcome of the meeting; or that significant evidence has been overlooked, or the conclusion of the Committee is not supported by the facts; or that new and significant evidence has become available, not available during the initial meeting, that can significantly impact the outcome. Appeals must be made in writing within 72 hours of receiving the Committee’s written notification. The appeal should outline the basis for it in light of the above criteria. Appeals of decisions made by the course instructor are submitted to the department head for final review. Appeals of decisions made by a department head are submitted to the Academic Standards Committee for final review. Appeals of decisions made by Academic Standards Committee or a subcommittee thereof are submitted to the Dean of Faculty of the University for final review.
POLICIES FOR GUEST STUDENTS (NON-MATRICULATED)

Policies on Admissions and Enrollment

Guest Students are those who have not matriculated into a certificate or degree program. Any Guest Student who wishes to take a course normally offered only to students in degree programs may do so by applying online at www.miu.edu/apply. The MIU Admissions Office will process your application.

Guest Students who take a credit-bearing course are treated like all other students in the course. They are expected to participate fully in the course including taking the final exam. Guest students’ grades are recorded on an MIU transcript. If the student does not complete all requirements of the course, a grade of “NC” may be given for the course, and the NC will be included in the student’s grade-point average if they later seek a degree.

Three other policies guide courses taken by Guest Students:

STC108/FOR500 is Recommended as the First Course. When taking credit-bearing courses as a Guest Student, it is recommended that Guests take STC 108 or FOR 500 first. However, Guests may take up to eight credits of other course work before they must take an STC course. (The first course that 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.)

Limit of 8 Credits Applied to a Degree. A maximum of eight credits taken as a Guest Student may later be applied to a degree program.

Limit of 8 Credits Taken as a Guest. After completing eight credits, Guest Students are required to register as a degree-seeking student and declare a major. New degree-seeking students can only enroll at the very beginning of a semester.

For course offering details, please refer to the various academic departments’ sections in this catalog or visit our website. To view our course schedule, please go to www.miu.edu/classes.

For details concerning costs, withdrawal and refund policies, please refer to the ACADEMIC POLICIES and FINANCIAL AID sections in this catalog.
Withdrawal and Refund Policies for On-Campus Credit Courses

1) To withdraw from the course before it has started, notify the Enrollment Center.

2) To withdraw after a course has started, notify the course instructor and the Enrollment Center within three days of the last day of class attended. Please give complete information including the reason for withdrawal and the last date of class attendance.

3) It is your responsibility to inform your instructor of your intention to withdraw within three days of your last day of class attendance. If you are absent longer than three days, the instructor may assign a grade of NC.

Follow these procedures to apply for a refund:

1) Be sure to complete the above instructions. Refunds are based on the last date of class attendance.

2) File a request for refund at the time of withdrawal from the course at the Enrollment Center. Refunds are given only to those who officially withdraw from a course within three days of the last date of class attendance.

3) A student who withdraws after the first day of the course will be charged a minimum of 50% of the course fee. After 25% of the course has been taken, there is no refund.
General Admissions Statement

Maharishi International University was established for the purpose of providing an education that allows the individual to unfold and achieve their full potential. Maharishi International University is committed to the goals set forth by our founder Maharishi Mahesh Yogi which are: To realize the highest ideal of education; To develop the full potential of the individual; To maximize the intelligent use of the environment; To improve governmental achievement; To solve the problems of crime, drug abuse, and all behavior that brings unhappiness to our world family; To bring fulfillment to the economic aspirations of individuals and society; To achieve the spiritual goals of humanity in this generation.

Maharishi International University is committed to providing students the unique experience of Consciousness Based education. Consciousness Based education is education that provides Enlightenment to the student, and has four primary components: 1) Academic excellence – study of traditional subjects in the light of consciousness – a unifying framework. 2) Direct development of consciousness through the twice-daily practice of Transcendental Meditation and the advanced TM-Sidhi program including Yogic Flying. 3) Consciousness-Based teaching and learning techniques that develop holistic awareness. 4) Stress-free routine and nourishing environment.

STUDENTS SHOULD APPLY ONLINE AT
www.miu.edu/apply

Applicants who plan to enter in the fall semester (generally beginning in mid-August) should submit their completed applications no later than July 15. (For students applying to the master’s degree cooperative programs, the deadlines may differ.) For all students planning to enter in the spring semester, the date is January 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.
U.S. STUDENT ADMISSIONS
U.S. UNDERGRADUATE ADMISSIONS

Criteria for Undergraduate Admissions

Applicants to the undergraduate programs are considered for admission after a comprehensive evaluation of their completed application, high school records (and previous college records, if applicable), SAT or ACT scores (if required), recommendation, and an interview with an Admissions Representative. Applicants must express a sincere desire for Consciousness-Based education.

- **Essay** — Applicants are required to submit a personal statement.
- **Professional Recommendation** — Applicants are required to provide a professional recommendation. It may be from a teacher or employer who has had professional relations with the applicant within the last year.
- **Academic Record** — Applicants are required to provide a record of high school transcripts (and previous college records, if applicable), SAT, ACT, or COMPASS test scores (if required). A grade point average of at least 2.5 is generally required (when applicable), but exceptions can be made for specific situations.
- **Admissions Interview** — An interview with an admissions counselor is a required part of the application process. The interview can be done by phone/Skype, or in person if the student visits prior to enrollment.
- **Campus Visits** — We offer 10 Visitors Weekends throughout the year. These programs for prospective students and their families or partners provide a complete introduction to the University and are highly recommended for anyone seriously considering enrolling at Maharishi International University.
- **Transcendental Meditation** — Applicants are encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi International University. Admissions counselors can help direct applicants to the nearest Transcendental Meditation teacher.

High School Verification

Applicants who did not complete their high school study are required to submit one of the following: 1) General Educational Development (GED) certificate; or 2) a certificate of completion of a home-study program if the program is recognized by the student’s home state, or if the program is not recognized by the student’s state, the state must not consider the student to be in violation of truancy laws. Home-schooled applicants must also submit a complete home schooling record. All certificates and transcripts from high school...
schools, colleges, and correspondence schools should be sent directly from the school or state agency to the Admissions Office.

**Note:** If an applicant has 24 or more transferable credits from a prior college, it’s not necessary to submit a high school document.

While an applicant’s previous academic performance is a primary consideration, commitment to gaining maximum benefit from the educational opportunities offered at Maharishi International University is an equally important consideration in the admission process.

**U.S. GRADUATE ADMISSIONS**

**Additional Criteria for Graduate Admissions**

Individuals who have earned a bachelor’s degree, or are in their senior year of college, may apply for admission to a program of graduate study at the University. Admission decisions are based upon the applicant’s academic record in undergraduate programs and other graduate programs (if applicable), graduate entrance examination scores (if required), experience, personal qualifications, recommendations, admissions interview, and additional department-specific materials (such as portfolios and essays). Applicants must express a sincere desire for Consciousness-Based education. In some cases, applicants are also requested to learn the Transcendental Meditation technique before enrolling at Maharishi International University.

**Grade Point Average (GPA)**

A grade point average of at least 3.0 (on a 4.0 scale) in the third and fourth years of undergraduate study is required by the Graduate School for regular admission to graduate programs. Exemptions are granted for specific situations.

**U.S. TRANSFER STUDENTS**

Maharishi International University welcomes qualified transfer students. For the number of credits that may be transferred by undergraduate and graduate students, the method for evaluating those credits, and residency requirements, please refer to “Transfer Students” in the “General Policies” section of this Catalog. All transfer approval must be completed within the student’s first semester at the University, except for students receiving Veterans Educational Benefits (evaluation is done automatically upon enrollment).

Transfer students applying for U.S. financial aid must submit all transcripts from all previous schools to the Office of Admissions. Before financial aid can be awarded, these transcripts must be reviewed to determine class standing and eligibility.
INTERNATIONAL STUDENT ADMISSIONS

Application Deadlines
Maharishi International University welcomes international student applicants for most of the University’s programs.

Deadlines for submitting an online application:
Deadline for spring entry: October 31
Deadline for fall entry: May 15
Deadline for April entry (ESL only): January 31
Deadline for October entry (ESL only): July 31

STUDENTS ARE REQUESTED TO APPLY ONLINE AT
miu.edu/apply

In order to process applications and immigration forms in a timely way, completed applications, including all required documents, should be received by the Office of Admissions no less than two months in advance of the start of the new academic semester or program starting date.

ADMISSION TO NON-DEGREE PROGRAMS

1. Students Taking a Single Course
Applicants with a specific interest into a particular subject, who do not want to take an entire university program, may participate in university courses without enrolling as a degree-seeking student.

These students will participate in class but will not receive credit or a transcript after completing their study. If a student taking a single course later becomes a degree-seeking student at MIU, the course and grade may be transferable to a degree-seeking program. Up to 8 credits may be applied to a degree program, with approval.

MIU cannot provide documents for an F-1 student visa for single-course applicants. These students will need to arrange their travel under a tourist visa.

One can apply anytime for a single course by paying an application fee of $20. After submitting the online application and paying the application fee, an admissions counselor will contact the applicant, who will receive a checklist of forms and documents to submit. The deadline to submit all documents is two weeks before the course starts.
Criteria for Admission of Students Taking a Single Course

- **Transcendental Meditation** — Each applicant is strongly encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi International University.
- **Professional Recommendations** — Applicants are required to provide two professional recommendations. It may be from a teacher or employer who has had professional relations with the applicant within the last two years.
- **Academic Record** — Scanned copy of a high school transcript
- **Resume** — If the applicant is attending MIU for the first time, it’s helpful for us to have more background on their recent academic and/or professional experience. For students who are internal to the MIU campus community, this material may not be required.
- **Prerequisite courses** — Some university courses cannot be taken without having completed certain prerequisite course(s). The final decision to accept for accepting a student depends on the teacher of the course.

2. Certificate Programs

The English as a Second Language program (ESL) and the Certificate in Regenerative Organic Agriculture program (ROAC) are available for international applicants. The ESL program has four entries in an academic year: Spring (February), April, Fall (August), and October. The ROAC program starts in Spring (February).

Criteria for Admission to the ESL Program

- **Transcendental Meditation** — Each applicant is required to learn the Transcendental Meditation technique as part of their admissions.
- **Professional Recommendations** — Applicants are required to provide two professional recommendations. It may be from a teacher or employer who has had professional relations with the applicant within the last two years.
- **Academic Record** — Scanned copy of a high school transcript

Criteria for Admission to the Certificate in Regenerative Organic Agriculture

- **Transcendental Meditation** — Each applicant is strongly encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi International University.
- **Essay** — Applicants are required to submit a short essay.
- **Professional Recommendations** — Applicants are required to provide two professional recommendations. It may be from a teacher or employer who has had professional relations with the applicant within the last two years.
- **Academic Record** — Scanned copy of a high school transcript
Resume

English proficiency will be assessed with the essay and an admissions interview.

INTERNATIONAL UNDERGRADUATE ADMISSIONS

Criteria for International Undergraduate Admissions

Applicants to the undergraduate programs are considered for admission after a comprehensive evaluation of their completed application, high school records (and previous college records, if applicable), SAT or ACT scores (if required), recommendation, and an interview with an Admissions Representative. Applicants must express a sincere desire for Consciousness-Based education. Certain cases applicants are also requested to learn the Transcendental Meditation technique before enrolling at Maharishi International University.*

*The Admissions Office can help each applicant connect with a qualified instructor of the Transcendental Meditation technique.

- **Transcendental Meditation** — Each applicant is strongly encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi International University.

- **Essays** — Applicants are required to submit short essays.

- **Professional Recommendations** — Applicants are required to provide two professional recommendations. It may be from a teacher or employer who has had professional relations with the applicant within the last two years.

- **Academic Record** — Applicants are required to provide a record of high school transcripts (and previous college records, if applicable), SAT, ACT test scores (if required). A grade point average of at least 2.5 (when applicable). Exceptions to GPA requirements may be made for specific situations. The 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 International University, 1000 North Fourth St., Fairfield, IA 52557, U.S.A.

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 country. 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.

- **English Proficiency** — All applicants who are not native English speakers must submit official TOEFL iBT, IELTS Academic, or PTE English test scores. Students may register for the TOEFL iBT and request that scores be forwarded to the University at the time of the test; or by writing to the Educational Testing service, Box 592, Princeton, New Jersey 08540; or by e-mailing the contact form at www.ets.org/toefl/contact?WT.ac=toeflhome_contactus_121127. The University’s college code number for this purpose is 4497.

  **English Proficiency Scores:**
  - TOEFL iBT scores 80
  - IELTS Academic: 6.0
  - PTE: 51

- **Admissions Interview** — An interview with an admissions representative is a required part of the application process. This is done over the telephone or via Skype.

**INTERNATIONAL GRADUATE ADMISSIONS**

**Additional Criteria for Graduate Admissions**

Individuals who have earned a bachelor’s degree, or are in their senior year of college, may apply for admission to a program of graduate study at the University. Admission decisions are based upon the applicant’s academic record in undergraduate programs, other graduate programs (if applicable), graduate entrance examination scores, experience, personal qualifications, recommendations, and proposed program of study. Applicants must express a sincere desire for Consciousness-Based education. Certain cases applicants are also requested to learn the Transcendental Meditation technique before enrolling at Maharishi International University.*

*The Admissions Office can help each applicant connect with a qualified instructor of the Transcendental Meditation technique.

- **Transcendental Meditation** — Each applicant is strongly encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi International University.
- **Essays** — Applicants are required to submit short essays.
Professional Recommendations — Applicants are required to provide two professional recommendations. It may be from a teacher or employer who has had professional relations with the applicant within the last two years.

Academic Record — Applicants are required to provide a record of their undergraduate transcripts (and previous college records, if applicable), GMAT, GRE test scores (if required). A grade point average of at least 3.0 (on a 4.0 scale). Exceptions to GPA requirements may be made for specific situations. The 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 International University, 1000 North Fourth St., Fairfield, IA 52557, U.S.A.

English Proficiency
All applicants who are not native English speakers must submit official TOEFL iBT, IELTS Academic, or PTE English test scores. Students may register for the TOEFL and request that scores be forwarded to the University at the time of the test; or by writing to the Educational Testing service, Box 592, Princeton, New Jersey 08540; or by e-mailing the contact form at www.ets.org/toefl/contact?WT.ac=toeflhome_contactus_121127. Maharishi International University’s college code for this purpose is 4497. English Proficiency Scores:
TOEFL iBT scores 90
IELTS Academic: 6.5
PTE: 58

Admissions Interview — An interview with an admissions representative is a required part of the application process. This is done over the telephone or via Skype.

INTERNATIONAL TRANSFER STUDENTS
Maharishi International University welcomes qualified transfer students. For the number of credits that may be transferred by undergraduate and graduate students, the method for evaluating those credits, and residency requirements, please refer to “Transfer Students” in the “General Policies” section of this Catalog. All transfer approval must be completed within the student’s first semester at the University.
ADDITIONAL ADMISSIONS PROCEDURES FOR INTERNATIONAL APPLICANTS

Visa Procedures
Once the application for admission is approved, a University acceptance letter and a U.S. Immigration Service SEVIS I-20 form will be mailed to the applicant. A prospective international student should not make plans to enter the United States before obtaining their F-1 student visa. It will be necessary to present both a letter of acceptance and a SEVIS I-20 form at the U.S. Embassy/Consulate, when applying for an F-1 student visa, and again upon arrival into the United States, and finally, during registration at the University. If further documentation is needed in obtaining a student visa, please contact the Office of International Admissions. Guest students and online students do not receive 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 record. Otherwise, an application for Change of Status from Visitor to Student will most certainly be denied. Furthermore, a Prospective Student is not allowed to register and enroll unless and until any Change of Status application is approved (a process that can take several months). Because of these strictures, the University has a policy of only registering students who have obtained the proper student visa.

Financial Statement
International students must provide evidence of financial ability to pursue a course of study at Maharishi International University before the letter of acceptance and the SEVIS I-20 form can be generated and mailed. Financial assistance is available for those who demonstrate academic promise, financial need, and a strong commitment to develop their full potential and the potential of their nations. Students must provide a letter from their bank to the Office of International Admissions verifying the availability of funds to meet their educational expenses for at least one academic year. Using this verification, the University can then issue a SEVIS I-20 form, which is needed to obtain a student visa. Guest students and online students do not have verify funds for their program cost.

Health Insurance
Due to the high cost of medical care in the U.S., all international on-campus 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.

**ADDITIONAL INFORMATION FOR ALL APPLICANTS**

**Policies on the Practice of the Transcendental Meditation and TM-Sidhi Programs**

The Transcendental Meditation program is practiced by all University faculty and staff, as well as by all students. Many students, faculty, and staff have also learned the advanced Transcendental Meditation-Sidhi program. For the personal benefit of all students, faculty, and staff, these technologies are practiced separately 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 International University, and they are practiced separately of other programs and procedures.

**Drug, Alcohol, and Smoke-Free Environment**

Education at Maharishi International University 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 International University 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 and confirming their intention to accept admission into the University. 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.

**READMISSION**

Students who have been away from the University for one semester or longer, or who have officially withdrawn from the University, or who have been suspended for three or more blocks must apply for readmission by submitting a new online application.

Online students who have not been enrolled for two semesters or longer must reapply and be accepted by the Office of Admissions before continuing their online studies.
FINANCIAL AID

All students are welcome to apply for financial aid. Most financial aid is awarded on the basis of financial need. Need is not considered when determining the qualification for admission. For need-based financial assistance, the *Free Application for Federal Student Aid* (FAFSA) is used for USA students to determine students’ financial need. For international students, the University uses its own scholarship application to determine financial need.

Maharishi International University offers a package of federal, state, and University financial assistance for U.S. citizens, and University scholarship for international students. For example, U.S. undergraduate students may be eligible for federal and state grants, as well as University scholarships, and federal student loans. U.S. graduate students and international students may qualify for some University scholarships covering part of the tuition.

Many U.S. students also qualify for Federal Work Study positions to help with the cost of books and supplies. Federal Work Study allows students to work at a part-time job at the University, usually after classes or on weekends. The average work-study job requires 4-5 hours of work per week.

CURRENT FINANCIAL AID PROGRAMS

**Federal and State Grants**

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Iowa Tuition Grant

**University Scholarships**

- Trustees’ Scholarship
- Graduate Assistantships
- Graduate Internships

**Loans**

- Federal Subsidized/Unsubsidized Loan
- Federal PLUS Loan
Other Forms of Aid

- Veterans' Benefits
- Iowa National Guard Educational Benefits
- Federal Work Study

FINANCIAL AID ELIGIBILITY

Students must be accepted to attend the University by Admissions, and be actively enrolled receiving academic credit each term toward seeking a degree to be eligible for financial aid. Once a student meets the academic requirements to complete that degree, financial aid eligibility ceases.

If you have any questions about financial aid, please write or call the Office of Financial Aid: (641) 472-1156, email: finaid@miu.edu.

PROGRAM CHARGES 2020–2021

MIU’s degree program charges are stated on a per-semester basis (Fall and Spring) for all degree programs except the following programs. Please refer to the MIU web site for further information on their charges.

- Master of Software Development (MSD): http://www.miu.edu/tuition
- MS Computer Science Professionals: http://www.miu.edu/tuition
- MBA Accounting Professionals: http://www.miu.edu/tuition
- MBA in SAP ERP and Business Analytics-Professionals: http://www.miu.edu/tuition
- Regenerative Organic Agriculture Certificate: http://www.miu.edu/tuition
- Non-Degree Guest Students: one course at a time, $500 per credit
- English as a Second Language training: www.miu.edu/tuition
- Foreign Sites (e.g., Ethiopia, China, South Africa): refer to program directors for rates

Tuition for all other degree programs, in Fairfield and online, varies by degree level and by the number of credits taken per semester, as follows.

Undergraduate Tuition Per Semester

Financial Aid is available for those who qualify, including need-based scholarship for the Full Time rate.

- Full Time (12 or more credits) $ 8,000
- Three Quarter Time (9 to 11.75 credits) $ 4,800
- Half Time (6 to 8.75 credits) $ 2,700
- Less than 6 credits per semester $ 500 per credit.
Master’s Degree Tuition Per Semester

12 or more credits
- Creative Writing: $8,937
- Screenwriting: $9,780
- Business, Consciousness & Human Potential, Studio Art: $14,500
- Computer Science, Software Development: $16,000

6 to 11.75 credits
- Consciousness & Human Potential, Reading the Vedic Literature: $2,700
- Aromatherapy & Maharishi AyurVeda: $3,300
- Maharishi AyurVeda & Integrative Medicine: $3,800
- MBA and other enrollment at 6 to 11.75 credits: $4,800

The above tuition rates are for full-time enrollment (six or more credits). Tuition for less than six credits is $500 per credit. Student budget for loan eligibility and enrollment reporting is half-time for 4 to 5.75 credits, and ¼-time for less than 4 credits. Work or practicum credit is included, based on credits issued.

PhD Tuition Per Semester

- Entry Level $ 8,000
- Candidate Level $ 4,000
- Researcher Level $ 2,000

PhD enrollment is always full time, and charges per semester are not reduced for partial enrollment.

Housing and Meal Charges per Semester

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Full Meals</th>
<th>Single Room</th>
<th>MSV Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve or more weeks</td>
<td>$2,000</td>
<td>$1,700</td>
<td>$900 additional</td>
</tr>
<tr>
<td>Six to eleven weeks</td>
<td>$1,000</td>
<td>$ 850</td>
<td>$450 additional</td>
</tr>
</tbody>
</table>

For less than six weeks in a semester, the rate is $210 per week.

All students who live on campus receive a bundled package of housing and three meals per day, six days per week, and two meals (brunch and dinner) on Sunday. Meal charges are not available without housing charges. Off-campus students may buy discounted meal passes at the bookstore.
Undergraduate students under 21 years of age are required to live in the residence halls on campus. Exceptions include legally married students, those with dependents, and graduate students. Students with exceptional circumstances, such as living with their parents in Fairfield, may petition Student Life for an exception. Students under age 21 who have lived on campus for one year and have a GPA of 3.0+ may also petition Student Life for an exception.

**Students Moving Off Campus During a Semester**

Students who move out of the residence halls after they have registered will not be eligible for a reduction in housing charges for that semester, except when charges must be reduced due to University Withdrawal.

**Enrollment that Mixes Courses from Different Programs or Program Tracks**

*Degree Program* (Undergraduate, Master’s, PhD) — A student may be enrolled as degree-seeking in only one degree program during any term. A student may include courses from a different program level with appropriate approvals. For example, if an undergraduate or PhD student adds a master’s level course in a term, the designated degree program for the term always remains the undergraduate or PhD program, no matter how many master’s course credits are taken that semester.

**Terms and Intersessions**

*Professional Programs* have two six-month terms. Fall starts mid-June and ends mid-December; spring starts mid-December and ends mid-June.

*All Other Programs:* The two standard semester terms are 18 weeks as defined in the published academic calendar. The January intersession is attached to the Spring semester. The Summer term is independent of the Fall and Spring semesters.

**Summer Term 2020**

Credits are designated under the separate summer term for all purposes, including enrollment status, Satisfactory Academic Progress, and all other term-based processes. Tuition is $500 per credit. Undergraduates will receive scholarship (and grants if available) to cover tuition. Housing and meals are $210 per week for on-campus students while in class. Six credits are required for half-time enrollment during the summer term.

**January Session 2021**

Credits earned for courses starting after the winter holiday break are session credits added onto, and part of, the standard spring semester. Tuition/Housing/Meals are charged in the same way all credits are charged for spring semester enrollment as a whole.
Other Charges

- **Student Fees:** $265 per semester is allocated 36% to technology infrastructure, 33% to the student wellness clinic, 19% to student activities, and 12% to student athletic facilities. 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, Iowa.

- **Application Fees:** Applicants are asked to submit a nonrefundable application processing fee of $20.

- **International Students Health Insurance:** International students are charged an estimated $1,392 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 $696) 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® Technique Tuition:** Undergraduate students and U.S. graduate students will receive a scholarship from the David Lynch Foundation covering the tuition of the University’s Transcendental Meditation course. International graduate students will receive a loan for the $480 Transcendental Meditation course tuition. Prospective students who receive instruction in the Transcendental Meditation technique before enrollment, as part of their admissions process, may be eligible for a reimbursement of the cost of the instruction after they enroll at the University. This reimbursement from the David Lynch Foundation is obtained through Admissions.

- **TM-Sidhi® Course:** Students may receive up to four academic credits from Maharishi International University for the TM-Sidhi course taught by Maharishi Foundation in coordination with MIU through a contractual agreement. The David Lynch Foundation has announced a scholarship to reduce the cost of the course from $2,500 to $1,250 for Maharishi International University students. An additional scholarship of $750, reducing the tuition to $500, is also available to students who meet specific criteria specified by the Maharishi Foundation. There is an additional cost of $950 for the final two weeks in residence.

Enrollment Status and Grade Level Progression

Students with federal aid have their enrollment status, academic program, length of program, and grade level reported monthly to the National Student Loan Data Service. For undergraduates, 32 credits is designated for grade level progression (33–64 credits is second-year undergraduate grade level).
Other Estimated Costs of Attendance

Day Programs
• Books, Equipment, and Supplies – $1,000 per year
• Personal Expenses and Transportation – $3,800 per year
• Off-Campus Housing and Meals – $7,400 per year

Evening/Weekend and Online Programs
• Book and Supplies – $200–$500 per academic year
• Personal Expenses and Transportation – $2,000 per year
• Off-Campus Housing and Meals – $6,000 per year

These other estimated costs of attendance are generally applicable to full-time students. Half-time student estimated costs are generally 50% of the amounts listed above.

Payment
Semester payment is due by August 1 for fall semester and by January 1 for spring semester. See the payment page, miu.edu/pay (or https://students.miu.edu/finances/payment).

Payment Procedure
Payment may be made by Visa, MasterCard, Discover, e-check from domestic accounts, and peer-Transfer from foreign accounts. Go to the online payment page, miu.edu/pay (or https://students.miu.edu/finances/payment).

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 or at miu.edu/appeals, petitions, proposals and other forms you may need (https://students.miu.edu/appeals-petitions-proposals-and-other-forms-you-may-need/ ) under Addressing Issues of Concern.

Study Abroad and Courses Delivered by Other Institutions Under Contractual Agreement
U.S. Students 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 an approved transcript. University tuition (see
above) is charged for any other course taken away from Fairfield, including internships, fieldwork, thesis, projects, MVS special studies, and other studies, even when the source of coursework is not primarily taught by University faculty.

**Non-Degree/Guest Students: Tuition, Housing & Meals, and Refunds**

Special students who are not seeking a degree may take courses, upon application approval, at the tuition rate of $500 per credit, with housing and meals for $210 per week (financial aid, including scholarship, will not be available). A maximum of two courses (8 credits) can be transferred to a degree program.

A student who withdraws after the first day of the course will be charged a minimum 50% of the course fee, and after 25% of the course, there is no refund.

**Information for Recipients of Grants**

In the event that available state funds are insufficient to pay the full amount of each approved Iowa Tuition Grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award. State awards may include Federal LEAP/GAP funds.

**Military Deployment**

MIU will offer not less than the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty:

a. Withdraw from the student’s entire registration and receive a full refund of tuition and mandatory fees.

b. Make arrangements with the student’s instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student’s registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.

c. Make arrangements with only some of the student’s instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.
Veterans Benefits

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018, MIU assures it will not impose any penalty, including

1. the assessment of late fees
2. the denial of access to classes
3. the denial of access to libraries or other institutional facilities
4. the requirements that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual’s inability to meet their financial obligations to MIU due to the delayed disbursement of a payment by the US Department of Veterans Affairs

University Scholarship

The University reserves the right to increase or decrease University Scholarship at any time, for any reason, for any individual. Such a change in scholarship level (up or down) may be reviewed by petition from the student.

REDUCTIONS IN CHARGES AND FINANCIAL AID, INCLUDING FEDERAL STUDENT AID, FOR DEGREE AND CERTIFICATE PROGRAMS

This section outlines reductions due to semester withdrawal when scheduled courses are not completed or not attended.

Professionals programs, ESL Certificate, Regenerative Organic Agriculture Certificate, and any program with an agreement specifying different adjustments to charges are exempt from this policy because their charges are adjusted according to their program agreement.

The semester charges for tuition, housing, and meals are reduced or recalculated (as is financial aid, including federal aid) in proportion to the time attended, under the following conditions:

A student ceases to attend a course before completing that course, and there is no written confirmation of the student’s intent to attend an additional course that semester. Or a student fails to begin attendance in a course for which the student was scheduled where there was no prior notification about changing the semester enrollment agreement.

The Registrar’s Office monitors student attendance through weekly reports by professors and course administrators for all students who are scheduled to attend a course and are not present. Both the professor or course administrator and the Registrar official will attempt to contact the student about the student’s intent for that course and for the rest of
that semester. Unless the student provides written intent to continue to attend a course that semester, the student’s status becomes “officially withdrawn”:

- The last date of attendance is the official withdrawal date.
- The last date of attendance must be documented by the University from its own records of any academic participation (a student’s statement of intent to withdraw or about a last date of attendance is not sufficient).
- The professor may specify the last date of class attendance in writing or via email to the Registrar official.

The Registrar official provides documentation via a Course Withdrawal Form, along with any relevant communication with the student and professor, to the Director of Financial Aid for the withdrawal calculation, i.e., any potential reductions in charges and financial aid, including federal aid:

- The Director of Financial Aid determines the percentage of time completed, i.e., the number of days in the enrollment period divided by the number of days completed.
- The number of days in the enrollment period is determined by the student’s semester agreement, which lists the semester credits, dates, and charges and itemizes financial aid (including federal aid) for the semester.
- The enrollment period is from the first date of the first class that semester to the last date of the last class, as per that semester agreement, not including any scheduled breaks of five or more days.
- The days completed is determined as the number of calendar days from the start of the first course for that student in that semester to the last day completed (see example below for circumstances when there is more than one block when a student stops, then starts again in a later block, then stops again).
- The semester charges (and financial aid, including federal aid; see below) are recalculated to be the percentage of time attended multiplied by the original semester charges (and financial aid; see below). After 60% there is no reduction.

**Enrollment Period**

At the time of withdrawal from a course, if there is written confirmation of the student’s intent to take additional courses that semester, there is no reduction in charges (the enrollment period remains the same, even if the student’s intended future course attendance skips some blocks before attendance resumes).

The enrollment period does not change or amend the charges or the financial aid unless the student notifies the Registrar of a reduced or increased class schedule before the withdrawal date (or, for a completed block, by the last date of that course that block).
This change would represent a reset of semester charges and financial aid, including federal aid, based on the new credit load (full time, ¾ time, ½ time, ¼ time), with a new period of enrollment.

**Days Completed**
If the student does not return for the additional course(s), the percent completed is calculated using the withdrawal date of the earlier partially attended course. If a student returns and again withdraws from a future course, the days in the length of the enrollment period remain as originally scheduled. The days completed are from the first date of the enrollment period to the first withdrawal date and then again from the next attended block course starting date to the second withdrawal date.

Example: Student enrolls for 30-day blocks for one semester with no scheduled breaks of five or more days: 120 days in the semester. The student completes 20 days in the first block then stops and provides written confirmation of intent to skip the second block and attend the third block. After 10 days of the third block the student stops participating and provides no confirmation of intent to participate in the third block. The student attended 20 days in the first block and 10 days in the third block for a total of 30 days completed out of 120 day semester, or 25% of the semester.

**Prior to Calculation of Reductions Due to Withdrawal**

**Reductions in Federal Pell Grants**
Prior to the calculation of reduction of charges (or of financial aid, including federal aid), if a student has a Federal Pell Grant, it must be reduced to the earned amount as of the withdrawal point, based on the number of credits attempted (¾ time, ½ time, or less than half time).

**Reductions in University Charges, Scholarship, and State Grants**
The calculated percent completed is applied to University charges and scholarship as they exist in the University’s accounting system at the time of withdrawal for the applicable enrollment period. The result is the remaining charges and scholarship and state grants, after withdrawal.

**Reductions and Return of Federal Student Aid**
The total amount of semester federal aid (except Federal Work Study) that was disbursed or could have been disbursed (if all the requirements had been met) multiplied by the percent completed is equal to the earned federal aid, and the remainder is unearned.

If the earned federal aid was not disbursed at the time of withdrawal but could have been disbursed because all the requirements had been met, the University will contact the
student to provide the opportunity for the student to approve the disbursement of the earned federal loans.

The quantity of disbursed federal aid that the University must reduce and return to the U.S. Department of Education is the lesser of the unearned federal aid vs. the unearned charges (the total amount of charges that were reduced). This reduction and return is prioritized as follows:

- Direct Unsubsidized first, then Direct Subsidized
- Direct PLUS loans next;
- Federal grants last: Pell first, then Federal Supplemental Educational Opportunity Grant (FSEOG)

**This reduction may result in a balance due to the University by the student (see Example One below).**

If the student received a refund of federal student loans for personal expenses, the student is eligible to keep and repay those loan funds under the terms of the loan only if the disbursed unearned federal aid is less than the amount of federal aid returned by the college.

The University will provide the student with a new award letter showing the recalculated charges and aid, including recalculated federal aid. The University will explain the subsequent actions required by the student.

**Example One: Undergraduate Off Campus with Federal Aid**

<table>
<thead>
<tr>
<th>$8,000</th>
<th>Tuition for one semester, full-time off-campus student</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,000</td>
<td>Financial Aid:</td>
</tr>
<tr>
<td></td>
<td>$5,000 University Scholarship</td>
</tr>
<tr>
<td></td>
<td>$2,500 Federal Pell Grant</td>
</tr>
<tr>
<td></td>
<td>$500 Federal SEO Grant</td>
</tr>
<tr>
<td></td>
<td>$2,000 Federal Subsidized Student Loans</td>
</tr>
<tr>
<td></td>
<td>$3,000 Federal Unsubsidized Student Loan</td>
</tr>
<tr>
<td>$5,000</td>
<td>Projected Semester Cash Refund for Living Expenses</td>
</tr>
</tbody>
</table>

This student received $1,500 of the cash refund after the third week of class and then ceased attending after the fourth week of class. The student had attended classes totaling 6 credits (½ time). The Pell grant is reduced to 50% for ½ earned attendance (from $2,500 to $1,250).
The official withdrawal date is the last date of attendance—in this example, the 28th day of the semester, where the enrollment period is 118 days, for an attendance percentage of 24% of total time. The charges and aid are reduced and recalculated to the following amounts after withdrawal:

$1,920 Remaining Tuition (24% of $8,000)
($1,200) Remaining Scholarship (24% of $5,000)
($1,620) Remaining Federal Aid (24% of $6,750 total federal aid)
($1,250 Pell, $370 FSEO Grant, $0 loans)

The lesser of the unearned charges, $6,080, and the unearned federal aid, $5,130, is the amount the University must reduce and repay the US Department of Education. The remaining federal aid is $1,620.

$900 Recalculated Semester Refund Eligibility
The student already received $1,500 and thus must return $600 cash to the University. The University will not allow the student to re-enroll and will not release a transcript until this outstanding balance has been paid.

Example Two: Online Master’s Degree with Federal Aid

$ 6,000 Tuition for one semester
$10,000 Federal Student Loan
$ 4,000 Semester Cash Refund for Living Expenses

This student received a $4,000 cash refund after the third week of class and then ceased attending after the fourth week of class, having completed 24% of the days in the enrollment period. The charges and aid are reduced and recalculated to the following amounts after withdrawal:

$1,440 Remaining Tuition (24% of $6,000)

($5,440) Remaining Federal Loan
($10,000 disbursed loan minus the amount the University must return to the US Department of Education — the lesser of unearned charges $4,560 and unearned federal loan $5,600 (24% of $10,000 federal student loan = $2,400 earned and $5,600 unearned)

$4,000 Federal Student Loan to be kept by student for personal expenses. Before withdrawal, the student had borrowed $10,000 for the semester. After
withdrawal, the resulting federal student loan is $5,440 to be repaid by the student under the terms of the loan.

Refund Policies for Guest Students Taking Credit Courses on Campus

Guest Students are those who have been admitted to MIU to take one or more courses without being admitted to (matriculating in) a certificate or degree program.

Procedure for Withdrawal

1) To withdraw from the course before it has started, Guest Students should notify the Enrollment Center.

2) To withdraw after a course has started, notify the course instructor and the Enrollment Center within three days of the last day of class attended. Please give complete information including the reason for withdrawal and the last date of class attendance.

3) It is your responsibility to inform your instructor of your intention to withdraw within three days of your last day of class attendance. If you are absent longer than three days, the instructor may assign a grade of NC.

Procedure to Apply for a Refund

1) Be sure to complete the above instructions. Refunds are based on the last date of class attendance.

2) File a request for refund at the time of withdrawal from the course at the Enrollment Center. Refunds are given only to those who officially withdraw from a course within three days of the last date of class attendance.

3) A student who withdraws after the first day of the course will be charged a minimum of 50% of the course fee. After 25% of the course has been taken, there is no refund.

Refund Policy for Guest Students Taking Online Credit Courses

Students who have not applied to a degree program and are taking one course at a time will be charged a minimum 50% of the course fee upon withdrawal. After 25% of the course, there is no refund.

If a student wishes to withdraw from a course after it has started, the student must email a request to de@miu.edu and registrar@miu.edu within seven days of the last date of participation.
Refund Policy for Online Non-Credit Courses

Students in non-credit online courses may receive a full (100%) refund by emailing a request to de@miu.edu within 3 days of the date of registration in the course. The registration date is the day you pay the registration fee for your online non-credit course. You are eligible for a 50% refund up to 7 days after your registration date upon requests to de@miu.edu. No refunds are available after 7 days.

NOTICES

Nondiscrimination

Maharishi International University and its educational programs, and benefits are available to all people without distinction as to sex, age, race, religion, color, national or ethnic origin, handicap, veteran’s status, or sexual orientation. Institutions of higher education are required by law (Title VI and Title VII of the Civil Rights Act of 1963, Title IX of the Education Amendments of 1972, and 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 International University, Fairfield, Iowa, 52557, (641) 472-1175.

Important notice

In compliance with Iowa Code Annotated Title VII 3 261B, please see www.mum.edu for course titles, descriptions, academic policies, credit earned, and degrees, as well as accreditation information, in combination with the charges and refund policies herein. Maharishi University of Management reserves the right to change, without prior notice, University charges and policies.

Information in this document is in accord with federal regulations as of March 1, 2020.
INSTITUTIONAL REVIEW BOARD

All research by anyone affiliated with Maharishi University of Management that involves human subjects must be approved by Maharishi University of Management’s Institutional Review Board. Contact chairman Fred Travis to initiate the review process by emailing ftravis@mum.edu.

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2020 SUMMER TERM

July (Block 7) for continuing students

Begins: Monday, Jun. 22
Ends: Thursday, Aug. 13

2020 FALL SEMESTER

Arrival and Registration

Arrival Day for New International Students: Sunday, Aug. 9, and Monday, Aug. 10
Arrival Day for New U.S. Students: Monday, Aug. 10, and Tuesday, Aug. 11
New Student Orientation: Monday, Aug. 10–Sunday, Aug. 16
Arrival Day for Continuing Students: Friday, Aug. 14, or Saturday, Aug. 15

FALL REGISTRATION

• All New and Readmitted Students: Wednesday, Aug. 12
• All Continuing Students: Friday, Aug. 14, or Saturday, Aug. 15

INTRODUCTORY COURSES

• New Undergraduates: Monday, Aug. 17 to Thursday, Sep. 24
• New Graduate Students: Monday, Aug. 17 to end date that varies by program

FALL COURSES 2020

Fall Courses and Important Dates

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<thead>
<tr>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>August (Block 8)</td>
<td>Monday, Aug. 17</td>
</tr>
<tr>
<td>September (Block 9)</td>
<td>Monday, Aug. 31</td>
</tr>
<tr>
<td>October (Block 10)</td>
<td>Monday, Sept. 28</td>
</tr>
<tr>
<td>November (Block 11)</td>
<td>Monday, Oct. 26</td>
</tr>
</tbody>
</table>

Last day to apply for fall graduation: Sunday, Nov. 1
Thanksgiving Holiday: Wednesday, Nov. 25, Sunday, Nov. 29
December (Block12): Monday, Nov. 23, Saturday, Dec. 19*
Fall 2020 Graduation Date (no ceremony): Saturday, Dec. 19
Residence halls close for winter holiday: Saturday, Dec. 19

Winter Holiday: Saturday, Dec. 19, Friday, Jan. 8

*August and December blocks end at noon; all other blocks end at 3:15 p.m. Some programs may have class or holidays at times other than those listed here. Please consult your Program Director for the calendar appropriate to your program.
### WINTER SESSION 2021

<table>
<thead>
<tr>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong> (Block 1)</td>
<td><strong>Monday, Jan. 11</strong></td>
</tr>
<tr>
<td><em>First block of spring semester for continuing students—register for spring</em></td>
<td><strong>Thursday, Feb. 4</strong></td>
</tr>
<tr>
<td>Arrival and Registration</td>
<td><strong>Friday, Jan. 8 or Saturday, Jan. 9</strong></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER 2021

#### Arrival and Registration

| **Arrival Days for New International Students** | **Sunday, January 31 & Monday, February 1** |
| **Arrival Days for New U.S. Students**         | **Monday & Tuesday, Feb. 1-2**             |
| **New Student Orientation**                    | **Monday-Sunday, Feb. 1-7**                |
| **Arrival Day for Continuing Students not yet registered for spring** | **Friday, Feb. 5**                         |

#### SPRING REGISTRATION

- **All New and Readmitted Students**
  - **Wednesday, Feb. 3**
- **Continuing Students not yet registered for spring**
  - **Friday or Saturday, Feb. 5-6**

#### INTRODUCTORY COURSES

- **New Undergraduates**
  - **Monday, Feb. 8 to Thursday, Mar. 18**
- **New Graduate Students**
  - **Monday, Feb. 8 to end date that varies by program**

### SPRING COURSES 2021

<table>
<thead>
<tr>
<th>Spring Courses and Important Dates</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong> (Block 2)</td>
<td><strong>Monday, Feb. 8</strong></td>
<td><strong>Friday, Feb. 19</strong></td>
</tr>
<tr>
<td><strong>March</strong> (Block 3)</td>
<td><strong>Monday, Feb. 22</strong></td>
<td><strong>Thursday, Mar. 18</strong></td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>Friday, Mar. 19</strong></td>
<td><strong>Sunday, Mar. 28</strong></td>
</tr>
<tr>
<td><strong>April</strong> (Block 4)</td>
<td><strong>Monday, Mar. 29</strong></td>
<td><strong>Thursday, Apr. 22</strong></td>
</tr>
<tr>
<td><strong>Last day to apply for Spring graduation</strong></td>
<td><strong>Thursday, Apr. 15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>May</strong> (Block 5)</td>
<td><strong>Monday, Apr. 26</strong></td>
<td><strong>Thursday, May 20</strong></td>
</tr>
<tr>
<td><strong>June</strong> (Block 6)</td>
<td><strong>Monday, May 24</strong></td>
<td><strong>Thursday, Jun. 17</strong></td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td><strong>Saturday, Jun. 19, 1:00 p.m.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Residence Halls Close for Summer</strong></td>
<td>**Saturday, Jun. 19, 5:00 p.m. **</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Break</strong></td>
<td><strong>Friday, Jun. 18</strong></td>
<td><strong>Thursday, Aug. 12</strong></td>
</tr>
</tbody>
</table>

### SUMMER TERM 2021

<table>
<thead>
<tr>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July</strong> (Block 7)</td>
<td><strong>Monday, Jun. 21</strong></td>
</tr>
<tr>
<td><em>(courses may run 4-8 weeks)</em></td>
<td><strong>Thursday, Aug. 12</strong></td>
</tr>
</tbody>
</table>

*February block ends at noon; all other blocks end at 3:15 p.m. Some programs may have class or holidays at times other than those listed here. Please consult your Program Director for the calendar appropriate to your program.

**Graduating students may remain in residence halls until Monday, June 22, noon.