



MOUNT MADONNA INSTITUTE

2018 Catalog



College of Ayurveda

School of Yoga

School of Community Studies

Catalog Effective June 1, 2017 – June 1, 2018

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Revisions to the Academic Catalog

Mount Madonna Institute reserves the right to make any changes in the curriculum, procedures, policies, location, schedule of classes, and tuition published in this edition of the Academic Catalog. All students, both those currently enrolled as well as those newly enrolled will be subject to the curriculum requirements of the new catalog as well as any increase in tuition. New laws and regulations are reflected in policies in annual catalog revisions. Last revised 9/30/17.

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Mount Madonna Institute

Mount Madonna Institute is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Mount Madonna Institute includes three Schools: a College of Ayurveda offering two non-degree certificate programs and a Master of Arts – Ayurveda; a School of Yoga offering a Yoga Teacher Training programs at the Prenatal (85 hours), 200 and 300 hour level; and a School of Community Studies offering a certificate level residential program in Community with a Service Learning emphasis.

The Institute is located at Mount Madonna Center on 355 mountaintop acres of redwood forest and grassland overlooking all of the Monterey Bay Area in Central California. Mount Madonna Center, which since 1978 has been known for the excellence of its Yoga, Ayurveda, and other transformational programs, is home to a well-established intentional residential yoga community and provides an atmosphere for relaxation, reflection, and transformational learning and practice. The conference and retreat setting offers a wide variety and range of prices for residential housing accommodations, a dining room featuring excellent vegetarian meals, an Ayurvedic Herbal Apothecary, and a Wellness Center offering Ayurvedic consultations, massage and other traditional body work therapies, as well as a hot tub, a small lake for swimming, a large organic garden, many hiking trails, and tennis, volleyball, and basketball courts.

All Mount Madonna Institute classes are held in this setting, at 445 Summit Road, Watsonville, CA 95076.

Classrooms are located in the Seminar House or the Orchard House at Mount Madonna Center, depending upon size of student body. Each classroom has a large white board, individual desks and chairs, audio visual equipment as requested, water and tea bar, and additional equipment such as clinical treatment tables and healthcare equipment as needed. There is a library and computer lab available to students, with wireless Internet available in the classrooms and elsewhere on the

campus. Institute administrative offices are located in the Orchard House.

MISSION STATEMENT

Mount Madonna Institute offers theoretical, experiential and transformational training and education in the fields of Yoga, Ayurveda and Community Studies.

EDUCATIONAL PHILOSOPHY & GOALS

Mount Madonna Institute is a private, non-profit educational institution providing high quality, professional and academic instruction and training in the fields of Yoga, Ayurveda, and Community Studies, with Master of Arts level degrees in the fields of study. These programs integrate theoretical and experiential education and training. Each of these schools includes in its curriculum an emphasis on service and continuing lifelong learning while bringing a high level of professionalism to these careers.

The goal of Mount Madonna Institute (MMI) is to educate contemporary learners in these ancient teachings and practices of traditional natural healing systems that integrate mind, body and spirit. MMI offers courses in the classical system of Ashtanga Yoga, both practice and philosophy; the 5,000 year old science of Ayurveda, the world's oldest known system of natural medicine; and Community Studies, a program that emphasizes self-reflection, awareness, and transformational learning for self, and the communities and environments within which we live and work.

The Institute seeks to train highly qualified practitioners, teachers, and facilitators. The Institute offers its graduates Diplomas, Certificates, and Master of Arts level degrees. The Institute is related to Mount Madonna Center, which since 1978 has been known for the excellence of its Yoga, Ayurveda, and other transformational programs, as well as the residential community that sponsors them.

Mount Madonna Institute is approved by the California Bureau of Private Postsecondary Education.

MMI College of Ayurveda is approved by the National Ayurvedic Medicine Association and our graduates are eligible for professional membership with NAMA.

MMI School of Yoga / YTT 200 and 300 programs are approved by Yoga Alliance.

COLLEGE ACCREDITATION

See page 65 for information regarding current eligibility and future accreditation with the Western Association of Schools and Colleges (WASC).

OBJECTIVES

In 1998 the Journal of American Medical Association reported that 42% of Americans had used complementary and alternative medicine (CAM) the previous year, spending an estimated \$21.2 billion. Today even more people are turning to Complementary and Alternative Medicine modalities, increasing the need for training and educating professionals in these fields. Mount Madonna Institute was established partially in response to this need for qualified educators and practitioners.

The National Ayurvedic Medical Association (NAMA) represents the Ayurvedic profession in the United States of America. Founded in 1998 and incorporated in 2000, the organization's purpose is to provide leadership within the Ayurvedic community and to promote a positive vision for Ayurveda and its holistic approach to health and wellness. Its mission includes preserving, improving, and promoting the science and practice of Ayurveda for the benefit of humanity.
<http://www.ayurvedanama.org>

Mount Madonna Institute College of Ayurveda trainings meet all standards set by the National Ayurvedic Medical Association (NAMA), and covers a broad range of Ayurvedic theory, practice and clinical practicums. Graduates of these programs must demonstrate not only mastery of the subject matter, but also the ability to counsel (AHC Diploma) or practice and/or teach effectively (C-AP Certificate and Master's Degree). Scope of practice, counseling skills and ethics are included with the academic curriculum.

These outcomes are measured by final examinations as well as monthly outside assignments, monthly quizzes, special projects, classroom participation and supervised internships and externships. For the MA, a Master's

Thesis also is required.

Students who receive an AHC Diploma are qualified to provide lifestyle counseling in various capacities, according to the professional standards and scope of practice defined by NAMA - from working in an integrative medical clinic, to assisting an Ayurvedic Practitioner, to establishing a private practice.

Students receiving the C-AP Certificate are qualified to provide Ayurvedic health consultations and recommendations to clients in a variety of settings from integrative medical clinics to private practices. Such graduates also are qualified to teach Ayurveda classes at an introductory level.

Students receiving the Master of Arts Degree in Ayurveda are qualified to provide Ayurvedic health consultations and recommendations to clients in a variety of settings from integrative medical clinics to private practices. Such graduates also are qualified to teach Ayurveda classes at introductory and intermediate levels.

INSTITUTIONAL LEARNING OUTCOMES

A successful graduate of Mount Madonna Institute will be able to do the following:

ILO 1: Demonstrate professionalism including respectful, ethical behavior

ILO 2: Demonstrate critical thinking skills

ILO 3: Demonstrate effective verbal and written communication

ILO 4: Utilize self-reflection, self-awareness, and transformative learning

ILO 5: Utilize mind/body/spirit integrative approach to learning, teaching and well-being

MOUNT MADONNA INSTITUTE ORGANIZATIONAL STRUCTURE

Legal Structure

Mount Madonna Institute (MMI) is a wholly owned subsidiary of Hanuman Fellowship, which is the “Related Entity” to MMI. It operates independently under a governing structure using a Board of Directors. The Board is responsible for directing the institution toward the achievement of its stated mission and pursuance of established institutional standards. The Board of Directors exercises ultimate authority over all academic and institutional functions. While the Board of Directors is not responsible for the day-to-day decisions of the institution, it does decide all major policies and issues affecting the educational aspects of the institution. The Board of Directors is also responsible for the selection and evaluation of the Institution’s President and CEO.

Mount Madonna Institute Board of Directors

John Diffenbaugh, E-RYT, President
Melissa Pratibha Queen, CAS, RYT, Secretary
Ronald Rajendra Bingham, Treasurer
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Academics

CAO: Sarada Diffenbaugh, PhD

College of Ayurveda - Department Chair: Kathleen Savita Brownfield

School of Yoga - Department Chair: Ginger Kamalesh Hooven, MA-Ay, E-RYT

School of Community Studies - Department Chair: Ward Mailliard

Research Center – Shraddha Ravani, PGD

Student Services

Registrar – Sinéad Gibson
Clinical Administration – Kate Bentley, MA-Ay
Library Services – Ralph Moon, PhD, MLIS
Mentoring Services – Jesse Schulte, MA, PhDc
Administrative Staff - Jessica Weitzenhoffer
Information Technology Department – Kevin Gibson
Facilities Management – Julie Eldridge
Institutional Research – Shraddha Ravani, PGD

Finance & Marketing

CFO: Ronald Rajendra Bingham
Finance Team – Lila Ansell, Mary Forest, Kevin Gibson, Jaya Mason, Leslie Steen
Publicity & Social Media – Jessica Weitzenhoffer

Code of Ethics

For Mount Madonna Institute Students, Teachers and Practitioners, formally adopted by the Hanuman Fellowship/Mount Madonna Center/Mount Madonna Institute/Pacific Cultural Center

The Mount Madonna Institute is inspired by the example and teachings of Baba Hari Dass. We aspire to create an environment for the attainment of peace by means of *sadhana* (spiritual practice), *karma yoga* (selfless service), and *satsang* (supportive community). To further this aspiration we have developed a code of ethics. A full code is found at

<https://cdn.mountmadonnainstitute.org/HFSCodeOfEthics.pdf>

Ethical Principles

In order to uphold the highest professional standards we accept the following foundational principles:

1. To cultivate an attitude of humility in our teaching, we dedicate our work to something greater than ourselves.
2. To avoid discriminating against or refusing professional help or services to anyone on the basis of race, gender, sexual orientation, religion, national origin, or age.
3. To manage our personal lives in a healthful fashion and to seek appropriate assistance for our own personal problems or conflicts.
4. To seek and engage in collegial relationships, recognizing that isolation can lead to a loss of perspective and judgment.
5. To engage in dialogue concerning professional and ethical issues with respected mentors.
6. To establish and maintain appropriate professional relationship boundaries.
7. To provide instruction only in those areas that are within the reasonable boundaries of our competence.
8. To stay abreast of new developments through educational activities and studies, as well as continuing to deepen our study of source texts.

PROGRAM OFFERINGS

The College of Ayurveda offers the following programs:

Diploma - Ayurvedic Health Counselor (AHC) Program is a National Ayurvedic Medical Association (NAMA) approved 16-month educational program that prepares the student for a professional career as an Ayurvedic Health Counselor, offering diet and lifestyle support to individuals.

Certificate - Ayurvedic Practitioner (C-AP) Program is a NAMA approved, two year program that follows the AHC Program. The practitioner level education prepares the student with additional training in pathology and disease management beyond that of the Ayurvedic Health Counselor. The practitioner also practices preventive healthcare and health promotion, using diet and lifestyle recommendations. The C-AP program prepares the student for a career as an Ayurvedic Practitioner.

Master of Arts - Ayurveda Degree Program is unique in the US, providing graduate level education. Qualified MA students receive advanced, specialized academic and clinical training in Ayurveda, including an overview in conventional and integrative health that enables them to interface smoothly with any healthcare practitioner to provide more comprehensive integrative support to their clients. The Ayurvedic Master's Degree graduate uses the same diagnostic tools and therapeutic methods as the Certified Practitioner but is expected to have a greater depth of knowledge and breadth of experience, and engages in Ayurvedic research and teaching.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Master's Degree Program in Ayurveda, a student will be able to do the following:

1. Apply Ayurvedic healing framework and preventative tools when considering disease prevention and management
2. Integrate understanding of the theory and practice of the eight branches of Ayurvedic health care
3. Demonstrate understanding of a broad database of supervised clinical experience, research, and patient encounters for sound and informed clinical decision making
4. Integrate and apply research analysis and strategies needed for the profession
5. Function effectively as an Ayurvedic health specialist by utilizing and adapting Ayurveda for an integrative approach to healthcare in patient management and education

The School of Yoga offers year round programs in the study and practice of yoga and includes Yoga Teacher Training programs, with additional retreats and weekend intensives. Our curriculum offers an integrative approach to the vast science of yoga, encouraging practice and self-reflection as well as scriptural and philosophical study. Most of our senior faculty members are long-term practitioners and teachers of Yoga at Mount Madonna Center under the guidance of Master Yogi Baba Hari Dass.

The School of Community Studies is dedicated to the study and practice of positive transformation of ourselves and the communities in which we live and work. Programs offer an exceptional opportunity to live, study, and serve within a successful intentional community that has been thriving for more than 40 years. Students will join dynamic inquiries and learn with respected thought-leaders and experienced practitioners of community engagement. They will explore what it means to help sustain healthy, caring families, groups, communities and organizations.

The College of Ayurveda

Our mission is to train students for the Ayurvedic Health Counselor Diploma, Certified Ayurvedic Practitioner Certificate, and the Master of Arts – Ayurveda Degree through professional, academic, and internship and externship clinical programs. Our goal is to provide students with the finest classical training in the principles and methods of Ayurveda, preparing students for professional careers in Ayurveda.

Originating in the ancient Vedic scriptures of India, the wisdom and practical health training of Ayurveda is a holistic complement to Western medicine. The College of Ayurveda was formed to meet the increasing demand for trained practitioners of alternative and complementary healthcare in the U.S., specifically Certified Ayurvedic Practitioners.

Our programs include theoretical instruction as well as practical training in both Ayurvedic and Western anatomy, physiology, Ayurvedic pathophysiology, philosophy, nutrition, herbology, psychology, Ayurvedic cooking, Ayurvedic bodywork, subtle energy therapies, Sanskrit, Yoga, and clinical intern and externships. Our instructors are classically trained in India and/or have many years of clinical and teaching experience in the US. Students learn specific healing modalities, write papers, and undertake research projects. We specialize in integrating the classical knowledge of Ayurveda and modern Western medicine.

Mount Madonna Institute College of Ayurveda does have a cumulative final test or examination required for the completion of each of its programs.

Classes meet one three-day weekend per month, starting Friday mornings at 9:30am and ending Sundays at 5pm, and include experiential practicum as well as academic sessions. There is a modular format available for C-AP program and YTT200 & 300 levels.

Course format and hours are described below:

GENERAL COURSE CONTENT	HOURS 24.5 TOTAL
Master Lecture	14.00
Yoga Study: Pranayama and Meditation	3.00
Sanskrit Study	1.5
Classroom Practicums	6.00

We are pleased to offer these professional training programs, which have been built on Ayurveda programs offered at Mount Madonna Center since 1978, and the Institute's programs since 2007.

DIPLOMA – AYURVEDIC HEALTH COUNSELOR (AHC)

Total Program Hours: 745 Hours

Course Contact Hours: 361 Hours

Additional Non-Contact Hours: 384 (Average – 8 hours per week for 48 weeks)

Admission Requirements: High school graduation or equivalent

Cumulative Final Exam: Yes

Graduation Document: Diploma

Purpose / Objective:

The Ayurvedic Health Counselor Program prepares the student for a career as an Ayurvedic Health Counselor. The Health Counselor is able to provide diet and lifestyle health and wellness support by integrating body/mind constitutional assessment, nutritional knowledge, basic herbology, healthy lifestyle management, introductory counseling skills, and Ayurvedic bodywork therapies. AHC graduates will have a strong understanding of all the foundational healthcare principles of Ayurveda, including history, philosophy and its basic vocabulary.

The NAMA AHC “Scope of Practice” encompasses a focus on preventive healthcare and health promotion, with specific focus on diet and lifestyle practices and recommendations.

Graduates of the AHC Diploma Program may practice independently as Ayurvedic Health Counselors under the provisions and conditions of the California Health Freedom Act, join the staffs of Yoga studios or spas, or become licensed as massage therapists and work in health resorts, and join complementary healthcare practices as Ayurvedic diet and lifestyle counselors.

The program requires a minimum of 50 client encounters, and a minimum of 25 clinical observations with direct supervision of teacher, and 25 in “one-on-one” consultations with supervised recommendations and follow-ups.

Upon successful completion, the graduate will be able to apply for professional membership as an Ayurveda Health Counselor by the National Ayurvedic Medical Association (NAMA). NAMA now requires standardized National Exams for professional membership as an Ayurvedic Health Counselor. See www.ayurvedanama.org

Program Course List

AYURVEDIC HEALTH COUNSELOR		COURSE CONTACT HOURS		
Course #	Course Titles	Lecture	Practicum Externship	Clock / Contact Hours
AY 100	Yoga and Meditation 1	36		36
AY 100A	Sanskrit I	18		18
AY 101	Introduction to Ayurveda	20		20
AY 102	Ayurvedic Anatomy, Physiology & Diagnosis 1	20		20
AY 103	Ayurvedic Lifestyle Management	20		20
AY 104	Yoga and Ayurveda	20		20
AY 105	Ayurvedic Nutrition 1	20		20
AY 106	Ayurvedic Psychology 1	20		20
AY 107	Ayurvedic Herbology 1	20		20
AY 110	Ayurvedic Diagnosis	20		20
AY 111	Ethics, Counseling, Western Interface 1	20		20
AY 112	Ayurvedic Therapies I	20		20
AY 120	Ayurvedic Internship 1	20	12	32
AY 121	Ayurvedic Externship 1	15	40	55
AY 160	Introduction to Subtle Therapies; Jyotish, Hasta & Vastu	20		20
Totals		309	52	361

Graduation Requirements:

Attendance:

All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees may be charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance. Students must fulfill all assignments in all courses, despite any absences. Missed hours for Yoga and Meditation curriculum are considered general attendance hours and are recorded, accrued and added to the cumulative general attendance record. A minimum of 70% of Yoga and 70% of Sanskrit classes must be attended.

Academic Requirements:

Students must maintain a minimum average of C (70%) in all courses where grades are awarded. Successful completion of all courses, outside assignments, and hours required in the program, within the minimum time frame required for Student Academic progress. All work must be completed before a grade will be awarded for any course.

Final Exam: Passing with a minimum average of C (70%)

Tuition and Fees: 100% Paid

DIPLOMA – AYURVEDIC HEALTH COUNSELOR (AHC) COURSE DESCRIPTIONS

The MMI Ayurvedic Health Counselor Program is a 1.5 yearlong program with 2 semesters per year, for a total of 3 semesters to be successfully completed within the timeframe allowed for Student Academic Progress.

Each semester comprises 5 courses, with AY 100 and 100A on- going in each semester and includes AY 100 through AY 300.

Yoga and Meditation Practicum 1

Course No. AY 100

Contact Hours: 36

Prerequisites: None

Description: This course introduces the practice of Yoga. Students are required to learn and perform Yoga postures and breathing practices. This course is taken concurrently with AY 100A, AY 101, AY 102, AY 103, AY 104, AY 105, AY 106, AY 107, AY 110, AY 111, AY 112, AY 120, and AY160.

Sanskrit 1

Course No. AY 100A

Contact Hours: 18

Description: This course introduces the student to the ancient Vedic language of Sanskrit. Students learn to read, write, and chant Sanskrit. This course is taken concurrently with AY 100, AY 101, AY 102, AY 103, AY 104, AY 105, AY 106, AY 107, AY 110, AY 111, AY 112, AY 120, and AY160.

Introduction to Ayurveda

Course No. AY 101

Contact Hours: 20

Description: This course introduces students to the 5,000-year-old tradition of Ayurveda, its aims and objectives, basic principles, concepts of health and disease, methods of examining patients, and treatment methods. Students gain a solid foundation in the science, history, and philosophy of Ayurveda. They are introduced to the concepts of individual nature and dosha imbalance as the basis for diagnosis of health and disease, as well as the five-element theory.

Introduction to Ayurvedic Anatomy and Physiology, and Diagnosis 1

Course No. AY 102

Contact Hours: 20

Description: This course examines the disease process in Ayurvedic medicine, including Ayurvedic anatomy and physiology, the cause of disease, the stages of disease, formation of tissues, and classification of disease. Students learn the process of constitutional analysis.

Introduction to Ayurvedic Lifestyle Management

Course No. AY 103

Contact Hours: 20

Description: This course introduces the student to Ayurvedic recommendations for creating healthy lifestyles, daily and seasonal routines, yogic cleansing practices, and self-care. Students also learn therapies focusing on the five senses.

Yoga and Ayurveda for Health and Disease

Course No. AY 104

Contact Hours: 20

Description: This course teaches Yoga philosophy and practice and its benefits in health and disease. Students learn the Ayurvedic effects of different styles of Yoga practice, yogic cleansing for disease prevention, and meditation and breathing practices to restore healthy balance.

Ayurvedic Nutrition 1

Course No. AY 105

Contact Hours: 20

Description: This course introduces the principles of Ayurvedic nutrition and digestion. Students will learn the use of diet and nutrition programs in health and disease, individual guidelines for diet, and a balanced diet for the seasons, while exploring the Ayurvedic approach to the energetics of food.

Ayurvedic Psychology 1 (Ayurveda and the Mind)

Course No. AY 106

Contact Hours: 20

Description: This course introduces the student to the energetics of consciousness, the Ayurvedic description of the mind, and therapies to support the mind.

Ayurvedic Herbology 1

Course No. AY 107

Contact Hours: 20

Description: This course continues to study nutrition and introduces the traditional use of herbs in Ayurvedic medicine. Students learn the therapeutic use of food and spices, using food as medicine. The course introduces Ayurvedic cooking and foods to balance the doshas and maintain health. Students will study Ayurvedic herbal philosophy and practices, the Herbal Materia Medica, and the terminology of herbal actions. They begin to understand the use of Ayurvedic herbs to restore physical and psychological balance.

Ayurvedic Diagnosis

Course No. AY 110

Contact Hours: 20

Description: Students are introduced to modes of diagnosis including pulse reading, tongue diagnosis, and assessing the mental state and dhatus, malas and srotas.

Students begin to practice these modes as outside assignments and during internship after completing this course.

Ethics, Counseling and Western Interface 1

Course No. AY111

Contact Hours: 20

Description: This course offers the opportunity to explore the interface between Ayurveda and Western medicine, helps students understand healthy client/practitioner relationship and boundaries, and clarifies scope of practice and the code of ethics for all Ayurveda Health Counselors. Clients also learn about setting up and sustaining a professional practice.

Ayurvedic Therapies 1

Course No. AY 112

Contact Hours: 20

Description: The theory of Pancha Karma cleansing techniques will be introduced. This course introduces the Ayurvedic rejuvenation process called Rasayana. Students will learn strategies for Rasayana using herbs, diet, and nutritional support with the goal of slowing or reversing excessive aging, building immune strength and preventing disease.

Internship I: Clinical Observation, Discussion, & Internship

Course No. AY 120

Contact Hours: 32

Description: Students will have the opportunity to observe Master Ayurvedic Practitioners in consultations in the classroom and to discuss diagnostic methods and treatments. Students begin to develop diagnostic skills under the supervision of skilled Ayurvedic Practitioners. Students are required to observe a minimum of 20 clinical consultations. In addition, students will work in groups to complete a minimum of seven internship client assessments with one additional follow up, under supervision.

Ayurvedic Externship 1

Course No. AY 121

Contact Hours: 55

Description: This course requires students to complete 10 supervised diet and lifestyle consultations outside of the MMI College of Ayurveda campus and a minimum of 20 follow-ups (2 per client consultation), for a total of 30 client encounters. Supervision is by MMI-approved Ayurvedic Practitioners. Case papers for each client are mandatory. Students are expected to complete a minimum of 50 client encounters during the AHC program. Twenty-five may be clinical observations with qualified Ayurvedic practitioners, and 25 must be "one-on-one" client consultations.

Subtle Therapies; Jyotish, Vastu and Hasta 1

Course No. AY 160

Contact Hours: 20

Description: Students are introduced to the subtle sister sciences of Ayurveda; Jyotish (Vedic astrology), Vastu (principles of design, layout, measurements, ground preparation, space arrangement and spatial geometry) and Hasta (Indian hand palmistry). Students learn how they may integrate some of these ancient techniques into their practice.

CERTIFICATE – AYURVEDIC PRACTITIONER (C-AP)

CERTIFICATE - AYURVEDIC PRACTITIONER PROGRAM TRACK (NAMA APPROVED)

Total Program Hours: 1771

Clock Contact Hours: 891

Additional Non-Contact Hours: 880 (Average – 10 hours per week for 88 weeks)

Required Courses: AY 200 through AY 550

Admissions Requirements:

- High school graduation or equivalent required.
- Successful completion of the Ayurvedic Health Counselor (AHC) required.
- BA or BS from an accredited institution recommended.
- NAMA AHC Professional Membership recommended.

Co-Requisite: 6 college credits; Anatomy and Physiology requirement. MMI accepts a college level transcript showing satisfactory completion of an A & P course. MMI recommends completion before start of the C-AP Program. Completion required by the end of the first year of C-AP.

Note: A&P credits are a Pre-Requisite for the Master's level Track in Ayurveda.

Cumulative Final Exam: Yes

Graduation Document: Certificate

Note: MMI MASTERS DEGREE TRACK:

MMI offers an open enrollment for admissions into the Master of Arts – Ayurveda Program from the beginning of the C-AP, through the successful completion of YEAR ONE, if all admissions requirements are adequately met.

Qualified students wishing to shift tracks from the NAMA approved Certificate (C-AP) level program to the MMI Master's of Arts – Ayurveda Track during Year Two of the C-AP Track Program, are provided an opportunity to submit the equivalency of the graduate level requirements for each course, upon request.

Master's level courses include AY 400 – 600. See Master of Arts-Ayurveda Program for details and course list.

Purpose / Objective:

The Ayurvedic Practitioner is a professional with additional training in pathology and disease management beyond that of the Ayurvedic Health Counselor. The practitioner also practices preventive healthcare and health promotion, using diet and lifestyle recommendations. The C-AP program prepares the student for a career as an Ayurvedic Practitioner. The practitioner supports the health of their clients by integrating body/mind assessment, philosophy, Ayurvedic anatomy and physiology, pathophysiology, nutrition, herbal medicine, Ayurvedic bodywork therapies, and lifestyle counseling. Students study the Ayurvedic classical texts and research protocols.

Successful graduates of the C-AP Program may practice independently as Ayurvedic Practitioners under the California Health Freedom Act, join the staffs of some hospitals offering complementary modalities, or become licensed as massage therapists and work in upscale health resorts.

The C-AP program requires onsite, supervised clinical internship in Ayurvedic Medicine and supervised externships offsite. A minimum of 100 client encounters, over and above the 50 required at the AHC level are required. This includes 25 clinical observations, 25 additional under direct supervision onsite, and 50 additional “one-on-one” consultations with supervised recommendations and follow-ups.

The NAMA C-AP ‘scope of practice’ encompasses Ayurvedic professionals with additional training in pathology and disease management beyond that of the Ayurvedic Health Counselor. These professionals also practice preventive healthcare and health promotion, using diet and lifestyle.

Upon successful completion, these students will be qualified to apply for professional membership as a Certificate - Ayurvedic Practitioner by the National Ayurvedic Medical Association (NAMA). Required National Exams are currently being prepared by NAMA and are expected to come into play by early 2017.

See www.ayurvedanama.org

Classes meet one three-day weekend per month, starting Friday mornings at 9:30am and ending Sundays at 5pm, and include experiential practicum as well as academic sessions. There may be an option for a C-AP modular format which requires five 12-day sessions.

Course format and hours are described below:

GENERAL COURSE CONTENT	HOURS 24.5 Total
Master Faculty	14.00
Yoga Study: Pranayama and Meditation	3.00
Sanskrit Study	1.5
Classroom Practicum	6.00

Graduation Requirements:

Attendance: All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance. Students must fulfill all assignments in all courses, despite any absences. Missed hours for the Yoga and Meditation curriculum are considered general attendance hours and are recorded, accrued and added to the cumulative general attendance record. A minimum of 70% of Yoga and 70% of Sanskrit classes must be attended.

Academic Requirements:

Students must maintain a minimum average of C (70%) in all courses where grades are awarded. Successful completion of all coursework and hours required in the program, within the minimum time frame required for Student Academic progress.

Final Exam: Passing with a minimum average of C (70%).

Note: Minimum grade requirement of B (3.0) for admission to MA Program

Tuition and Fees: 100% Paid

Program Course List with Hours and Semester Credits

CERTIFICATE - AYURVEDIC PRACTITIONER		CONTACT HOURS			CREDIT
Course Number	Course Titles	Lecture	Externship	Clock Contact Hours	Total Credits Awarded
AY109	Anatomy and Physiology (Co-Requisite: 6 credits)	90		90	6
AY 200	Yoga and Meditation 2	36		36	2
AY 200A	Sanskrit Studies 2	16.5		16.5	1
AY 202	Herbology 2	20		20	1
AY 203	Ayurvedic Pathophysiology 2	20		20	1
AY 204	Pulse Diagnosis 2	15	10	25	1
AY 300	Yoga and Meditation 3	36		36	2
AY 300A	Sanskrit Studies 3	16.5		16.5	1
AY 304	Disease Mgmt: Digestive	20		20	1
AY 306	Disease Mgmt: Cardiovascular	20		20	1
AY 307	Disease Mgmt: Respiratory	20		20	1
AY 308	Disease Mgmt: Nervous	20		20	1
AY 309	Disease Mgmt: Genito-Urinary and Men's Health	20		20	1
AY 310	Disease Mgmt: Women's Health & Pediatrics	20		20	1
AY 314	Ayurveda Therapies 2	20		20	1
AY 405	Internship 2	20			1
AY 406	CAP Externship 2	30	96	126	4
AY 410	Internship 3	20	15	35	1
AY 420	Clinical Observation and Discussion	20		20	1
AY 430	Nutrition 3; Mother & Child Post-Partum /Pediatrics	20		20	1
AY 460	Subtle Therapies 2; Jyotish, Hasta,&Vastu	20		20	1
AY 500	History and Philosophy of Ayurvedic Medicine / Classical Texts	20		20	1
AY 501	Counseling, Ethics and Management	20		20	1
AY 502	Western Interface, Functional Medicine and Labs	20		20	1
AY 505	Intro Research Protocols	20		20	1
AY 510	Internship 4 Plus Practicum	20	15	35	1
AY 512	Systems Integration; Complementary Alternative Medicine 1	20		20	1
AY 525	Internal Medicine; Kayachikitsa, Advanced Herbology	20		20	1
AY 530	Advanced Ayurvedic Psychology	20		20	1
AY 535	Ayurvedic Rasayana & Panch Karma Therapies	20		20	1
AY 540	Clinical Case Study Seminar	20		20	1
AY 550	Student Review and Integration / Final Exam	20	15	35	1
TOTALS		740	151	891	42

C-AP YEAR ONE Course Descriptions

Co-Requisite for C-AP Track

Western Anatomy and Physiology

Course No. AY 109

Credit: 6

Description: **NAMA approved C-AP Track:** MMI accepts a college level transcript showing satisfactory completion of an A & P course

Yoga and Meditation 2

Course No. AY 200

Credits: 2

Pre-requisite: AY 100

Description: This course further deepens the practice of Yoga. Students are required to perform Yoga postures and breathing practices.

Sanskrit 2

Course No. AY 200A

Credits: 1

Pre-requisite: AY 100A

Description: This course continues the study of the ancient Vedic language of Sanskrit. Students learn to read, write, and chant Sanskrit slokas relating to each course subject.

Ayurvedic Herbology 2

Course No. AY 202

Credit: 1

Pre-requisite: AY105, AY 107

Description: Building on Herbology I, students learn how to combine herbs into formulas to restore physio/mental equilibrium and treat specific imbalances.

Ayurvedic Pathophysiology 2

Course No. AY 203

Credits: 1

Pre-requisite: AY 102

Description: This course introduces the six stages of disease, causes of disease, and digestion assimilation and elimination, according to Ayurveda. Students are introduced to physical history, exam, and doshic diagnosis. This course also examines the disease processes in Ayurvedic medicine, including stages of manifestation, disease pathways, classification of disease, prognoses, and changes in the doshas and tissues in disease processes. Students learn about pathology in the Ayurvedic srotas.

Ayurvedic Pulse Diagnosis 2

Course No: AY 204

Credits: 1

Pre-requisite: AY 110

Description: Students gain a deeper knowledge of and practice in assessing deeper levels of pulse, from an

Ayurvedic perspective. A "ten lesson" online pulse course, designed by Dr. John Doulliard, is made available to each student at the beginning of the C-AP program. During the first semester, each student will view each of the 10 sessions outside the classroom in preparation for the following weekend course. The specific content of each lesson will be reviewed and discussed within the classroom with the Instructor.

Hours: 10 hours In-classroom contact as practicums, 10 hours - outside classroom - as homework and class preparation.

Yoga and Meditation 3

Course No. AY 300

Credit: 2

Pre-requisite: AY 200

Description: This course examines hands-on the practice of Yoga and investigates the eight limbs of the ancient art of Yoga, including advanced breathing practices (pranayama) and meditation. Students are required to perform Yoga postures and breathing practices. This course is taken concurrently with the second year of the C-AP program.

Sanskrit Studies 3

Course No. AY 300A

Credit: 1

Pre-requisite: AY 200A

Description: This course introduces the student to the ancient Vedic language of Sanskrit, the language of Ayurveda. Students learn to read, write, and chant Sanskrit, and to read and use the classical texts of Ayurveda for research and reference. This course is taken concurrently with the second year of the C-AP program.

Disease Management: Digestive System

Course No. AY 304

Credit: 1

Pre-requisite: AY 203

Description: This course is an introduction to the Digestive System in Ayurvedic Medicine, including the assessment of digestive health and disorders and therapies to restore balance.

Disease Management: Cardio-Vascular System, Ambhu Srotas, and Skin

Course No. AY 306

Credit: 1

Pre-requisite: AY 304

Description: This course is an introduction to the cardiovascular system in Ayurvedic Medicine, including the assessment of cardiovascular health and disorders and therapies to restore balance.

Disease Management: Respiratory System

Course No. AY 307

Credit: 1

Pre-requisite: AY 304

Description: This course is an introduction to the Respiratory System in Ayurvedic Medicine, including the assessment of respiratory health and disorders and therapies to restore balance.

Disease Management: Nervous System

Course No. AY 308

Credit: 1

Pre-requisite: AY 304

Description: This course is an introduction to the Nervous System in Ayurvedic Medicine, including the assessment of Nervous System health and disorders and therapies to restore balance.

Disease Management: Genito-Urinary System and Men's Health

Course No. AY 309

Credit: 1

Pre-requisite: AY 304

Description: This course is an introduction to the Genito-Urinary system in Ayurvedic Medicine, including the assessment of Genito-Urinary health and disorders and therapies to restore balance. The Ayurvedic approach to Pediatrics and Men's health issues are introduced.

Disease Management: Women's Health

Course No. AY 310

Credit: 1

Pre-requisite: AY 304

Description: This course is an introduction to the women's health issues in Ayurvedic Medicine, including the assessment of women's health and disorders and therapies to restore balance. The Ayurvedic approach to promoting fertility, healthy pregnancy, and imbalances of menopause are introduced.

Ayurvedic Therapies 2

Course No. AY 314

Credit: 1

Pre-requisite: AY 112

Description: This course presents the theory and demonstration of various Ayurvedic bodywork techniques including Abhayanga, Ayurvedic massage, Shirodhara, Basti and Marma Therapy, and herbal steam therapy. The student will learn the techniques and practice them. Students gain the knowledge to refer clients to these therapies. This course is a survey, and students are not given in-depth training in these therapies.

C-AP YEAR TWO - AY 405-AY 550

Course Descriptions

Internship 2 plus Practicum

Course No. AY 405

Credit: 1

Pre-requisite: AY 314 or equivalent

Description: This course introduces students to advanced consultation practices including herbal resources, set up of an herbal pharmacy, and protocols for consultations. Students develop skills as Ayurvedic Practitioners through clinical discussions and consultations in class this weekend, under the supervision of experienced Ayurvedic Practitioners.

Externship 2 Practicum

Course No. AY 406

Credits: 4

Pre-requisite: none

Description: This course consists of consultations with students and their clients outside of the MMI College of Ayurveda campus. Supervised by MMI-approved Ayurvedic Practitioners, students are required to complete - in AY 400, AY 410 and outside of class – a total of 100 hours of Ayurvedic Internship and Externship combined, seeing a total of 15 individual clients for initial assessments and minimum 30 follow-up appointments for the C-AP track, and 25 for the MA track. Case papers for each client are mandatory.

Internship 3 plus Practicum

Course No. AY 410

Credit: 1

Pre-requisite: AY 405

Description: Continuation of AY 405. This course introduces students to advanced consultation practices including herbal resources, set up of an herbal pharmacy, and protocols for consultations. Students will develop skills as Ayurvedic Practitioners through clinical discussions and consultations in class this weekend, under the supervision of experienced Ayurvedic Practitioners.

Clinical Observation and Discussion

Course No. AY 420

Credits: 1

Pre-requisite: none

Description: Students have the opportunity to observe Master Ayurvedic Practitioners in consultations in the classroom and to discuss diagnostic methods and treatments. Students begin to hone diagnostic skills under the supervision of skilled and experienced Ayurvedic Practitioners. C-AP students are required to observe a minimum of 15 clinical consultations.

Mother and Child; Pre and Post-Partum Care and Pediatrics with Emphasis on Nutrition

Course No. AY 430

Credits: 1

Pre-requisite: none

Description: This course specifically provides a study of Ayurvedic nutrition, its role in health and disease, with specific emphasis on pre and post-partum healthcare for mother and child. Students also learn Ayurvedic diets for cleansing and detoxification to benefit health and ameliorate potential disorders. Students become familiar with nutrition, menus, and cooking techniques to support this time of pregnancy and childbirth and early childhood.

Subtle Therapies 2: Jyotish, Hasta and Vastu

Course No. AY 460

Credits: 1

Pre-requisite: none

Description: Students are exposed to a more advanced perspective on the use of the subtle sister sciences of Ayurveda; Jyotish (Vedic astrology), Vastu (principles of design), and Hasta (Indian hand palmistry) in Ayurvedic medicine. Students learn how to utilize these ancient techniques to support the wellbeing of their clients.

History, Philosophy and Classical Texts of Ayurvedic Medicine

Course No. AY 500

Credit: 1

Pre-requisite: none

Description: This course examines the basic principles of Ayurvedic medicine, the eight branches, medical ethics and aims. Students investigate the historical and philosophical foundations of Ayurvedic medicine and the history of scientific studies in Ayurveda, through the classical texts. Students will explore and expand their knowledge and use of these ancient texts in a modern clinical practice.

Counseling, Ethics and Management

Course No. AY 501

Credit: 1

Pre-requisite: none

Description: This course explores a variety of counseling modalities appropriate to a clinical Ayurvedic practice. Students develop the ability to recognize red-flag symptoms for medical referral and are introduced to ethical and legal issues in Ayurveda, business management techniques, job opportunities, and referral procedures.

Western Interface, Functional Medicine, Understanding Labs

Course No. AY 502

Credit: 1

Pre-requisite: none

Description: Students are introduced to the biology and chemistry of blood and how to competently interpret basic lab reports and integrate that reference into their clinical practice, as well as identify frequently used Western drugs and herb-drug interactions. The course will also examine the relationship between Ayurveda and Western medicine and explores the ways to build a respectful, positive and generative relationship between Ayurvedic and Western approaches to healthcare.

Introduction to Research Protocols plus Practicum

Course No. AY 505

Credit: 1

Pre-requisite: none

Description: This course prepares students to evaluate original source material in current Ayurvedic research and write an article for a scientific journal. It develops critical analysis skills, which are used in investigating a research topic in Ayurvedic medicine. Students will also explore further the interface between Ayurvedic and Western medicine through research. MA students will research a topic of their choice and write a thesis.

Internal Medicine; Kayachikitsa, Advanced Herbology

Course No. AY 525

Credit: 1

Pre-requisite: none

Description: This course examines the specific symptomology of various disease states and the treatment strategies that address them. This course covers classical formulas for use in the treatment of various disorders as well as the principles of preparing advanced formulas. Using case studies, students are able to compare, contrast, and evaluate the functions, indications, and contraindications of a variety of formulas.

Advanced Psychology

Course No. AY 530

Credit: 1

Pre-requisite: none

Description: This course investigates the energetics of consciousness. It analyzes various strategies in Ayurvedic psychology, Ayurvedic therapies for the mind, and spiritual therapies used in Ayurveda.

Advanced Rasayana and Pancha Karma Therapies

Course No. AY 535

Credit: 1

Pre-requisite: none

Description: This course critically examines the five Ayurvedic purification therapies called Pancha Karma, used to cleanse the body and eliminate disease-causing

agents. Students learn how to address the usefulness of these practices for their clients and gain experience in performing the therapies.

Clinical Case Studies Seminar

Course No. AY 540

Credit: 1

Pre-requisite: AY 410, and AY 420

Description: This seminar provides a forum for an experienced Ayurvedic Practitioner and students to present their cases and to engage in rigorous discussion about the cases and case management. Students are required to write up and present a minimum of one case study to the class for peer review and discussion.

C-AP Student Review, Integration and Final Exam

Course No. AY 550

Credit: 1

Pre-requisite:

Description: This seminar reviews all C-AP material for integration and preparation for the MMI final exam. All student practitioners are required to pass a final exam for completion of the NAMA approved C-AP program in preparation for national exams expected in mid 2017.

Note: See www.ayurvedanama.org

MASTER OF ARTS – AYURVEDA

Total Semester Credits: 33

Required Courses: MAY 400 through MAY 600

Admission Requirements:

- BA or BS from a regionally accredited institution
- MMI AHC Diploma or AHC Professional Membership in NAMA
- Completion of Year One of the Certified Ayurvedic Practitioner Program. (MMI AY 100 to 300 courses)
- Pre-Requisite: 6 credits; Anatomy and Physiology requirement. MMI requires a transcript from an accredited college showing satisfactory completion of A & P course(s)
- NAMA Professional Membership recommended

Purpose / Objective

The Ayurvedic MA has specialized training in Ayurveda with an overview in conventional and integrative health that enables them to interface smoothly with any healthcare practitioner and provide more comprehensive integrative support to their clients.

The Ayurvedic Master's Degree graduate uses the same diagnostic tools and therapeutic methods as the Certified Practitioner but is expected to have a greater depth of knowledge and breadth of experience. The MA graduate

will have a deeper understanding of the history, Ayurvedic medical theory, classical texts, Ayurvedic herbology, pathology, constitutional assessment, and Rejuvenation Therapies than the practitioner. Overview knowledge of Western medicine and medical reports should enable them to interface smoothly with the general healthcare profession. Students should be well versed in all the branches of Ayurveda, including: psychiatry, geriatrics, and pediatrics. They also will possess a greater degree of research skills than are needed at the practitioner level. The Master's graduate also has significantly more clinical experience based on a more extensive clinical externship and through a required apprenticeship program.

Program Learning Outcomes

Upon successful completion of the Master's Degree Program in Ayurveda, a student will be able to do the following:

1. Apply Ayurvedic healing framework and preventative tools when considering disease prevention and management
2. Integrate understanding of the theory and practice of the seven branches of Ayurvedic health care
3. Demonstrate understanding of a broad database of supervised clinical experience, research, and patient encounters for sound and informed clinical decision making
4. Integrate and apply research analysis and strategies needed for the profession
5. Function effectively as an Ayurvedic health specialist by utilizing and adapting Ayurveda for an integrative approach to healthcare in patient management and education

The Master of Arts – Ayurveda program requires additional clinical on-site internships, 25 off-site externships, 25 clinical observations of experienced practitioners, 15 herbal monographs, and 60 hours of clinical apprenticeship assisting a BAMS or MD Ayurveda physician in an active Ayurvedic medical clinic.

***Year Two of the Certified Ayurvedic Practitioner Program** is similar in course title to the Master of Arts-Ayurveda Degree Program, however requirements for completion of each course for the Master Degree student exceed those of the NAMA approved certificate track program. Additional MA level assignments, research, writing, and clinical experience are required of the graduate student.

**MASTER OF ARTS - AYURVEDA open enrollment
any time during C-AP Year One for qualified students.**

The MA cohort is in residence for 3 full days per month. Faculty for each residential session include an Ayurvedic Instructor who remains in the classroom with the class full time (through-out the full program), a Yoga expert, Sanskrit expert and an Ayurvedic BAMS or MD expert lecturer. Our faculty are fully qualified academic professionals and expert clinicians as well. MA students are expected to spend an average of 18-20 hours per week on assignments and practicums in between sessions. The class and instructors utilize an interactive college software platform for on-going communication and support in between residential sessions. There are 20 residential components required. The final semester is spent in apprenticeship with a qualified Ayurvedic BAMS or MD (or an MMI approved equivalent), and in completing a final Master’s Thesis defense.

Students also work “one on one” with their MA Coordinator and Expert Faculty on course assignments.

Classes meet one three-day weekend per month, starting Friday mornings at 9:30am and ending Sundays at 5pm, and include experiential practicums as well as lecture sessions.

Course format and hours are described below:

GENERAL COURSE CONTENT	HOURS Total 26.5
Master Lecture	16.00
Yoga Study: Pranayama and Meditation	3
Sanskrit Study	1.5
In Classroom Practicum	6.0

Graduation Requirements

Attendance:

All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance.

Students must fulfill all assignments in all courses, despite any absences.

For Yoga and Sanskrit classes, missed hours are considered general attendance and are recorded, accrued and added to the cumulative general attendance record. A minimum of 70% of Yoga and 70% of Sanskrit classes must be attended

Academic Requirements:

Successful completion of all course assignments, clinical activities, and hours required in the program, within the maximum time frame required for Student Academic Progress.

Students must maintain an average of B (3.0) in all courses where grades are awarded.
Clinical Apprenticeship – 60 hours
Successful defense of a Master’s Thesis

Grading Criteria:

Participation 20%	Study Guide / Outside Assignments 30%	Practicum Outside Assignments: 20%	Case Study Quiz: 30%

Tuition and Fees: 100% paid.

Program List of Hours and Semester Credits

MASTER OF ARTS - AYURVEDA		ACADEMIC CREDIT HOURS		
Course Number	Course Titles	Lecture	Extern	Total Credits Awarded
AY 400	Advanced Yoga Theory & Practice	45		3
AY400A	Advanced Sanskrit Study	23		1
AY 405	Internship 2 In Classroom	22		1
AY 406	Externship 2 Practicum	31	96	4
AY 410	Internship 3 In Classroom	22		1
AY 420	Clinical Observation and Discussion	22		1
AY 430	Nutrition 3, Mother and Child, Pre and Post-Partum Care	22		1
AY 460	Subtle Therapies: Jyotish, Hasta and Vastu	22		1
AY 500	History, Philosophy and Classical Texts of Ayurvedic Medicine	22		1
AY 501	Counseling, Ethics and Management	22		1
AY 502	Western Interface, Functional Medicine, Understanding Labs	22		1
AY 505	Research Protocols plus Practicum	22		1
AY 510	Internship 4 Bodywork Intensive In classroom	22		1
AY 512	Systems Integration, Complementary Alternative Medicine 1	22		1
AY 515	Advanced Pathophysiology	22		1
AY 525	Internal Medicine: Kayachikitsa & Advanced Herbology	22		1
AY 530	Advanced Psychology	22		1
AY 535	Advanced Rasayana and Pancha Karma Therapies	22		1
AY 540	Clinical Case Study Seminar	22		1
AY 555	System Review and Integration, Complementary Alternative Medicine 2	22		1
AY 560	Externship 3 Plus Practicum	20	64	2
AY 565	Aging and Geriatric Healthcare	22		1
AY 580	Master's Thesis, Research, Outline Presentation and Final Defense	17	90	3
AY 600	Clinical Apprenticeship	15	45	3
TOTAL		547	295	33

MASTER OF ARTS – AYURVEDA COURSE DESCRIPTIONS

The MMI Master of Arts – Ayurveda is a two year-long program with two semesters per year, for a total of four semesters to be successfully completed within the timeframe allowed for Student Academic Progress.

Each semester comprises five courses, with AY 400, 400A, 510, and 560 on going in each semester.

Qualified students who have completed YEAR ONE of the C-AP (or equivalent transcript of courses taken and a MMI MA Challenge Exam) may enter the MA program at any time the courses are being offered, however all 400 courses must be taken in the first two semesters.

Required courses may be taken out of their numbered order as long as all pre-requisites are met.

MMI offers open enrollment anytime during C-AP Year One for qualified students.

MA Year One:

1st Semester - AY 405, 406, 410, 420, 430, plus AY 400, AY 400A, AY 510

2nd Semester - AY 460, 500, 501, 502, 505, plus AY 400, AY 400A, AY 510 and AY 560

MA Year Two:

3rd Semester - AY 512, 515, 520, 525, 530, plus AY 400, AY 400A, AY 510 and AY 560

4th Semester - AY 535, 540, 555, 565, 580, plus AY 400, AY 400A, AY 510 and AY 560

Master's Thesis Final Defense and 60 hour Clinical Apprenticeship to be completed following all coursework requirements.

MASTER OF ARTS – AYURVEDA COURSE DESCRIPTIONS

(Program requires C-AP Year One or equivalent, plus AY 400 through 600)

Advanced Yoga and Meditation

Course No. AY 400

Credit: 2

Pre-requisite: AY 200 and AY300 or equivalent

Description: This course further deepens the practice of Yoga. Students are required to perform and also be able to demonstrate more advanced Yoga postures and breathing practices for their clients. Students will also develop and teach yoga and breathing practices at the introductory and intermediate levels for their clients. MA students will complete 2 additional assignments.

Advanced Sanskrit Study

Course No. AY 400A

Credits: 1

Pre-requisite: AY 200A / AY 300A or equivalent

Description: This course continues the study of the ancient Vedic language of Sanskrit. Students learn to read, write, and chant Sanskrit *slokas* relating to each course subject. MA students will complete 2 additional assignments.

Internship 2 plus Practicum

Course No. AY 405

Credit: 1

Pre-requisite: AY 314 or equivalent

Description: This course introduces students to advanced consultation practices including herbal resources, set up of an herbal pharmacy, and protocols for consultations. Students develop skills as Ayurvedic Practitioners through clinical discussions and consultations in class this weekend, under the supervision of experienced Ayurvedic Practitioners. MA students will complete 2 additional assignments.

Externship 2 Practicum

Course No. AY 406

Credits: 2

Pre-requisite: none

Description: This course consists of consultations with students and their clients outside of the MMI College of Ayurveda campus. Supervised by MMI-approved Ayurvedic Practitioners, students are required to complete - in AY 400, AY 410 and outside of class – a total of 100 hours of Ayurvedic Internship and Externship combined, seeing a total of 15 individual clients for initial assessments and minimum 30 follow-up appointments for the C-AP track, and 25 for the MA track. Case papers for each client are mandatory. MA students will complete 2 additional assignments.

Internship 3 plus Practicum

Course No. AY 410

Credit: 1

Pre-requisite: AY 405

Description: Continuation of AY 400. This course introduces students to advanced consultation practices including herbal resources, set up of an herbal pharmacy, and protocols for consultations. Students will develop skills as Ayurvedic Practitioners through clinical discussions and consultations in class this weekend, under the supervision of experienced Ayurvedic Practitioners. MA students will complete 2 additional assignments.

Clinical Observation and Discussion

Course No. AY 420

Credits: 1

Pre-requisite: none

Description: Students have the opportunity to observe Master Ayurvedic Practitioners in consultations in the classroom and to discuss diagnostic methods and treatments. Students begin to hone diagnostic skills under the supervision of skilled and experienced Ayurvedic Practitioners. C-AP students are required to observe a minimum of 15 clinical consultations, MA students will observe 25 consultations. MA students will complete 2 additional assignments.

Nutrition 3, Mother and Child, Pre and Post-Partum Care

Course No. AY 430

Credits: 1

Pre-requisite: none

Description: This course provides a study of Ayurvedic nutrition and its role in health and disease, with specific emphasis on pre and post-partum healthcare for mother and child. Students also learn Ayurvedic diets for cleansing and detoxification to benefit health and ameliorate potential disorders. Students become familiar with nutrition, menus, and cooking techniques to support this time of pregnancy and childbirth. MA students will complete 2 additional assignments.

Subtle Therapies 2: Jyotish, Hasta and Vastu

Course No. AY 460

Credits: 1

Pre-requisite: none

Description: Students are exposed to a more advanced perspective on the use of the subtle sister sciences of Ayurveda; Jyotish (Vedic astrology), Vastu (principles of design), and Hasta (Indian hand palmistry) in Ayurvedic medicine. Students learn how to utilize these ancient techniques to support the wellbeing of their clients. MA students will complete 2 additional assignments.

History, Philosophy and Classical Texts of Ayurvedic Medicine

Course No. AY 500

Credit: 1

Pre-requisite: none

Description: This course examines the basic principles of Ayurvedic medicine, the eight branches, medical ethics and aims. Students investigate the historical and philosophical foundations of Ayurvedic medicine and the history of scientific studies in Ayurveda, through the classical texts. Students will explore and expand their knowledge and use of these ancient texts in a modern clinical practice. MA students will complete two additional assignments.

Counseling, Ethics and Management

Course No. AY 501

Credit: 1

Pre-requisite: none

Description: This course explores a variety of counseling modalities appropriate to a clinical Ayurvedic practice. Students develop the ability to recognize red-flag symptoms for medical referral and are introduced to ethical and legal issues in Ayurveda, business management techniques, job opportunities, and referral procedures. MA students will complete 2 additional assignments.

Western Interface, Functional Medicine, Understanding Labs

Course No. AY 502

Credit: 1

Pre-requisite: none

Description: Students are introduced to the biology and chemistry of blood and how to competently interpret basic lab reports and integrate that reference into their clinical practice, as well as identify frequently used Western drugs and herb-drug interactions. The course will also examine the relationship between Ayurveda and Western medicine and explores the ways to build a respectful, positive and generative relationship between Ayurvedic and Western approaches to healthcare. MA students will complete 2 additional assignments.

Research Protocols plus Practicum

Course No. AY 505

Credit: 1

Pre-requisite: none

Description: This course prepares students to evaluate original source material in current Ayurvedic research and write an article for a journal. It develops critical analysis skills, which are used in investigating a research topic in Ayurvedic medicine. Students will also explore further the interface between Ayurvedic and Western medicine through research. MA students will complete 2 additional assignments.

Internship 4 plus Practicum

Course No. AY 510

Credit: 1

Pre-requisite: AY 410

Description: This course provides students with additional opportunities to observe and discuss more complex clinical cases in the classroom with master Ayurvedic clinicians. Students will practice theories and procedures learned in the supervised clinical setting. Students gain greater proficiency in their client assessment, the development of appropriate treatment plans, and their clinical and counseling skills, to be utilized in their externship program through additional follow-up with clients. MA students will complete two additional assignments.

Systems Integration, Complementary Alternative Medicine 1

Course No. AY 512

Credit: 1

Pre-requisite: none

Description: This course will investigate medical approaches that lie within the Western model of disease management and examine how they can complement the Ayurvedic approach to health and wellness.

(Acupuncture, Chinese medicine, Naturopathy) The student will view standard Western symptomatic treatments of common diseases and make Ayurvedic treatment plans that can complement this approach by treating the whole person. The student will use their actual case studies. MA students will complete 2 additional assignments.

Advanced Pathophysiology

Course No. AY 515

Credit: 1

Pre-requisite: none

Description: Students continue to investigate the development of the disease process, in terms of Ayurvedic biology. The students will hone their skills of recognizing the functional changes associated with a disease or malady and tracing it backwards to its source/cause. Actual case studies will be used. MA students will complete 2 additional assignments.

Internal Medicine, Kayachikitsa, Advanced Herbology

Course No. AY 525

Credit: 1

Pre-requisite: none

Description: This course examines the specific symptomology of various disease states and the treatment strategies that address them. This course covers classical formulas for use in the treatment of various disorders as well as the principles of preparing advanced formulas. Using case studies, students are able to compare, contrast, and evaluate the functions, indications, and contraindications of a variety of formulas.

Advanced Psychology

Course No. AY 530

Credit: 1

Pre-requisite: none

Description: This course investigates the energetics of consciousness. It analyzes various strategies in Ayurvedic psychology, Ayurvedic therapies for the mind, and spiritual therapies used in Ayurveda. MA students will complete 2 additional assignments.

Advanced Rasayana and Pancha Karma Therapies

Course No. AY 535

Credit: 1

Pre-requisite: none

Description: This course critically examines the five Ayurvedic purification therapies called Pancha Karma, used to cleanse the body and eliminate disease-causing agents. Students learn how to address the usefulness of these practices for their clients and gain experience in performing the therapies. MA students are encouraged to engage a qualified PK practitioner and experience Pancha Karma for themselves, as a client. MA students will complete 2 additional assignments.

Clinical Case Studies Seminar

Course No. AY 540

Credit: 1

Pre-requisite: AY 410 and AY 420

Description: This seminar provides a forum for an experienced Ayurvedic Practitioner and students to present their cases and to engage in rigorous discussion about the cases and case management. Students are required to write up and present a minimum of one case study to the class for peer review and discussion. MA students will complete 2 additional assignments.

C-AP Final Exam

Description: All students are required to pass a final exam for completion of the NAMA approved C-AP program. This prepare the student practitioner for national exams expected in mid 2017.

Note: See www.ayurvedanama.org

Systems Review and Integration, Complementary Alternative Medicine 2

Course No. AY 555

Credits: 1

Pre-requisite: AY 512

Description: This course will investigate medical approaches that lie outside the Western model of disease management and examine how they can complement the Ayurvedic approach to health and wellness. (Homeopathy, Chiropractor, Osteopath) The student will view standard Western symptomatic treatments of common diseases and make Ayurvedic treatment plans that can complement this approach by treating the whole person. The student will use their actual case studies. MA students will choose a "CAM" practitioner and discuss a client with her/him and write up an integrated treatment plan. MA students will complete 2 additional assignments.

Externship 3 plus Practicum

Course No. AY 560

Credits: 2

Pre-requisite: AY 406

Description: MA students are required to complete an additional 10 supervised clinical consultations plus two

supervised follow-ups per client, for a total of 25 complete consultations. MA students will complete 2 additional assignments.

Aging and Geriatric Healthcare

Course No. AY 565

Credits: 1

Pre-requisites none

Description: This class will examine health issues that are of particular concern for the aging including diabetes, heart disease, arthritis, Alzheimer’s disease, high blood pressure, viewing these issues through an Ayurvedic lens. The student will create geriatric care management plans for seniors and their families/communities based on Ayurvedic principles. MA students will complete 2 additional assignments.

Masters’ Thesis, Research, Outline Presentation and Final Defense

Course No. AY 580

Credits: 3

Pre-requisite: AY 505

Description: This course requires students to evaluate several original source materials in current Ayurvedic research and write a paper. It develops critical analysis

skills, which are used in investigating a research topic in Ayurvedic medicine. Students will give individual presentations of their completed thesis outlines and review topics relevant to the final exam. A 7500 word Masters’ thesis is required for completion.

*See Thesis Criteria below.

Clinical Apprenticeship

Course No. AY 600

Credits: 2

Pre-requisite: all course work completed

Description: Students are required to complete a minimum of 60 hours working within an Ayurvedic clinical setting with a BAMS or MD Ayurveda clinician (or MMI approved equivalent).

***MMI thesis** committee will evaluate each written thesis on the following criteria. Thesis committee will provide their overall judgment as “Passed”, “Not passed” or “needs minor revisions”. Each student will receive their evaluation upon completion of their thesis requirements and approval process.

General Criteria	Points	Evaluation
Originality	20	<ul style="list-style-type: none"> • Innovative • New concept which adds to Ayurvedic literature • Clarity of a research question
Selection of literature	20	<ul style="list-style-type: none"> • Quality of research articles • Depth of integration of literature into theoretical framework described in Ayurvedic texts • Relevance to the topic
Research methods	10	<ul style="list-style-type: none"> • Methodical approach
Results	10	<ul style="list-style-type: none"> • Interpretation of data described in the literature reviewed • Integration and presentation of results • Analysis of data
Conclusion	10	<ul style="list-style-type: none"> • Connecting to the original question • Presenting it in a concise message
Writing style	20	<ul style="list-style-type: none"> • Clarity and originality in writing
Meeting the deadlines	10	<ul style="list-style-type: none"> • Meeting all the deadlines

IMPORTANT CALENDAR DATES FOR THE COLLEGE OF AYURVEDA 2017-2018

AYURVEDIC HEALTH COUNSELOR (AHC) New Class Begins February 2018

2018

Feb 16-18	AY 101 Introduction to Ayurveda
Mar 9-11	AY 103 Lifestyle Management & Pulse
Apr 6-8	AY 104 Nutrition 1
May 4-6	AY 102 Ayurvedic Anatomy, Physiology and Diagnosis 1
Jun 1-3	AY 107 Herbology 1
Jul 13-15	AY 105 Psychology 1
Sep 7-9	AY 106 Yoga and Ayurveda
Oct 19-21	AY 112 Ayurveda Therapies Theory
Nov 16-18	AY 120 Internship
Dec 7-9	AY 110 Ayurvedic Diagnosis

2019

Jan - March	AY 121 Supervised Externships Due March 29, 2018 and completion of On-Line Pulse Course
Jan 11-13	AY 160 Subtle Energies; Jyotish, Hasta & Vastu
Feb 15-17	AY 111 Ethics, Counseling and Western Interface 1 AHC Final Exam & Closing Circle

CONTINUING 2018 CERTIFICATE – AYURVEDIC PRACTITIONER & MASTER OF ARTS – AYURVEDA

2017

Jun 19-21	AY 420 Clinical Observation & Discussion
Jun 30-Jul 2	AY 525 Internal Medicine: Management of Disease 2
Sep 8-10	AY 430 Nutrition 3: Mother and Child; Pre and Postpartum Care

Oct 6-8	AY 314 Ayurvedic Therapies 2
Nov 10-12	AY 405 Internship 2
Dec 1-3	AY 410 Internship 3

C-AP and MA Continuing 2018

Jan 5-7	AY 535 Rasayana & Pancha Karma Therapies
Feb 9-11	AY 512 Systems Integration; Complementary Alternative Medicine 1; Interface Between Western and Ayurvedic Pharmacology
Mar 16-18	AY 510 Internship 4 – Ayurvedic Bodywork Intensive
Apr 27-29	AY 530& 540 Ayurvedic Psychology 2 & Case Presentations
May 25-27	AY 540 & 550 Systems Review & Integration (Prep for Final Exam) Clinical Case Study Presentations
Jun 15-17	AY 550 Final Exam & Clinical Observations
July 13-15	AY500 Classical Texts & Traditional Treatments with Case Presentations Group B
Sept 21-23	AY 502 Labs and Functional Medicine Group B
Oct 26-28	AY 460 Jyotish, Hasta & Vastu 2 Group B
Nov 30-Dec 2	AY 501&502 Final Exam and Counseling, Ethics, Management 2 Group B

NEXT C-AP BEGINNING APRIL 6, 2018

Please note: Any of the above dates and/or and Course Topics are subject to change.

The School of Yoga

The School of Yoga at Mount Madonna Institute offers our signature Yoga Teacher Training Certificates at the 200 Hour, 300 Hour, and Prenatal Specialty (85 hours). Our YTT programs are approved by the National Yoga Registry, Yoga Alliance. These programs include a broad range of Yoga theory, philosophy, and practices, with particular emphasis on the traditional Eight-limbed (*Ashtanga*) Yoga system as described in *Patanjali's Yoga Sutras*. In addition, we draw from other classical yogic texts including the *Vedas*, *Upanishads*, *Bhakti Yoga Sutras*, *Bhagavad-Gita*, *Gheranda Samhita*, *Shiva Samhita*, *Hatha Yoga Pradipka*, and the published and unpublished writings of Master Yogi Baba Hari Dass, who is the inspiration for our School.

Many of our senior faculty members have been practicing, studying, and teaching Yoga at Mount Madonna Center for over 30 years. By attending the MMI School of Yoga, one has the opportunity not only to study with instructors who are deeply committed to the practice of Yoga, but also to live in a residential community dedicated to practicing yogic principles on a daily basis.

ASHTANGA YOGA TEACHER TRAINING – 200 HOUR LEVEL

Clock Hours: 205

Prerequisite: High school graduation or equivalent.

Grading: Pass or Fail

- Pass: Successful completion of the course
- Fail: Unsuccessful completion of the course

Cumulative Final Exam: No

Graduation Document: Certificate

Purpose / Objective:

We teach a comprehensive system of Yoga that has endured for over 5000 years. Through the teachings of Baba Hari Dass, the practices of *Ashtanga* (eight-limbed) Yoga have been preserved as expounded by the sages of old, with all their vital relevance to contemporary daily life. This program is for those who are or wish to be Yoga teachers, as well as for any conscientious student who wishes to expand and deepen his or her knowledge, experience, and practice of Yoga. The course includes in-depth instruction in the theory and methods of *Ashtanga* and *Hatha* Yoga, including *Shat karma* (bodily purifications), *Pranayama* (breathing practices), *Mudra* (positions to seal and direct energy), *Asana* (postures), and *Dhyana* (meditation).

Topics also cover *Yoga Sutras*, Ayurveda, Anatomy and Physiology, Neuroscience, Subtle (energy) Body Theory, and Yoga Psychology and Philosophy. The program includes a substantial student teaching practicum. Our purpose is to present the teachings and methods that form the foundation both for one's personal practice and for teaching Yoga. This program is registered with Yoga Alliance, and the training qualifies anyone who completes it to register as an RYT (Registered Yoga Teacher) at the 200-hour level with Yoga Alliance.

Course Outline/Description:

Educational Categories	Hours
Techniques, Training and Practice (TTP)	112.00
Teaching Methodology (TM)	25.50
Anatomy & Physiology (AP)	18.00
Yoga Philosophy/Life Style Ethics (YPLE)	31.50
Practicum	18.00
Total:	205.00

Intro to Ashtanga Yoga

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: Lecture of the eight limbs of Ashtanga yoga, discussing each limb and its importance to a yogic lifestyle.

Learning Objectives: Students will learn the eight limbs of Ashtanga Yoga, how to practice them in daily life, and their relevance to the ultimate aim of yoga.

Intro to Asana

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: Introduction and overview of asana as part of the Ashtanga and Hatha Yoga systems.

Learning Objectives: Students will be able to place asana in a classical context. They will learn how asana affects body, breath and mind: the physical body, the subtle body, and movement of prana and the mind.

Students will also differentiate between personal practice and the teaching of asana.

Hand Mudras

Techniques, Training and Practice (TTP)

Credits: 1.50

Description

Students will learn a series of hand mudras to use before and after meditation as a form of pratyahara, withdrawing the mind from the senses.

Learning Objectives: Students will be able to incorporate hand mudras in their personal practice as a preparation for meditation, and prepare to be able to teach them to others if they choose.

Sanskrit Pronunciation

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: Students will learn the basics in Sanskrit pronunciation and will practice chanting some traditional Vedic prayers.

Learning Objectives: Students will learn key concepts to help them properly pronounce Sanskrit words. They will begin to understand the importance of Sanskrit to the practices they are learning and will teach, and as an aid to learning the Sanskrit names of various practices.

Ayurveda I

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: An introduction to the 5,000 year old tradition of Ayurveda, its aims and objectives, basic principles, and concepts of health and wellness. Students are introduced to the concepts of dosha (individual constitution) and five element theory.

Learning Objectives: Students will gain a foundation in the science, history, and philosophy of Ayurveda. They will begin to understand the basic five element theory, the doshas, their properties, functions, and locations in the body.

Prenatal Theory

Techniques, Training and Practice (TTP)

Credits: 3.00

Description: A general introduction of Prenatal Theory in Yoga practice with an overview of some of the changes women go through during pregnancy.

Learning Objectives: Students will understand the general guidelines for adapting yoga practices during pregnancy, including which practices to avoid and which practices are beneficial.

Yoga Sadhana - The Kleshas

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: This class delves into the obstacles to daily

practice as described in the Yoga Sutras of Patanjali. Learning Objectives: Students will understand what the obstacles to practice are and have an opportunity to consider what obstacles they face in their own personal practice.

Restorative Yoga Theory

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: Based on the science of rejuvenative practices, students will learn how to teach basic poses that open the body and calm the mind.

Learning Objectives: Students will be able to create a restorative class that accommodates all levels.

Ayurveda & Asana

Techniques, Training and Practice (TTP)

Credits: 3.00

Description

Students will learn how to incorporate Ayurvedic principles in an asana practice.

Learning Objectives: Students will be able to create an asana practice that tailors to the season, time of day, and individual constitution.

Kid's Yoga

Techniques, Training and Practice (TTP)

Credits: 3.00

Description: This class provides techniques and tools for teaching yoga to kids of all ages, through both theory and experience.

Learning Objectives: Students will learn ways one might teach yoga to children, including incorporating fun asana games, visualizations, song/sound, and awareness of breath, they will then have some knowledge of how to design a class for children if they have interest and opportunity.

Shat Karma

Techniques, Training and Practice (TTP)

Credits: 12.50

Description: An introduction and overview of ancient cleansing practices with demonstration, instruction, as well as practice of a number of the methods described in the Hatha Yoga scriptures.

Learning Objectives: Students will learn about and be able to practice a number of the cleansing techniques as they wish. This provides first hand experience and then students can choose to incorporate any that fit for them in their personal practice.

Sadhana (Pranayama & Meditation)

Techniques, Training and Practice (TTP)

Credits: 38.00

Description: Mornings 6:30 - 8:30 for techniques and training - 19 days of learning beginning practices. Stu-

dents will then have opportunity of teaching the techniques in a small group setting that includes a mentor.
Learning Objectives: Students will learn classic pranayama and meditation methods through direct experience each morning, and will be encouraged to incorporate these into their daily sadhana (practice). They will also learn how to teach these beginning yoga pranayama in their classes, if they so choose.

Asana Practice

Techniques, Training and Practice (TTP)

Credits: 21.00

Description: Morning asana classes that model the arch progression and the core poses.

Learning Objectives: Students will experience a well-rounded asana class that follows the arch progression model, preparing them to create their own classes based on this model. They will be exposed to a variety of teaching styles as well as different approaches to asana (gentle, therapeutic, strong, vigorous, etc.).

Asana Core Postures

Techniques, Training and Practice (TTP)

Credits: 21.00

Description: A mix of theory and experiential teachings explaining the 9 groups of postures, the arch progression theory and 32 core poses.

Learning Objectives: Students will learn 32 core postures, which serve as the foundation for designing well-rounded classes. Each pose will be taught and experienced in great detail.

Teaching & Learning

Teaching Methodology (TM)

Credits: 1.50

Description: An introduction to the different styles of learning and how a teacher can adapt his or her methods accordingly.

Learning Objectives: Students will learn to identify basic learning styles so that they can design their classes to reach students effectively e.g. in an asana class, learning how verbal cues, visual demonstration, and gentle touch with permission can be effective methods.

Teaching Yoga Sadhana

Teaching Methodology (TM)

Credits: 1.50

Description: Explanation of the process, planning, and teaching techniques involved in leading pranayama and meditation practices.

Learning Objectives: Students will understand the process of designing and teaching a yoga class that includes pranayama and meditation.

Sadhana (Pranayama & Meditation)

Teaching Methodology (TM)

Credits: 3.00

Description: Students who taught sadhana receive feedback from senior teachers, apprentices, and fellow students.

Learning Objectives: Students hone their skill in teaching sadhana.

Asana Teaching Theory

Teaching Methodology (TM)

Credits: 6.00

Description: To prepare the student to teach a Beginning Level asana class.

Learning Objectives: Students will learn how to structure a class, how to teach to different kinds of learners, and how to cue for modifications and corrections.

Asana Student Teaching Observation Techniques

Teaching Methodology (TM)

Credits: 9.00

Description: Students who taught asana receive useful feedback about the class they taught.

Learning Objectives: Students begin to understand how to communicate effectively while teaching, how to teach to different kinds of students.

Asana Teaching with the Apprentices

Teaching Methodology (TM)

Credits: 4.50

Description: Students will observe class taught by fellow students.

Learning Objectives: To prepare the student to teach a Beginning Level asana class.

Intro to Asana (Subtle Body)

Anatomy & Physiology (AP)

Credits: 3.00

Description: An introduction and overview of the energetic principles according to the Hatha and Tantra systems.

Learning Objectives: To familiarize students with subtle body anatomy: shariras, chakras, pranas, koshas, kundalini and nadis.

Anatomy I

Anatomy & Physiology (AP)

Credits: 1.50

Description: This course is an introduction to human anatomy that provides students with a basic understanding of anatomical structure.

Learning Objectives: Students will gain a basic understanding of the bone structure and main systems in the body.

Anatomy II

Anatomy & Physiology (AP)

Credits: 1.50

Description: A further exploration into the workings of the body and how pranayama, meditation and asana can affect the body.

Learning Objectives: Students will have a deeper understanding of the anatomy of the body and will understand how pranayama, meditation and asana create changes in the body.

Anatomy III

Anatomy & Physiology (AP)

Credits: 1.50

Description: This class applies the principles of alignment to the core yoga postures, breaking the poses down by muscle groups, actions, and benefits.

Learning Objectives: Students will learn to apply these alignment principles to specific yoga postures.

The Anatomy of the Breath

Anatomy & Physiology (AP)

Credits: 1.00

Description: This class looks at the basics of pranayama from an anatomical standpoint.

Learning Objectives: Using the full yogic breath as an example, students learn the function of the lungs and diaphragm during each part of this breath technique.

Ayurveda II - Anatomy & Physiology

Anatomy & Physiology (AP)

Credits: 1.50

Description: This course explores Ayurvedic anatomy and physiology, the formation of tissues, and the concept of disease.

Learning Objectives: Students will become familiar with the concepts of the 7 dhatus, ojas, agni, and ama.

Anatomy & Physiology of Shat Karma

Anatomy & Physiology (AP)

Credits: 2.00

Description: A presentation before the Shat karma series begins, which explains the anatomy and physiology related to Shat karma practices.

Learning Objectives: Students will understand the effects of Shat karma practices on the subtle and gross level body.

Anatomy & Physiology of Core Asana Postures

Anatomy & Physiology (AP)

Credits: 6.00

Description: An anatomical and physiological perspective on the core poses of Classical Ashtanga, as taught by Mount Madonna Center.

Learning Objectives: Students will understand how the nine groups of postures, the arch progression theory, the

32 core poses related to anatomy and physiology.

Introduction Patanjali's Yoga Sutras

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: This course will explore Book I, Sutras 1-4 of Patanjali's Yoga Sutras, setting the foundation for the study of Classical Ashtanga Yoga. Students will chant and discuss each sutra.

Learning Objectives: Students will become familiar with the key concepts of classical yoga as codified by the sage Patanjali 2000 years ago and begin to understand the timeliness and relevance of the ancient science of yoga.

Yama & Niyama: Ethics I

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: A deeper exploration of the first two limbs of Ashtanga Yoga, Yama and Niyama. A lecture and discussion of how these observances and restraints can be practiced in daily life.

Learning Objectives: Students will understand Yama (observances) and Niyama (restraints), how they are foundational in yoga and how they are relevant to, and can be incorporated in, daily life.

History of Sanskrit & Sacred Sound

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: Students will learn the history and importance of Sanskrit and why it is used in yoga.

Learning Objectives: Students will have a better understanding of Sanskrit and the role of sacred sound in yoga practice. They will have opportunity to experience this knowledge in chanting Vedic prayers and mantras, and in singing kirtan.

Devotion & Ritual

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: Using the Sankat Mochan Hanuman Temple as a laboratory to experience the vitality of the symbolism of yoga in yantra and ritual.

Learning Objectives: Students will understand the role of devotion (bhakti) in yoga practice, and learn some methods of devotional practice such as chanting mantra, singing kirtan, and about ritual practice such as arati.

Tattwas: Introduction to Samkhya

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: An overview of the Shad Darshans (six philosophical systems) with an introduction to the Tattwas of Samkhya.

Learning Objectives: Students will develop an overview of this philosophical system. It contains foundation principles, practices, and theory accepted by both Yoga and Ayurveda. Students will learn what the tattwas are and how they evolve -causal, to subtle, to gross (physical), explaining evolution and involution of consciousness and matter.

Kriya Yoga

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description

Define the methods of Kriya yoga, as explained in Patanjali's Yoga Sutras, and explore how these methods can be applied in daily life.

Learning Objectives:

Students will become aware of, and able to define, the methods of Kriya yoga and solidify their understanding of karma, latent impressions (samskaras), and obstacles (kleshas).

History of Yoga

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: An overview of the origins, history, and evolution of the system of Yoga.

Learning Objectives: Students will learn about the Shad Darshan, yogic scriptures, various yogic systems, and how yoga has evolved into what we know it as today.

Yoga Sutras: Samskara

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: This course introduces students to the cycle of mental patterns (samskara) and the obstacles to Yoga practice (kleshas).

Learning Objectives: Students become aware that obstacles to practice are universal and a part of the human condition. They were identified and included in the treatises on yoga thousands of years ago. With that understanding patience and compassion can develop in our own practice, and in sharing this knowledge with others.

Values in Yogic Thought

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: Small group work on the practical application of Yoga to life.

Learning Objectives: Students become aware of Yoga as a lifestyle discipline and daily practice.

Yoga Psychology

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description

An examination of the Self through the lens of psychology using the progressive dimensions of Patanjali's yoga sadhana.

Learning Objectives: Students will look at the relationship of the individual self to the collective Self.

Brain Science

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: This class explores the effects of yoga practice on brain function via modern neuroanatomy.

Learning Objectives: Students will learn how neurobiological benefits result from practicing yogic techniques.

Next Steps & Ethics II

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: This class addresses how to begin taking these teachings out into the world.

Learning Objectives: Students learn tips and guidelines for beginning their yoga teaching career, including business, ethical, and practical tools.

Yoga Sutras: The Internal Limbs

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: A look at the internal limbs of Patanjali's yoga system: dharana, dhyana, and samadhi.

Learning Objectives: Students will gain a deeper understanding of concentration, meditation, and liberation as described in Patanjali's Yoga Sutras.

Ayurveda and the Mind

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: An overview of Ayurveda and the mind in relation to the three gunas.

Learning Objectives: Students will learn the Ayurvedic perspective on psychology, how the gunas and the doshas can be used to understand the way the mind works, and how asana, pranayama and meditation can have an effect on the mind.

Integration and Review

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.50

Description: Review nights hosted by trainers, during which students can ask review questions on the topic of yogic philosophy.

Learning Objectives: Students will solidify their understanding of yogic philosophy through discussion with peers and trainers.

Community Philosophy Class

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 6

Description: Every Tuesday morning the community at Mount Madonna meets to discuss one section of the Yoga Sutras, the students will join the discussion.

Learning Objectives: Learn to discuss Yoga Sutras in a community setting. Be exposed to many different viewpoints in discussion.

Asana Student Teaching

Practicum

Credits: 9.00

Description: Students teach each other during the Core asana section, followed by students teaching a 90 minute class over three separate occasions, divided into Opening, Apex, Closing. They receive feedback from trainer and fellow trainees.

Learning Objectives: Students apply what they have learned by teaching each part of a full asana class to fellow students.

Pranayama Student Teaching

Practicum

Credits: 9.00

Description: To give the student several opportunities to teach a 1 hour sadhana class. Students receive feedback from trainers and fellow trainees.

Learning Objectives: Students apply what they have learned in sadhana classes by teaching pranayama and meditation to fellow students.

Graduation Requirements

Attendance:

All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance. Students must fulfill all assignments in all courses, despite any absences.

Grading: Pass

Tuition and Fees: 100% Paid

Important dates for 2017 – 2018:

Month-long Intensive: June 14 - July 13, 2018

Modular Program: September 10-17, 2017
October 12-15, 2017
November 9-12, 2017
December 7-10, 2017
January 11-14, 2018
February 8-11, 2018

ASHTANGA YOGA TEACHER TRAINING – 300 HOUR LEVEL

Contact Hours: 300

Prerequisite: High school graduation or equivalent and 200 hour level certificate.

Grading: Pass or Fail

- Pass: Successful completion of the program
- Fail: Unsuccessful completion of the program

Cumulative Final Exam: No

Graduation Document: Certificate

Purpose / Objective:

We teach a comprehensive system of Yoga that has endured for over 5000 years. Through the teachings of Baba Hari Dass, the practices of *Ashtanga* (eight-limbed) Yoga have been preserved as expounded by the sages of old, with all their vital relevance to daily life today. This program is for those who are or wish to be Yoga teachers, as well as for any conscientious student who wishes to expand and deepen his or her knowledge, experience, and practice of Yoga. The course includes in-depth instruction in the theory and methods of *Ashtanga* and *Hatha* Yoga, including *Shat karma* (bodily purifications), *Pranayama* (breathing practices), *Mudra* (positions to seal and direct energy), *Asana* (postures), and *Dhyana* (meditation).

Topics also cover *Yoga Sutras*, Ayurveda, Anatomy and Physiology, Neuroscience, Subtle (energy) Body Theory, and Yoga Psychology and Philosophy. The program includes a substantial student teaching practicum. Our purpose is to present the teachings and methods that form the foundation both for one's personal practice and for teaching Yoga. This program is registered with Yoga Alliance, and the training qualifies anyone who completes it to register as an RYT (Registered Yoga Teacher) at the 300-hour level with Yoga Alliance.

Course Outline/Description:

Educational Categories	Hours
Techniques, Training and Practice (TTP)	122.00
Teaching Methodology (TM)	9.50
Anatomy & Physiology (AP)	23.00
Yoga Philosophy/Life Style Ethics (YPLE)	99.50
Practicum	46.00
Total:	300.00

Intermediate Pranayama

Techniques, Training and Practice (TTP)

Credits: 14.00

Description: Students will review and practice all the beginning pranayama taught in YTT 200. Students prepare to teach intermediate pranayama.

Learning Objectives: Students will build upon their prior knowledge and experience of beginning pranayama practices.

Intro to 500 Asana Curriculum

Techniques, Training and Practice (TTP)

Credits: 1.00

Description: A review of the basic teaching principles as put forth in YTT 200 and an introduction to exploring the subtler aspects of the poses.

Learning Objectives: Students will review the basic teaching techniques as to how to create a well-balanced class. They will review Subtle Body as it relates to asana.

Meditation Practice

Techniques, Training and Practice (TTP)

Credits: 16.00

Description: An experiential exploration of a variety of meditation techniques.

Learning Objectives: To gain an understanding of how effective different methods are for concentration.

Overcoming Obstacles

Techniques, Training and Practice (TTP)

Credits: 2.00

Description: We will revisit the aim of yoga, the distractions that keep us from our aim, and methods to remove such obstacles.

Learning Objectives: To deepen knowledge of the obstacles and ways to overcome them as described in Patanjali's Yoga Sutras.

An Eye to Assessment Techniques

Training and Practice (TTP)

Credits: 3.00

Description: Assessing asana in order to facilitate learning for both teacher and student in terms of breath,

stability, strength, and individuality.

Learning Objectives: Students will learn how to assess a class and an individual in asana practice.

Intro to Tantra Sadhana

Techniques, Training and Practice (TTP)

Credits: 3.00

Description: A broad sketch of the Tantra tradition: exploring its historical roots and evolution into its modern day presentation.

Learning Objectives: Students will gain an understanding of the meaning of Tantra and its relation to the Vedas.

Teaching Meditation

Techniques, Training and Practice (TTP)

Credits: 3.00

Description: From building a meditation curriculum, to the ambiance of the space, this class explores various considerations in teaching meditation.

Learning Objectives: Students increase their confidence in leading and instructing others in meditation.

Asana: Biomechanics and Practice

Techniques, Training and Practice (TTP)

Credits: 14.00

Description: This asana practice will work specifically with the joint covered in the previous day's theory class.

Learning Objectives: The student will explore how the joint articulates and practice what they learned in theory.

Intro to Sadhana Student Teaching Practicum

Teaching Methodology (TM)

Credits: 1.50

Description: Covers basic methodology for teaching beginning and intermediate pranayama and meditation.

Learning Objectives: The student will learn how to instruct intermediate pranayama and meditation.

The Principles of Sequencing

Teaching Methodology (TM)

Credits: 6

Description: Exploring the science of sequencing: how poses can best be linked and ordered to form a well

rounded class, which focuses on the spine in the gross body and the prana vayus in the subtle body.

Learning Objectives: The students will be able to put together a wide variety of mindfully designed classes.

Asana Biomechanics

Anatomy & Physiology (AP)

Credits: 20.00

Description: Survey of the major joints of the body (bones, muscles, tendons, ligaments, connective tissue) to assess movement and range of motion; view which asanas work in specific areas to increase strength and flexibility. This class is highly participatory with an Experiential Anatomy Clinic.

Learning Objectives: The student will learn the anatomy of poses as well as which asanas are appropriate for stabilizing an area and increasing flexibility in an area.

What is Ashtanga Yoga?

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 3.00

Description: Overview of Classical Ashtanga Yoga as taught by Baba Hari Dass. Sets the stage of Ashtanga in the context of the main systems of Yoga including Bhakti, Karma, and Jnana Yoga.

Learning Objectives: Students will understand the breadth and scope of Classical Ashtanga and will be prepared to teach the tenets of this scripture based Yoga.

Yoga Sutras 1

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 24.00

Description: An overview of Patanjali's Yoga Sutras as they are applied to Samkhya philosophy. Includes Sanskrit chanting, lecture, self-reflective exercises, and discussion.

Learning Objectives: Students will begin to understand the philosophy and its practical application to spiritual practice.

Prana Vidya/Subtle Body

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.00

Description: Prana theory will be explored in the context of Samkhya philosophy, the Yoga Sutras and the Hatha Yoga Pradipika.

Learning Objectives: To deepen students understanding of prana theory and the purifying effects of pranayama on the body and mind.

Samkhya

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.00

Description: An explanation of Samkhya philosophy as the foundation of yoga study. The 24 principles of Samkhya are described and discussed.

Learning Objectives: Students will begin to understand the elemental foundation of yoga as expressed through Samkhya philosophy.

Sanskrit Pronunciation II

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 2.00

Description: A continuing study of how to pronounce words in Sanskrit, as can be applied to the practice and teaching of Yoga.

Learning Objectives: Students will learn principles of pronunciation in Sanskrit.

Tantra: Temple and Ritual

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 2.00

Description: An introduction to the Classical Tantric tradition. Will include an exploration of symbolism and ritual as it relates to personal practice.

Learning Objectives: Students will learn the history of Tantra and basic Tantric symbolism.

Sanskrit and Sacred Sound

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.00

Description: A continuing exploration of aspects of the Sanskrit language, Mantra practices, and how they are related to the philosophy of Yoga.

Learning Objectives: Students will continue to learn how the varied practices of Mantra affect the mind/body complex, encourage concentration, and promote a state of peace.

Yoga Sutra Integration

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 6.00

Description: A vehicle for integrating Yoga Sutra material presented thus far. Format includes questions and answers, review, summaries, small groups, Sanskrit vocabulary definitions, and student generated dialogue.

Learning Objectives: At the end of each session students will see the connection amongst the various topics, as well as fully integrate the new concepts into previous understanding.

The Vedic Experience

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 1.50

Description: Discussion about Vedic wisdom in modern context.

Learning Objectives: Students will develop a deeper understanding and appreciation for the universal wisdom contained in ancient explorations of the human condition. They will discover the relevance of Vedic teaching in personal life, and learn a way to stay curious and look more deeply as a method of developing awareness.

Yoga and the Self

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 2.00

Description: This class focuses on the relationship between Yoga and Buddhist psychology.

Learning Objectives: Students will develop a basic understanding of the similarities and differences between Yogic and Buddhist systems.

The Bhagavad Gita

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 2.00

Description: Gives an overview of this important scripture as well as its symbolism and hidden meaning.

Learning Objectives: Students will begin to become familiar with basic Gita symbolism.

Karma Yoga in the Gita

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 2.00

Description: Building upon the introductory class, we will go more fully into Gita symbolism with focuses on Karma, Bhakti, and Jñāna Yoga.

Learning Objectives: Students will begin to develop an understanding of how to teach the Gita as a yoga scripture, as well as explain the basic symbolism of the text.

Tantra Theory

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.00

Description: Building off the introduction class, we will explore the fundamental predicament we share as spiritual seekers via the description of the Tantra Cosmology and the awakening of kundalini in the language of Tantra.

Learning Objectives: Students will become familiar with Tantra's map of the evolution of our mind/body complex and our estrangement from our higher consciousness potential.

Sadhana Teaching Practicum

Practicum

Credits: 9.00

Description: Each student will teach an intermediate sadhana class to a small group with supervised evaluation and feedback. When not presenting, the student will observe other student teachers.

Learning Objectives: The students will learn how to teach intermediate pranayama and meditation. They will see what works and doesn't work while observing their peers teach.

Yoga Theory Student Teaching Practicum - 1

Practicum

Credits: 12.00

Description: Each student will give a 10 minute

presentation in yoga philosophy or theory to a larger group with supervised evaluation and feedback. When not presenting, the student will observe other student teachers.

Learning Objectives: The students will learn how design a 10 minute presentation appropriate for a beginning yoga class. They will see what works and what doesn't work while observing their peers teach.

Yoga Theory Student Teaching Practicum - 2

Practicum

Credits: 16.00

Description: Each student will give a 45 minute presentation in yoga philosophy or theory to a larger group with supervised evaluation and feedback. When not presenting, the student will observe other student teachers.

Learning Objectives: The student will learn how to design a 45 minute presentation appropriate for a YTT-200 program. They will see what works and what doesn't work while observing their peers teach.

Asana Student Teaching Practicum

Practicum

Credits: 2

Description: The student will teach a 75-minute asana class to their group of peers with supervision, evaluation, and feedback. When not teaching, the student will be observing and/or taking the class for providing feedback.

Learning Objectives: The student will learn how to deepen their teaching of asana while weaving in parts of more advanced yoga theory.

Small Groups with Lead Trainers

Techniques, Training and Practice (TTP)

Credits: 46.00

Description: Students meet with lead trainers in small groups to refine their student presentations, integrate their personal experiences into the program, and review outside assignments.

Learning Objectives: To feel confident in teaching theory classes, relate the teachings to their lives, and gain full understanding in topics covered in outside assignments.

Asana and Ayurveda

Techniques, Training and Practice (TTP)

Credits: 3.00

Description: Weaving Ayurvedic theory into the teaching of asana, pranayama and meditation.

Learning Objectives: The student will learn the practical application of Ayurveda in teaching a class based on season, time of day, time of year as well as prakriti type.

Neuroscience and Meditation

Techniques, Training and Practice (TTP)

Credits: 6.00

Description: A view into current scientific theory on meditation and the brain.

Learning Objectives: Students learn how different types and styles of meditation may affect the physiology of the body, with a specific look at the brain and nervous system.

Ayurvedic Biology

Anatomy & Physiology (AP)

Credits: 3.00

Description: A review of Ayurvedic biology: dosha, dhatu, guna, mala, srotas, ojas, agni, atma, indriya, etc.

Learning Objectives: Students see Ayurveda as a holistic approach to health and wellbeing in contrast to modern medicine's reductionist approach.

Ethics

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 4.00

Description: A review of Mount Madonna's Ethical Guidelines and small group discussion.

Learning Objectives: The student see the value of operating under the ethical standards as a minimum goal for a yoga teacher.

Elective Hours

Techniques, Training and Practice (TTP)

Credits: 15.00

Description: Students will assist with Mount Madonna Center workshops, retreats, and/or 200hr Yoga Teacher Training. Includes an experiential aspect, observation of senior teachers, and teaching practice. Students will write a reflective piece about their experiences.

Learning Objectives: To refine teaching skills through observation and practice, strengthen knowledge of yoga theory, and work more closely with students in retreat and teacher training settings.

Elective Hours

Yoga Philosophy/Life Style Ethics (YPLE)

Credits: 35.00

Description: Students will assist with Mount Madonna Center workshops, retreats, and/or 200hr Yoga Teacher Training. Includes an experiential aspect, observation of senior teachers, and teaching practice. Students will write a reflective piece about their experiences.

Learning Objectives: To refine teaching skills through observation and practice, strengthen knowledge of yoga theory, and work more closely with students in retreat and teacher training settings.

Graduation Requirements:

Attendance: All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee \$50.00 per hour paid in advance. Students must fulfill all assignments in all courses, despite any absences.

Grading: Pass

Tuition and Fees: 100% Paid

Important Dates for 2018-2019:

Session I - May 6-14, 2018

Session II – October 1-9, 2018

Session III – March 10-18, 2019

ASHTANGA YOGA PRENATAL TEACHER TRAINING

Clock Hours: 85

Prerequisite: High school graduation or equivalent, plus a YTT 200 or YTT 500 hour level certificate. While a YTT certificate is not required to take the course, it is required to register with the Yoga Alliance as a PYT (Prenatal Yoga Teacher).

Grading: Pass or Fail

- Pass: Successful completion of the program
- Fail: Unsuccessful completion of the program

Cumulative Final Exam: No

Graduation Document: Certificate

Purpose / Objective: This comprehensive prenatal training includes in-depth instruction on prenatal *asana*, *pranayama*, meditation, Ayurveda, mindfulness techniques for labor, anatomy and physiology of pregnancy, common discomforts in pregnancy, and how to support mothers through every stage of pregnancy and postpartum. It is offered over two separate four-day sessions.

Level 1 includes instruction on prenatal *asana*, *pranayama*, meditation, Ayurveda, mindfulness techniques for labor, anatomy and physiology of pregnancy, common discomforts in pregnancy, and how to support mothers through every stage of pregnancy and postpartum.

Level 2 is about finding your voice and further cultivating your skills as a Prenatal Yoga Teacher.

Course Outline/Description:

Educational Categories	Hours
Techniques, Training and Practice (TTP)	28.00
Teaching Methodology (TM)	10.50
Anatomy & Physiology (AP)	10.00
Yoga Philosophy/Life Style Ethics (YPLE)	6.00
Practicum	20.00
Prenatal	10.00
Total:	85.00

Opening Circle and Introduction to Prenatal Yoga Teacher Training

Prenatal

Credits: 2.00

Description: Opening circle, introduction to prenatal yoga and overview of session one.

Learning Objectives: To set the tone for a fruitful learning experience throughout the week (Session 1 of 2). To gain a general understanding of the goals and components of this first half of the Prenatal YTT.

Postnatal Yoga Class Observation

Practicum

Credits: 1.50

Description: Observation of an ongoing postnatal class that is dedicated to and designed for moms and babies (6 weeks to crawling).

Learning Objectives: To have an overview of what an actual postnatal (mama and baby) class looks like. To experience the following: the atmosphere of the class, the approach of the experienced teacher, the modifications and support given, and the adaptability of the students and the instructor to the uniqueness of having babies in the class.

Prenatal Yoga Class Observation

Practicum

Credits: 1.50

Description: Observation of ongoing prenatal yoga class.

Learning Objectives: To have an overview of what an actual prenatal class looks like. To experience the following: the approach of the teacher in setting the tone for the class; her ability to give a variety of modifications; the way she links poses, breathing techniques and time for sharing together to create a well-rounded yoga class experience; the response of the students.

Asana Practice & Training (Session 1)

Techniques, Training and Practice (TTP)

Credits: 11.00

Description: In these classes, we will practice asana that is appropriate and helpful for the pre and postnatal

period. We will also discuss how and why we do certain poses and avoid others, as well as learn creative ways for our students to have a safe, healthy, satisfying asana practice.

Learning Objectives: To gain an experiential understanding of well-rounded prenatal and postnatal classes. To learn how to approach designing these types of classes and facilitating transformative education.

Sadhana Practice & Training (Session 1)

Techniques, Training and Practice (TTP)

Credits: 5.00

Description: These classes begin with pranayama and meditation practice as a group. During the second half of each class, we will learn new pranayama methods appropriate for pre and postnatal mamas.

Learning Objectives: To learn and practice pranayama and meditation techniques that students will be able to teach to their pregnant and postpartum mamas. Students will get thorough explanations of each practice taught, and will have time to ask questions to fully understand the methods and their benefits.

Prenatal Anatomy & Birth Culture 101

Anatomy & Physiology (AP)

Credits: 2.00

Description: Anatomy lecture and presentation on the female body during the various stages of pregnancy.

Learning Objectives: This class is designed to educate students on the physical and potential psychological experience in relation to giving birth in today's society.

Postnatal Yoga

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: This class addresses the fundamentals of teaching a postnatal yoga class through both discussion and practice.

Learning Objectives: To understand the key elements of designing a class that is supportive for mothers with their small babies (postnatal/mama & baby class).

Supporting a New Mother's Emotional Journey into Parenthood

Prenatal

Credits: 2.00

Description: This class sheds light on the challenges so often faced by new mothers, and informs students of ways they can offer support.

Learning Objectives: To inform students of common struggles of new mamas, and empower them with knowledge of how to they can empathize and be of service.

Subtle Energy & Ayurveda

Anatomy & Physiology (AP)

Credits: 2.00

Description: Gives an introduction to the subtle anatomy of Yoga and Ayurveda (nadis, chakras, pranas, kundalini, etc.)

Learning Objectives: To gain a basic understanding of the subtle body system as part of the whole person. This knowledge will inform students in their own practice and in their teaching of pre and postnatal yoga.

Prenatal Restorative Yoga

Techniques, Training and Practice (TTP)

Credits: 2.00

Description: In this class, students are led through a restorative asana class that is appropriate for pregnancy.

Learning Objectives: To experience restorative yoga (as intended for pregnant women), and to understand the benefits of this type of practice.

Common Issues & Discomforts

Prenatal

Credits: 1.50

Description: This class presents the most common issues and discomforts faced in pregnant and postpartum women. We will discuss how to provide support for women with these discomforts in our yoga classes.

Learning Objectives: To understand the cause of discomforts or other physically limiting issues that our pregnant and postpartum students are experiencing. To learn ways to help them find relief from certain discomforts and practice safely when these issues are present.

Teaching Postnatal Yoga

Teaching Methodology (TM)

Credits: 1.50

Description: We will discuss the theory and methods of designing a well-rounded, safe postnatal yoga class.

Learning Objectives: To understand how to design, modify and teach postnatal yoga classes (including some pranayama, meditation, and time of sharing for each mother, as well as asana).

Compassion, Sensitivity & Empowerment

Prenatal

Credits: 2.00

Description: This class is for sharing wisdom amongst the group - experiences of/related to pregnancy, birth, postpartum.

Learning Objectives: To deepen our own sensitivity and sense of compassion around pregnancy, birth and postpartum so we can empower mamas through all of these stages.

Birth Movie Night

Yoga Philosophy/Lifestyle Ethics (YPLE)

Credits: 2.50

Description: We will watch and discuss selected films showing the birth process including labor and postpartum.

Learning Objectives: To gain understanding of the experience of birth so that we can be in touch with what mamas need in the way of support (pre and postnatal).

Core Awareness for the Childbearing Year

Anatomy & Physiology (AP)

Credits: 1.50

Description: In this class, students will learn, in great detail, about the various abdominal muscles and how they adapt throughout the stages of pregnancy and after giving birth. Students will also learn how to incorporate this information into their teaching.

Learning Objectives: To understand how to safely guide women through yoga postures and transitions with special consideration given to the abdominal muscles. To be able to help prenatal mamas avoid diastasis recti, and to help postnatal mamas heal diastasis recti if they are experiencing it.

Sadhana Theory for Pre and Postnatal

Teaching Methodology (TM)

Credits: 1.50

Description: This class takes a deeper look into the theory and practice of sadhana (specifically pranayama and meditation) for pre and postnatal classes. We will build on what we have been learning in the morning sadhana classes, and have a chance to get additional questions answered.

Learning Objectives: To gain further understanding of how and why pranayama and meditation are beneficial, particularly during and after pregnancy. To know how to modify pranayama methods for pre- and postnatal women.

Postnatal Yoga Class Observation

Practicum

Credits: 1.50

Description: Observation of an ongoing postnatal class that is dedicated to and designed for moms and babies (6 weeks to crawling).

Learning Objectives: To have an overview of what an actual postnatal (mama and baby) class looks like. To experience the following: the atmosphere of the class, the approach of the experienced teacher, the modifications and support given, and the adaptability of the students and the instructor to the uniqueness of having babies in the class.

Prenatal Yoga Class Observation

Practicum

Credits: 1.50

Description: Observation of ongoing prenatal class.

Learning Objectives: To have an overview of what an actual prenatal class looks like. To experience the following: the approach of the teacher in setting the tone for the class; her ability to give a variety of modification; the way she links poses, breathing techniques and time for sharing together to create a well-rounded yoga class experience; and the response of the students.

Postnatal Yoga

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: This class addresses the fundamentals of teaching a postnatal yoga class through both discussion and practice.

Learning Objectives: To understand the key elements of designing a class that is supportive for mothers with their small babies (postnatal/mama & baby class).

Moving Forward as a Prenatal Yoga Teacher

Prenatal

Credits: 1.00

Description: This class addresses how to use all of the knowledge gained in this session (Session 1 of 2) as students return to their everyday lives and teaching opportunities.

Learning Objectives: To feel confident in applying what they have learned in their own teaching of pre and postnatal classes.

Group Asana

Practicum

Credits: 1.00

Description: This class is led by students. Each student will teach a small section of the class, picking up seamlessly where the previous person left off, resulting in a well-rounded prenatal class.

Learning Objectives: To apply the concepts we have learned about teaching prenatal asana. To think on our feet about what the most appropriate next pose(s) should be given what was offered immediately before. To gain skills and confidence with sequencing a prenatal asana class.

Closing Circle

Yoga Philosophy/Lifestyle Ethics (YPLE)

Credits: 1.00

Description: This is a chance to bring closure to the time spent in study and practice. We will reflect upon what we have learned.

Learning Objectives: To integrate the experience of learning over the past five days through reflection within the group.

Opening Circle & Introduction to Part 2 of the Training

Yoga Philosophy/Lifestyle Ethics (YPLE)

Credits: 1.50

Description: We will set the intention for this second part of the training, becoming clear of our teaching and learning goals.

Learning Objectives: To set the tone for a fruitful learning experience throughout this final week of YTT. To gain clarity about what this week's courses offer, and why they are important for our teaching of pre and postnatal yoga.

Postnatal Yoga Class Observation (Session 2)

Practicum

Credits: 1.50

Description: Observation of an ongoing postnatal class that is dedicated to and designed for moms and babies, 6 weeks to crawling.

Learning Objectives: To have an overview of what an actual postnatal (mama and baby) class looks like. To experience the following: the atmosphere of the class, the approach of the experienced teacher, the modifications and support given, and the adaptability of the students and the instructor to the uniqueness of having babies in the class.

Prenatal Yoga Class Observation (Session 2)

Practicum

Credits: 1.50

Description: Observation of ongoing prenatal class.

Learning Objectives: To have an overview of what an actual prenatal class looks like. To experience the following: the approach of the teacher in setting the tone for the class; her ability to give a variety of modifications; the way she links poses, breathing techniques, and time for sharing together to create a well-rounded yoga class experience; and the response of the students.

Observation Q & A (for each Session)

Teaching Methodology (TM)

Credits: 1.00

Description: This is an opportunity to ask questions about the pre or postnatal class that was just observed.

Learning Objectives: To understand why the teacher taught the material she did, and how she approached modifications and offering of support.

Asana Practice - Student Led (Session 2)

Practicum

Credits: 2.00

Description: This class is taught by the students - each student teaches a portion of a prenatal-style class.

Learning Objectives: To become comfortable leading others through poses as one would for pregnant women - offering modifications and additional support where needed.

Sadhana Practice & Training (Session 2)

Techniques, Training and Practice (TTP)

Credits: 5.00

Description: Each class begins with group practice of pranayama and meditation (suitable for pre and postnatal classes). During the second half of each class, we will continue learning new pranayama methods appropriate for pre and postnatal mamas.

Learning Objectives: To continue to learn and practice pranayama and meditation techniques that students will be able to teach to their pregnant and postpartum mamas. Students will get thorough explanations of each practice taught, and will have time to ask questions to fully understand the methods and their benefits.

Sound as Support for Mamas

Techniques, Training and Practice (TTP)

Credits: 2.00

Description: Students participate in an ongoing offering that is part of a doula salon. The focus is on using sound and music to support and nurture women during pregnancy.

Learning Objectives: To witness to profound effect of the use of music and other sound in supporting/nurturing mamas-to-be (for ex.: observing the relaxing effect on their nervous systems and psyches).

Asana Theory

Teaching Methodology (TM)

Credits: 1.50

Description: This class presents asana theory as related to teaching prenatal and postnatal classes.

Learning Objectives: To deepen understanding of asana teaching principles, and learn specific effects of poses during and after pregnancy.

Midwifery Wisdom/Anatomy 2

Anatomy & Physiology (AP)

Credits: 3.00

Description: This class outlines, in detail, the development of new human life from zygote to newborn, as well as the corresponding anatomical changes in the mother's body.

Learning Objectives: To gain a thorough understanding of the phases of pregnancy for both mother and babe. To learn how pregnancy (and even the period prior to pregnancy) can be supported to increase the health of mom and babe, and to reduce the need for interventions at birth.

Pelvic Floor

Anatomy & Physiology (AP)

Credits: 1.50

Description: This class details the anatomy of the pelvic floor.

Learning Objectives: To become familiar with the layers of muscle, tissues and organs that make up the pelvic floor region.

Student Teaching

Practicum

Credits: 6.00

Description: Each student teaches a full prenatal class to their fellow students, followed by feedback from the lead trainer.

Learning Objectives: To practice teaching a full-length class in a supportive environment. To learn and grow from that teaching experience as well as from the lead trainer's feedback.

Infant Movement Development

Techniques, Training and Practice (TTP)

Credits: 1.50

Description: This class teaches the progression of movement development of infants, and explains how and why we should honor these inherent reflexes (and not intervene).

Learning Objectives: To gain an understanding of how we can support infants to develop as nature intends, and how we can recognize each type of movement progression.

Dystocia & Yoga

Anatomy & Physiology (AP)

Credits: 2.00

Description: This class offers insights into how yoga can be used to prevent dystocia.

Learning Objectives: To understand what happens in the body that can lead to dystocia, and learn ways of using yoga methods to prevent it.

Prenatal Yoga Workshop for Couples

Teaching Methodology (TM)

Credits: 3.00

Description: Students will observe and assist the lead trainer in giving an actual 3-hour workshop for pregnant moms and their partners.

Learning Objectives: To learn several methods of offering supportive techniques to expecting couples. The workshop includes: restorative poses, meditation, words of encouragement/empowerment, breathing practices, teaching partners to support the moms through loving touch, partner poses, asana for late pregnancy and labor, vocal toning, and labor positions in which the partners can assist.

Prenatal Restorative Yoga 2

Practicum

Credits: 2.00

Description: Building upon the elements learned in Session 1 about Restorative Yoga for pre and postnatal moms, students will lead each other through these poses.

Learning Objectives: To gain experience and confidence in teaching/modifying restorative postures specifically for pregnant and postpartum moms.

Your Role Supporting Mamas & Babes

Prenatal

Credits: 1.50

Description: This class addresses how trainees can use all of the information and practice from this training as they support pregnant and new mothers in their own prenatal and postnatal (as well as regular) yoga classes.

Learning Objectives: To maximize understanding of all of the ways trainees can use the tools and skills they have acquired to support women during the childbearing year and beyond.

Closing Circle

Yoga Philosophy/Lifestyle Ethics (YPLE)

Credits: 1.00

Description

We will bring closure to the time spent in study and practice, reflecting upon what we have learned and experienced throughout the whole training.

Learning Objectives: To integrate our learning experiences through group reflection, and empower each other to share the wisdom we have gained.

Student Teaching Preparation

Teaching Methodology (TM)

Credits: 2.00

Description: Students begin planning their own 1.5 hour Prenatal class. The lead instructor is available should they like to consult with her during their planning process.

Learning Objectives: To be able to design a well-round, safe class for pregnant women. This class will be taught to their fellow-students.

Observations Continued

Practicum

Credits: 4.00

Description: Students are required to observe at least 4 additional hours of either prenatal or postnatal yoga classes taught by experienced teachers in their community.

Learning Objectives: To continue to learn how to design and teach pre and postnatal yoga classes, and how to support their own students by observing these ongoing classes.

Graduation Requirements:

Attendance:

All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance. Students must fulfill all assignments in all courses, despite any absences.

Grading: Pass

Tuition and Fees: 100% paid

Important Dates for 2017:

Level 1: March 21-25, 2018

Level 2: May 21-24, 2018

The School of Community Studies

Throughout history, community has been a natural and primary source of values, identity, and meaning. One of the major challenges in the mobility and isolation of modern societies is an innate sense of loss when it comes to feeling a part of community. Increasingly we see that there is a natural and unfulfilled yearning for, and curiosity about community, as a source of learning and personal fulfillment. In response, the Mount Madonna Institute, School of Community Studies is offering participants an exceptional opportunity to live, study, and serve within a 40-year-old successful, intentional community while studying the underlying principles of community in general. Students will explore ways in which healthy communities can be created and sustained through skillful dialogue, understanding of common aims, values, goals, and principled compromise.

To this end we host a select group of students who will form a cohort that lives together in the Community Studies Program. Each individual enjoys a private bedroom and shares an adjoining bathroom with one other participant of the same gender. The building also has a common living room, full kitchen and another bathroom. Students live “in community” and are fully integrated into the larger Mount Madonna residential community for a period of three to six months.

COMMUNITY STUDIES – SERVICE LEARNING EMPHASIS, PART 1

Clock Hours: 180

Semester Credits: 12

Prerequisite: High School Diploma or Equivalent

Grading: Pass/Fail, based on attendance and participation.

Cumulative Final Exam: None

Graduation Document: Certificate

Purpose / Objective

The objective of the three-month residential Community Studies program is to introduce the ways in which living in community lend themselves to a healthy, meaningful life. Students are introduced to the core values of service, yoga (as a reflective practice), and community as integral to self-development. Students are offered a variety of service placements and regularly reflect on their experiences. By being presented with principles of sustainable living, students begin to establish a deeper connection to themselves and to their own value system.

COURSE DESCRIPTION PART ONE

Intro to Yoga, Service and Community, Part 1

Course No. CS 100

Credits: 1

Seminar topics include: Orientation to: Service Learning, Intentional Community, Values and Intention Setting. Students are introduced to basic service placement safety standards, institutional policies and procedures, and small group dialog guidelines. This course also includes guided walks through the 360-acre campus.

Service Learning, Part 1

Course No. CS 110

Credits: 6

Service learning integrates meaningful community service experience with reflection. While participating in a variety of service placements, students will examine Service as a tool for personal transformation, character growth, and problem solving. The course also seeks to foster civic responsibility and strengthening community.

Philosophy and Living a Meaningful Life, Part 1

Course No. CS 120

Credits: 1

Students are introduced to a broad range of presentations and conversations centered around living a life of meaning within community. Students will engage in discussions around principles of beginning yoga philosophy, service-learning, self-care, and beginning self-reflection; they will be able to recognize these principles of meaningful living within their own lives.

Healthy Living Mind-Body Awareness: Yoga Philosophy and Practice, Part 1

Course No. CS 130

Credits: 1.5

Students learn and practice introductory breathing practices and various meditation techniques and receive a basic introduction to the theory behind each method. It also includes beginning core postures drawing from standing, sitting, kneeling, lying, balancing, forward bending and back bending positions to strengthen and harmonize various systems of the body.

Reflection and Dialogue, Part 1

Course No. CS 140

Credits: 1

Students receive experiential practice of small group dialogue and reflection skills. The course will present and practice a variety of self-reflective techniques, and small group communication and dialogue skills. Students will begin to explore best practices to build and sustain individual self-care, balance, and harmony with self and others.

Collaborative Group Project, Part 1

Course No. CS 150

Credits: .5

Students are introduced to collaborative group project techniques. Utilizing skills learned in service-placements, participants facilitate a group project, which benefits the broader community.

Community Engagement Electives

Course No. CS 160

Credits: 1

Students are given the opportunity to engage in a variety of community seminars and activities offered within a residential intentional community. These activities are intended to reflect principles of healthy community engagement.

Community Studies Service Learning Emphasis, Part 1 - Program Outline

Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	Hours	Credit
CS 100	Introduction to Yoga, Service and Community, Part 1	N	N	15	1
CS 110	Service Learning, Part 1	N	N	90	6
CS 120	Philosophy and Living a Meaningful Life, Part 1	N	N	15	1
CS 130	Healthy Living Mind-Body Awareness: Yoga Philosophy and Practice, Part 1	N	N	22.5	1.5
CS 140	Reflection and Dialogue, Part 1			15	1
CS 150	Collaborative Group Project, Part 1	N	N	7.5	0.5
CS 160	Community Engagement Electives	N	N	15	1
TOTAL				180	12

COMMUNITY STUDIES – SERVICE LEARNING EMPHASIS, PART 2

Total Course Contact Hours: 180

Semester Credits: 12

Prerequisite: Community Studies – Service Learning Emphasis – Part 1

Grading: Pass/Fail, based on attendance and participation.

Cumulative Final Exam: None

Graduation Document: Certificate

Purpose / Objective:

The objective of the Service-Learning, Part 2 residential three-month program is to understand the complex impact an individual has on a larger group, which leads to greater awareness in helping sustain healthy community within their own lives and around the world. The program includes intermediate-level theory and practices of yoga as one of the ways to practice self-reflection, along with intermediate-level communication

and small group dialog skills. Within the service-learning placements, students are encouraged to explore the intersection of their own gifts and talents to personal goal setting.

COURSE DESCRIPTION PART TWO

Intro to Yoga, Service and Community, Part 2

Course No. CS 200

Credits: .5

Prerequisite: CS100

Seminar topics include: Orientation to Service Learning, Intentional Community, Values and Intention Setting. Students practice communicating basic service placement safety standards, institutional policies and procedures, and small group dialog guidelines to new participants.

Service Learning, Part 2

Course No. CS 210

Credits: 6.5

Prerequisite: CS110

Service Learning integrates meaningful community service experience with reflection. In the second

semester, students are offered a more concentrated and focused service learning placement. Students will continue to examine Service as a tool for personal transformation, character growth, and problem solving. The course also seeks to foster civic responsibility and strengthening community.

Philosophy and Living a Meaningful Life, Part 2

Course No. CS 220

Credits: 1

Prerequisite: CS120

This course explores the themes of yoga, self-reflection, and service-learning through presentation and small group dialog. During the course, intermediate level yoga theory and communication skills are explored.

Participants will examine their own self-development through a more applied context of these principles in their daily lives. Through small group reflection on experiential service-learning and sustainable community traditions, participants gain an awareness of their own unique learning journey to self-development.

Healthy Living Mind-Body Awareness: Yoga Philosophy and Practice, Part 2

Course No. CS 230

Credits: 1.5

Prerequisite: CS130

Students learn and practice intermediate breathing practices and various meditation techniques with more expanded discussions on theory and philosophy behind each method. It also includes intermediate postures drawing from standing, sitting, kneeling, lying,

balancing, forward bending and back bending positions to strengthen and harmonize various systems of the body.

Reflection and Dialogue, Part 2

Course No. CS 240

Credits: 1

Prerequisite: CS140

Students receive experiential practice of intermediate-level small group dialogue and reflection skills. The course will present and practice a variety of small group communication, relational, and dialog skills.

Collaborative Group Project, Part 2

Course No. CS 250

Credits: .5

Prerequisite: CS150

Students practice communication skills while collaborating on a healthy community project. Project experience will incorporate welcoming and inclusion skills.

Community Engagement Electives

Course No. CS 260

Credits: 1

This course is an opportunity to further engage in a variety of community activities offered within a residential intentional community. These activities are intended to reflect principles of healthy community engagement.

Community Studies Service Learning Emphasis, Part 2 - Program Outline

Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	Hours	Credit
CS 200	Introduction to Yoga, Service and Community, Part 2	N	N	7.5	0.5
CS 210	Service Learning, Part 2	N	N	97.5	6.5
CS 220	Philosophy and Living a Meaningful Life, Part 2	N	N	15	1
CS 230	Healthy Living Mind-Body Awareness: Yoga Philosophy and Practice, Part 2	N	N	22.5	1.5
CS 240	Reflection and Dialogue, Part 2			15	1
CS 250	Collaborative Group Project, Part 2	N	N	7.5	0.5
CS 260	Community Engagement Electives	N	N	15	1
TOTAL				180	12

Important Calendar Dates for the School of Community Studies – 2017-18

Students may begin Part 1 or Part 2 on the following dates:

- June 6, 2017
- August 29, 2017
- December 5, 2017
- March 13, 2018

Research Center

We are happy to announce that Mount Madonna Institute (MMI) is in the initial stages of developing the Mount Madonna Institute Research Center, dedicated to research on Ayurveda, Yoga, and Community.

VISION

MMI Research Center will support and conduct basic and clinical research on Ayurveda and Yoga with an emphasis on their application to the health and well-being of individuals and communities, in partnership with academic institutes, research centers, integrative medicine centers, and those in private practice, both in the USA and internationally.

- Facilitate research on the application of Ayurveda and Yoga to promote health and wellbeing for individuals and communities
- Develop partnership with universities and preventive medicine research institutes for basic and clinical research projects in Ayurveda and Yoga
- Facilitate collaborative international projects between Ayurvedic Universities in the East and Integrative Medicine Centers in the United States
- Facilitate collaborations between Ayurveda and Yoga practitioners and biomedical researchers
- Facilitate collaborative projects between Yoga centers and departments, and Psychology and Community Studies departments
- Sponsor Masters and Doctoral level research in Ayurveda, Yoga, and Community Studies
- Organize research symposiums
- Contribute to the preservation of the ancient knowledge in Yoga and Ayurveda

Mount Madonna Institute Research Center is directed by Shraddha Ravani, MA-Ayurveda, a research biologist currently working in the field of cancer research.

MMI OFFERINGS

- Ayurveda, Yoga and Community Studies expertise
- Close proximity to world-renowned research institutes and integrative medicine centers
- Active program in Ayurveda at Masters, C-AP and AHC levels
- Active certificate programs in Yoga and Community Studies
- Located within community of yoga practitioners, established in 1978

Admissions Policy and Procedure

All programs and courses are held at the Institute's residential facilities at Mount Madonna Center, 445 Summit Road, Watsonville, CA 95076.

Perspective students may contact the Enrollment Director at the Institute Administrative Office at 408-846-4060. Mount Madonna Institute does not offer any form of "Recruitment Incentive Compensation, Commissions, Bonus Payments, or Merit Salary Adjustments based on enrolling students.

ADMISSIONS POLICY

Master of Arts-Ayurveda Degree Program:

BA or BS from a regionally accredited institution with a minimum GPA of 3.0 from a college or university accredited by an accrediting association recognized by the United States Department of Education. If the degree was completed in another country, documentation that the institution offers degree programs equivalent to those approved by the U.S. Department of Education must be provided.

- MMI AHC Diploma or AHC professional membership in NAMA - NAMA Membership recommended
- Completion of Year One of the Certified Ayurvedic Practitioner Program with a minimum of a B (80%) in each course. (MMI AY 100 to 300 courses).
- Pre-Requisite: 6 college credits; Anatomy and Physiology requirement. MMI accepts a transcript from a regionally accredited institution showing satisfactory completion of an A & P course,
- Students must provide assurance of access to E-mail, Internet and a personal computer (*web-based e-mail and access through public computers is acceptable*).

Application Checklist:

- Complete Signed Application
- Administration Fee (\$150)
- Life Experience Resume
- Education Resume
- Statement of Goals
- Three Letters of Recommendations
- Photograph
- Attendance at an Interview

For School of Yoga YTT 300 program:

A 200-hour Yoga Teacher training certificate from Mount Madonna Center OR

For those holding a certificate from another school, we require that you attend additional programs, which will introduce you to Mount Madonna's unique style of training teachers. Please email yoga@mountmadonna.org to make arrangements.

All Other Programs:

High School Diploma or equivalent.

Mount Madonna Institute will accept as a recognized equivalent of secondary education a GED, passing results of the California High School Proficiency Exam, a DD214 that indicates high school equivalency, a degree issued to the student that indicates the high school graduation, or documentation of completion of a bachelor degree.

For All Programs:

Applicants for whom English is not their primary language must demonstrate proficiency in English through satisfactory completion of the Test of English as a Foreign Language (TOEFL). These applicants are required to take an English proficiency examination and meet minimum scores set by MMI in order to be considered for admission. The Test of English as a Foreign Language (TOEFL) can be used to meet this requirement. Decisions regarding English proficiency are at the discretion of the Office of Graduate Admissions and the Academic Department. All instruction at the Institute is in the English language. Listed below are the minimum scores necessary for admission:

TOEFL Score Minimums

IBT: 71 points; CBT: 197 point; PBT: 527 points

All English proficiency scores are valid for two years from the test date. Official test scores must be provided directly from the testing agency.

Test of English as a Foreign Language (TOEFL):

www.ets.org/toefl

ADMISSIONS PROCEDURE

Admission procedures include meeting with an Admissions representative to review goals, programs offered, school policies and procedures, the school performance fact sheet, and graduation requirements. Each prospective student must provide documentation of:

1. Prior education documentation as outlined in the Admission Policy for the program of interest;
2. Complete an application;
3. Interview; and
4. If applicable, TOEFL score.

Applicants will be assessed based upon a reasonable expectation and capacity to successfully meet course requirements, which may include current academic capacity, ability to grasp principles and practices, special achievements, and related life experience. Character prerequisites include maturity, self-responsibility, good judgment, sincerity, dedication, and respect.

Acceptance notification is issued to the student with relevant program information at least 30 days prior to program commencement or no more than two weeks after receipt of application if received less than 45 days before commencement of the program. Further student information is conveyed at program commencement.

International Students and English Language Services

Mount Madonna Institute does not offer visa services to prospective students from other countries or English language services. Mount Madonna Institute does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by:

1. Admissions interview;
2. Receipt of prior education documentation as stated in the admission policy; and
5. If applicable, TOEFL score.

Foreign Transcript Evaluation

All foreign transcripts and degrees must be evaluated and translated to meet U.S. equivalency.

The following is a sample of foreign transcript and degree evaluators. Mount Madonna Institute does not endorse any evaluators.

- Foreign Consultants:
<http://www.foreignconsultants.com/>

- Educational Credential Evaluators: <http://www.ece.org/>
- Educational Perspectives: <http://www.educational-perspectives.org/>
- International Consultants of Delaware: <http://www.icdel.com/>
- International Research Foundation, Inc.: <http://www.ierf.org/>
- World Education Services: <http://www.wes.org/>

Ability-To-Benefit

Mount Madonna Institute does not admit ability-to-benefit students.

Transfer of Credit

Mount Madonna Institute evaluates transfer credit from units earned at institutions accredited by an accrediting association recognized by the U.S. Department of Education, or approved by the Bureau for Private Postsecondary Education.

The maximum number of credits for which course exemptions and transfers may be granted is 25% of the total credits in the Master's degree program. All transfer of credit is based upon the determination of equivalency.

Student's requesting credit shall make the request in writing during the admissions process and provide an official transcript from each institution where requested transfer credit is from. A grade of "B" or better is required to be considered for transferability. Additional documentation or testing may be requested to support the coursework completed.

Credit for prior experiential learning is granted only if the prior learning is equivalent to a college or university level of learning, the learning experience demonstrates a balance between theory and practice, and the credit awarded for the prior learning experience directly relates to the Institute's degree program and is applied in satisfaction of some of the degree requirements. Each college or university level learning experience must be documented by the student in writing and shall be evaluated by faculty qualified in that specific subject area, who shall ascertain the appropriate equivalency and number of credits that may be given. Faculty evaluating prior learning shall prepare a written report indicating the documents in the student's record on which the faculty relied and the bases for determining equivalency and number of credits. The decisions of the faculty may be appealed to the Chief Academic Officer, who is responsible for reviewing such faculty determinations, and who shall document such periodic reviews to assure compliance with all regulations and policies. The

amount of credit awarded shall not be related to the amount charged for the assessment process. \$100 per course is charged for the evaluation of experiential learning.

Mount Madonna Institute does not accept hours or credit through challenge examinations or achievement tests.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Mount Madonna Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Mount Madonna Institute to determine if your credits or degree, diploma or certificate will transfer.

Articulation Agreements

Mount Madonna Institute has not entered into a transfer or articulation agreements with any other college or university.

Student and Campus Services and Facilities

LIBRARY SERVICES

Mount Madonna Institute Librarian, Ralph Moon, PhD, MLIS

Dr. Moon graduated from the School of Library and Information Studies, University of California, Berkeley in 1989. He has a PhD from the Department of Philosophy, Purdue University, West Lafayette, Indiana, 1979, and served in librarian leadership roles at The Library, University of California, Berkeley from 1990-2006.

Mount Madonna Institute plans to be at the forefront of scientific knowledge being discovered about India's system of natural healing therapeutics. India offers a

wealth of natural healing wisdom, which is a real treasure for world health. For example, the Traditional Knowledge Digital Library (TKDL) Task Force conducted a study of the US Patent and Trade Mark Office (USPTO) database in March 2000. The study showed that out of 4896 references on 90 medicinal plants mentioned in the USPTO database, 80% of these references were of Indian origin. Resources such as the Traditional Knowledge Digital Library are an integral part of the development of research literacy in our Ayurveda program. Our students are taught how to be responsible consumers of scientific research, in order to better educate and treat their clients.

Many of the valuable books, manuals, artifacts, and manuscripts are teetering on the brink of extinction, or are inaccessible to most. Mount Madonna Institute will be a leader in the preservation of collections of ancient texts of traditional healing. Mount Madonna Institute will develop digitization of ancient texts that may help in the development of future medicines and therapies. Online databases accessible to our students, staff, and faculty in our computer lab or remotely for research offer the most current scientific resources. In addition, we plan to develop an online digital database of lectures, workshops, and practicum classes.

Mount Madonna Institute has established an affiliate relationship with Bastyr University Library, in order to optimize availability and accessibility to the most current research for our students. The Bastyr University Library has the most extensive collection of materials relating to the natural health sciences in the Pacific Northwest. Bastyr University is involved in epidemiological and basic science studies and clinical trials. Our intersecting areas of shared interest for research include nutrition, wellness, healthy aging, the formulation and bioactivity of natural products, and the potential uses of natural products in human diseases.

Access to library resources include:

<https://bu.library.bastyr.edu/>

EasyBib by Imagine Easy Solutions

<http://www.dharaonline.org/>

Mount Madonna Institute offers students access to the on-campus Institute library during all scheduled weekend hours (classes meet one three-day weekend per month, starting Friday mornings at 9:30 am and ending Sundays at 5 pm). There is a check-in/check-out system for removing resources from the library.

New students must sign a Borrower's Agreement, and agree to follow all library policies prior to checking out any books. The library's policies are as follows:

- Items borrowed from the library must be returned during the following month's class when the library is open and staffed.
- Failure to return the book on the due date will incur a \$25 late fee, which will be added to the student's account unless the student mails the book back to MMI within a week of the due date.
- A student may check out the same book two months in a row, but the book must be physically returned to the Library on the due date. It may then be checked out again only if no other student wishes to borrow it.
- If a book is lost or damaged, the student will be responsible for replacing it within a month of the due date. If the student is unable to replace the book in the allotted time, they will be fined for the price to replace the book, at a minimum of \$100 per book.

Students will have access to a computer facility on-site and to the Mount Madonna Center library. Nearby libraries are accessible without charge in Watsonville, Santa Cruz, Aptos, Cabrillo College, the University of California (Santa Cruz), and many other locations. Most required texts will be available for purchase at Oceanview Books, a store on-site. All textbooks will be available at the library. Students have access to several online websites for research and study.

STUDENT MENTORING, TUTORIAL AND COUNSELING SERVICES

Mount Madonna Institute Faculty and Course Instructors maintain ongoing contact with students through-out the course of study, and are available to support the needs of the student. The Institute also provides tutorial assistance, learning resources including the computer and library facilities already described, faculty and peer assistance in assessing challenges and potentials, and academic counseling and career planning as part of the curriculum.

MMI has two trained counselors on staff, who are available to consult with students by appointment. Jesse Schulte, MA, PhD, NCC and Nick Fortino, PhD.

Clinical supervision is provided by experienced Ayurvedic BAMS and MD Ayur clinicians, including but not limited to Sarita Shrestha, MD Ayur, Ram Harsh Singh, MD Ayur, Vivek Shanbhag MD Ayur, Yash Mannur, BAMS, Rucha Kelkar, BAMS, Manisha Kshirsagar, BAMS.

Mount Madonna Institute does not provide employment guidance at this time. Mount Madonna Institute cannot and does not guarantee employment or salary.

MOUNT MADONNA CENTER

Mount Madonna Institute has the full use of Mount Madonna Center 350 redwood-forested campus overlooking the Monterey Bay. MMI offices are housed in the Orchard Building, which also includes the library and staff lounge. Classrooms and student housing are available in the Seminar House, Conference Center and Orchard House. Student dining is in the Community Building, which also has a computer lab, conference room, media room, and recreational reading room/library. The campus has hiking and mountain bike trails, a swimming pond, meditation and yoga room, café, Vedic Temple, and Mount Madonna's Children's school (PK-12th) campus including classrooms, playing fields, play grounds, and library. Square footage and master floor plans for each facility are available.

The Institute is on the campus of a multi-generational residential community. Students benefit greatly from interacting with the community, and sharing extra-curricular experiences with them such as holiday celebrations, performances, sports competitions and entertainment. The community forms the basis of the Community Studies program, which has at its core service to the greater society. The interactions between the Ayurvedic healing arts and the service orientation of Community Studies is synergistic and complementary.

The Yoga School offers myriad opportunities for yoga practice consisting of meditative and contemplative arts, physical exercises, and philosophical study. Ashtanga yoga teaches practices for self-development based on service, community and right action. These offerings also compliment the Ayurveda focus on wellness of mind, body and spirit and students of each school enhance one another's experience.

There is a temple located on the property visited by pilgrims from all over Central California. It is named Sankat Mochan Hanuman Temple and is dedicated to Hanuman, the energy of devoted service and healing. Many find the peaceful atmosphere conducive to introspection and self-study.

Mount Madonna School, a private WASC/CAIS Accredited PK-12th children's school also shares the 350 acre red wooded campus. The children have access to the entire campus and their energy and enthusiasm for learning is infectious. Adults support the children by attending their performances and athletic events. There are also MMS sponsored shared learning opportunities such as Summit for the Planet, Cultural Awareness Assembly, and Science Fair.

The natural beauty of the campus itself contributes to the learning environment. The 350 acres with breath taking views of the Monterey Bay has hiking trails, mountain

bike roads, deer, fox, turkey, and a magnificent redwood forest. Environmental stewardship is a hallmark of the MMC and students share in the sustainability initiatives that permeate the culture.

KAYA KALPA WELLNESS CENTER

Kaya Kalpa (translation: *body immortal*) is a system developed in India by early practitioners of Yoga to balance the nervous system, tone and maintain the life force energy, and enhance longevity.

Kaya Kalpa Wellness Center shares a facility in the redwoods alongside Ayurveda World. In the comfortable, nurturing environment of Kaya Kalpa, one may enjoy a luxurious bodywork treatment which can be followed by a full body barely scrub or a soak in the outdoor hot tub. Our expert staff of professional massage practitioners provides relaxation and revitalization with Ayurvedic massage (Abhyanga and Marma Points) as well as Swedana, which detoxifies and vitalizes the body, and Shirodhara, which relaxes the mind.

Also offered are a variety of additional treatments including traditional Swedish massage, Asian systems massage, and Acupuncture. Color-Sound Acupuncture and Reiki sessions are available to balance and harmonize the subtle energy fields.

Hours of Operation: By appointment. Closed Mondays.

AYURVEDA WORLD

For over 25 years Ayurveda World has served as Mount Madonna Center's Ayurvedic herbal products store and laboratory. Based on traditional Ayurvedic principles and processes, Ayurveda World produces tinctures, oils and remedies. Ayurveda uses synergistic blends of herbs and medicinal substances to support the efficient functioning of the body and to address underlying imbalances. The store sells mandala T-shirts and note cards, Ayurvedic books, herbal teas, herbal remedies and oils for purchase.

Students volunteer in the Ayurveda World herbal laboratory to expand their knowledge experientially.

Hours of Operation: Tues-Thurs 11am-4pm, Fri-Sat 11am-6pm, and Sun 1pm-6pm. Closed Mondays.

COMMUTING AND HOUSING OPTIONS DURING RESIDENTIAL SESSIONS

There are many housing options for residential overnight stay at Mount Madonna Institute. Rooms are in hotel-style buildings (no phones or TVs in rooms). Some rooms include a private bathroom with shower. Others have access to nearby shared (but private while in use) bathrooms and showers. Cabins are located in a forest grove, and include electricity and heat, but not indoor plumbing. A separate shower house with private shower and dressing rooms, and clean, well-ventilated privies is nearby. Campgrounds are located in secluded redwood groves and have running water, tents provided by the Institute, and tent sites for your own tent. These options, and their respective costs per person per day, including vegetarian meals and use of the hot tub, hiking trails, and other facilities, are listed below.

No refund or adjustment of the meals-lodging fees can be made unless notice of cancellation, housing change, or missed time is received a minimum of seven days prior to the arrival date.

2018 Daily Commute/Meals & Lodging Fees

Commuting (meals & facilities use-minimum required)	\$ 48.00
Own Tent or Van	\$ 59.00
Institute's Tents*	\$ 68.00
Dormitory (4-7/room)	\$ 88.00
Triple Occupancy	\$102.00
Double Occupancy	\$123.00
Double with Bath	\$130.00
Single Occupancy	\$151.00
Single with Bath	\$181.00

* Available May – October

College of Ayurveda residential sessions begin Friday at 9:30 am and finish Sunday at 5pm. All meals from Friday breakfast through Sunday dinner are included. Meals/Lodging fees are based upon a two-night stay plus a third commute day. *Ex: Dorm = \$88 X 2+48 = \$224 for the 3 day weekend and includes all meals. Arrival Thursday = 3 X \$88 = \$264.*

Mount Madonna Center provides on-site housing and meals for Institute students in an environment highly supportive of learning the Institute's disciplines. Students have a choice from a wide range of housing options at Mount Madonna. The following per person per day rates include meals, lodging, and use of the hot tub, hiking trails, ball courts, lake for swimming, and other facilities.

Overnight housing is not required to attend the College of Ayurveda. Students are welcome to stay off site and pay only the commuting rate (\$39 per day). This commuting fee covers all meals during each weekend class is in session.

A list of motels and motels within a 45-minute drive of MMC is provided for students who prefer to commute.

According to rentals.com for Santa Cruz/Watsonville (to the west) and Morgan Hill/Gilroy to the east) CA rental properties start at approximately \$1600 per month.

2018 Tuition and Fees

Tuition and fees may be increased from time to time before the start of a program. Notice will be given at least two months in advance of any increase. No increase in a program's fees will occur once the program has begun, and no increase in a program's fees will apply to anyone who enrolled in the program prior to the announcement of the increase.

Tuition and Fees College of Ayurveda	Ayurvedic Health Counselor (AHC)*	Certificate - Ayurvedic Practitioner (C-AP) * (Pre-Req AHC)	Master of Arts, Ayurveda (MA Degree)* (Pre- Req - CAP YR 1)
Administration Fee due with application (non-refundable)	\$150.00	\$50.00 Continuing students \$150.00 New Student	\$50.00 Continuing students \$150.00 New Student
Classroom Materials	\$120.00	\$300.00	\$150.00
Clinic Fees	\$150.00	\$300.00	\$150.00
Graduation /MA Thesis Fee	\$25.00	\$25.00	\$500.00
Student Tuition Recovery Fund*** (non-refundable)	\$0.00	\$0.00	\$0.00
Tuition Fee Total Program	\$7,235.00	Year 1 - \$7320.00 + Year 2 - \$7320.00 Total CAP = \$14, 640.00	MA Track includes C-AP Yr 2 \$7320 + \$9,000 (yr 2& 3) = \$16,320.00
TOTAL Estimated*** PROGRAM COST****	\$7680.00	\$15,415.00 C-AP ONLY	\$16,320.00 (Includes CAP yr 2)

* AHC and C-AP: Includes lecture, lab, and practicum – MA Degree: Includes lecture, lab, internship & thesis

** \$0 for every \$1,000 rounded to the nearest \$1,000

*** Estimated charges for the period of attendance and the entire program

****The Administrative fee charged for one year or program cannot be transferred to another year or program. The student must re-apply and pay appropriate fees.

Tuition and Fees – School of Yoga	Prenatal Certificate	200-Hour* Certificate	300-Hour* Certificate
Registration Fee (included in Tuition) (50% refundable if student withdraws before class commences; non-refundable thereafter)	\$100.00	\$500.00	\$500.00
Application Fee (non-refundable)	\$25.00	\$25.00	\$25.00
Student Tuition Recovery Fund** (non-refundable)	\$0.00	\$0.00	\$0.00
Tuition (includes Book Fees)	\$1,100.00	\$2,395.00	\$3,175.00
TOTAL PROGRAM COST***	\$1,125.00	\$2,420.00	\$3,200.00

* Includes lecture, lab, and practicum

** \$0 for every \$1,000 rounded to the nearest \$1,000

*** Estimated charges for the period of attendance and the entire program

Tuition and Fees – School of Community Studies	Certificate in Community Studies
Program Deposit (50% refundable 4 weeks before class commences; non-refundable thereafter)	\$250.00 (Part of Tuition)
Student Tuition Recovery Fund*(non-refundable)	\$0.00
Tuition for Part 1 (includes Book Fees)	\$1345.00
Tuition for Part 2 (includes Book Fees)	\$850.00
TOTAL PROGRAM COST**	\$2,195.00

* \$0 for every \$1,000 rounded to the nearest \$1,000

** This includes all program content, all meals and housing for 6 months, and the opportunity for engagement in community activities, daily yoga classes, and the use of community property.

Costs of meals and lodging are not included with any programs offered at Mount Madonna Institute. Minimum fee is \$48.00 per day “commute” for meals and facilities use. See List of Charges below for “Meals & Lodging fees”.

ADDITIONAL FEES NOT INCLUDED IN TOTAL TUITION COST

College of Ayurveda Textbooks

- C-AP Additional required texts not to exceed \$500.00 (for total program)

OTHER ITEMS	FEE
Clinic Fees – Due prior to Internship Courses	\$150 AHC \$300.00 C-AP \$150 MA
Make Up Quizzes and Tests	\$25.00
Make Up Final Exam	\$100.00
Experiential Credit Review	\$100 per course
Graduation Fee	\$25.00
Transcript fee	\$25.00
Late Payment Fee	\$20.00
Returned Payment Fee	\$50.00
Instructor Make-Up Fee	\$35.00 per hour

MEALS & LODGING	FEE per day
Commuting (minimum required meals & facilities use)	Minimum Due: \$48.00
Own Tent or Van	\$59.00
Institute's Tents*	\$68.00
Dormitory (4-7 per room)	\$88.00
Triple Occupancy	\$102.00
Double Occupancy	\$123.00
Double with Bath	\$130.00
Single Occupancy	\$151.00
Single with Bath	\$181.00

* Available May-Oct

2018 PAYMENT OPTIONS

Option A – EARLY BIRD REGISTRATION - 5% Tuition Discount

Diploma - Ayurvedic Health Counselor (AHC) (Enrollment by Nov 18, 2017)

- \$500 Enrollment Deposit - due at enrollment
- Monthly Payment Plan - 12 recurring CC payments of approximately \$531
- Pre Term Payment Plan - \$3186 due by January 20 & September 8, 2018

Certificate - Ayurvedic Practitioner (C-AP) (Enrollment by January 15, 2018)

- \$500 Enrollment Deposit - due at enrollment
- 22 recurring CC payments of approximately \$609

Option B – Regular Tuition

Diploma - Ayurvedic Health Counselor (AHC) (Enrollment after Nov 18, 2017)

- \$500 Enrollment Deposit - due at enrollment
- 12 recurring CC payments of approximately \$562

Certificate - Ayurvedic Practitioner (C-AP)

- \$500 Enrollment Deposit - due at enrollment
- 22 recurring CC payments of approximately \$643

Master of Arts – Ayurveda (Open Enrollment in C-AP Yr 1)

- \$500 Enrollment Deposit - due at enrollment
- 20 recurring CC payments of approximately \$816

Student Rights and Responsibilities

Students' rights include access to knowledge in a safe and respectful setting. Students have the right to a high quality education and study opportunity.

Students' responsibilities include sincerity, dedication, and respect of the teacher, both in and out of the classroom. Professional standards of behavior apply. Students are responsible for regular, punctual attendance, timely submission of assignments, cooperative behavior, and prompt communication of any concerns.

Respect for self and others is the founding principle governing scholastic regulations. Students may request a copy of their academic records at any time from the Registrar.

ATTENDANCE POLICY

All sessions must be punctually attended. An attendance record of at least 90% is required in all Schools. If any session is missed, the student must complete a make-up session with the instructor. Additional fees are charged for the make-up. The instructor make-up fee is \$35.00 per hour paid in advance.

GRADING POLICY

A standard of 3.0 or better for graduate students, and a standard of 2.0 or better for undergraduate students, for all assignments, including the aggregate of weekly quizzes, monthly tests, quarterly exams, and final oral and written examinations constitutes a passing grade. Quarter-end evaluations provide an opportunity to outline specific areas for student skill development and improvement.

A GPA in the top 15% of the class constitutes Honors Achievement status.

Timely submission of all assignments and completion of make-up sessions are required. Demonstrated comprehension of the material and capacity to communicate it are required. All work must be completed before a grade will be awarded for any course.

Participation 20%	Study Guide Outside Assignments 30%	Practicum Outside Assignments 20%	Case Study Quiz 30%
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A graduate student must achieve a cumulative grade point average (GPA) of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation. GPA is determined by dividing the total number of grade points earned by the total number of units completed in letter-graded courses. If a course has been repeated, only the units and grade points earned for the higher passing grade are computed in the GPA. In letter-graded courses, units with grades of NC, W, I, or NR are not computed in the GPA. In CR/NC graded courses, the UW grade is equivalent to NC. In letter-graded courses, the UW grade is equivalent to an F; units with a UW grade are computed in the GPA with 0 grade points.

An Incomplete grade is given at an instructor's discretion to a student who has demonstrated satisfactory attendance and assignments throughout the majority of a class, but cannot finish the remainder of his/her required assignments before the end of the course. An Incomplete must be completed within one year or a grade of F will be assigned.

Remediation. Failure on an examination may be erased by passing a make-up examination provided by the instructor within three weeks with a grade of at least B at the graduate level.

GPA	LETTER GRADE	PERCENTAGE
4.0	A	100 – 95
3.9 – 3.7	A-	94 – 90
3.6 – 3.3	B +	89 – 87
3.2 – 3.0	B	86 – 83
2.9– 2.7	B-	82 – 80
2.6 – 2.3	C+	79 – 77
2.2 – 2.0	C	76 – 73
1.9 – 1.7	C-	72 – 70
1.6 – 1.3	D+	69 - 67
1.2 – 1.0	D	66 – 63
0.9 – 0.7	D-	62 – 60
0.0 / NC	F	< 60
3.0 / P	Satisfactory achievement of a Pass/Fail Course; factored in GPA	80
0.0 / F	Unsatisfactory achievement of Pass/Fail Course; factored in GPA	0
W	Withdrawal from Course; not counted in GPA	
I	Incomplete	
FN	Failure for Non Attendance	
Auditor	No Grade	No Credit

AWARD OF ACADEMIC CREDIT HOUR

Mount Madonna Institute (MMI) has established and implemented the Policy on Academic Credit Hour, consistent with WASC Guidelines.

The Semester Academic Credit Hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The Mount Madonna Policy recognizes the Semester Credit Hour as follows: One hour of coursework over the period of a fifteen (15) week semester, or the equivalent. Didactic coursework = 15 hours, Lab = 30 hours, Practicum or Externship = 45 hours, each with a minimum of two hours of outside work, as confirmed with course syllabi. At the graduate level, typically, more than three hours of study for every hour in class is expected.

Validation of this Policy Statement is provided through the following practices:

Mount Madonna has implemented this policy and established a process and timeline for review as follows:

1. Adoption of a policy on credit hour for all courses and programs at the institution;
2. Review periodically of the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate and reliable;
3. Variations in the assignment of credit hours are assessed to assure that they conform to commonly accepted practices in higher education.

STUDENT PROGRESS, PROBATION AND DISMISSAL POLICY

A student will be placed on probation after missing three classes, disturbing the class twice or behaving inappropriately twice. Students may be placed on probation for academic insufficiency (a cumulative GPA below 3.0 for graduate students and 2.0 for undergraduate students), misrepresentation, failure to meet attendance standards, breach of Student Conduct Policy, or any other violation of the Institute's guidelines.

REGULATIONS AND STUDENT CONDUCT POLICY

The student is responsible for meeting the Institute's standards including the Student Conduct Policy.

Every student is responsible for classroom cleanliness. The Institute maintains a vegetarian environment. Food is provided, and no food may be brought to the premises.

- No food or drinks are allowed in the classroom.
- No smoking or drugs are allowed on the Institute's premises.
- No cell phones, pagers or computers may be used in the classroom without prior approval.
- No recording of audio or video is allowed except by MMI, unless there is a medical necessity. The Institute does not permit the students to audio or video record the classes or events. The Institute may audio or video record the sessions for individuals interested in purchasing the tapes.
- Students are not permitted to copy or distribute their lecture notes or to sell them in whole or in part to anyone without the Institute's permission.

The Institute welcomes all input for improvement and expects the students' honesty, courtesy, and cooperation at all times, both in and out of the classroom setting. Equality of opportunity in education is provided in admission of students and hiring and promotion of faculty without discrimination or segregation on the grounds of race, color, religion, national origin, gender, age, marital status, disability or sexual orientation. Students and staff have the right to work and attend classes in an atmosphere free from harassment.

The Board of Directors has primary responsibility for ensuring academic freedoms for faculty, students, and the entire Institute community. No faculty member, student, or member of the Institute's larger community shall be censured, penalized, or discriminated against for any behavior within accepted standards of free speech and academic freedom.

STUDENT GRIEVANCES

Student grievances may be submitted directly to the instructor or other Institute staff member directly involved. If not satisfactorily resolved at that level, the grievance may be taken to the head of the college or school. If not satisfactorily resolved, it may be taken to the Institute's Ombudsman. If still not satisfactorily resolved, the grievance may be taken to the Student Grievance Committee, composed of the Dean or Head of School (who will serve as chair of the committee), a student representative selected by vote of the student body for each academic year, and a faculty member appointed by the Chief Academic Officer. The Grievance Committee will:

1. Hear the grievance.
2. Hear the Institute's response, including any charges against the student.
3. Review any actions taken, either by the student or by the Institute or its members.
4. Prepare a recommendation to the Chief Academic Officer.
5. If the circumstances include the CAO and the CAO does not accept the recommendations of the committee, the chair will refer the matter to the Institute's Board of Directors for decision. In all other circumstances, the decision of the CAO shall be the final decision.
6. Students may also address their grievances to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833; (888) 370-7589; Fax (916) 263-1897; www.bppe.ca.gov.

STUDENT RECORDS

The Institute will maintain student records for a period of not less than five years from the last date of attendance at the Institute. Transcripts will be maintained permanently. Records will be immediately available during normal business hours for inspection and copying by anyone authorized to do so.

Official transcripts are provided by Mount Madonna Institute for a \$25 fee. Transcripts must be requested two weeks in advance by sending an email to info@mountmadonnainstitute.org or by calling 408-846-4060.

LEAVE OF ABSENCE POLICY

Mount Madonna Institute understands that sometimes unexpected circumstances arise that may interfere with a student's ability to continue without interruption in the program. Students with a medical or other extenuating circumstances that may require them to be gone for more than seven consecutive days are asked to submit a Leave-of-Absence request to their Department Chair. A Leave-of-Absence will be granted only to students who have a family emergency, medical reason, military service requirement, jury duty, or other serious personal reasons. We reserve the right to determine on a case-by-case basis the time necessary for a Leave-of-Absence. If a student needs to extend his/her Leave-of-Absence, the student is required to submit an additional request to their Department Chair. There is no fee to take a Leave-of-Absence.

The maximum time frame for a Leave-of-Absence or combined Leave-of-Absence is 180 days only within a 12-month period. This Leave-of-Absence time frame cannot be extended. We advise students to talk to their instructor and/or Department Chair if they are having problems attending school or have to leave for more than 180 days. In the event that students have to take a Leave-of-Absence, they must sign a Leave-of-Absence form in advance. If unforeseen circumstances preclude this possibility, the form will be collected at a later date, and the reason for the delay will be documented. Those who are granted a Leave-of-Absence return to the school with the same status as before their leave. If a student does not return from a leave on the date noted a withdrawal refund calculation is based on the student's last day of attendance.

DISCOUNT POLICY

Mount Madonna Institute offers its members and students the following discounts. Full time students are entitled to a 5% discount on products at Ayurveda World. Ayurveda students repeating a program course receive a 70% discount on tuition. Work-study options for Yoga and Community Studies programs may be extended on request.

FINANCIAL AID / LOANS

Mount Madonna Institute does not participate in federal or state financial aid programs.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

CANCELLATION, WITHDRAWAL, AND REFUND POLICY

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: 445 Summit Road, Watsonville, CA 95076. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less an application fee not to exceed \$250.00 and within 45 days after the notice of cancellation is received.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less an application fee not to exceed \$250.00 and within 45 days after the withdrawal is determined. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the

institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.

- The student has failed to maintain a minimum of a 90% cumulative attendance rate.
- Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

STUDENT TUITION RECOVERY FUND

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer,

and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who students were attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
4. There was a material failure to comply with the Act or this Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

ACADEMIC FREEDOM

The Mount Madonna Institute, in order to create an environment and an atmosphere most conducive to excellent teaching, and to provide students with the most appropriate learning conditions, adopts the following policy for Academic Freedom:

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference. Academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law and the Institute's policies and curricular objectives.

Instructors as citizens, members of a learned profession, and representatives of the Mount Madonna Institute shall be free from censorship and discipline when

speaking or writing. However, the special position of instructors imposes special obligations. Faculty, as representatives of the Institute should be accurate, objective, exercise appropriate restraint, encourage a spirit of initial respect for the opinion of others, and ensure the relevancy of subject matter to their instructional areas.

DIVERSITY POLICY

Mount Madonna Institute (MMI) takes great pride in its recognition as an institution of higher learning.

The Institute's recognition of diversity is evident in the following:

1. Diversity of students, administration, faculty and staff:

The Institute strives to support diversity with recognition of the rights and abilities of all members of the Institute community, to include religion or philosophical thought, age, ethnicity, sexual orientation and gender. Our institutional mission, values and commitments are best evidenced through the diverse nature of the populations of which we are constituted.

2. Diversity in the teaching, promotion of student cultural awareness, and scholarly efforts:

The Institute values the academic, intellectual, and experiential background of our administration and instructional faculty, and encourages the ways in which they lend this expertise to the benefit of cultural and intellectual awareness to our student population. This is accomplished through expanding the conceptual framework as students research and acquire the projected skills and competencies in the program subjects to which they have committed.

3. Diversity in styles of leadership, mentoring, and strategic development:

The Institute benefits from the variety of cultural and philosophical differences that constitute the wide range of governance, leadership, and management that makes up this higher education environment. The strength and direction provided by leadership at all levels is dependent on the organizational contributions of each member.

ANTI-HARASSMENT POLICY

The Mount Madonna Institute ("Institute", or "MMI") is committed to maintaining a working and learning environment free from all forms of discrimination and harassment.

This policy addresses harassment in all forms, covering those with legally protected status for reasons of race, gender, religion, color, age, national origin, ancestry, or disability, as well as those who are harassed for other reasons, such as sexual orientation.

Offensive or harassing behavior will not be tolerated against any volunteer, employee or resident because of his or her protected status or the protected status of his or her relatives, friends, or associates.

This policy applies to all faculty, instructors, staff, employees, volunteers, students and guests of The Mount Madonna Institute (MMI).

The policy also applies to persons conducting business with or visiting MMI, even though such persons are not directly affiliated with MMI.

Any person (s) who engages in harassment will be subject to disciplinary action up to and including termination of employment (where applicable) and the elimination of access to Institute and the related entity (Hanuman Fellowship) properties.

The Institute Board of Directors and the CEO are responsible for taking proper action to investigate harassment (including keeping proper documentation) in our working environment. Any MMI Board member or manager who has knowledge of such behavior yet takes no action to end it will be subject to disciplinary action up to and including termination and elimination of access to MMI and Hanuman Fellowship properties.

The Institute strictly prohibits its faculty, instructors, staff, employees, volunteers, students, and visitors from any harassing behavior, such as:

- Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual nature.
- Making or threatening reprisals for refusing sexual favors.
- Repeated requests for dates or questions about one's sex life or experiences.
- Unwelcome physical contact such as pinching, kissing, inappropriately touching or impeding normal work movement.
- Slurs, jokes, posters, cartoons, pictures, offensive gestures, derogatory remarks, negative stereotyping, or offensive sounds that are based upon any protected status or directed toward a person because of his or her protected status.

- Acts of physical violence, threats of physical violence, or other physically intimidating behavior directed toward a person because of his or her protected status.
- Continuous discriminatory activities, engaged in because of a person's protected status, that are not explicitly sexual (or racial, ageist, etc.) (e.g., unequal distribution of work, lack of assistance when such assistance is provided to those outside the protected status, hiding work tools or equipment, etc.).

Any such offensive conduct will be considered a prohibited form of harassment when either of the following is true:

- There is a promise or implied promise of preferential treatment or negative consequence regarding employment decisions or status.
- Such conduct has, or could have, the effect of creating an intimidating, hostile, or offensive work or living environment, or it unreasonably interferes with a person's work performance.

Any volunteer, resident or employee who believes that he or she has either witnessed or been subjected to harassment has the responsibility to immediately report the harassment to his or her faculty, instructor or manager (who will in turn report it to CEO).

If the MMI faculty, manager or CEO

- is unavailable or
- is the offending party or
- the person in question is uncomfortable in reporting the harassment to the Faculty, manager or CEO
- or feels that the CEO or manager has not handled the matter to his or her satisfaction, then the harassing conduct must be reported to the Institute's Board of Directors.

All reports of harassment shall be investigated. There shall be no exceptions to this rule.

To the extent feasible, the investigation will be conducted in a confidential manner in order to protect all parties involved. The investigating body will notify all persons involved in the investigation that it is confidential and that unauthorized disclosures of information concerning the investigation could result in disciplinary action, up to and including termination of employment and the elimination of access to Hanuman Fellowship properties.

The Institute prohibits any type of retaliatory action for filing a harassment complaint. However, if it is determined after investigation that the complaint was

made up of false charges or that a volunteer, resident or employee has provided false information, disciplinary action will be taken against that person.

DISABILITY POLICIES AND PROCEDURES

The Institute welcomes all input for improvement and expects the students' honesty, courtesy, and cooperation at all times, both in and out of the classroom setting. Equality of opportunity in education is provided in admission of students and hiring and promotion of faculty without discrimination or segregation on the grounds of race, color, religion, national origin, gender, age, marital status, disability or sexual orientation. Students and staff have the right to work and attend classes in an atmosphere free from harassment. Facilities are Handicap Accessible. MMI adheres to the ADA and strives to meet the needs of the diverse student body. It is the responsibility of Student Advising Services and the Office of the President to address such needs. Students should access these services at the initiation of the Admissions process.

FACULTY RESPONSIBILITY

The Mount Madonna Institute confirms the following Statement of Policy on Faculty Responsibility: Mount Madonna Institute recognizes the faculty body as responsible for the Academic Governance role at the Institute. Faculty are held accountable for participation in the development of curricula, academic planning, and the enforcement of academic quality. Board of Directors for the Institute also stipulate and confirm that faculty shall have jurisdiction over matters of educational policy, including requirements for admission of students, for the continuance of students in academic programs, over matters of academic dishonesty and for the award of earned degrees, under such policies and procedures.

The faculty has authority and responsibility to set, supervise, and enforce the standards of academic quality that are both necessary and sufficient to maintain the integrity of a degree awarded under the auspices of the Institute. The faculty and the administration shall have collective responsibility for academic planning and for carrying out the mission of the institution, for maintaining the focus of the institutional purpose, and for the accomplishment of institutional academic standards. This role of responsibility is addressed through Faculty Governance roles in Committee Structures such as the Curriculum Committee, which is responsible for program development, review and assessment; and in an advisory capacity to the Board of Directors standing Academic Affairs Committee.

FACULTY

Annambhotla, Shekhar V. – Ayurveda

- M.D. Ayurveda - Gujarat Ayurved University, Jamnagar, Gujarat, India 1991
Specialization: Kayachikitsa (Internal Medicine)
Dissertation: Clinical study of Devadaru Compound (herbal food supplement) in Tamak Swasa (Bronchial Asthma)
- B.A.M.S. (Bachelor of Ayurvedic Medicine & Surgery), 1988 - Nagarjuna University, Andhra Pradesh, India
- Experienced Registered Yoga Teacher (ERYT) – 500 hours, Registration # 13423

Founder and Director of The Ojas Ayurveda Yoga Wellness Center (Allentown, PA); Board of Directors, National Ayurvedic Medical Association; Faculty Member, Kripalu School of Ayurveda; Adjunct Faculty Member, Ayurvedic Academic (Seattle, WA); Founding Faculty Member, Association of Ayurvedic Professionals of North America.

Apte, Vaijayanti (Jay) – Ayurveda

- BAMS (University of Poona, India) - 1973, MS (Biomedical Sciences, Pharmacology, University of North Texas) (1991)

Over 35 years of clinical and teaching experience. Founder and Director of Health and Nature Wellness Center, AyuVidya College of America, author of the Ayurvedic cookbook, *You Are What You Eat* and of many articles on Ayurveda, and founder of the Ayurvedic food line “AyuFoods” and Diabetic friendly foods -“Vedafoods” Ayurvedic subjects taught at various Ayurvedic schools include: Foundation of Ayurveda, Dosha Dhatu Mala Vigyan (Ayu.Physiology), Ayurvedic Nutrition, Swasthavritta (Ayurvedic Preventive Medicine), Nidan Panchak and Samprapti (Pathology, Disease Diagnosis), Kayachikitsa (Disease Management)

Bentley, Kate – Ayurveda

- BFA - Bachelor Fine Arts, Academy of Art University, San Francisco, California 1991
- Teaching Credential (CELTA) - English as a Second Language, University of Cambridge, UK
- MA-Ay & C-AP NAMA, Mount Madonna Institute, Watsonville, CA

Kate has been teaching Ayurveda programs since 2010. She maintains a private Ayurveda clinical practice, manages the Mount Madonna Institute Ayurveda Clinic and regularly writes articles for a local health magazine. In addition, she has an extensive background in education and enjoys teaching workshops and leading group-supported cleanses and classes. She is currently working on her thesis in women’s health.

She has been an Instructor at MMI since 2014.

Bossart, Elizabeth Cunningham – Ayurveda

- MA-Ayurveda – Mount Madonna Institute, Watsonville, CA 2009
- Master of Arts in Education (Administration and Supervision) San Jose State, California, San Jose, CA 2006
- Certified Ayurvedic Practitioner, Mount Madonna Institute, Watsonville, CA
- Certified Massage Practitioner, Twin Lakes College, Santa Cruz, CA

Elizabeth has been teaching since 2008, offering Ayurveda workshops since 2010, and has been an Instructor at Mount Madonna Institute since 2014.

Bulkin, Indira Ann – Ayurveda

- BA (South Asian Languages – Sanskrit), University of California, Berkeley 1993
- 42 years teaching Sanskrit language
- MPT (Masters of Physical Therapy), Samuel Merritt College, Oakland, CA 1996

Copple, Cynthia – Ayurveda

- BA University of California, Berkeley, 1966
- MA - Ayurveda (HON), Mount Madonna Institute, 2008

Over 32 years of experience in clinical practice and teaching. Director, Lotus Holistic Health Institute, since 1982. Co-founder and Past President of the National Ayurvedic Medical Association (1999-2013); Co-Founder and past Dean Mount Madonna Institute, College of Ayurveda (2006-2013), Director, Lotus Holistic Health Institute, Santa Cruz, CA. 1985-present; Ayurvedic Practitioner since 1982, President and Founder, Lotus Herbs, 1983-present; Director, Lotus Holistic Health Institute Pancha Karma Clinic, 1990-present; Lotus Holistic Health Institute, Ayurvedic Massage Intensive Trainings, 1990-present., Author of “Know Your Blueprint, The Ayurvedic Secret to Restoring Vitality and Being Unstoppable” (2015)

Davis, Della – Ayurveda

- MA, Communications, Stanford University, Palo Alto, California, 1990
- Practitioner Certificate, Ayurveda Institute of America
- Certificate Nutrition Studies, University of Oregon Extension
- BA Educational Technology, San Jose State University
- California State Community College Teacher’s Credential
- 30 years teaching educational programs for adults.

NAMA-certified practitioner, certified nutritionist, is a

founding member of Mount Madonna Institute and serves on the Mount Madonna Curriculum. She has been an instructor for Mount Madonna Diploma, Certificate – Ayurvedic Practitioner Program, and Master of Arts in Ayurveda since their inception in 2007. She is the Director of Integrated Health Solutions in Palo Alto and Capitola, where she sees clients looking to rebuild their body and mind. Her work has been published in *Light on Ayurveda*.

Douillard, John DC – Ayurveda

- B.S. and Doctorate in Chiropractic with honors at LA College of Chiropractic, Whittier, CA – 1980-1984
- Premedical study at Westchester Community College, Valhalla, NY – 1978-1980
- Graduate Studies in Ayurveda and Ayurvedic exercise, World Center of Ayurveda, New Delhi, India – 1987-1988

Dr. Douillard has been teaching and lecturing internationally for 25 years. He has written and produced numerous health and fitness books, CDs, and DVDs. and publishes a free wellness video-newsletter filled with the latest studies and research. He was the Director of Player Development for the New Jersey Nets in the NBA and currently directs the LifeSpa - Ayurvedic Retreat Center in Boulder, CO, where he lives with his wife and six children.

Fortino, Nick – Ayurveda and Yoga

- PhD, East West Psychology Institution: California Institute of Integral Studies (CIIS), San Francisco, CA October 2015

Dr. Fortino is a psychologist and yoga teacher inspired by yoga's influence on psychological development and transformation. He studies Western Psychology and Eastern traditions, especially interested in the ways they align and enrich or challenge and contradict each other. He also has experience conducting research about natural biological treatments for mental disorders. Among his primary purposes is to foster humanity's evolution through teaching and learning.

Fortino, Jessica Karuna Sims – Yoga

- Over ten years experience in the field of yoga training
- YTT 200 and 500 Yoga Teacher training certificates

Highburger, Steven – Ayurveda

- B.A. Philosophy from University of Texas at Austin, 1990
- 4 year Āyurvedic education (1997-2001) with Dr. Vasant Lad at The Ayurvedic Institute

14 years (1998-2011) training in Vedic traditions—classes, seminars and private one-on-one instruction with the world renowned Jyotish master Hart de Fouw.

Literally 1000's of hours spent, year after year, in ongoing instruction and apprenticeship.

B.A. (equivalent) in Vedic Astrology from American College of Vedic Astrology where he completed both their Level I and Level II certifications—which is the highest level available in the west for Vedic astrology. Steven is a certified instructor and private tutor for the American College of Vedic Astrology. Instructor at Vedic Vidya Institute in San Rafael, CA (2003-2009) where he taught Jyotish, Hasta Sāmudrika (palmistry), Āyurveda and Sanskrit.

Kelkar, Rucha – Ayurveda

- BAMS, Bachelor of Ayurvedic Medicine and Surgery, University of Pune, India 1999
- MPT Masters in Physical Therapy, California State University, Long Beach, CA

Fourteen plus years experience in clinical practice and teaching Ayurveda medicine. Director of “Ayurbliss” Ayurveda Wellness for Mind, Body and Spiritual Health in San Mateo, California.

Kshirsagar, Manisha – Ayurveda

- BAMS, Pune University, Pune Ayurvedic University, Pune, India, 1990
- LMT, DY&A (India)

An accomplished Ayurvedic Physician, Naturopath, and Yoga instructor who has been teaching Ayurveda around the world for over 20 years. She teaches Sanskrit and Panchakarma. She is trained at the Indian College of Naturopathy and qualified as a Yoga Instructor from the renowned Kaivalyadham University in India.

Dr. Manisha has been teaching Ayurveda and yoga for more than 10 years. She specializes in women and infant health, skin care and natural beauty treatments. She offers regular workshops on Ayurvedic nutrition and cooking, Panchakarma and Herbology.

Kshirsagar, Suhas G. – Ayurveda

- BAMS, MD (Ayu. India), Pune Ayurvedic University, Pune, India, 1992

An esteemed clinician who has treated over 15,000 clients, Dr. Kshirsagar is a Research Consultant for Ayurvedic nutraceutical companies, and also is one of the few Ayurvedic practitioners in the U.S. who practices Medical Astrology. He is a gold medalist from prestigious Pune University. A Rig Vedic Bramhin by tradition and an accomplished Clinician by training adds tremendous value to his clients and students alike. He is an insightful Medical Astrologer and Vedic Counselor.

Lad, Vasant D. – Ayurveda

- Master's of Ayurvedic Science (MASc) degree from Tilak Ayurved Mahavidyalaya.

- Bachelor's of Ayurvedic Medicine and Surgery (BAM&S) degree from the University of Pune

Vasant Lad brings a wealth of classroom and practical experience to the United States. A native of India, he served for three years as Medical Director of the Ayurveda Hospital in Pune, India. He was Professor of Clinical Medicine at the Pune University College of Ayurvedic Medicine for 15 years. Vasant Lad's academic and practical training include the study of Allopathy (Western medicine) and surgery as well as traditional Ayurveda. For the past 27 years he has taught in the U.S. He is Director of the Ayurvedic Institute in Albuquerque and author of *Ayurveda, The Science of Self-Healing*, *Ayurvedic Cooking for Self-Healing* (with Usha Lad), *The Yoga of Herbs* (with David Frawley), *Secrets of the Pulse: An Ayurvedic Art of Diagnosis*, and *The Complete Book of Ayurvedic Home Remedies*.

Mannur, Yashashree – Ayurveda

- BAMS University of Pune; Pune, India
- BA - Sanskrit Tilak Maaharashtra Vidyapeeth; Pune, India, 1996

19 years of experience in clinical practice and teaching all possible subjects in other Ayurvedic schools.

Dr. Mannur teaches Ayurvedic Nutrition, Ayurvedic Lifestyle Management, Internship for Counselor Practitioner and Masters level. 2015/2016 MMI Masters' Thesis Advisor at Mount Madonna Institute.

Muse, Hannah – Yoga

- Over six years experience in the field of yoga training
- YTT 500 Yoga Teacher training certificate
- RPYT – Registered Prenatal Yoga Teacher with Yoga Alliance

Ravani, Shraddha – Ayurveda

- Post Graduate Diploma in Medical Technology, CAM Hospital and Medical Research Center, Gujarat, India, 1982
- BS, Microbiology, Sardar Patel University, Gujarat, India.
- Continuing Education in Gene and Genetics and Cancer Biology, UC Berkeley, Berkeley, CA
- Master of Arts-Ayurveda, Mount Madonna Institute, Watsonville, CA

As a NAMA Certified Practitioner, Shraddha has been involved in fundamental research in biological sciences, focused on breast cancer at a National Laboratory for the last two decades. Currently, she is working as a scientific program manager, providing programmatic management for large-scale federally funded research grants to aid in the development and implementation of strategic plans and regulatory oversight. She now serves as a director of the MMI Ayurvedic Research Center.

Shanbhag, Vivek – Ayurveda

- ND, Licensed Naturopathic Doctor, Bastyr University, Seattle, USA - License No ND552, 1989
- MD-Ayurveda, Medical Doctor-Ayurveda, Poona University, Poona, India
- BAMS, Bachelor in Ayurvedic Medicine & Surgery, Karnataka University, Dharwad, India
- CYEd, Certified Yoga Educator, Karnataka University, Dharwad, India

Over 33 years in clinical practice and teaching of Ayurvedic Medicine and 20 years in clinical practice and teaching of Naturopathic Medicine

Founder/Director of www.YogaAyurveda.org – Natural Medicine Clinic & Academy in San Jose & Los Gatos, California.

Adjunct faculty at Bastyr University, Mount Madonna Ayurveda College, Vedika Global, and Kerala Ayurveda.

1989-2006: Founder-Director of AYU Ayurvedic Academy & Clinic in Seattle.

1991-96: the Chairman of Ayurveda Department at Bastyr University.

1985-88: Head of Ayurvedic Research Institute, Pune.

Shrestha, Sarita – Ayurveda

- MD Ayurveda, OB/GYN Specialty, Banaras Hindu University, Banaras (Varanasi) India, 1996
- BAMS, JU (Government Ayurveda College) Gwalior, India
- CAMS, TU (Ayurveda, Western Medicine and Basic Science)
- Yoga Therapy – Vivekananda Yoga Center, Bangalore, India

26 years experience in Ayurveda medical practice, and 19 years clinical experience in Ayurveda Obstetrics and Gynecology. Dr. Shrestha has taught and consulted for over 25 years in international institutions, hospitals, and clinics, and has received numerous international awards honoring her presentations and services, with special recognition as the first Nepali woman Ayurvedic physician and specialist. She is Founder/Director of Devi Ma Ayurveda Rural Hospital in Nepal. She teaches throughout the US and Europe. She is also well known for her unique herbal formulations and her work in the field of fertility.

Schulte, Jesse – Ayurveda

- PhD in Clinical Psychology, Sofia University, Palo Alto, CA
- MA in Counseling, University of New Mexico, Albuquerque, NM, 2005
- Nationally Board Certified Counselor (NCC)
- BS in Psychology Concentration: Pre-Med, University of New Mexico, Albuquerque, NM, 2005

Seven years of clinical practice, mind-body medicine researcher, certified neurotherapist, certified integral psychotherapist, trained in Ayurvedic psychology, trained in Mahamudra lineage of meditation psychology, trained college/career counselor.

Singh, Ram Harsh – Ayurveda

- Ph.D. Kayachikitsa Banaras Hindhu University, Baranas (Varanasi), India 1969
- D.Litt. From KS Sanskrit University, 1982
- Fellow National Academy of Indian Medicine, 1976
- Jewel Member, All India Academy of Ayurved (RAV), New Delhi, 2003
- MD (Hons.) - Medicina Alternativa, Alma Ata
- Diploma with Distinction in Yoga from BHU 1975
- Advance PG Diploma in Indian Philosophy and Religion, BHU, 1976

Dr. Singh is Professor Emeritus and past Chief Consultant Physician, Department of Internal Medicine, Head and Dean, Faculty of Ayurveda, at Banaras Hindu University, Varanasi (Banaras), India and Vice Chancellor RAU, Jodhpur, India

Dr. Singh has supervised over 75 MDs and 25 PhDs and published 20 books and over 200 research papers, receiving many awards and distinctions including The Best Teacher's Award and the Jiwak Award in Asian Medicine.

Jeff Turner – Ayurveda

- BS in Engineering Technology - Oklahoma State University, Stillwater, Oklahoma, 1976.
- Certified Ayurvedic Practitioner – Ayurvedic Institute, 4 year program, Albuquerque, NM, 1999

15 years clinical experience in Ayurveda, with focus in Pancha Karma protocols.

Co-Founder, Living Ayurveda, Monterey, CA
While in Albuquerque, Jeff studied concurrently with Dr. Sunil Joshi, renowned Panchakarma expert. Additional teachers of Ayurveda include Dr. David Frawley, a formidable scholar in Ayurveda and Vedic science, Vyas Houston, a well-known Sanskrit scholar and educator, and Dr. Sarita Shrestha of Nepal. Trained in Applied Kinesiology, Jeff has completed additional studies in Advanced Clinical Kinesiology with Dr. John Bandy in Austin, Texas. Jeff has broadened his expertise in Functional Medicine, receiving training from Dr. Datis Kharrazian in Functional Blood Chemistry, Advanced Endocrinology and Immunology.

Susan Turner – Ayurveda

- Maui Community College, Kahului, HI, 1991
- Registered Nurse, A.S., 1991, Deans List, Best Clinician Award; Licensed in NV, HI, CA, NM.
- Kapiolani Community College, Honolulu, HI

- Mobile Intensive Care Technician/Paramedic, 1986, Valedictorian; Licensed in HI.
 - Certified Ayurvedic Practitioner – Ayurvedic Institute, 4 year program, Albuquerque, NM, 1999
- 15 years clinical experience in Ayurveda, with focus in Pancha Karma protocols.
Co-Founder, Living Ayurveda, Monterey, CA
Susan has 12 years of experience as a licensed Registered Nurse in critical care. Prior to her nursing career, she was a paramedic for 10 years. She has studied western herbology with Dr. Tierona Low Dog, a leading expert in botanical medicine, integrative health and drug/herb interactions and is trained in Applied Kinesiology. She also studied concurrently with Dr. Sunil Joshi, renowned Panchakarma expert. Additional teachers of Ayurveda include Dr. David Frawley, a formidable scholar in Ayurveda and Vedic science, Vyas Houston, a well-known Sanskrit scholar and educator, and Dr. Sarita Shrestha of Nepal. Susan has broadened her expertise in Functional Medicine, receiving training from Dr. Datis Kharrazian in Functional Blood Chemistry, Advanced Endocrinology and Immunology.

John Dayanand Diffenbaugh, - Yoga

- BA, Religious Studies, University of California, Santa Cruz

Dayanand is editor of The Yoga Sutras of Patanjali, A Study Guide for Book I, Sadhana Pada and Book II, Sadhana Pada. He has taught Yoga philosophy, meditation, and related practices (1974-present) at Mount Madonna Center, Salt Spring Center (British Columbia, Canada), Ashtanga Yoga Institute (California), Ashtanga Yoga Fellowship (Toronto, Canada), and Sri Ram Ashram (Haridwar, India). He is a Founding Board Member of Hanuman Fellowship, Founding Director of Mount Madonna Center, a Trustee and teacher of World Religions at Mount Madonna School, a Founding Board Member of Mount Madonna Institute, and a Trustee of Sri Ram Orphanage. John has been a student of Master Yogi, Baba Hari Dass since 1973, when he began studying the Yoga Sutras in depth. Since 1980 Dayanand has been teaching Patanjali's Yoga Sutras alongside Baba Hari Dass at weekly classes at Mount Madonna Center.

Judith Sarada Diffenbaugh, - Yoga

- PhD, Education, Stanford University, Stanford, CA
- E-RYT 500

Judith has studied yoga with Babaji since 1971. She is one of the founders of Mount Madonna Center, Mount Madonna School, and Sri Ram Ashram. As Principal of MMS she applied teachings of yoga to children's education. Sarada uses her educational knowledge to help create the dynamic, integrated, experiential learning environment at MMI. In classes on Yoga Sutra,

Samkhya, Gita, and Ashtanga Yoga she aims to make the heart and meaning of these ancient teachings applicable to contemporary life. Sarada is married to Dayanand Diffenbaugh, they have two married sons and five grandchildren.

Janardan Kieran Farley - Yoga

- BA, Psychology and Science, San Jose State University, San Jose, CA

Janardan has been a practitioner of yoga since 1972 and has been a student of Baba Hari Dass since 1974. He has been a resident of Mount Madonna Center since its inception in March 1978, serving the community as a Personnel Administrator, Construction Supervisor, Yoga Instructor, Pujari (priest) of Vedic Ceremonies, and Head of Development and Operation of the Sankat Mochan Hanuman Temple Complex.

His primary area of study and teaching for Mount Madonna Center is focused on Ashtanga Yoga, Bhakti Yoga, Tantra Yoga, and Vedic Rituals. He has served as a Board Member of the Sri Ram Foundation for many years and has been actively engaged in the Sri Ram Orphanage Project in India since 1984.

Gerald Brajesh Friedberg - Yoga

- PhD, Political Science, Harvard University, Cambridge, MA
- B.A. (Honors), Cornell University, 1960

Gerald designed the original curriculum for the 200-hour yoga teacher-training program. In addition to his degrees, he holds several directorships: Teaching Fellow, Harvard University, 1962-64, Assistant Professor, Political Science, University of California, Davis, 1964-68; Associate Professor, Fordham University, 1968-70; Founder-Director, The Lorillard Children's School, 1969-70; Co-Founder-Director, Arrakis Educational Center, 1970-71; Program Director, MMC, 1981-present; 19 years on the MMC Board of Directors; Principal, Mount Madonna School, 1984-85 to 1989-90; Administrator, Mount Madonna School, 1980-1984 and 1990-2002; teacher at yoga retreats, in yoga teacher training programs at the 200 and 300-hour levels, to students in the Yoga, Service, and Community program, and in talks to other groups, offering talks and classes, which include Ashtanga Yoga, Meditation, Pranayama, Yoga and Social Responsibility, Karma Yoga, Gandhi and the Gita, and Teaching Yoga – 1979-present.

Soma Goresky - Yoga

- MS, Civil Engineering, Geotechnical Major, San Jose State University, San Jose, CA

Soma is a practicing geotechnical engineer with a

consulting firm in the Bay Area. As a practicing yogi and student of Baba Hari Dass, Soma has been teaching methods of pranayama and meditation to visitors of Mount Madonna Center since 1990. She strives to help students be successful in making formal spiritual practice a part of their daily lives. Soma teaches ongoing classes at Mount Madonna in beginning and intermediate breathing practices and meditation and has undertaken an in depth study of the yoga philosophy as presented in Patanjali's Yoga Sutras. She has taught and led study groups exploring these ancient principles for over 20 years.

Ginger Kamalesh Hooven – Yoga and Ayurveda

- BA, Philosophy, Psychology 1972; University of Memphis, Memphis, TN
- MA-Ayurveda, Mount Madonna Institute, Watsonville, CA, 2016

Ginger is coordinator of the YTT 300 program and is a senior teacher in the asana portions of both YTT 200 and YTT 300. She has been teaching in the Mount Madonna Center Yoga Teacher Trainings since 2005. In addition to her studies at Mount Madonna, she completed a 700-hour Yoga Teacher Training with the Yoga Research and Education Center (2001-2002) led by Georg Feurstein. Ginger completed two years of graduate studies in Philosophy at University of Memphis (1972-1974). She attended Cabrillo College (Aptos, CA – 2010-2011) for Anatomy, Physiology, Chemistry and Nutrition. She taught Spanish at Mount Madonna Middle and High School, was an assistant instructor of Anatomy and Physiology at Cabrillo College and is a Certified Ayurveda Practitioner.

Iris Kalpana Kachuck – Yoga and Community Studies

- PhD, Education, University of California, Berkeley, CA, 1988

Kalpana also holds a California Community College Instructor Credential: Valid, Life and a California K-12 Teaching Credential, University of California, Santa Cruz, 1978. Kalpana has held various positions in the field of education in both research and teaching. Since 1987 she has been a Professor of Mathematics and Education at Evergreen Valley College, San Jose, CA, specializing in Developmental Mathematics and Teacher Education. Since 1980, Kalpana has been a resident staff member and Yoga Instructor at Mount Madonna Center. Her classes include the Eight Limbs of Ashtanga Yoga, Hand Mudras, Educational Learning Theory, and Reflections on Teaching. She served on the Board of Directors for Mount Madonna Center for many years and on the Board of Directors at Mount Madonna School.

Ward Sadanand Mailliard – Yoga and Community Studies

- BA, English, University of North Carolina, Chapel Hill, NC, 1969

Ward has been a practitioner of yoga and student of Indian philosophy for the past 36 years. He has a deep interest in understanding how best to build bridges between cultures, and between the spiritual and practical aspects of life. He spent several years editing Baba Hari Dass' commentary on the Bhagavad Gita and has an abiding interest in understanding the Gita and exploring its relevance to modern life. For over 30 years he has been teaching at Mount Madonna Center retreats and Yoga Teacher Training programs. Other classes include the *Background of Yoga*, with emphasis on the Vedas, and *Subtle Body Theory*. He has served since 1976 as President of the Hanuman Fellowship, the non-profit organization that sponsors Mount Madonna Center and is one of the founders of Mount Madonna Center. Sadanand is Vice President of the Board of Mount Madonna School, where he has been developing and teaching innovative values-oriented curriculums since 1989. He serves as Vice President of the Sri Ram Foundation, which supports an orphanage, school, and medical clinic in Northern India of which he serves as a Trustee.

Radha Mallory - Yoga

Has taught Ashtanga Yoga, including pranayama (breathing practices), meditation, and asana in various settings including local colleges, service organizations, the Pacific Cultural Center, and Mount Madonna Center since 1974. Her training came directly from Baba Hari Dass and began in 1971 when he first came to the U.S. Radha also teaches Nada Yoga (Inner Sound), meditative asana, and preparation for teaching beginning level Ashtanga Yoga, and serves as a mentor for trainees. She was also a yoga teacher for Mount Madonna's *Women's Spring Ayurveda and Yoga* retreat for 10 years. Since 1987 Radha has co-facilitated and taught the *Going Deeper* program created by Baba Hari Dass, an annual silent retreat at Mount Madonna Center. Radha serves on the membership committee of Hanuman Fellowship/Mount Madonna Center. She has been the Director of Volunteer Services for Hospice of Santa Cruz County since 1998. Her role in Hospice requires her to teach volunteers how to provide spiritual, emotional, and practical support to people at the end of life.

Jaya Maxon - Yoga

Has been a Yoga instructor since 1975. She has coordinated yoga retreats and Yoga Teacher Training intensives at Mount Madonna Center for 30 years and has been the coordinator of the YTT 200 program since its inception in 1981. She began her training in yoga in

1974 when she became a student of Baba Hari Dass, learning the methods of Hatha Yoga and Ashtanga Yoga directly from him and from the earliest of his students in this country. She has been serving as a Board Member of Hanuman Fellowship/Mount Madonna Center since 1985 and currently manages the office of Sri Ram Foundation. She is instructor of the following courses: 201, 222, 230-232, 235, 266, 530-532, and 540.

David Vishwamitra Prisk - Yoga

- BS, Business and Industrial Management, San Jose State College, San Jose, CA

David became a student and practitioner of Yoga at Yoga Divya Mandir in northern India in 1970. Having been a teacher of Ashtanga Yoga since 1971, he has taught beginning, intermediate, and advanced level classes in Asana, Pranayama, and Meditation to students in various settings including San Quentin State Prison, UCSC, Cabrillo College, Pacific Cultural Center, and at Mount Madonna Center with a focus on integrating the practice of yoga into daily life to attain peace. In Mount Madonna Center's YTT200 and 300 programs, he teaches courses 201, 230-232, 235, 530-532 and ongoing weekly classes at the Mount Madonna Center. He was a founding member of the Hanuman Fellowship and currently serves on that Board of Directors.

Pratibha Melissa Queen – Guest Lecturer

- BA, History, University of Washington, Seattle, WA; Counseling Certificate UCSC Extension, Santa Clara, CA.

Pratibha served as Resident Manager of the Pacific Cultural Center and of its Ashtanga Yoga Institute from 1997-2005. She completed Yoga Teacher Training at Mount Madonna Center in 1981 and has been a Registered Yoga Teacher (500) since 2002. Her yoga teaching focus is in Gentle and Restorative Yoga. She began the study of Ayurveda with Baba Hari Dass in 1980 and has also studied with Dr. Robert Svoboda, Dr. Trivedi, Dr. Marc Halpern, and Dr. Vasant Lad. She graduated from the California College of Ayurveda in 2004 as a Clinical Ayurveda Specialist and currently maintains a small clinical practice in Santa Cruz. Her classes at Yoga Teacher Training include *Introduction to Ayurveda, Prana and Asana, Restorative Yoga, and Ayurveda and Asana*. She has also taught in the weekend Spring Retreat for Women at MMC (1997-2006). She is currently serving as a Board member of Mount Madonna Institute.

Bhavani Siegel - Yoga

Has been a teacher of yoga as taught by Baba Hari Dass since 1975 in the areas of Pranayama and Meditation. She also teaches Yoga philosophy, symbolism in Yogic ritual, Bhakti Yoga, Sacred Sound, and Sanskrit and

Mantra. Bhavani has served as coordinator of Mount Madonna Center's residential work/study program, *Yoga, Service and Community*, where she led participants in experiencing life and practice in a community dedicated to the principles of Yoga. For over 30 years, Bhavani has coordinated and taught the *Going Deeper* small group retreat, which involves intensive practice for more advanced students. She teaches in the teacher training programs at both Mount Madonna Center and at Salt Spring Centre of Yoga in B.C., Canada. She received an Early Childhood Education Credential from Cabrillo College in California in 1976, and was Head Teacher and Co-Director of several Preschool/Kindergarten programs until 1994. This experience led her to teach Children's Yoga at Mount Madonna School and at Sri Ram Orphanage in northern India. Bhavani teaches in course numbers: 201, 204, 205, 232, 253, 532, 540, 542, and 633.

Ratna Jennifer Sturz – Yoga and Community Studies

- MA, Counseling, Santa Clara University, Santa Clara, CA

Ratna has taught at Mount Madonna Center's Yoga Teacher Training programs and retreats for over 30 years. She is currently acting director of the Mount Madonna Institute School of Yoga and is a Board member of the Mount Madonna Center and Mount Madonna Institute. As Director of the Pacific Cultural Center in Santa Cruz, CA, Ratna helped form the Yoga Institute, which has been offering daily yoga classes since 1991. She received her MA from Santa Clara University in Counseling and Health Psychology and is currently training with the American Viniyoga Institute in a 400-hour program emphasizing the integration of yoga theory and practice in preparation for yoga therapy. She is the instructor of courses 201-202, 230-232, 530-532 and the 628-629 *Meditation Intensive*.

Stephanie Conway – Community Studies

- Masters of Pacific International Affairs, International Development and Nonprofit Management, Latin America focus, University of California, San Diego; San Diego, CA, 2007
- Bachelor of Arts, Sociology and Psychology University of Virginia; Charlottesville, VA
Graduation date: 1999

Stephanie has fifteen years experience in grassroots organizing, community development, nonprofit management, and accounting. She is actively engaged as the Operations Area Lead at Mount Madonna, and serves on the Finance Group and the Hanuman Fellowship's Board of Directors, and also teaches yoga. She is committed to fostering community and social change through the processes of healthy human development at the individual and group level.

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- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

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