



# MOUNT MADONNA INSTITUTE

**COLLEGE OF AYURVEDA**

**SCHOOL OF YOGA**

**SCHOOL OF COMMUNITY STUDIES**

*An Institute of higher learning accredited by the  
WASC Senior College and University Commission*

**CATALOG - JULY 2019-2020**

**Updated annually**

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**THE MOUNT MADONNA INSTITUTE CATALOG  
IS AVAILABLE  
VIA THE MOUNT MADONNA WEBSITE**

[www.mountmadonnainstitute.org](http://www.mountmadonnainstitute.org)

[https://cdn.mountmadonnainstitute.org/MMI\\_Catalog\\_August2019.pdf](https://cdn.mountmadonnainstitute.org/MMI_Catalog_August2019.pdf)

Link to the catalog found at the bottom of every web page.

Interested parties may also call the Mount Madonna Institute  
Administrative Office to request a hard copy be sent by USPS.

408-846-4060

The Mount Madonna Institute Catalog is updated annually in July.

**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 7/30/2019.

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# TABLE OF CONTENTS

Mount Madonna Institute.....	<a href="#">5</a>
Mission Statement .....	<a href="#">5</a>
Educational Philosophy & Goals.....	<a href="#">5</a>
Institute Objectives .....	<a href="#">6</a>
Institutional Learning Outcomes .....	<a href="#">6</a>
Organizational Structure.....	<a href="#">7</a>
Code of Ethics .....	<a href="#">8</a>
Program Offerings .....	<a href="#">8</a>
Program Learning Outcomes.....	<a href="#">8</a>
The College of Ayurveda.....	<a href="#">9</a>
Diploma – Ayurvedic Health Counselor (AHC) .....	<a href="#">10</a>
Diploma – Ayurvedic Health Counselor (AHC) Course Descriptions.....	<a href="#">12</a>
Certificate – Ayurvedic Practitioner (C-AP) .....	<a href="#">13</a>
Certificate – Ayurvedic Practitioner (C-AP) Course Descriptions.....	<a href="#">16</a>
Master of Arts - Ayurveda.....	<a href="#">19</a>
Master of Arts – Ayurveda Course Descriptions.....	<a href="#">22</a>
Important Calendar Dates for the College of Ayurveda.....	<a href="#">25</a>
The School of Yoga.....	<a href="#">26</a>
Ashtanga Yoga Teacher Training 200 Hour Level.....	<a href="#">26</a>
Ashtanga Yoga Teacher Training 300 Hour Level.....	<a href="#">32</a>
Certificate – Ayurvedic Yoga Therapy.....	<a href="#">35</a>
Ashtanga Yoga Prenatal Teacher Training.....	<a href="#">39</a>
Children’s Yoga Teacher Training .....	<a href="#">45</a>
The School of Community Studies .....	<a href="#">48</a>
Community Studies – Service Learning Emphasis – Part One.....	<a href="#">48</a>
Course Description Part One .....	<a href="#">48</a>
Community Studies – Service Learning Emphasis – Part Two.....	<a href="#">49</a>
Course Description Part Two .....	<a href="#">50</a>
Research Center .....	<a href="#">52</a>
Admissions Policy & Procedure .....	<a href="#">52</a>
Admissions Policy .....	<a href="#">52</a>
Admissions Procedure .....	<a href="#">53</a>
Student & Campus Services & Facilities.....	<a href="#">54</a>
Library Services.....	<a href="#">54</a>

Student Mentoring, Tutorial & Counseling Services.....	<a href="#">55</a>
Mount Madonna Center .....	<a href="#">55</a>
Kaya Kalpa Wellness Center .....	<a href="#">56</a>
Ayurveda World .....	<a href="#">56</a>
Commuting & Housing Options During Residential Sessions .....	<a href="#">56</a>
<b>Tuition &amp; Fees .....</b>	<a href="#">58</a>
2019 Payment Options.....	<a href="#">59</a>
Additional Fees.....	<a href="#">59</a>
<b>Student’s Rights &amp; Responsibilities .....</b>	<a href="#">60</a>
Attendance Policy.....	<a href="#">60</a>
Grading Policy .....	<a href="#">60</a>
Award of Academic Credit Hour.....	<a href="#">61</a>
Student Progress, Probation & Dismissal Policy.....	<a href="#">61</a>
Regulations & Student Conduct Policy .....	<a href="#">61</a>
Student Grievances .....	<a href="#">62</a>
Student Records.....	<a href="#">63</a>
Leave of Absence Policy .....	<a href="#">63</a>
Discount Policy .....	<a href="#">63</a>
Financial Aid/Loans .....	<a href="#">64</a>
Cancellation, Withdrawal & Refund Policy .....	<a href="#">64</a>
Student Tuition Recovery Fund.....	<a href="#">64</a>
Academic Freedom.....	<a href="#">65</a>
Diversity Policy .....	<a href="#">65</a>
Anti-Harassment Policy.....	<a href="#">66</a>
Disability Policies & Procedures .....	<a href="#">69</a>
Faculty Responsibility .....	<a href="#">69</a>
Faculty .....	<a href="#">70</a>
The Bureau for Private Postsecondary Education .....	<a href="#">79</a>
Accreditation .....	<a href="#">79</a>

# Mount Madonna Institute

Mount Madonna Institute is a private non-profit educational institution for higher learning accredited by the WASC Senior College and University Commission, a Federal Department of Education approved accrediting body (Western Association of Schools and Colleges).

It is also 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 which offer stackable certificates and a Master of Arts-Ayurveda degree:

## 1. The College of Ayurveda

- Ayurvedic Health Counselor (AHC) Diploma
- Certificate - Ayurvedic Practitioner (C-AP)
- Master of Arts - Ayurveda (Degree)

## 2. The School of Yoga - Certificates

- Ashtanga Yoga Teaching Training 200 Hour Level (Modular Format in 2020)
- Ashtanga Yoga Teaching Training 300 Hour Level (Advanced Yoga Studies)
- Ashtanga Yoga Prenatal Teacher Training

### **Pending BPPE Approval:**

Ayurvedic Yoga Therapist (AYT)

## 3. \*The School of Community Studies - Service Learning Emphasis

- Community Studies - Part 1
- Community Studies – Part 2

*\*interdisciplinary program between both schools.*

***\*The above residential programs have been temporarily suspended due to the closure of Mount Madonna Center during the Covid-19 pandemic.***

The Institute is located at Mount Madonna Center on 375 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 dispensary, 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

The Mount Madonna Institute is committed to wellness and positive transformation.

We offer trainings, certificates, and graduate degrees that integrate the traditional systems of Yoga, Ayurveda and Community with contemporary life and prepares graduates for a variety of careers in the integrative health professions.

## EDUCATIONAL PHILOSOPHY & GOALS

Mount Madonna Institute is a 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 degree in Ayurveda. 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 a Master of Arts level degree. 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.

### **WASC ACCREDITATION**

Mount Madonna Institute has been awarded Initial Accreditation by WASC Senior College and University Commission, effective November 3, 2019. <https://www.mountmadonnainstitute.org/office-of-provost/accred>

See Last Page of Catalog for further information.

### **BPPE**

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

### **NAMA**

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

### **Yoga Alliance and International Yoga Therapy Association**

MMI School of Yoga / YTT 200 and 300 programs are approved by Yoga Alliance, and the Ayurveda Yoga Therapy Program is accredited by IAYT. (And pending approval by BPPE)

## **INSTITUTE 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. (<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 assignments and quizzes, special projects, classroom participation and supervised internships and externships. For the MA, a Capstone Project is also required.

## **INSTITUTIONAL LEARNING OUTCOMES**

MMI's Institutional Learning Outcomes (ILOs) reflect the broader mission of the institution and as such are a hallmark of education at Mount Madonna. The ILOs represent an overarching set of learning outcomes at the completion of graduates' training, regardless of specific discipline studied.

### **ILO 1: Intellectual Inquiry**

MMI graduates explore purpose and meaning through scholarly activity and demonstrate skill in critical thinking and effective communication.

### **ILO 2: Personal, Professional, and Social Responsibility**

MMI graduates demonstrate ethical reasoning, intercultural awareness, leadership and collaboration, and commitment to service.

### **ILO 3: Integrative Knowledge**

MMI graduates synthesize body-mind-spirit knowledge, experiences, skills and practices to promote optimal well-being in themselves and in their communities.

### **ILO 4: Specialized Knowledge**

MMI graduates creatively apply knowledge, theories, methods and practices in their chosen field to contemporary life opportunities and challenges.

## **JOB OPPORTUNITIES**

**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** 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 – Ayurveda Degree** 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.

**Please note: The US Department of Labor’s Standard Occupational Classification Codes** do not yet include job classification codes for Ayurveda and Yoga professionals nor for Ayurvedic Health Counselors, Ayurvedic Practitioners, nor MA – Ayurveda graduates. Though 1,000’s of years in practice, the fields of Ayurveda and Yoga are newly emerging professions in the western Integrative Health Sciences.

[https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm)

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.



# MOUNT MADONNA INSTITUTE ORGANIZATIONAL STRUCTURE

## Legal Structure

Mount Madonna Institute (MMI) is a wholly owned subsidiary of Hanuman Fellowship (DBA Mount Madonna Center) which is called 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.

### Mount Madonna Institute Board of Directors

Swarup Wood, PhD – Chairman  
Cathy Purnima Conway, MS – Vice Chair  
Jennifer Rand, BA (Secretary)  
Richard Bernstein, DO  
Mary Champagne, CPA  
Yolanda Sangita Diaz-Houston, PhD  
John Diffenbaugh, E-RYT,  
Sarada Diffenbaugh, PhD  
Paula Anima Holtz, PhD  
Satya Narayan  
Mary Somerville, PhD  
Timothy Walsh, Attorney at Law

### Hanuman Fellowship Board – Related Entity

Ronald Rajendra Bingham  
Stephanie Conway, MA  
John Dayanand Diffenbaugh, E-RYT  
Jennifer Anusri Frost  
Ryan Oliver  
Jennifer Prabha Pacey  
David Vishwamitra Prisk  
Jennifer Ratna Sturz, MA, E-RYT  
Michael Devendra Wiley, MA, MFT

### **MMC Executive Director**

Ward Sadanand Mailliard

## MMI President

Kathleen Savita Brownfield

## Finance

Chief Financial Officer - Shanti Cruddas  
Finance Team – Lila Ansell, Jaya Maxon  
Bursar: Carey Schlett, MPH

## Academics

**Interim Provost / ALO:** Mary Somerville, PhD

### Department Chairs:

- College of Ayurveda –Department Chair: Dr. Suhas Kshirsagar, MD (Ayurveda), BAMS
- School of Yoga - Department Chair: Ginger Kamalesh Hooven, MA-Ay, C-IAYT

**Research Center Director** – Shraddha Ravani, PGD

### Research Center Advisors

- Professor Ram Harsh Singh, Ph.D
- Dr. Bhushan Patwardhan, Ph.D., FAMS
- Dr. Anand Dhruva, MD
- Dr. Diana Lurie, PhD
- Dr. Sudha Prathikanti, MD

## Institutional Effectiveness & Institutional Research

Sumathi Lingappa, MS, MA-Ay

## Student Services

Admissions Coordinator & Registrar

- Caitlin Berry (College of Ayurveda)
- Sean Neesley (School of Yoga)

## Library Services

- Admin Assistant: Cami Arndt



## 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 (MMI) is dedicated to the highest principles and professional practices that will contribute to wellness and positive transformation in individuals and society through education in yoga, Ayurveda and Community Studies. To further this aspiration MMI has developed a code of ethics for all teachers, health practitioners, students and staff associated with MMI. Please see:

<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.

## INSTITUTE PROGRAM OFFERINGS

### PROFESSIONAL LICENSURE

No professional licenses are currently available nor required in the State of California, nor any other state in the US for professionals working in the fields of Ayurveda and Yoga.

The College of Ayurveda offers the following stackable certificates and a degree:

**Diploma - Ayurvedic Health Counselor (AHC)** is a National Ayurvedic Medical Association (NAMA) approved educational program (6 months of coursework plus additional clinical practicum) 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)** is a NAMA approved educational program (12 months coursework plus clinical practicum). 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** is a graduate level educational program (6 months coursework post-C-AP plus clinical practicum, research and Capstone Project). Qualified MA students receive advanced, specialized academic and clinical training including an overview in integrative health that enables them to provide comprehensive integrative support to their clients. The Master of Arts in Ayurveda graduate will have a greater depth of knowledge and breadth of experience while engaging 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:

**PLO 1: Ayurveda Framework of Health: Apply Ayurveda framework when considering disease prevention and management.** The student will be able to analyze, develop and evaluate the Ayurveda framework for disease prevention and management for optimal well-being.

**PLO 2: Clinical Practice: Demonstrate synthesis and application of the Ayurveda Framework through supervised clinical experience and patient assessments.** The student will be able to investigate, design and document therapeutic recommendations.

**PLO 3: Research Analysis: Investigate, integrate and assess research for scholarly enhancement in the field of Ayurveda.** The student will be able to identify, interpret, examine, and synthesize research on disease prevention and management as it applies to Ayurveda.

**PLO 4: Ayurveda Integration: Function**

effectively as an Ayurveda health specialist, adapting Ayurveda for an integrative approach to health. The student will be able to interpret, discriminate, and formulate the Ayurveda framework with a clear understanding of their scope of practice within healthcare subsystems to deliver excellent care and education for clients and the community.

**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 Yoga offers the following Yoga Teacher Trainings:

- Certificate in Ashtanga Yoga Teacher Training- 200 Hour Level
- Certificate in Ashtanga Yoga Teacher Training- 300 Hour Level (Advanced Yoga Studies)
- Ashtanga Yoga Prenatal Teacher Training (PYTT)

Please contact us at 408-846-4095 regarding the following programs soon to be offered (pending approval by BPPE):

Childrens' Yoga Teacher Training  
Ayurvedic Yoga Therapy

### **\*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 join dynamic inquiries and learn with respected thought-leaders and experienced practitioners of community engagement. They explore what it means to help sustain healthy, caring families, groups, communities and organizations.

The School of Community Studies offers:

- Yoga, Service and Community; Service Learning Emphasis Part 1
- Yoga, Service and Community; Service Learning Emphasis Part 2

**\*The above residential programs are temporarily suspended due to the closure of Mount Madonna Center in response to the Covid-19 pandemic.**

## **The College of Ayurveda**

**Vision:** We envision Mount Madonna College of Ayurveda as a premier Ayurveda academic institution offering clinical, scholarly and research education.

**Mission:** The mission of Mount Madonna College of Ayurveda is to educate and train future health professionals and empower them to use Ayurveda to transform individual health and community well-being.

### **Goals:**

- Integrate traditional Ayurvedic knowledge with modern health sciences
- Preserve, protect, promote and practice classical Ayurveda
- Develop authentic resources for education and research in the field of Ayurveda
- Establish Ayurvedic clinic and wellness center for community health

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 over three - day weekend intensive per month, starting Thursday evening at 6 pm and ending Sunday at 5pm. Each module includes lecture, yoga classes, experiential practicums and integration sessions. In addition, Sanskrit and additional integration sessions are offered via live streaming between modules.

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) NAMA approved**

Total Program Hours: 735.25

Course Contact Hours: 351.25

Additional Non-Contact Hours: 384 (Average 12 hours per week for 32 weeks)

Admission Requirements: High school graduation or equivalent

Cumulative Final Exam: Yes

Graduation Document:

Certificate

Program length: Approx 10

Months to completion

### **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 Certificate 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 that includes a minimum of 25 clinical observations with direct supervision by clinical faculty, and 25 "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](http://www.ayurvedanama.org)

### **AHC Admissions Requirements:**

- High school graduation or equivalent required.

**Co-requisite: For the 2021 Class, student must complete ? college credits: Anatomy and Physiology requirement. MMI accepts a college level transcript showing satisfactory completion of an A & P course.**

### **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.

#### **Academic Requirements:**

Students in the AHC program 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 is required. 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

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

## Program Course List with Hours

AYURVEDIC HEALTH COUNSELOR					
Course #	Course Titles	Lecture	Online Live streaming	Clinical Practicum	Clock / Contact Hours
AY 100	Yoga and Meditation 1	27			27
AY 100A	Sanskrit 1	12	12		24
AY 101	Introduction to Ayurveda	15	1		16
AY 102	Ayurvedic Anatomy, Physiology & Diagnosis 1	15	1		16
AY 103	Ayurvedic Lifestyle Management	15	1		16
AY 104	Yoga and Ayurveda	15	1		16
AY 105	Ayurvedic Nutrition 1	15	1		16
AY 106	Ayurvedic Psychology 1	15	1		16
AY 107	Ayurvedic Herbology 1	15	1		16
AY 110	Ayurvedic Diagnosis	15	1		16
AY 111	Ethics, Counseling, Western Interface 1	15	1		16
AY 112	Ayurvedic Therapies I	15	1		16
AY 120	Ayurvedic Internship 1	15		15	30
3AY 121	Ayurvedic Externship 1			45	45
AY 150	Ayurvedic Foundational Integration	37.25	12		49.25
AY 160	Subtle Therapies: Jyotish, Hasta & Vastu	15	1		16
<b>Totals</b>		<b>256.25</b>	<b>35</b>	<b>60</b>	<b>351.25</b>

## **AYURVEDIC HEALTH COUNSELOR (AHC)**

### **COURSE DESCRIPTIONS**

The MMI Ayurvedic Health Counselor Program is a nine-month program consisting of six 4-day weekends plus 3 months of supervised practicum and observations. Each 4-day weekend covers two courses plus yoga classes, practicum and integration. Between monthly sessions there are three 2-hour required online (live-streaming) classes.

#### **Yoga and Meditation Practicum 1**

Course No. AY 100

Contact Hours: 27

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, 150 and AY160.

#### **Sanskrit 1**

Course No. AY 100A

Contact Hours 24

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 AY 101

Contact Hours: 16

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.

#### **Ayurvedic Anatomy and Physiology, and Diagnosis 1**

Course No. AY 102

Contact Hours: 16

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: 16

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; Sister Sciences**

Course No. AY 104

Contact Hours: 16

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: 16

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: 16

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: 16

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 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: 16

Description: Students are introduced to modes of



diagnosis including pulse reading, tongue diagnosis, and assessing the mental state and *dhatu*s, *malas* and *srotas*. Students begin to practice these modes as outside assignments and during internship after completing this course. Students will also be introduced to “The Care of Children”

**Ethics, Counseling and Western Interface 1**

Course No. AY111

Contact Hours: 16

Description: This course offers the opportunity to explore the interface between Ayurveda and allopathic 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. Students also explore setting up and sustaining a professional practice.

**Ayurvedic Therapies 1**

Course No. AY 112

Contact Hours: 16

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: 30

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 for a total of 21 client encounters.

**Ayurvedic Externship 1**

Course No. AY 121

Contact Hours: 45

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: 16

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.

**Ayurvedic Foundational Integration**

Course No. AY 150

Contact Hours: 49.25

Description: Students are spend time integrating the content of the courses of the weekend while engaging in practical applications of the principles covered. 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

**Course format and hours are described below:**

GENERAL AHC CONTENT PER MONTH	HOURS
In-class Lecture	30.0
Yoga Study: Asana, Pranayama & Meditation	4.5
Practicum & Integration	5.0
<b>LIVE STREAMING WEBINARS FOLLOWING THE WEEKEND</b>	6.0
Sanskrit & Course Integration Sessions	6.0

**CERTIFICATE – AYURVEDIC PRACTITIONER (C-AP)**

Total Program Hour:

1781.25

Clock Contact Hours:

721.25

Additional Non-Contact Hours: 1200 (Average 20 hours per week for 52 weeks and average of 10 hours over the next 16 weeks)

Required Courses: AY-CAP-300 through AY-CAP-414 Coursework over 13 months + 3 month externship period

**Admissions Requirements:**

- High school graduation or equivalent required.
- Successful completion of the Ayurvedic Health Counselor (AHC) program required. If the AHC

was completed elsewhere, student must pass the NAMA AHC National Exam.

- BA or BS from an accredited institution recommended.
- NAMA AHC Professional Membership recommended.

**Pre-requisite:** 6 college credits: Anatomy and Physiology requirement. MMI accepts a college level transcript showing satisfactory completion of an A & P course.

**Cumulative Final Exam:** Yes

**Graduation Document:** Certificate

### Purpose / Objective:

The Certified Ayurvedic Practitioner is a professional trained to focus on disease management through traditional Ayurvedic medical science principles and practices 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, lifestyle counseling and Yoga practices. 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 or join the staff of medical clinics or hospitals offering complementary modalities.

The C-AP program requires supervised onsite internships, offsite externships and clinical observations. A minimum of 100 client encounters, over and above the 50 required at the AHC level are required. This includes a minimum of 15 clinical observations, 15 “one-on-one” consultations with supervised recommendations and follow-ups, and 10 group consultations with supervised recommendations and follow-ups (these numbers are subject to change).

Upon successful completion of the C-AP program students will be qualified to write the national exam of the National Ayurvedic Medical Association (NAMA)

and with success, become a professional member of NAMA at the Ayurvedic Practitioner level. *See [www.ayurvedanama.org](http://www.ayurvedanama.org) for details.*

### Course format and hours:

GENERAL WEEKEND CONTENT	HOURS
	<b>39.5</b>
Lecture	<b>30</b>
Yoga for Health and Disease management	<b>4.5</b>
small group work, integration, practicum	<b>5</b>
<b>Live-streaming between weekends (avg)</b>	<b>HOURS</b>
	<b>5</b>
Faculty/Coordinator	<b>3</b>
Sanskrit studies for CAP	<b>2</b>

Classes meet one four-day weekend per month, starting Thursday mornings at 9:30am and ending Sundays at 5:30pm. Additionally, there are three required live-streaming webinars per month.

### Graduation Requirements:

**Attendance:** All sessions must be punctually attended. An attendance record of at least 90% is required in all courses. 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.

**Academic Requirements:** Students must maintain a minimum average of C (70%) in all courses where grades are awarded.

Students must successfully complete 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%).

**Tuition and Fees:** 100% Paid

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.



## Program Course List with Hours

CERTIFICATE - AYURVEDIC PRACTITIONER		CONTACT HOURS				
Course Number	Course Titles	Total Lecture Hours			Externship/ Observation	Clock Contact Hours
		In-class Lecture	Live Streaming/ Faculty	Live Streaming/ Coordinator		
AY-CAP-300	Yoga for Health and Disease Management	50				50
AY-CAP-301	Sanskrit Study	0	22			22
AY-CAP-302	Ayurvedic Foundational Integration	60		15		75
AY-CAP-303	Ayurvedic Classical Texts	15				15
AY-CAP-304	Ayurvedic Herbology 2	14		1		15
AY-CAP-305	Ayurvedic Pathophysiology 2	15				15
AY-CAP-306	Ayurvedic Diagnosis 2	15				15
AY-CAP-307	Disease Management: Digestive system	13	1	1		15
AY-CAP-308	Disease Management: Cardiovascular system	13	1	1		15
AY-CAP-309	Disease Management: Respiratory system	13	1	1		15
AY-CAP-310	Disease Management: Nervous System	13	1	1		15
AY-CAP-311	Disease Management: Genito Urinary and Men's health	13	1	1		15
AY-CAP-312	Disease Management: Women's health	13	1	1		15
AY-CAP-313	Disease Management: Pre & Post Natal, Pediatrics	13	1	1		15
AY-CAP-314	Advanced Ayurvedic Psychology	13	1	1		15
AY-CAP-401	Introduction to Scientific Research	15				15
AY-CAP-402	Kayachikitsa and Internal Medicine	15				15
AY-CAP-403	Aging and Advanced Restorative Therapies	15				15
AY-CAP-404	Ayurvedic Therapies 2	15				15
AY-CAP-405	Internship 2	30			30	60
AY-CAP-406	Subtle Therapies 2: Jyotish, Hasta, & Vastu	15				15
AY-CAP-407	Western Interface, Functional Medicine, and Understanding Labs	15				15
AY-CAP-408	Professional Practices (Counseling, Ethics, Management)	15				15
AY-CAP-409	Advanced Ayurvedic Anatomy & Physiology	15				15
AY-CAP-411	Student Clinical Case Studies Presentations	15				15
AY-CAP-412	Systems Review	15				15
AY-CAP-413	Externship 2	76.25			78	154.25
AY-CAP-414	Clinical Observations	15			15	30
<b>TOTALS</b>		<b>544.25</b>	<b>30</b>	<b>24</b>	<b>123</b>	<b>721.25</b>

## **CERTIFICATE-AYURVEDIC PRACTITIONER (C-AP) COURSE DESCRIPTIONS**

### **Pre-Requisite**

#### **Western Anatomy and Physiology**

College Credits: 6

Description: MMI accepts a college level transcript showing satisfactory completion of Anatomy & Physiology course.

#### **Yoga for Health and Disease Management**

Course No. AY-CAP-300

Pre-requisite: None

Hours: 50

Description: This course deepens the practice of Yoga. Students perform yoga postures, breathing practices and meditation. Students explore the science of yoga within the context of the shad darshana. Using the Ashtanga Yoga, Hatha Yoga and Raja Yoga systems, the course investigates and applies the appropriate limb and practice of yoga to disease management.

#### **Sanskrit Study**

Course No. AY-CAP-301

Pre-requisite: None

Contact Hours: 22

Description: This course continues the study of the Sanskrit, the language of Ayurveda. Students learn to read, write, and chant Sanskrit slokas relating to health, wellness and each disease system studied.

#### **Ayurvedic Foundational Integration**

Course No. AY-CAP-302

Pre-requisite: None

Contact Hours: 75

Description: This course provides the basic framework for integrating all the different concepts of health, wellness, disease prevention and disease management as presented throughout the program. Students review the principles of each system presented and contextualize it with the methods of treatments being offered. Students integrate reading of classical texts with modern terminology and traditional approaches. In this course students create self-study (svadhyaya) goals and frame the discussion of becoming a healer through the Ayurvedic concept of self-healing.

#### **Ayurvedic Classical Texts**

Course No. AY-CAP-303

Pre-requisite: None

Contact Hours: 15

Description: Students investigate the historical and philosophical foundations of Ayurvedic medicine and the history of scientific studies in Ayurveda, through the classical texts. They will explore and expand their

knowledge and use of these ancient texts in a modern clinical practice. Students will be able to explain the basic principles of Ayurvedic medicine, name the eight branches, discuss the medical ethics and aims of Ayurveda.

#### **Ayurvedic Herbology 2**

Course No. AY-CAP-304

Pre-requisite: None

Contact Hours: 15

Description: This course explores in detail the Ayurvedic principles of Herbology and Pharmaceuticals, functions, indications and contraindications of various medicinal herbs, use of single and compounded herbs, and various methods of combining herbs into formulas to restore physio/mental equilibrium and management of various imbalances. Using the classical texts, Students will learn how to make individual formulas, calculate dosages and recommend herbal interventions for each of the disease systems investigated.

#### **Ayurvedic Pathophysiology 2**

Course No. AY-CAP-305

Pre-requisite: None

Contact Hours: 15

Description: This course explores in detail the disease processes and clinical examination in Ayurvedic medicine. Students learn the causes of disease, six stages of disease manifestation, disease pathways and classification of diseases, signs and symptoms of disease. Students learn how to distinguish the disease from its symptoms and prioritize treatment protocols.

#### **Ayurvedic Diagnosis 2**

Course No. AY-CAP-306

Pre-requisite: AY-CAP-305

Contact Hours: 15

Description: This course builds skills in clinical diagnosis (pariksha). Students learn and practice many different Ayurvedic diagnostic techniques (pulse, tongue, nails, skin, speech, eyes, etc.) and learn to evaluate their findings in terms of health and disease. Students differentiate between techniques that are important to use in each case and those that are particular to a disease system.

#### **Disease Management: Digestive System**

Course No. AY-CAP-307

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the digestive system in Ayurvedic Medicine including various disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as treatments through diet, lifestyle, herbal formulas and other therapies.

### **Disease Management: Cardiovascular System**

Course No. AY-CAP-308

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the cardiovascular system in Ayurvedic Medicine including various disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as treatments through diet, lifestyle, herbal formulas and other therapies

### **Disease Management: Respiratory System**

Course No. AY-CAP-309

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the respiratory system in Ayurvedic Medicine including various disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as diet, lifestyle, herbal formulas and other therapies.

### **Disease Management: Nervous System**

Course No. AY-CAP-310

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the nervous system in Ayurvedic Medicine including the disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as diet, lifestyle, herbal formulas and other therapies.

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

Course No. AY-CAP-311

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the Genito-urinary system in Ayurvedic Medicine including the disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as diet, lifestyle, herbal formulas and other therapies. The Ayurvedic approach to men's health issues are introduced.

### **Disease Management: Women's Health**

Course No. AY-CAP-312

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course explores in detail the women's health in Ayurvedic Medicine including the disorders, assessment and treatment. Students learn the causes, signs and symptoms, and pathogenesis of the disorders, as well as diet, lifestyle, herbal formulas and other therapies. The Ayurvedic approach to promoting fertility, healthy pregnancy, and imbalances of

menopause are introduced.

### **Disease Management: Pre & Post Natal, Pediatrics**

Course No. AY-CAP-313

Pre-requisite: AY-CAP-312

Contact Hours: 15

Description: This course investigates women's pre and post-natal healthcare in terms of support for creating a healthy conception and pregnancy, as well as ameliorating potential disorders. Nutritional support and lifestyle measures are presented. Herbal formulas and suitable external therapies are explored. Interventions for post-natal conditions are investigated. Assessment and appropriate intervention for children are examined per different age groups from infants to adolescence. Diet and lifestyle to promote health as well as herbs suitable for children are presented.

### **Advanced Ayurvedic Psychology**

Course No. AY-CAP-314

Pre-requisite: AY-CAP-303 to AY-CAP-306

Contact Hours: 15

Description: This course investigates the knowledge of the Mind, its functions, causative factors for pathological change, stages of pathology and various disease presenting with psychological and physical symptoms. It assesses various psychological disorders from an Ayurvedic perspective. Students explore the predominance of the three gunas (Sattwa, Rajas, Tamas) in specific conditions and learn which Ayurvedic therapies (diet, lifestyle and herbal) can be recommended. Spiritual and subtle therapies of the sister sciences are considered as well.

### **Introduction to Scientific Research**

Course No. AY-CAP-401

Pre-requisite: None

Contact Hours: 15

Description: This course provides the students a basic understanding of scientific research process, introduction to steps involved in the scientific research models, methods and analysis. Students will also learn how to critically understand and evaluate scientific research presentations and literature.

### **Kayachikitsa and Internal Medicine**

Course No. AY-CAP-402

Pre-requisite: AY-CAP-303 through AY-CAP-400

Contact Hours: 15

Description: This course examines the specific symptomology of various disease states and the treatment strategies that address them. Students hone skills to distinguish the stage of disease (shatkriyakala) and associate it by symptoms and samprapti. Using case studies, students compare, contrast, and evaluate the functions, indications, and contraindications of a variety of treatments and formulas. This course covers classical formulas for use in the treatment of various disorders as

well as the principles of preparing advanced formulas.

### **Aging and Advanced Restorative Therapies**

Course No. AY-CAP-403

Pre-requisite: AYCAP-402

Contact Hours: 15

Description: This course explores in detail the concept of rasayana or rejuvenation in Ayurvedic Medicine. Students learn dietary measures, herbal formulas, external therapies and daily routines used as rejuvenatives to promote nourishment and tonification, strengthen the immune system and build strength. Students will examine health issues that are of particular concern for the aging including diabetes, heart disease, arthritis, Alzheimer's disease, high blood pressure. The student will create geriatric care management plans for seniors and their families/communities based on Ayurvedic principles.

### **Ayurvedic Therapies 2**

Course No. AY-CAP-404

Pre-requisite: AY-CAP-403

Contact Hours: 15

Description: This course is a hands-on demonstration of various Ayurvedic bodywork techniques including Abhyanga, Ayurvedic massage, Shirodhara, Basti, Marma Therapy, and herbal Swedana. Students learn the techniques and put them into practice in the classroom. Because this is a survey course and does not provide in-depth training in these therapies, students will generally apply the knowledge to refer clients out to qualified practitioners.

### **Internship 2**

Course No. AY-CAP-405

Pre-requisite: AY-CAP-404

Contact Hours: 60

Description: This course introduces students to advanced consultation practices and protocols for consultations. Students continue to develop their skills as Ayurvedic Practitioners through consultations and clinical discussions in the classroom under the supervision of experienced Ayurvedic Practitioners. Students are required to prepare case papers for each client. (This course runs over two separate weekends, 30 client encounters).

### **Subtle Therapies 2: Jyotish, Hasta, and Vastu**

Course No. AY-CAP-406

Pre-requisite: None

Contact Hours: 15

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. Because this is a survey course and does not provide in-depth training in these subtle sciences, students learn to evaluate and distinguish which might benefit a client for referral.

### **Western Interface, Functional Medicine, and Understanding Labs**

Course No. AY-CAP-407

Pre-requisite: None

Contact Hours: 15

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 examines 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.

### **Professional Practices (Counseling, Ethics, Management)**

Course No. AY-CAP-408

Pre-requisite: None

Contact Hours: 15

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

### **Advanced Ayurvedic Anatomy & Physiology**

Course No. AY-CAP-409

Pre-requisite: None

Contact Hours: 15

Description: This course explores the concepts of Ayurveda Biology, Physics, Anatomy and Physiology and applies and relates them to the Western approach to the body-mind complex. Students study Embryology in light of the disease process and the susceptibility of the embryo during the whole of pregnancy. Students revisit the interdependency of trisharira and panchakosha and view the formation of human body in light of the tattwas, tanmatras and panchamahabhutas.

### **Student Clinical Case Studies Presentations**

Course No. AY-CAP-411

Pre-requisite: AY-CAP-405

Contact Hours: 15

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 and present a minimum of one case study to the class for peer review and discussion.

## Systems Review

Course No. AY-CAP-412

Pre-requisite: AY-CAP-300 to AY-CAP-411

Contact Hours: 15

Description: This seminar reviews all course material for integration and preparation for the MMI final exam and the national N.A.M.A. Ayurvedic Practitioner exam. [www.ayurvedanama.org](http://www.ayurvedanama.org)

## Externship 2

Course No. AY-CAP-413

Pre-requisite: AY CAP-405

Contact Hours: 154.25

Description: This course consists of student consultations with their clients outside the MMI College of Ayurveda campus. Supervised by MMI-approved Ayurvedic Practitioners, students are required to see clients for initial assessment and 2 follow-up appointments per client. Students are required to prepare case papers for each client. (45 client encounters)

## Clinical Observation

Course No. AY-CAP-414

Pre-requisite: AY-CAP-405

Contact Hours: 30

Description: Students have the opportunity to observe Master Ayurvedic Practitioners in consultations in a clinic and to discuss diagnostic methods and treatments. Students hone diagnostic skills under the supervision of skilled and experienced Ayurvedic Practitioners. Students are required to observe 15 clients or 30 hours (these numbers are subject to change) of observation. All student observation requests must be pre-approved.

## Final Exam

Pre-requisite: AY-CAP-300 through AY-CAP-412

Description: All student practitioners are required to pass a final exam for completion of the NAMA approved C-AP program in preparation for national exams. See [www.ayurvedanama.org](http://www.ayurvedanama.org)

## MASTER OF ARTS – AYURVEDA

**Total Credits:** 34.53 credits

### Admission Requirements:

- BA or BS from a regionally accredited institution
- Pre-Requisite: 6 credits; Anatomy and Physiology requirement. MMI requires a transcript from an accredited college showing satisfactory completion of A & P course(s)
- MMI AHC Diploma or AHC Professional Membership in NAMA.

- Completion of the first 6 months of C-AP coursework (no academic credit) or MMI C-AP Certificate and/or CAP Professional Membership in NAMA

Program = approximately 18 months.

This MA Program qualifies for NAMA AP Certification and fulfills most of the academic requirements for the NAMA “*Ayurvedic Doctor*” credential.

## Purpose / Objective

The Mount Madonna Institute Master of Arts degree in Ayurveda is a graduate level professional training that confers mastery and excellence in the field of holistic wellness and integrative health care.

The MA program includes graduate level courses in interprofessional education, research literacy, advanced Ayurvedic medicine and classical texts, supervised clinical internships, externships and apprenticeships and culminates with a capstone project and presentation.

Students will learn to adapt Ayurveda for an integrative approach to health care. Graduates function effectively within healthcare subsystems to deliver excellent team-based, client-centered care and education for individuals, families, and the community.

Students begin MA coursework while simultaneously completing C-AP certificate; MA course is noted for depth and rigor. At the end of the coursework, students create, complete and present a capstone project, engage in supervised clinical externships and clinical apprenticeship work, and take a final exam to satisfy MMI MA requirements.

## AIMS AND GOALS

MMI MA graduates are at the forefront of the development and promotion of Ayurveda, the fastest re-emerging modalities of healthcare in the world and a solid partner in the expanding field of Integrative Medicine. Whether it is through teaching, writing articles, contributing to new or on-going research, presenting at professional conferences, or maintaining a respected clinical practice, our graduates are the “next generation” of Ayurveda, in the USA.

## PROFESSIONAL LICENSURE

No professional licenses are currently available nor required in the State of California nor any other State within the US for professionals working in the fields of Ayurveda and Yoga.

## Program Learning Outcomes

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

**PLO 1: Ayurveda Framework of Health: Apply Ayurveda framework when considering disease prevention and management.** The student will be able to analyze, develop and evaluate the Ayurveda framework for disease prevention and management for optimal well-being.

**PLO 2: Clinical Practice: Demonstrate synthesis and application of the Ayurveda Framework through supervised clinical experience and patient assessments.** The student will be able to investigate, design and document therapeutic recommendations.

**PLO 3: Research Analysis: Investigate, integrate and assess research for scholarly enhancement in the field of Ayurveda.** The student will be able to identify, interpret, examine, and synthesize research on disease prevention and management as it applies to Ayurveda.

**PLO 4: Ayurveda Integration: Function effectively as an Ayurveda health specialist, adapting Ayurveda for an integrative approach to health.** The student will be able to interpret, discriminate, and formulate the Ayurveda framework with a clear understanding of their scope of practice within healthcare subsystems to deliver excellent care and education for clients and the community.

The MA degree program requires additional clinical on-site internships, off-site externships, clinical observations of experienced practitioners, and clinical apprenticeship assisting a BAMS or MD Ayurveda physician in an active Ayurvedic medical clinic.

The MA cohort is in residence for 4 full days per month. Classes meet one 4-day weekend per month, starting Thursday mornings at 9:30am and ending Sundays at 5pm, and include experiential practicums as well as lecture sessions.

There are additional 2-4 monthly webinars each month. Faculty for each residential session include a core faculty supervisor who remains in the classroom with the class full time (through-out the program), a Yoga expert and BAMS or MD Ayurveda expert lecturers. Faculty are fully qualified academic professionals and

expert clinicians. Students can expect to add 20 hours per week towards their study.

The class and instructors utilize Populi, the online learning management system, for on-going communication and support in between residential sessions.

## 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. Yoga and Sanskrit classes and all webinar "missed hours" are considered general attendance and are recorded, accrued and added to the cumulative general attendance record.

### *Academic Requirements:*

Students must successfully complete all course assignments, clinical activities such as clinical Observations, Internships, Externships, and Apprenticeships, successfully pass final exams and required hours 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.

***Tuition and Fees:*** 100% paid

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

## Academic Calendar for MA 2022 Cohort

**April 2021 or Month 1-8:** Students begin MA coursework while simultaneously completing C-AP certificate; MA course is noted for depth and rigor.

**November 2021 to March 2022 or Month 9-12:** MA in-class course work continues. Students engage in supervised clinical work on their own time to satisfy the MMI C-AP and NAMA AP credentialing requirements. After clinical completion, MA students are eligible to take the NAMA AP Board Exam and register as NAMA AP professional member.

**March 2022 to September 2022 or Month 12-18:** Students create, complete and present a capstone project, engage in supervised clinical externships and clinical apprenticeship work, and take a final exam to

satisfy MMI MA requirements.



## Program Course List with Hours and Credits

MASTER OF ARTS - AYURVEDA		ACADEMIC CREDIT HOURS				
Course Number	Course Titles	Lecture (direct contact hours)	Journal Club (direct contact hours)	External (Lab)	Total Hours	Total Credits
AY-MA-500	Yoga for Health and Disease Management	22.5			22.5	1
AY-MA-501	Sanskrit Study	10			10	
AY-MA-502	Ayurvedic Foundational Integration	50			50	3
AY-MA-503	Introduction to Scientific Research	15	1		16	1
AY-MA-504	Kayachikitsa and Internal Medicine	15	1		16	1
AY-MA-505	Aging and Advanced Restorative Therapies	15			15	1
AY-MA-506	Ayurvedic Therapies 2	15			15	1
AY-MA-507	Internship 2	30	1		16	2
AY-MA-508	Subtle Therapies 2: Jyotish, Hasta & Vastu	15			16	1
AY-MA-IPE1	Western Interface, Functional Medicine, and Understanding Labs	15			15	1
AY-MA-509	Professional Practices (Counseling, Ethics, Management)	15			15	1
AY-MA-510	Advanced Ayurvedic Anatomy & Physiology	15	1		16	1
AY-MA-511	Student Clinical Case Studies Presentations	15			15	1
AY-MA-512	Systems Review	15			15	1
AY-MA-513	Externship 2	30		60	90	2
AY-MA-514	Clinical Observations	15		30	45	1
AY-MA-IPE2	Allopathic Therapeutics, Surgery, Integration & Clinical Collaboration	15	1		16	1
AY-MA-601	ENT/Head & Neck	15			15	1
AY-MA-602	Aging & Geriatrics 2	15	1		16	1
AY-MA-603	Ayurvedic Herbology 3	15			15	1
AY-MA-IPE3	Labs & Functional Medicine 2	15			15	1
AY-MA-604	Research Methodologies 2	15	1		16	1
AY-MA-605	Toxicology AND Kayachikitsa 3	15			15	1
AY-MA-IPE4	Acupuncture, Neuroscience, Osteopathy and Physical Therapy	15	1		16	1
AY-MA-606	Clinical Apprenticeship	15		45	60	3
AY-MA-607	Externship 3	30		60	90	2
AY-MA-608	Capstone Project	15		90	105	2.47
AY-MA-609	Capstone and clinical case study presentations	15			15	1
<b>TOTAL</b>		<b>502.5</b>	<b>8</b>	<b>240</b>		<b>34.53</b>

## **MASTER OF ARTS-AYURVEDA COURSE DESCRIPTIONS**

### **Yoga for Health and Disease Management**

Course No. AY-MA-500

Credit: 1

Description: This course deepens the practice of Yoga. Students perform yoga postures, breathing practices and meditation. Students explore the science of yoga within the context of the shad darshana. Using the Ashtanga Yoga, Hatha Yoga and Raja Yoga systems, the course investigates and applies the appropriate limb and practice of yoga to disease management.

### **Sanskrit Study**

Course No. AY-MA-501

Credit: 0

Description: This course continues the study of the Sanskrit, the language of Ayurveda. Students learn to read, write, and chant Sanskrit slokas relating to health, wellness and each disease system studied.

### **Introduction to Scientific Research**

Course No. AY-MA-503

Credit: 1

Description: This course provides the students a basic understanding of scientific research process, introduction to steps involved in the scientific research models, methods and analysis. Students will also learn how to critically understand and evaluate scientific research presentations and literature.

### **Kayachikitsa and Internal Medicine**

Course No. AY-MA-504

Credit: 1

Description: This course examines the specific symptomology of various disease states and the treatment strategies that address them. Students hone skills to distinguish the stage of disease (shatkriyakala) and associate it by symptoms and samprapti. Using case studies, students compare, contrast, and evaluate the functions, indications, and contraindications of a variety of treatments and formulas. This course covers classical formulas for use in the treatment of various disorders as well as the principles of preparing advanced formulas.

### **Aging and Advanced Restorative Therapies**

Course No. AY-MA-505

Credit: 1

Description: This course explores in detail the concept of rasayana or rejuvenation in Ayurvedic Medicine. Students learn dietary measures, herbal

formulas, external therapies and daily routines used as rejuvenatives to promote nourishment and tonification, strengthen the immune system and build strength. Students will examine health issues that are of particular concern for the aging including diabetes, heart disease, arthritis, Alzheimer's disease, high blood pressure. The student will create geriatric care management plans for seniors and their families/ communities based on Ayurvedic principles.

### **Ayurvedic Therapies 2**

Course No. AY-MA-506

Credit: 1

Description: This course is a hands-on demonstration of various Ayurvedic bodywork techniques including Abhayanga, Ayurvedic massage, Shirodhara, Basti, Marma Therapy, and herbal Swedana. Students learn the techniques and put them into practice in the classroom. Because this is a survey course and does not provide in-depth training in these therapies, students will generally apply the knowledge to refer clients out to qualified practitioners.

### **Internship 2**

Course No. AY-MA-507

Credit: 2

Description: This course introduces students to advanced consultation practices and protocols for consultations. Students continue to develop their skills as Ayurvedic Practitioners through consultations and clinical discussions in the classroom under the supervision of experienced Ayurvedic Practitioners. Students are required to prepare case papers for each client. (This course runs over two separate weekends.)

### **Subtle Therapies 2: Jyotish, Hasta, and Vastu**

Course No. AY-MA-508

Credit: 1

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. Because this is a survey course and does not provide in-depth training in these subtle sciences, students learn to evaluate and distinguish which might benefit a client for referral.

### **Western Interface, Functional Medicine, and Understanding Labs**

Course No. AY-MA-IPE1

Credit: 1

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 examines 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.

### **Professional Practices (Counseling, Ethics, Management)**

Course No. AY-MA-509

Credit: 1

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

### **Advanced Ayurvedic Anatomy & Physiology**

Course No. AY-MA-510

Credit: 1

Description: This course explores the concepts of Ayurveda Biology, Physics, Anatomy and Physiology and applies and relates them to the Western approach to the body-mind complex. Students study Embryology in light of the disease process and the susceptibility of the embryo during the whole of pregnancy. Students revisit the interdependency of *trisharira* and *panchakosha* and view the formation of human body in light of the *tattwas*, *tanmatras* and *panchamahabhutas*.

### **Student Clinical Case Studies Presentations**

Course No. AY-MA-511

Credit: 1

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 and present a minimum of one case study to the class for peer review and discussion.

### **Systems Review**

Course No. AY-MA-512

Credit: 1

Description: This seminar reviews all course material for integration and preparation for the MMI final exam and the national N.A.M.A. Ayurvedic

Practitioner exam. [www.ayurvedanama.org](http://www.ayurvedanama.org)

### **Externship 2**

Course No. AY-MA-513

Credit: 2

Description: This course consists of student consultations with their clients outside the MMI College of Ayurveda campus. Supervised by MMI-approved Ayurvedic Practitioners, students are required to see a minimum of 15 clients for initial assessment and 2 follow-up appointments per client. Students are required to prepare case papers for each client.

### **Clinical Observation**

Course No. AY-MA-514

Credit: 1

Description: Students have the opportunity to observe Master Ayurvedic Practitioners in consultations in a clinic and to discuss diagnostic methods and treatments. Students hone diagnostic skills under the supervision of skilled and experienced Ayurvedic Practitioners. Students are required to observe 15 clients. All student observation requests must be pre-approved.

### **Allopathic Therapeutics, Surgery, Integration & Clinical Collaboration**

Course No. AY-MA-IPE2

Credit: 1

Description: This course will review commonly used allopathic therapeutics and their interface with Ayurveda. The course will also examine the relationship between Ayurveda and allopathy as systems, exploring ways to work collaboratively. Content includes drug-herb interactions, the Ayurvedic view of common allopathic treatments, appropriate referrals to allopathic practitioners, and the development of a common language bridging Ayurveda and allopathy.

### **ENT/Head & Neck**

Course No. AY-MA-601

Credit: 1

Description: This course explores the ayurvedic anatomy of eye, ear, nose, throat, brain and neck. Students develop mastery in recognizing various signs and symptoms of disorders of the head and neck region, assessment and treatment through diet, lifestyle, herbal and bodywork.

### **Aging & Geriatrics 3**

Course No. AY-MA-602

Credit: 1

Description: This course explores the ayurvedic care of the elderly patients (over age 70). Students

develop mastery in engaging elderly patients to elicit chief complaint/s, past health history, family history, social history (financial and socio-economic status, living situations, hobbies, social life & support system), and sexual history. Students develop mastery assessing ADL. Students explore the pathogenesis and treatment plan for diseases commonly found in elderly population.

### **Ayurvedic Herbology 3**

Course No. AY-MA-603

Credit: 1

Description: This course explores in detail the Ayurvedic principles of Herbology and Pharmaceuticals, functions, indications and contraindications of various medicinal herbs, use of single, compounded herbs, and classical formulas and various methods of combining herbs into formulas to restore physio/mental equilibrium and management of various imbalances. Using the classical texts, Students will learn how to make individual formulas, calculate dosages and recommend herbal interventions for each of the disease systems investigated.

### **Lab and Functional Medicine 2**

Course No. AY-MA-IPE3

Credit: 1

This course teaches students on how to interpret complex lab reports and tests and integrate that reference into their clinical practice.

### **Research Methodologies 2**

Course No. AY-MA-604

Credit: 1

This class introduces students to the Capstone project and guides them in selection of the topic, organization of the project and the paper, writing styles, presentation, timeline and tracking. Students are also introduced to the fundamentals of original research, and literature review.

### **Toxicology and Kayachikitsa 3**

Course No. AY-MA-605

Credit: 1

Description: This course introduces students to classical teachings on toxicology. Students explore, qualities and categories of poisons, food borne transmission of disease, vegetable poisons, insect bites, heavy metals and inorganic poisoning according to classical texts and contemporary context. Students learn to apply these teachings within the context of contemporary environmental and occupational challenges. Students explore the pathogenesis and treatment plan for the most common Zoonotic diseases. This course also provides an overview understanding of some of the

common western diseases. Students get a general appreciation of epidemiology, causation, and pathogenesis.

### **Acupuncture, Neuroscience, Osteopathy and Physical Therapy**

Course No. AY-MA-IPE4

Credit: 1

Description: This course introduces students to other modalities of healthcare like Acupuncture, Neuroscience, Osteopathy and Physical Therapy. Students examine key concepts in each of these modalities and consider their relevance in modern healthcare treatment.

### **Clinical Apprenticeship**

Course No. AY -MA-606

Credit: 3

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).

### **Externship 3**

Course No. AY -MA-607

Credit: 2

Description: Description: This course consists of student consultations with their clients outside the MMI College of Ayurveda campus. Supervised by MMI-approved Ayurvedic Practitioners, students are required to see a minimum of 15 clients for initial assessment and 2 follow-up appointments per client. Students are required to prepare case papers for each client.

### **Capstone Project**

Course No. AY -MA-608

Credit: 2.47

The MA Ayurveda Capstone Project is a multifaceted assignment that serves as a culminating academic and experiential learning opportunity for the student. The capstone project can take a wide variety of forms, including a long-term investigative project that culminates in a final product or presentation. Students are asked to select a topic of interest, conduct research on the subject, maintain a portfolio of findings or results, design and implement an activity that benefits the recipient(s), and create a final presentation demonstrating their learning acquisition or conclusions. The student will give an oral presentation on the project to a panel of teachers, experts, and/or community members who collectively evaluate its quality.

### **Capstone and clinical case study presentations**

Course No. AY -MA-609

Credit: 1

Description: This class provides a forum for the students to present their cases and engage in rigorous

discussion about the cases and case management. Students are required to write and present a minimum of one case study to the class for peer review and discussion. This class also provides a forum for the students to present their capstone project and engage in rigorous discussion about their topic of choice.

**Final Exam**

Description: All MA students are required to write two exams to satisfy MMI CAP and MMI MA requirements.

# The School of Yoga

The School of Yoga at Mount Madonna Institute offers signature Yoga Teacher Training Certificates at the 200 Hour, Advanced Yoga Studies (300 Hour), Prenatal Specialty (85 Hour), Children’s Yoga (95 Hour) as well as a Certificate in Ayurvedic Yoga Therapy (AHC 1083 hours).

Our YTT programs are approved by the national yoga registry, the Yoga Alliance. These programs include a broad range of yoga theory, philosophy, and *hatha* yoga 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*, *Hatha Yoga Pradipka*, and the published and unpublished writings of Master Yogi Baba Hari Dass, who is the inspiration for our school.

Our upcoming AYT program (soon to be offered pending BPPE approval) is accredited with the International Association of Yoga Therapists (IAYT) and complies with the standards set forth by the National Ayurvedic Medical Association (NAMA) (accreditation pending).

At MMI one has the opportunity to study with instructors who are deeply committed to the practice of yogic principles on a daily basis; many live in the residential community. Many of our senior faculty members have been practicing, studying, and teaching yoga at Mount Madonna Center and Institute for over 30 years.

## ASHTANGA YOGA TEACHER TRAINING – 200 HOUR LEVEL

**Clock Hours:** 205

**Prerequisite:** High school graduation or equivalent

**Cumulative Final Exam:** No

**Graduation Document:** Certificate

**Grading:** Pass or Fail

- Pass: Successful completion of the course
- Fail: Unsuccessful completion of the course
- 90% attendance

### Purpose / Objective:

We teach a comprehensive system of yoga that has endured for over 5000 years. Through the teachings of Baba Hari Dass, the study of *ashtanga* (eight-limbed) yoga and the practices of *hatha* 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 *shat karma* (bodily purifications), *pranayama* (breathing practices), *mudra* (positions to seal and direct energy), *asana* (postures), *dharana* (concentration) 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 Registered Yoga Teacher at the 200-hour (RYT 200) 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
<b>Total:</b>	<b>205.00</b>

### **Introduction to Ashtanga Yoga**

Techniques, Training and Practice (TTP)

Hours: 1.5

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)**

Hours:1.5

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 and learn how *asana* affects body, breath and mind. Students will also differentiate between personal practice and the teaching of *asana*.

### **Hand Mudras Techniques, Training and Practice (TTP)**

Hours:1.5

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)

Hours:1.5

Description: Students will learn the basics in Sanskrit and 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)

Hours: 1.5

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 basic five element theory, the *doshas*, their properties, functions, and locations.

### **Prenatal Theory**

Techniques, Training and Practice (TTP)

Hours: 3

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)

Hours:1.5

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)

Hours:1.5

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)

Hours: 3

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)

Hours:3

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 to 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 choose.



### **Shat Karma**

Techniques, Training and Practice (TTP)

Hours: 12.5

Description: An introduction and overview of ancient cleansing practices with demonstration, instruction, practice of several 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. The students can choose to incorporate any that fit for them into their personal practice.

### **Sadhana (Pranayama & Meditation)**

Techniques, Training and Practice (TTP)

Hours: 38

Description: During daily classes, the student will learn beginning *sadhana* practices and have an opportunity to teach the techniques in a small group setting.

Learning Objectives: Students will be able to teach beginning practices to a beginning yoga class; they are encouraged to incorporate the practices into a daily *sadhana*.

### **Asana Practice**

Techniques, Training and Practice (TTP)

Hours: 21

Description: Morning *asana* classes that model the arch progression, focusing on the core poses. Students are exposed to a variety of teaching styles as well as different approaches to *asana* (gentle, therapeutic, strong, and vigorous, etc.).

Learning Objectives: Students experience a well-balanced *asana* class, preparing them to create their own classes. Students have a physical release during the day from so much sitting.

### **Asana Core Postures**

Techniques, Training and Practice (TTP)

Hours: 21

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 3

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

Learning Objectives: Students hone their skill.

### **Asana Teaching Theory**

Teaching Methodology (TM)

Hours: 6

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)

Hours: 9

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)

Hours: 4.5

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)

Hours: 3

Description: An introduction to 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)

Hours: 1.5

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)

Hours: 1.5

Description: A further exploration into the workings of the body and how yoga practices can affect a person.

Learning Objectives: Students will understand how *pranayama*, meditation and *asana* can create changes.

### **Anatomy III**

Anatomy & Physiology (AP)

Hours: 1.5

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 alignment principles to specific yoga postures.

### **The Anatomy of the Breath**

Anatomy & Physiology (AP)

Hours: 1

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

Learning Objectives: Students learn how the body/brain reacts in *pranayama* practices.

### **Ayurveda II - Anatomy & Physiology**

Anatomy & Physiology (AP)

Hours: 1.5

Description: This course explores Ayurvedic biology, anatomy and physiology.

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

### **Anatomy & Physiology of Shat Karma**

Anatomy & Physiology (AP)

Hours: 2

Description: An explanation of the anatomy and physiology of the *shat karma* we teach.

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)

Hours: 6

Description: An anatomical and physiological perspective on 32 core *asana* poses

Learning Objectives: Students will understand how the nine groups of postures, the arch progression theory, the 32 core poses relate to anatomy and physiology.

### **Introduction Patanjali's Yoga Sutras**

Yoga Philosophy/Life Style Ethics (YPLE)

Hours: 1.5

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 Patanjali over 2000 years ago and begin to understand the timeliness of the philosophy and the practices.

### **Yama & Niyama: Ethics I**

Yoga Philosophy/Life Style Ethics (YPLE)

Hours: 1.5

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 be able to define *yama* (observances) and *niyama* (restraints) and explain how they are foundational in yoga as well as how they are relevant to, and can be incorporated in, daily life.

### **History of Sanskrit & Sacred Sound**

Yoga Philosophy/Life Style Ethics (YPLE)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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

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)

Hours: 1.5

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 (*samskara*), and obstacles (*panchaklesha*).

## **History of Yoga**

Yoga Philosophy/Life Style Ethics (YPLE)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 1.5

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)

Hours: 4.5

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)

Hours: 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

Hours: 9

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, and 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

Hours: 9

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

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

# CERTIFICATE IN ASHTANGA YOGA TEACHER TRAINING – 300 HOUR LEVEL

## (Advanced Yoga Studies)

**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) and *hatha* 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

### 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
<b>Total:</b>	<b>300.00</b>

#### Sadhana: Intermediate Pranayama and Meditation

Techniques, Training and Practice (TTP)

Course Number: YTT300 - 300

Contact Hours: 36

Description: Students will review and practice all the beginning pranayama taught in YTT 200. Students prepare to teach intermediate pranayama that use breath retention. Students learn and practice various meditation techniques as described in classical texts: Yoga Sutras, Hatha Yoga Pradipika, Tantra, Upanishads, Vedas, etc.

*Ashtanga* and *Hatha* Yoga, including *shat karma* (bodily purifications), *pranayama* (breathing practices), *mudra* (positions to seal and direct energy), *asana* (postures), *dharana* (concentration) and *dhyana* (meditation).

Topics also cover Yoga Philosophy, the *Yoga Sutras*, Ayurveda, Neuroscience, *Bhagavad Gita*, Biomechanics, Subtle (energy) Body Theory, and Yoga Psychology and Teaching Methodology. 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, qualifies anyone who completes it to register as a Registered Yoga Teacher at the 300-hour level with Yoga Alliance.

#### What is Yoga?

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-301

Contact Hours: 23

Description: Introduction to the program. Students will review schedules, and expectations for the course including all assignments and requirements to complete the course. This course includes an 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.

**Subtle Body**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-302

Contact Hours: 7

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

**Ethics of Yoga**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-303

Contact Hours: 7.5

Description: A review of Mount Madonna's ethical guidelines and small group discussions.

**Ayurveda**

Techniques, Training and Practice (TTP)

Anatomy & Physiology (AP)

Course Number: YTT300-304

Contact Hours: 7.5

Description: This course covers pranayama and meditation for your dosha, and talks about the specifics of choosing a meditation that is specific to dosha.

**Yoga and Neuroscience**

Techniques, Training and Practice (TTP)

Course Number: YTT300-305

Contact Hours: 11

Description: This course is based on the Yoga Sutras of Patanjali with translation and commentary by Baba Hari Dass. Writings and recent research in the fields of neurobiology, psychology, and contemplative practices will be used for integration.

**Sanskrit as Sacred Sound**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-306

Contact Hours: 6

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

**Meditation Theory and How to Teach**

Techniques, Training and Practice (TTP)

Course Number: YTT300-307

Contact Hours: 4.5

Description: This class will cover the obstacles people may encounter while trying to meditate and techniques that may be useful in overcoming obstacles.

**Yoga Sutra Study**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-308

Contact Hours: 29

Description: An overview of Patanjali's Yoga Sutras as they are applied to Samkhya philosophy. Includes

Sanskrit chanting, lecture, self-reflective exercises, and discussion.

**Bhagavad Gita**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-309

Contact Hours: 8

Description: Gives an overview of this important ancient scripture as well as its symbolism and hidden meaning as it relates to the inner journey of the seeker through practices consistent with a yogic lifestyle.

**Tantra**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-310

Contact Hours: 9

Description: This class is a broad sketch of the Tantra tradition exploring its historical roots and evolution into its modern-day presentation.

**Asana Sequencing**

Techniques, Training and Practice (TTP)

Course Number: YTT300-311

Contact Hours: 9

Description: The class will go over the science of sequencing: how poses can best be linked and ordered to form a well-rounded class which will focus on the spine in the gross body and the prana vayus in the subtle body.

**Mentoring Groups with Senior Teachers**

Techniques, Training and Practice (TTP)

Course Number: YTT300-312

Contact Hours: 16.5

Description: This course is designed to allow students time with a mentor to communicate any areas of material that may need more clarification. Students will also use this time to communicate with peers about work projects.

**Yoga Psychology**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-313

Contact Hours: 7.5

Description: This course explains the different aspects of the mind, and makes a distinction between the self and the SELF and the different ways to merge the two selves.

**Asana Biomechanics**

Anatomy & Physiology (AP)

Course Number: YTT300-314

Contact Hours: 12

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.

### **Student Assessment**

Techniques, Training and Practice (TTP)

Course Number: YTT300-315

Contact Hours: 7.5

Description: Assessing to facilitate learning for both teacher and student in terms of breath, stability, strength and individuality.

### **Student Teaching Methodology**

Techniques, Training and Practice (TTP)

Course Number: YTT300-316

Contact Hours: 3.5

Description: This course will prepare students to use information covered to design and implement a theory class.

### **Svadyaya**

Yoga Philosophy/Life Style Ethics (YPLE)

Course Number: YTT300-317

Contact Hours: 14

Description: This course is designed to allow students time to reflect on why self study is an important part of a spiritual journey and how it can be a useful tool.

### **Student Teaching of Asana**

Practicum

Course Number: YTT300-318

Contact Hours: 21

Description: The student will teach a 75-minute asana class to their group of peers with supervision, evaluation and 15 min. feedback. When not teaching, the student will be observing and/or taking the class for providing feedback.

### **Student Teaching of Pranayama & Meditation**

Practicum

Course Number: YTT300-319

Contact Hours: 28

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.

### **Student Teaching of Yoga Theory**

Practicum

Course Number: YTT300-320

Contact Hours: 17.5

Description: The student will teach a 10 and 45-minute presentation in yoga philosophy or theory to a larger group. There will be supervised evaluation and feedback. When not presenting the students will observe other student teachers.

### **Asana Biomechanics Clinic**

Techniques, Training and Practice

Course Number: YTT300-322

Contact Hours: 15

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

### **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

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

Please contact us at 408-846-4095 regarding the following programs pending approval by BPPE:

Childrens' Yoga Teacher Training (CYTT)  
Ayurvedic Yoga Therapy (AYT)

# 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 while more deeply exploring Post-natal theory and practices to support new mothers.

## 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
<b>Total:</b>	<b>85.00</b>



## **Opening Circle and Introduction to Prenatal Yoga Teacher Training**

Prenatal

Hours: 2

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

Hours: 1.5

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

Hours: 1.5

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)**

Hours: 11

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)

Hours: 5

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)

Hours: 2

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)

Hours: 1.5

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

Hours: 2

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)

Hours: 2

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) Hours: 2

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  
Hours: 1.5

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) Hours: 1.5

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  
Hours: 2

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) Hours: 2.5

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)**

Hours: 1.5

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)  
Hours: 1.5

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  
Hours: 1.5

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  
Hours: 1.5

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) Hours: 1.5

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

Hours: 1

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

Hours: 1

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)

Hours: 1

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)

Hours: 1.5

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

Hours: 1.5

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

Hours: 1.5

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 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 to create a well-rounded yoga class experience

## **Observation Q & A (for each Session)**

Teaching Methodology (TM)

Hours: 1

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

Hours: 2

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)

Hours: 5

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) Hours: 2

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) Hours: 1.5

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)

Hours: 3

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)

Hours: 1.5

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

Hours: 6

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)

Hours: 1.5

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)

Hours: 2

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)

Hours: 3

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

Hours: 2

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

Hours: 1.5

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)

Hours: 1

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)

Hours: 2

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-rounded, safe class for pregnant women. This class will be taught to their fellow-students.

## **Observations Continued**

Practicum

Hours: 4

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 90% is required in all schools. If any session is missed, the student must complete a makeup session with the

Instructor. An additional fee of \$35.00 per hour is charged for the makeup in advance. Students Must fulfill all assignments in all courses regardless of absences.

### ***Grading: Pass***

### ***Tuition and fees: 100% paid in full***

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

**Successful completion of each Yoga Teacher Training Program (200 Level, 300 Level and Prenatal Training) is based on 90% attendance requirements and completion of all required course assignments. There is no final exam required in the Yoga programs.**

## \*The School of Community Studies

*\*The residential programs offered through the School of Community Studies are not currently being offered due to the temporary closure of Mount Madonna Center during the Covid-19 pandemic. This includes CS-Part One, and CS-Part Two. They will resume once residency is safe to do.*

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. Participants 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 systems.

### 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 355-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.

benefits the broader community.

**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.

**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.

**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

**Successful completion is based on 90% attendance requirements.**

**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
<b>TOTAL</b>				<b>180</b>	<b>12</b>

**\*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 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.

**Successful completion is based on 90% attendance requirements.**

Mount Madonna Institute does not provide a Placement Service for graduates of any of its programs.

Email [ysc@mountmadonna.org](mailto:ysc@mountmadonna.org)

See [www.mountmadonna.org/ysc](http://www.mountmadonna.org/ysc)

## 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
<b>TOTAL</b>				<b>180</b>	<b>12</b>

# Mount Madonna Institute Research Center

Mount Madonna Institute (MMI) has begun the first phase of the development of the Mount Madonna Institute Research Center, dedicated to research on Ayurveda, Yoga, and Community. The second annual Research Symposium will be held August 9-11, 2019.

## 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.

# Admissions Policy and Procedure

## MMI OFFERS:

- 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 Teacher Trainings and Community Studies
- Located within a residential community with Yoga Studies at the core of its foundation, established in 1978

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 Registrar 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.

## Articulation Agreements

Mount Madonna Institute has not entered into a transfer or articulation agreements for any of its programs with any other college, university or educational institution.

## ADMISSIONS POLICIES PER PROGRAM

### COLLEGE OF AYURVEDA

#### Master of Arts-Ayurveda Degree Program

##### Admissions Requirements:

- BA or BS required 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 requires a transcript from an accredited college showing satisfactory completion of A&P

course(s)

- MMI AHC Diploma or AHC Professional Membership in NAMA.
- MMI C-AP Certificate or CAP Professional Membership in NAMA

##### Pre-Requisite:

6 credits; Anatomy and Physiology requirement.

This MA-Ayurveda Degree Program qualifies for NAMA AP Certification and fulfills the academic requirements for the NAMA "Ayurvedic Doctor" (AD NAMA) credential.

##### Application Checklist:

###### Complete Signed Application

- Administration Fee (\$150, or \$50 returning students)
- Life Experience Resume
- Education Resume
- Statement of Goals
- Three Letters of Recommendations
- Photograph
- Attendance at an Interview if requested

#### Certificate – Ayurvedic Practitioner

##### Admissions Requirements:

- High school graduation or equivalent required.
- Successful completion of the Ayurvedic Health Counselor (AHC) program required. If the AHC was completed elsewhere, student must pass the NAMA AHC National Exam.
- BA or BS from an accredited institution recommended.
- NAMA AHC Professional Membership recommended.

##### Pre-Requisite:

- 6 College Credits of Anatomy and Physiology

##### Application Checklist:

- Complete Signed Application
- Administration Fee (\$150, or \$50 returning students)
- Life Experience Resume
- Education Resume
- Statement of Goals
- Three Letters of Recommendations (new students)
- Photograph
- Attendance at an Interview if requested

#### Diploma – Ayurvedic Health Counselor

##### Admissions Requirements:

- High School Diploma or equivalent.

### 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 if requested

- Application Fee
- Acceptance by Registrar

### Community Studies – Part 2

- High School Diploma or equivalent
- Completed Application
- Application Fee
- Acceptance by Registrar

## SCHOOL OF YOGA

### Certificate in Ashtanga Yoga Teacher Training – 200 Level and Ashtanga Yoga Prenatal Teacher Training:

- High School Diploma or equivalent.
- Completed Application
- Application Fee
- Acceptance by Registrar

### Certificate in Ashtanga Yoga Teacher Training – 300 Level:

- High School Diploma or equivalent and the following:
- Pre-Requisite: 200-hour Yoga Teacher Training from a Yoga Alliance approved school
  - Graduates of a 200-hour Yoga Teacher Training from any school other than Mount Madonna Institute are required to attend the Yoga & Ayurveda Essentials Workshop, which introduces Mount Madonna’s unique style of training teachers. Information about that program can be found online or by emailing [yoga@mountmadonna.org](mailto:yoga@mountmadonna.org).
- Completed Application
- Application Fee
- Acceptance by Registrar

### For All Certificate and Diploma programs, Programs requiring a High School Diploma:

*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.*

## INTERNATIONAL STUDENTS

Generally, a citizen of a foreign country who wishes to enter the United States must first obtain a visa, either a nonimmigrant visa for temporary stay, or an immigrant visa for permanent residence. You must have a student visa to study in the United States. Your course of study and the type of school you plan to attend determine whether you need an F visa or an M visa.

A student visa (F or M) is required to study in the United States. Foreign nationals may not study after entering on a visitor (B) visa or through the Visa Waiver Program (VWP), except to undertake non-credit (recreational study) as part of a tourist visit. Mount Madonna Institute does not offer visa services to prospective students from other countries.

**Mount Madonna Institute is not a SEVP-approved school at this time. It does not accept international students into Certificate and ‘For Credit’ Programs.**

### Not-For-Credit Programs

A visitor (B) visa permits enrollment in short ‘recreational course of study’, which is not for credit toward a degree or academic certificate.

Mount Madonna Institute allows international students to enroll in short term, “not for credit” recreational programs not leading to a degree or certificate. These would include

## SCHOOL OF COMMUNITY STUDIES

### Community Studies – Part 1

- High School Diploma or equivalent
- Completed Application

short workshops and “programs of general interest” occasionally offered through Mount Madonna Institute.

## ENGLISH AS A SECOND LANGUAGE

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](http://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 if requested 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 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 envisions being at the forefront of scientific knowledge of the classical systems of Yoga and Ayurveda. Our students are taught how to be responsible consumers of scientific research, in order to better educate and treat their clients. Extensive digital resources are an integral part of the development of research literacy in our Ayurveda program.

To improve the library resources available to help the C-AP and MA students with their scholarly research activity, MMI purchases "Friends of the UCSC Library" cards (FOTL)" from the UC Santa Cruz library. The FOTL card allows borrowing library materials with very few restrictions and provides access to the online article database ProQuest Research Library. There are many journals relevant to Ayurveda studies in the ProQuest Research Library.

Mount Madonna Institute holds a varied collection of ancient source texts. Students are offered access to the on-campus Institute library during scheduled weekend hours (classes meet one three or four-day weekend per month, starting Thursday or 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 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.

Many required texts will be available for purchase at Oceanview Books and Ayurveda World, two stores on-site. All textbooks are available at the library.

## STUDENT MENTORING, TUTORIAL AND COUNSELING SERVICES

Mount Madonna Institute Core Faculty and Course Instructors and assistants maintain ongoing contact with the student 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 information as part of the curriculum.

MMI has two trained counselors on staff available to consult and can provide students a list of local counseling resources and referrals.

Clinical supervision is provided by experienced Ayurvedic BAMS and MD Ayur clinicians, including but not limited to Rucha Kelkar, DPT, 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.

## CAMPUS - MOUNT MADONNA CENTER

Mount Madonna Institute has the full use of the Mount Madonna Center's 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 complies with the BPPE 5 CCR 71735 with regard to facilities and equipment. It has sufficient facilities and all necessary equipment to support the achievement of the educational objectives and all courses and educational programs in which students are enrolled.

**Please note: The US Department of Labor's Standard Occupational Classification Codes** do not yet include job classification codes for Ayurveda and Yoga professionals nor for Ayurvedic Health Counselors, Ayurvedic Practitioners, nor MA – Ayurveda graduates. Though 1,000's of years in practice, the fields of Ayurveda and Yoga are newly emerging professions in the western Integrative Health Sciences.

[https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm)

The Institute is on the campus of a multi-generational residential community. Students benefit greatly from interacting with the community, and sharing extra and co-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 355 acres 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 355 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.

## COMMUTING AND HOUSING OPTIONS DURING RESIDENTIAL SESSIONS

Mount Madonna Center (MMC) is available to provide on-site housing and all meals for Institute students in an environment highly supportive of learning the Institute's disciplines. Students are not required to stay on-site.

Rooms at MMC 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 14 days prior to the arrival date.

Overnight housing is not required to attend MMI programs. However, students have a choice from a wide range of housing options at Mount Madonna Center should they prefer to stay onsite. Students are welcome to stay off site and pay only the commuting rate (\$51 per day). This commuting fee covers all meals during each weekend class is in session.

A list of motels and hotels 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.

Mount Madonna Institute does not provide further assistance for students who prefer to commute, other than the above mentioned list of motels and hotels.

## 2020 Daily Commute/Meals & Optional Lodging Fees

The following *per person per day* rates include all meals, lodging, and use of the hot tub, hiking trails, ball courts, lake for swimming, and all other facilities.

*\*Mount Madonna Center raises housing fees approximately 6% every two years in January.*

### JANUARY 1, 2020 - FEES

Commuting (meals & facilities use - minimum required)	\$ 51.00
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*All MMI students are required to pay the commute rate unless they have arranged for onsite overnight accommodations with MMC*

#### **Optional Accommodations available:**

Own Tent or Van	\$ 63.00
MMC Tents (Available May – October)	\$ 72.00
Dormitory (4-7/room)	\$ 93.00
Triple Occupancy	\$108.00
Double Occupancy	\$130.00
Double with Bath	\$150.00
Single Occupancy	\$160.00
Single with Bath	\$192.00

# COLLEGE OF AYURVEDA

## July 2020-July 2021 Fees

Tuition and Fees College of Ayurveda	Ayurvedic Health Counselor (AHC)	Certificate – Ayurvedic Practitioner (C-AP)	Master of Arts – Ayurveda (MA-Ay Graduate Degree)
<b>Basic Program Tuition</b>	\$7,675.00	\$14,640.00	\$10,860.00
<b>Classroom Materials/Library</b>	\$120.00	\$300.00	\$150.00
<b>Clinical Supervision</b>	\$150.00	\$300.00	\$300.00
<b>Graduation Fee</b>	\$25.00	\$25.00	\$50.00
<b>Capstone Supervision</b>	--	--	\$500.00
<b>Apprenticeship Supervision</b>	--	--	\$750.00
<b>Student Tuition Recovery Fund (non- refundable)*</b>	\$0	\$0	\$0
<b>Total Tuition Cost with Payment Plan Available (see pg. 58)</b>	<b>\$7,970.00</b>	<b>\$15,265.00</b>	<b>\$12,610.00</b>
<b>Application Fee (aka Registration Fee) Non-refundable**</b>	\$150	\$150.00 New \$50.00 Returning	\$150.00 New \$50.00 Returning
<b>Estimated Textbooks</b>	\$500.00	\$500.00	\$500.00
<b>Externship/Clinical Supervision***</b>	\$400.00	\$1,500.00	\$1,500.00
<b>On-Site Room &amp; Board</b> (Applicable only for Hi-Flex Wkends, for students who attend on-site)	Online Only	2 Hi-Flex Weekends Minimum of \$51 commute rate per day See full list of additional housing options pg. 53	5 Hi-Flex Weekends Minimum of \$51 commute rate per day See full list of additional housing options pg 53
<b>Estimated Total Charges per Program</b>	<b>\$9,020.00</b>	<b>\$17,721.00</b> based on minimum commute rate	<b>\$15,525.00</b> based on minimum commute rate

See Tuition Discounts and Optional payment Plans on Page 58.

**Additional information regarding fees:**

Tuition and fees may be increased from time to time but no sooner than 3 months prior to the start of a program.

No increase in a program’s fees will occur once an enrollment agreement is signed. The catalog (accessible at [www.mountmadonnainstitute.org](http://www.mountmadonnainstitute.org)) will reflect the most current fees.

“**Period of Attendance**” for each Program = Total Program length. This differs per program. There is only one “period of attendance” for each program and is noted on each Enrollment Agreement.

\* \$0 for every \$1,000 rounded to the nearest \$1,000 – Currently suspended by State of CA, BPPE

\*\* The Application fee (aka Registration Fee) charged for each year or program cannot be transferred to another year or program.

\*\*\* Fees for Externship / Clinical Supervision for all three College of Ayurveda programs may be passed on to the clients receiving consultations; AHC at \$40.00 per client, and C-AP and MA-Ayurveda at the rate of \$100.00 per client.

**SCHOOL OF YOGA**

<b>Tuition and Fees – School of Yoga Ashtanga Yoga Teacher Trainings:</b>	<b>200 Level* Certificate</b>	<b>300 Level * Certificate</b>	<b>Prenatal Teacher Training</b>		
<b>Application Fee (non-refundable)</b>	\$25.00	\$25.00	\$25.00		
<b>Tuition Deposit (Included in tuition total)</b>	\$500.00	\$500.00	\$100.00		
<b>Student Tuition Recovery Fund** (non-refundable)</b>	\$0.00	\$0.00	\$0.00		
<b>Tuition Total (includes Deposit &amp; Book Fees)*</b>	<b>\$2,395.00</b>	<b>\$3,575.00</b>	<b>\$1,100.00</b>		
<b>TOTAL TUITION COST</b>	<b>\$2,420.00</b>	<b>\$3,260.00</b>	<b>\$1,125.00</b>		
<b>*On-site housing is an additional cost to students. Rates range from \$51 per day to \$192.00 (See below)</b>	<b>Covid-19 No housing due to required Online option</b>	<b>Covid-19 No housing due to required Online option</b>	<b>Covid-19 No housing due to required Online option</b>		
<b>TOTAL EXPECTED COSTS TO STUDENTS</b>	<b>\$2420.00</b>	<b>\$3600.00</b>	<b>\$1,125.00</b>		

**During the Covid-19 pandemic, all classes are being delivered online.**

**Post Pandemic, when MMC is able to reopen safely:**

**\*Tuition does not include meals and lodging.**

**Students may commute at the current rate of \$51.00 per day (includes meals and all facility use)**

**Students have the option to arrange overnight accommodation from a broad range of choices.**

**All costs for lodging/commuting are arranged with Mount Madonna Center.**

## **SCHOOL OF COMMUNITY STUDIES**

**PLEASE NOTE THE COMMUNITY STUDIES – PART 1 AND PART 2  
(RESIDENTIAL SERVICE LEARNING PROGRAMS)  
HAVE BEEN TEMPORARILY SUSPENDED DUE TO THE CLOSURE OF  
MOUNT MADONNA CENTER DURING THE COVID-19 PANDEMIC.**

**PROGRAMS WILL RESUME WHEN THE HEALTH AND SAFETY OF  
ALL CAN BE ASSURED.**



## **COLLEGE OF AYURVEDA**

### **2020-2021 PAYMENT**

### **DISCOUNTS AND PAYMENT PLAN**

### **OPTIONS**

**EARLY BIRD TUITION: 5% Discount** on the total tuition when a completed application is received prior to the posted “Early Bird” date. (EB)

**FULL TUITION:** When a completed application is received after the posted “Early Bird” (EB) due date.

**SENIORS DISCOUNT: 5% Discount on the total tuition for those 60 years of age and over.**

**C-AP and MA-Ayurveda students receive a tuition rebate of \$1,000 with an “On-Time Completion”.**

Students have the option to pay tuition in full at the time of enrollment or with a payment plan agreement with Mount Madonna Institute.

### **AYURVEDIC HEALTH COUNSELOR**

### **DIPLOMA**

All students are required to pay a minimum of **\$1,000.00 Initial Tuition Payment** due upon enrollment. Deposit will be deducted from tuition total.

#### **Pay Tuition in Full (Eligible for \$250 discount)**

##### **8 Month Payment Plan**

- \$7,970 – Applicable Discounts = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment = Tuition Balance / 8

##### **12 Month Extended Payment Plan (\$280 Financing Fee)**

- \$7,970 – Applicable Discounts = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment = Tuition Balance + \$280 = Tuition Balance / 12

## **CERTIFICATE - AYURVEDIC PRACTITIONER**

### **(C-AP)**

All students are required to pay a minimum of **\$1,000.00 Initial Tuition Payment** upon enrollment. Deposit will be deducted from tuition total.

#### **12 Month Payment Plan at 0% Interest:**

- \$15,265.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment = Tuition Balance / 12

#### **18 Month Payment Plan at 3% Interest:**

- \$15,265.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment + 3% Interest = Tuition Balance / 18

#### **24 Month Payment Plan at 5% Interest:**

- \$15,265.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment + 5% Interest = Tuition Balance / 24

## **MASTER OF ARTS – AYURVEDA**

**(Includes transfers from other AP programs. AP Certificate required)**

All students are required to pay a minimum of **\$1,000.00 Tuition Deposit** upon enrollment. Deposit will be deducted from tuition total.

#### **18 Month Payment Plan at 0% Interest:**

- \$12,610.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment = Tuition Balance / 18

#### **24 Month Payment Plan at 3% Interest:**

- \$12,610.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment + 3% Interest = Tuition Balance / 24

#### **30 Month Payment Plan at 5% Interest:**

- \$12,610.00 – EB if applicable = Total Tuition
- Total Tuition - \$1,000 Initial Tuition Payment + 5% Interest = Tuition Balance / 30



**INTEGRATED C-AP/MASTER OF ARTS-  
AYURVEDA**

*For MA students enrolling at the beginning of the C-AP Program.*

All students are required to pay a minimum of **\$1,000.00 Initial Tuition Payment** upon enrollment. Deposit will be deducted from tuition total.

**24 Month Payment Plan at 0% Interest:**

- $\$27,875.00 - EB \text{ if applicable} = \text{Total Tuition}$
- $\text{Total Tuition} - \$1,000 \text{ Initial Tuition Payment} = \text{Tuition Balance} / 24$

**36 Month Payment Plan at 3% Interest:**

- $\$27,875.00 - EB \text{ if applicable} = \text{Total Tuition}$
- $\text{Total Tuition} - \$1,000 \text{ Initial Tuition Payment} + 3\% \text{ Interest} = \text{Tuition Balance} / 36$

**42 Month Payment Plan at 5% Interest**

- $\$27,875.00 - EB \text{ if applicable} = \text{Total Tuition}$
- $\text{Total Tuition} - \$1,000 \text{ Initial Tuition Payment} + 5\% \text{ Interest} = \text{Tuition Balance} / 42$

# 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 (83%) or better for graduate students, and a standard of 2.0 (73%) 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 10% 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.

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 weekend residential courses, 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 MMC or 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 students.
- 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**

Mount Madonna Institute “Student” refers to any individual whose application has been accepted and is officially enrolled in any program offered by the College of Ayurveda, and/or the Schools of Yoga and Community Studies. This includes: Foundations of Ayurveda, Ayurvedic Health Counselor Program, Certificate - Ayurvedic Practitioner Program, Master of Arts – Ayurveda Program, Ashtanga Yoga Teacher Training (YTT) Programs at the 200 Hr, 300 Hr, Prenatal and/or Children’s YTT, Ayurveda Yoga Therapy, and the Yoga, Service and Community – Service Learning Programs, Level One and Two.

Mount Madonna Institute (MMI) values harmony and collegial fellowship among students, faculty, staff, the administration, and with our extended community. Our intention is to resolve grievances and rectify any situation that may have led to injustices or misunderstandings quickly and fairly.

The Institute Student Grievance Policy and Procedure provides MMI students with a method for addressing any concerns that may arise regarding MMI’s academic or administrative policies that pertain to Students. The procedure provides a thorough review of a Student complaint and affords due process rights with the intent of arriving at a mutual agreement among all parties.

A grievance is generally defined as an allegation by a student, or a group of students, that there has been a breach, misinterpretation, or misapplication of MMI’s policy or procedure as set forth in the Catalog. The grievance may be against the process used and/or against the outcome.

### **Informal Procedure for Resolving Academic and Administrative Complaints**

Students are encouraged to discuss or question any issue through constructive communication prior to it becoming a formalized complaint. However, once a student(s) wishes to address a complaint, we encourage and support the student to do so with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution. MMI can provide support for a student through mediated conversations upon a request by the student.

As a first step in resolving a grievance a student is supported to discuss the matter with his/her advisor or a faculty member in whom the student places confidence. Informal meetings may also be held both with the student and with the faculty or staff members involved in the grievance to help re-store a working relationship based in fairness, and to resolve the particulars of the grievance. In most cases, the grievance can be resolved

at that level.

If these informal direct discussions are not successful, the student may pursue a further informal avenue. If the matter is an academic complaint, the student may contact the Academic Chair or Provost. If the matter is an administrative complaint, the student may contact the Director of Administrative Affairs or the CEO.

### **Formal Procedure for Resolving Grievances – Academic**

A grievance is initiated by completing and filing a Student Complaint and Grievance Form available on the program’s website or by writing a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. A formal grievance must be submitted to the Academic Chair, in writing on the Student Complaint and Grievance Form (available on the MMI website). The grievance needs to state the nature and time of the offending action(s) and the person(s) involved in the action or failure to act. If the grievance involves the Academic Dean, the grievance must be addressed to the Provost. If the matter involves the Provost, the grievance must be brought to the attention of the Special Hearing Committee of the RDGC Board.

The person receiving the formal written grievance will review it and within 30 days gather information from the grievance parties, keeping a record and/or summary of this information. He or she will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office.

### **Formal Procedure for Resolving Grievances – Administrative**

A grievance involving non-academic matters must be addressed to the Director of Administrative Affairs or CEO. It should be submitted in writing on the Student Complaint and Grievance Form. The Director of Administrative Affairs or CEO will review the grievance and investigate the complaint within 30 days. The Director of Administrative Affairs or CEO will gather information from the parties to the grievance and keep a record and/or summary of this information. After review, the Director of Administrative Affairs will recommend a solution arrived at by mutual agreement. If mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Administration Office.

## Appeal Process

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered to be settled. If the resolution is not acceptable, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the entire process terminates.

If the grievant(s) elects to appeal, academic and/or administrative appeals are submitted to the Provost of the Director of Administrative Affairs, along with the written record from the previous steps. If the Provost or the CEO is the object of the grievance, the grievance will be referred to a Special Hearing Committee of the MMI Board of Directors.

Within 30 days of appeal to either party, the Board will convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, CEO, Ethics Committee members, or others. The Committee will make recommendations as described below within 45 days after being convened.

The Committee will recommend steps to the parties that will provide an amicable and mutually acceptable solution. If the parties cannot agree on a solution, the Committee will declare a resolution in writing. Grievant(s) who do not accept the decision of the Committee must file a written appeal to the Provost within 15 days of the date the Committee's resolution is mailed to the grievant(s). The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Board will not reopen the matter for additional evidence or argument. The action of the Provost will be final.

Students may also address their grievances to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd, Ste 225, Sacramento, CA 95834 or PO Box 980818, West Sacramento, CA 95798-0818

[www.bppe.ca.gov](http://www.bppe.ca.gov),

toll-free telephone numbers: (888) 370-7589 or (916)574-8900 or by Fax (916) 263-1897

## Effect of Complaints

No student's right or remedies will be limited or waived as a result of his or her participation in a complaint procedure or as a result of the decision regarding the complaint.

Any member who serves on the Special Hearing

Committee shall not be terminated in his/her volunteer services as a result of involvement in or decisions made regarding any complaint case.

## 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](mailto: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 nine consecutive classroom 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 until the start of the next program that the student is taking leave from. For example, a student taking a Leave-of-Absence in the 3<sup>rd</sup> month of the AHC program cannot extend beyond the 3<sup>rd</sup> month of the AHC program in the following year.

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 the next scheduled program.

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.



Students must have paid tuition for all classes attended before being granted the leave.

If a student does not return from a leave on the date noted on their Leave-of-Absence form, they are considered withdrawn, and 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. Students receive a 5% "early bird" enrollment tuition discount. Active full time students are entitled to a 5% discount on products at Ayurveda World. Registered Practitioners can receive up to 20% herbs and formulations at Ayurveda World. Ayurveda students repeating a program weekend course may do so for \$100 per course. Work-study options for Ayurveda, Yoga and Community Studies programs may be extended upon 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, email, 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). The student will receive a pro rata refund as long as he/she has completed 60 percent or less of the educational program. A pro rata refund shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal".

The refund will be less the non-refundable application/registration 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.

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 financial aid funds.

## **STUDENT TUITION RECOVERY FUND (PLEASE NOTE: CHARGES CURRENTLY DISCONTINUED BY CA BPPE)**

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the

institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

## **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.

**Core Faculty in-charge**, 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 **Core**



**Faculty in-charge** imposes special obligations. The **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 AND INCLUSION**

Mount Madonna Institute (MMI) takes great pride in its recognition as an institution of higher learning. Mount Madonna Institute intends to ensure that diversity, inclusiveness, and respect are integral parts of our day-to-day engagement, throughout our environment and activities. We aim to set a strong example by acknowledging, appreciating, and respecting the differences we recognize in one another. We understand that diversity helps create a positive work and learning environment where all individuals have the opportunity to reach their full potential and maximize their contributions towards MMI's mission. In addition, we recognize that continued success in meeting the needs of our students, faculty, staff, alums, volunteers and employees requires the full and active participation of talented and committed individuals. In essence, diversity includes all the characteristics, experiences, and cultural influences that make each of us unique.

MMI is committed to reflecting and fostering an inclusive culture and environment that embraces the diversity in all our endeavors. All individuals are welcome at MMI, and all individuals, regardless of race, color, age, national origin, sex (including transgender status, gender identity, and pregnancy), religion, disability, genetic information, sexual orientation, marital status, political affiliation, status as a parent, or those who have engaged in prior Equal Employment Opportunity activities, will be treated with respect and dignity.

Each member of the MMI community shares the responsibility to ensure diversity and inclusion throughout the organization. MMI asks each individual to dedicate ourselves to encouraging each other to actively embrace these principles of diversity.

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.

## **Non-Discrimination and Unlawful Harassment Policy**

MMI maintains a policy of providing equal opportunity in all aspects of its employment and operations.

It is the policy of MMI to ensure equal employment opportunity for all applicants and employees regardless of race, color, religion, age, sex, gender, gender identity and expression, sexual orientation, national origin, disability status, protected veteran status, or any other characteristic protected by law. MMI's policy of equal employment opportunity applies to all aspects of MMI's employment policies and procedures, including, without limitation, recruitment, employment, promotion, training, working conditions, wages and salary administration, and employee benefits and benefit plan administration.

It is the policy of MMI to ensure equal opportunity in all aspects of the administration of its programs and activities, including, without limitation, equal opportunity for all applicants seeking admission to its educational programs, tuition assistance, or access to any services, research opportunities, or other program or activities offered by MMI, without regard to race, color, religion, age, sex, gender, gender identity and expression, sexual orientation, national origin, disability status, protected veteran status, or any other characteristic protected by law.

## **Purpose**

Mount Madonna Institute (MMI) maintains a commitment to and a policy of nondiscrimination and non-harassment in the work place. All relationships in the work place and in the classroom are to be professional and respectful, free of bias, prejudice and harassment. MMI administration and directors are required to attend training every other year regarding maintaining a harassment free work place. MMI intends to model and enforce the State and Federal policies. Any person doing business for or with MMI will be subject to these policies and all recommended procedures will be followed for employees, volunteers, faculty, students, contractors. These policies extend to on and/or off campus business and school sponsored events. Reports of all unacceptable conduct will be promptly investigated and corrective action taken. Any behavior that is found to be discriminatory, harassing or retaliatory will have consequences.

MMI has zero tolerance for any conduct that violates this Policy. Conduct need not arise to the level of a violation of law to violate this Policy. Instead a single act can violate this Policy and provide grounds for discipline or other appropriate sanctions.

Harassment or discrimination against an applicant, volunteer, student, independent contractor, or employee by a supervisor, management employee, co-worker, student or contractor on the basis of race, religion, sex (including gender and pregnancy), national origin, ancestry, disability, medical condition, genetic characteristics, marital status, age, sexual orientation (including homosexuality, bisexuality, transgender, non-binary, (LGBTQ) or heterosexuality), or any other protected classification as defined below, will not be tolerated.

This Policy applies to all terms and conditions of volunteerism, employment, including, but not limited to, hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, compensation, and training.

Disciplinary action or other appropriate sanction up to and including termination will be instituted for prohibited behavior as defined below. Any retaliation against a person for filing a complaint or participating in the complaint resolution process is prohibited.

Individuals found to be retaliating in violation of this Policy will be subject to appropriate sanction or disciplinary action up to and including termination.

## **Definitions**

**Protected Classifications:** This Policy prohibits harassment or discrimination because of an individual's

protected classification. "Protected Classification" includes race, religion, color, sex (including gender and pregnancy), sexual orientation (including heterosexuality, homosexuality, transsexuality, and bisexuality, national origin, ancestry, citizenship status, marital status, pregnancy, age, medical condition, genetic characteristics, and physical or mental disability. It also includes status as a veteran or a member of the uniformed services.

**Policy Coverage:** This Policy prohibits school officials, officers, employees, students, volunteers, or contractors from harassing or discriminating against applicants, officers, officials, employees, students, volunteers, or contractors because:

- of an individual's protected classification
- of the perception that an individual has a protected classification
- the individual associates with a person who has or is perceived to have a protected classification.

**Discrimination:** This policy prohibits treating individuals differently because of the individual's protected classification as defined in this policy.

**Harassment** may include, but is not limited to, the following types of behavior that is taken because of a person's protected classification. Note that harassment is not limited to conduct that the School's employees take. Under certain circumstances, harassment can also include conduct taken by those who are not employees or students, such as elected officials, appointed officials, persons providing services under contracts, or even members of the public:

- Speech, such as epithets, derogatory comments or slurs, and propositioning on the basis of a protected classification. This might include inappropriate comments on appearance, including dress or physical features, or dress consistent with gender identification, or race-oriented stories and jokes.
- Physical acts, such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement. This includes pinching, grabbing, patting, propositioning, leering, or making explicit or implied job threats or promises in return for submission to physical acts.
- Visual acts, such as derogatory posters, cartoons, emails, pictures or drawings related to a protected classification.
- Unwanted sexual advances, requests for sexual favors and other acts of a sexual nature, where submission is made a term or condition of employment, where submission to or rejection of the conduct is used as the basis for employment decisions, or where the conduct is intended to or actually does unreasonably interfere with an individual's work performance or create an intimidating, hostile, or offensive working environment.

## Guidelines for Identifying Harassment

To help clarify what constitutes harassment in violation of this Policy, use the following guidelines:

- Harassment includes any conduct which would be "unwelcome" to an individual of the recipient's same protected classification and which is taken because of the recipient's protected classification.
- It is no defense that the recipient appears to have voluntarily "consented" to the conduct at issue. A recipient may not protest for many legitimate reasons, including the need to avoid being insubordinate or to avoid being ostracized.
- Simply because no one has complained about a joke, gesture, picture, physical contact, or comment does not mean that the conduct is welcome. Harassment can evolve over time. Small, isolated incidents might be tolerated up to a point. The fact that no one is complaining now does not preclude anyone from complaining if the conduct is repeated in the future.
- Even visual, verbal, or physical conduct between two employees who appear to welcome the conduct can constitute harassment of a third applicant, officer, official, employee, or contractor who observes the conduct or learns about the conduct later. Conduct can constitute harassment even if it is not explicitly or specifically directed at an individual.
- Conduct can constitute harassment in violation of this Policy even if the individual engaging in the conduct has no intention to harass. Even well-intentioned conduct can violate this Policy if the conduct is directed at, or implicates a protected classification, and if an individual of the recipient's same protected classification would find it offensive (e.g., gifts, over attention, endearing nicknames).

### Retaliation:

Any adverse conduct taken because an applicant, employee, student or contractor has reported harassment or discrimination, or has participated in the complaint and investigation process described herein, is prohibited. "Adverse conduct" includes but is not limited to: taking sides because an individual has reported harassment or discrimination, spreading rumors about a complaint, shunning and avoiding an individual who reports harassment or discrimination, or real or implied threats of intimidation to prevent an individual from reporting harassment or discrimination. The following individuals are

protected from retaliation: those who make good faith reports of harassment or discrimination, and those who associate with an individual who is involved in reporting harassment or discrimination or who participates in the complaint or investigation process.

## Preventing Harassment, Discrimination and Retaliation in the Private and Independent School Environment

Sexual Harassment is unlawful under State and Federal Statutes. MMS prohibits sexual harassment and discrimination. Facts about Sexual Harassment can be found at the following website and an excerpt is below:

<http://www.eeoc.gov/facts/fs-sex.html>

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcomed.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual

harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

### **Complaint Procedure**

If an employee, student, staff member, or a faculty member believes he/she has been subjected to or has witnessed such discrimination or harassment he/she should report the actions immediately to the Provost or President, as is appropriate. An investigation of facts will follow using confidentiality to the extent possible and consistent with a thorough investigation. The Provost, and/or President will communicate the findings and any corrective action taken to the employee, student, staff member, or faculty member.

No individual will be retaliated against by the School for reporting in good faith instances of work-related harassment. Any employee, student, staff member, or a faculty member who believes they are being retaliated against should report this behavior to the Provost or President. The employee may appeal any complaints regarding discrimination, harassment or retaliation to an Officer of The MMI Board of Directors, and also has the option to report to Outside Administrative Agencies: An individual has the option to report harassment, discrimination, or retaliation to the U.S. Equal Employment Opportunity Commission (EEOC), the California Department of Fair Employment and Housing (DFEH), the U.S. Office for Civil Rights, or the California Department of Education.

### **Complaint Procedure Steps:**

1. An employee, student, staff member, or a faculty member, job applicant, or contractor who believes he or she has been harassed may make a complaint verbally or in writing with any of the following. There is no need to follow the chain of command:
  - Immediate supervisor
  - Any supervisor or manager within or outside of the department
  - Department Chair
  - Provost
  - President
2. Any Manager, Supervisor or Area Lead who receives a harassment complaint should notify the Provost immediately. Upon receiving

notification of a harassment complaint, the Provost shall:

- a) Authorize and supervise the investigation of the complaint and/or investigate the complaint. The investigation will include interviews with:
    - the complainant;
    - the accused harasser;
    - other persons who have relevant knowledge concerning the allegations in the complaint.
  - b) Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, discrimination or retaliation giving consideration to all factual information, the totality of the circumstances, including the nature of the conduct, and the context in which the alleged incidents occurred.
  - c) Report a summary of the determination as to whether harassment occurred to appropriate persons, including the complainant, the alleged harasser, the supervisor, and the Division head. If discipline is imposed, the level of discipline will not be communicated to the complainant.
  - d) If conduct in violation of the School's Policies occurred, take or recommend to the appointing authority prompt and effective remedial action. The remedial action will be commensurate with the severity of the offense.
  - e) Take reasonable steps to protect the complainant from further harassment, discrimination or retaliation.
  - f) Take reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
3. MMI takes a proactive approach to potential Policy violations and will conduct an investigation if its officers, supervisors, or managers become aware that harassment, discrimination, or retaliation may be occurring, regardless of whether the recipient or third party reports a potential violation.
  4. Option to Report to Outside Administrative Agencies: An individual has the option to report harassment, discrimination, or retaliation to the U.S. Equal Employment Opportunity Commission (EEOC), the California Department of Fair Employment and Housing (DFEH), the U.S. Office for Civil Rights, or the California Department of Education. These administrative agencies offer legal remedies and a complaint

process.

### **Confidentiality**

Every possible effort will be made to assure the confidentiality of complaints made under this Policy. Complete confidentiality cannot occur, however, due to the need to fully investigate and the duty to take effective remedial action. As a result, confidentiality will be maintained to the extent possible. An individual who is interviewed during the course of an investigation is prohibited from discussing the substance of the interview, except as otherwise directed by a supervisor or the Provost. Any individual who discusses the content of an investigatory interview will be subject to discipline or other appropriate sanction. MMI will not disclose a completed investigation report except as it deems necessary to support a disciplinary action, to take remedial action, to defend itself in adversarial proceedings, or to comply with the law or court order.

Students may also contact the CA Bureau for Private Postsecondary Education with questions at

1747 N. Market Blvd, Ste 225, Sacramento, CA  
95834 or PO Box 980818, West Sacramento, CA  
95798-0818

[www.bppe.ca.gov](http://www.bppe.ca.gov),  
toll-free telephone numbers: (888) 370-7589 or  
(916)574-8900 or by Fax (916) 263-1897

### **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.

Questions may be directed to the Bureau for Private Postsecondary Education at

1747 N. Market Blvd, Ste 225, Sacramento, CA

95834 or PO Box 980818, West Sacramento, CA 95798-0818

[www.bppe.ca.gov](http://www.bppe.ca.gov),

toll-free telephone numbers: (888) 370-7589 or  
(916)574-8900 or by Fax (916) 263-1897

## **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.



## INSTITUTE FACULTY

### College of Ayurveda

#### **Bentley, Kate – Ayurveda** **AHC Program Coordinator, Core Faculty**

- 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

Drawn to the classical teachings of Ayurveda and Yoga through her teacher Baba Hari Dass. She has studied the indigenous healing practices of Peruvian Shamanism as well as Tantric Buddhism through the Vajrayana lineage. Immersed in her love for plants, natural healing and the wellbeing of all global communities, Kate blends these experiences in her practice to help others co-create long term solutions for inner and outer balance. She is an instructor for the Ayurvedic Health Counselor program and clinical practitioner at MMI. She holds a MA-Ay degree with a thesis in women's reproductive health. She has written articles for local health magazines and been interviewed on talk radio.

Ms. Bentley also teaches in the School of Yoga; Ayurveda I, II, III

#### **Bulkin, Indira Ann – Ayurveda** **Sanskrit AY 100A and AY 200A**

- 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** **AHC, C-AP Clinical Supervisor** **AY 120, 121, 405, 413**

- 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).

#### **Dhru, Dhavalkirti, MD, CAP – Ayurveda** **Clinical Faculty, AY 110, 601**

- Ayurvedic Practitioner, Educator and Yoga teacher at Federal Way Ayurveda and Yoga, Three Trees Yoga and Healing Arts Center, 204 S0 348<sup>th</sup> St. Federal Way WA 98003.

- Previous Employments:

Associate Professor and Chair Department of Ayurvedic Science, Bastyr University, Kenmore WA

Faculty and Clinic Director, Kerala Ayurvedic Academy from April 2006 to March 2007

Private Practice as ENT Surgeon from June 1981 to June 1999 in Federal Way WA.

ENT Surgeon at Group Health Co Operative of Puget Sound, Seattle, WA. From July 1978 to June 1981.

ENT Surgeon Marshfield Clinic, Marshfield, WI from July 1977 to June 1978.

Board Certification: American Board of Otolaryngology, September 1977 Canadian Fellowship (F.R.C.S.) in Otolaryngology, November 1977

Licensure: Licensed to Practice medicine in State of Washington since 1977.

#### **Douillard, John DC – Ayurveda** **Visiting Distinguished Professor, AHC, C-AP, MA-** **Ayurveda, Ayurvedic Diagnosis**

- 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.

#### **Farey, Krista, MD, MA-Ayurveda** **Clinical Faculty, MA-IPE2**

-2016 M.A. Ayurveda, Mount Madonna Institute, Watsonville, CA.



-2014 Certificate – Ayurvedic Practitioner, Mount Madonna Institute, Watsonville, CA.  
-2012 Diploma- Ayurvedic Lifestyle Counselor, Mount Madonna Institute, Watsonville, CA.  
-2011 Therapeutic Yoga Training and Certificate of Completion, Sivananda Yoga Institute, San Francisco, CA.

-2007 Chinese Medicine one-month individual tutorial emphasizing philosophy and diagnosis, with Dr. Lily Li in Yangshuo, Guilin, Guangxi, China.

-2005 Completion of 3-year program in Shamanic Methodology, Foundation for Shamanic Studies, Sausalito, CA.

-1984 M.D. University of California, San Francisco, CA.

-1982 M.S. Health and Medical Sciences, University of California, Berkeley, CA.

**Fortino, Nick – Ayurveda and Yoga**  
**AY 106, 314**

- 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 – Ayurveda**  
**AY 100, 200**

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

**Highburger, Steven – Ayurveda**  
**AY 160, 406**

- 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. With 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. Steven maintains a busy private practice in San Rafael, CA.

**Kelkar, Rucha – Ayurveda**  
**Core Faculty, Clinical Supervisor**  
**AHC C-AP and MA-Ayurveda**  
**May teach all AY AHC, C-AP, MA-Ayur Courses**

- DPT, Doctor of Physical Therapy, The College of St. Scholastica, Duluth, MN

- BAMS, Bachelor of Ayurvedic Medicine and Surgery, University of Pune, India 1999

Rucha is the Director of Ayurbliss- Ayurveda Wellness for Mind, Body and Spiritual Health located in San Mateo, CA. She has sixteen plus years of experience in clinical practice and in teaching all subjects of Ayurvedic medicine. She is an accomplished speaker and writer and has been a presenter in National Conferences on multiple occasions. She has an extensive clinical experience in Ayurvedic therapies, Ayurvedic consultations, Panchakarma. She specializes in orthopedic physical therapy and is also a certified yoga therapist.

**Kshirsagar, Manas – Ayurveda**  
**Clinical Faculty, Clinical Supervisor AHC, C-AP**

- MS, AD (NAMA), CAP

Certified Ayurvedic Practitioner.

Manas comes from a Rig Vedic Bramhin tradition with an extensive Ayurvedic background. He graduated from Aloha Ayurveda Academy and completed his MS in Ayurveda & Integrative Medicine from Maharishi University of Management. He is an acclaimed wellness consultant, who has worked as an Ayurvedic Consultant at MAPI and the prestigious Raj Panchakarma Center in Fairfield, IA. Manas has extensive training in many different healing modalities including certifications in Yoga, Meditation, and Reiki.

**Kshirsagar, Manisha – Ayurveda**  
**Clinical Faculty, Clinical Supervisor AHC, C-AP**  
**AY 112, 120, 121, 404, 405, 414**

- 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 Herbolos

**Kshirsagar, Suhas G. – Ayurveda  
Chair, College of Ayurveda, Core Faculty  
AHC, C-AP, MA-Ayurveda  
May teach all AY AHC, C-AP, MA-Ayur Courses**

- 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.

Dr. Kshirsagar also teaches in the School of Yoga:  
Ayurveda and the Mind

**Lad, Vasant D. – Ayurveda  
Visiting Distinguished Professor  
AY 101**

- Master of Ayurvedic Science (MASc) degree from Tilak Ayurved Mahavidyalaya.  
- Bachelor 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*.

**Lingappa, Sumathi – Ayurveda  
MA-Ayurveda Program Coordinator  
AY 103**

- MA-Ay & C-AP, Mount Madonna Institute, College of Ayurveda, Watsonville, CA  
- MS in Software Engineering Program Management, Carnegie Mellon University, USA  
- Bachelor of Engineering in Electronics and Communication, University of Mysore, India  
At MMI she serves as the Director of Institutional Effectiveness, Core Faculty in-charge of the MA-Ayurveda program, and manages the Ayurveda Clinic. She is also a faculty member at Meru Institute, Ayurveda studies program in San Jose, CA. She worked in the software industry for more than 20 years before finding her true passion in Ayurveda and education. She loves teaching and writing about Ayurveda. She works with clients interested in health and wellness who are exploring alternative non-drug approaches for prevention and management of their health conditions.

**Mannur, Yashashree – Ayurveda  
Distinguished Professor, AHC, C-AP, MA-Ayurveda  
Visiting**

- BAMS University of Pune; Pune, India  
- BA - Sanskrit Tilak Maharashtra 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.

**Parla, Jayagopal, - Ayurveda  
Clinical Faculty, AY 505, 603**

-BAMS, MD(Ayu), CMT, MAOM, C-IAYT  
Founder & Director, Athreya Ayurvedic Integrative Health Center  
Currently working in the Department of Ayurveda, American University of Complementary Medicine.  
Vice President Athreya Corp. Duarte, CA  
Visiting Professor, Japan Ayurveda School, Tokyo, Japan  
Faculty, Southern California University of Health Sciences, Whittier, CA

**Rossi, Renee, MD, MA-Ayurveda  
Ayurveda Clinical Supervisor, Clinical Faculty  
AY 111, AY-MA-IPE2**

**Ravani, Shraddha – Ayurveda  
Core faculty, Research Center Director,  
AY MA 503, 604, 608**

- 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, Shradha 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.

**Shrestha, Sarita – Ayurveda  
Distinguished Professor AHC, C-AP, MA-Ayurveda  
On Leave 2020 – May teach all AY Courses**

- 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 of Ayurveda medical practice, and 20 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.

**Singh, Ram Harsh – Ayurveda, Retired  
Research Center Advisor, Distinguished Professor**

- Ph.D. Kayachikitsa Banaras Hindu 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
- 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.

**Turner, Jeff– Ayurveda (Retired)**

**AY 111, 407, MA IPE3**

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

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.

**Turner, Susan– Ayurveda (Retired)**

**AY 111, Clinical Supervisor, AHC, C-AP**

- 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
- AD – NAMA

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.

## School of Yoga

### **Bitterli, Priska, Yoga**

Course: Samkhya Philosophy, Intro to Asana (Subtle Body), Tattwas: Introduction to Samkhya

-RYT 500, started teaching regular classes in 2012 after receiving her YTT 200 training from Mt. Madonna Center. Her passions are pranayama and meditation, she loves to help students discover the beauty of the breath, letting go of the mind, and the acceptance of self and others that yoga brings. Born and raised in Switzerland where she studied orthoptics, she was introduced to yoga as a child and has been a regular practitioner for over 17 years and absolutely loves it. Her other passion is teaching backpacking classes each spring where she likes to incorporate yoga sessions. She also loves to paint, to be outdoors, and to spend quality time with youth. As a Girl Scout leader and robotics coach she teaches kids various after school activities.

### **Conway, Purnima Cathy, Yoga**

Course: Yoga Sadhana, Ethics

MS (Nonprofit Management, Northeastern University), RYT-500, has studied classical Aṣṭāṅga Yoga with Babaji since 1996 and completed her 200 and 500 hour YTT at Mount Madonna Center. As a resident staff member and Yoga instructor, Purnima embraces the concept of teaching to learn and continues to deepen her understanding of yoga philosophy. She teaches pranayama, meditation, mudra, mantra and sacred sound. Her classes on the eight limbs of Aṣṭāṅga Yoga focus on cultivating the yama and niyama to attain peace. Purnima is a musician and leads kirtan and Vedic chanting at retreats and events. Professionally Purnima is Vice President of Hospice of Santa Cruz County.

Ms. Conway has also been faculty in the School of Community Studies

### **Darsie Anand Brian, Yoga**

Course: Yoga Sadhana, Asana, Ethics, Teaching methodology

- BM (Voice), RYT 500, E-RYT 200, RCYT, is a working musician with a passion for sharing Babaji's yoga traditions with folks of all ages. Anand is the main instructor for MMI's YTT for Educators: Teaching Yoga and Mindfulness to Children, bringing his background in helping children explore nature, music, and yoga to those who wish to share contemplative practice with the youngest generation.

### **John Dayanand Diffenbaugh – Yoga**

Course: Introduction to Patanjali's Yoga Sutras, Yoga Sutras: The Internal Limbs. What is 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.

Mr. Diffenbaugh has also been faculty in the School of Community Studies

### **Judith Sarada Diffenbaugh, - Yoga**

Course: Introduction to Patanjali's Yoga Sutras Yama & Niyama Ethics, What is Yoga?, Ethics of Yoga, Bhagavad Gita

- 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.

Dr. Diffenbaugh has also been faculty in the School of Community Studies

### **Janardan Kieran Farley – Yoga**

Course: Devotion & Ritual, Tantra

- 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.

74

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.

Mr. Farley has also been faculty in the School of Community Studies

### **Gerald Brajesh Friedberg – Yoga**

Course: Yoga Sadhana, Meditation, Yoga Psychology

-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.

Dr. Friedberg has also been faculty in the School of Community Studies

### **Galuten, Shantam, Yoga**

Course: Yoga Sadhana, Asana, Teaching Methodology

Shantam has been practicing yoga since 1995, and has studied extensively with Babaji, Chuck Miller, and Hillaire Lockwood. He received his 200 hour Yoga Teacher Training from Mount Madonna Center and has been teaching yoga, performing Vedic ceremonies, and helping to facilitate the various retreats at the Center since 2006. Even as he is a professional jazz musician, software developer, and pujari at the Sankat Mochan Hanumān Temple, he aims to inspire creativity, spread happiness,

and continually work for the cultivation of peace.

### **Soma Goresky – Yoga**

Course: Yoga Sadhana: Beginning Practice, Yoga Sutras Samskara, Kriya Yoga, Sadhana: Intermediate Practice, Mentoring Groups with Senior Teachers, Svadhyaya

- 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.

Ms. Goresky has also been faculty in the School of Community Studies.

### **Paula Anima Holtz, Yoga**

Course: Brain Science

-PhD, RN, FNP, CNM, has been a serious student of yoga and of Babaji's for 30 years. She works as a clinical psychologist/psychiatric nurse practitioner providing psychotherapy. Her special interest is the integration of yoga theory with neuroscience/biology and psychology and related research, which developed from her personal experience that regular sadhana has a physiologic effect on her body. Her classes focus on neuroscience and its relationship to yoga and meditation as based on her study of science and the Yoga Sutras. She enjoys satsang, family, and grandmothing and believes and teaches that we develop together through relationship.

### **Ginger Kamalesh Hooven – Yoga and Ayurveda**

Course: Ayurveda & Asana, Anatomy I, II; III, Anatomy & Physiology, Anatomy of the Breath, Core Asana, Asana Sequencing, Student Assessment Asana Biomechanics

75

& Biomechanic Clinic, Student Teaching of Yoga Theory

- BA, Philosophy, Psychology 1972; University of Memphis, Memphis, TN

- MA-Ayurveda, Mount Madonna Institute, Watsonville, CA, 2016

Ginger, Chair of the School of Yoga, is Program Director of the Ayurvedic Yoga Therapy program and is coordinator of the Advanced Yoga Studies (YTT 300) program. She has been teaching in the Mount Madonna Center Yoga

75

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 scholar 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. She holds an Master of Arts in Ayurveda and is Program Coordinator for and instructor in MMI's Certified Ayurveda Practitioner program.

Ms. Hooven has also been faculty in the School of Community Studies

### **Iris Kalpana Kachuck – Yoga**

Course: Introduction to Ashtanga Yoga, Teaching & Learning

- 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**

Course: Values in Yogic Thought, Bhagavad Gita, Tantra

-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.

Mr. Mailliard has also been faculty in the School of Community Studies

### **Radha Mallery – Yoga**

Course: Yoga Sadhana, Sadhana: Intermediate Practice, Sanskrit & Sacred Sound

-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**

Course: Yoga Sadhana, Svadhyaya, Sadhana: Intermediate Practice

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.

### **Mayerle, Tonia, Yoga**

Course: Hand Mudras, Introduction to Ashtanga Yoga, Asana Practice, Asana Core.

-BA (Journalism, University of Arizona), ERYT 500, AHC, completed YTT200, YTT300 and Ayurvedic Health Counselor courses at Mount Madonna and through the teachings of Bābāji found a community to support her deep desire to study and practice classical yoga. She has been supporting the YTT trainings since 2016. As a veteran she sought training to offer yoga for PTSD and trauma. Living in Tucson, Arizona she specializes in teaching meditation and conflict resiliency and finds daily inspiration in “Teaching to Learn.

### **Muse, Hannah – Yoga –**

Course: Ashtanga Prenatal Yoga, Prenatal Theory

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

### **Neesley, Sean, Yoga**

Course: Introduction to Ashtanga Yoga , Introduction to Asana, Integration & Review, Core Asana, Shat Karma, Yoga Sadhana, Asana, Asana Teaching Theory, Next Steps & Ethics

-BA (Psychology), E-RYT 500, completed YTT in 2013 and discovered a passion for teaching; he has been actively involved in YTT courses ever since. He moved to MMC in 2016 and teaches āsana, sādhana, and ṣhaṭ karma. Sean is an avid rock climber and enjoys the adventurous nature of exploring the outer world as thoroughly as the inner.

Mr. Neesley has also been faculty in the School of Community Studies.

### **Norskog, Mangala – Yoga**

Course: Ayurveda & Asana, Yoga Sadhana

### **Kathy Páez, Yoga**

Course: Anatomy

E-RYT 500, completed her 200h YTT in classical Aṣṭāṅga Yoga at MMC, 500h in Yin Yoga and anatomy with Paul & Suzee Grilley, fascia studies with Gil Hedley, and Sanskrit under Dr. María Elena Sierra at The University of Barcelona. Kathy is an international Yin & Vinyāsa Yoga teacher trainer, with a functional approach that requires a specialized understanding of skeletal variation, muscles, myofascial pathways and the subtle

body.

### **David Vishwamitra Prisk – Yoga**

Course: Yoga Sadhana

- 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.

### **Premdas Rohan, Yoga**

Course: Kid's Yoga., Shat Karma, Brain Science. Bhagavad Gita,

-MA (Secondary Science Education), combines his love of science and mathematics with his love of yoga practice in the classroom by teaching Middle School students breath awareness exercises, mindfulness, and postures to calm the mind. He began his studies of Aṣṭāṅga Yoga with Babaji starting in 1975 in Miami, Florida. Premdas has taught all ages of students from 2 1/2 years to the elderly. He teaches asana, pranayama, meditation, and Bhagavad Gita. In addition, Premdas serves as a pujari (priest) of Vedic rituals at the Sankat Mochan Hanumān Temple. He enjoys all sports, guitar, and time with his family.

Mr. Rohan has also been faculty in the School of Community Studies

### **Pratibha Melissa Queen – Yoga**

Course: Ayurveda ; Restorative Yoga

-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.

Ms. Queen has also been faculty in the School of Community Studies

### **Bhavani Siegel – Yoga**

Course: Sanskrit

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.

Ms. Siegel has also been faculty in the School of Community Studies

### **Ratna Jennifer Sturz – Yoga**

Course: Meditation Theory and How to Teach

- 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.

Ms. Sturz has also been faculty in the School of Community Studies.

### **Deborah Manisha Wechsler, Yoga**

Course: Kriya Yoga

- MPH, RN, RYT 500, has a career in Public Health and has studied with Bābāji since the 1980's. Her interest is the integration of Western sciences with Yoga's teachings on mind and body. She completed YTT 200 at MMC and 500 hours and Yoga Therapy coursework with AVI. Manisha teaches Kriya Yoga, Chanting, Samkhya Philosophy and Yoga Sutras.

### **David Manorath Wheeler, Yoga**

Course: Yoga Sadhana

MA (Ayurveda), CMT, completed his 200hr Yoga Teacher Training at Mount Madonna in 2003. Manorath's belief in the ability of yoga to transform and illuminate the path of self-development and health is reflected in his daily life at Mount Madonna Center. In addition to exploring the practice of conscious living based on the teachings of Baba Hari Dass, Manorath brings decades of experience teaching yoga and practicing Ayurveda, along with his extensive knowledge of massage therapy together into his weekly yoga classes, Ayurvedic consultations, and work as the manager of Ayurveda World (MMI's Herbal Dispensary).

Mr. Wheeler has also been faculty in the School of Community Studies.

## **School of Community Studies**

Residential programs have been temporarily suspended for 2020 until further notice, due to the Covid-19 pandemic.

Programs will reopen when Mount Madonna Center is able to open safely for all.

Updated faculty information will be added at that time. See School of Yoga for previous faculty.

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[www.bppe.ca.gov](http://www.bppe.ca.gov),

toll-free telephone numbers: (888) 370-7589 or (916)574-8900 or by Fax (916) 263-1897

Mount Madonna Institute has never filed a bankruptcy petition, and currently has no pending petition in bankruptcy, has never operated as a debtor in possession nor filed a petition within the last 5 years nor had a petition of bankruptcy filed against it that resulted in a Chapter 11 of the United States Bankruptcy Code.

## PROFESSIONAL LICENSURE

No professional licenses are currently available nor required in the State of California, nor any other state within the US for professionals working in the fields of Ayurveda and Yoga.

## ACCREDITATION

Mount Madonna Institute is accredited by The WASC Senior College and University Commission (WSCUC) effective November 3, 2019.  
WSCUC - 985 Atlantic Avenue, Suite 100, Alameda, CA 94501 -510-748-9001.

WASC/WSCUC is an agency recognized by the United States Department of Education (USDE).

MMI students are not eligible for federal financial aid programs until the Institution receives approval to receive such aid.

### Notice to Prospective Degree Program Students

This institution is also approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution has met the following requirements:

<https://www.mountmadonnainstitute.org/office-of-provost/accred>

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre- accreditation, as defined in regulations and full accreditation by July 1, 2020.

**Mount Madonna Institute is in compliance with the above California legislation.**

