Oregon State University
Undergraduate Certificate in Yoga Studies and Teacher Training

Category 1 Proposal
CPS tracking #: To Be Determined
March 2016

1. Certificate Program Overview

a. CIP#:

   Title: Certificate in Yoga Studies and Teacher Training
   Definition: Instructional program in Yoga studies and training, including history, theory, practice, and personal integration.

b. Brief overview including description and rationale:

   The proposed certificate is a collaborative effort across several departments to develop a yoga studies certificate program at Oregon State University (OSU). An informal poll sent out within the Physical Activity Classes (PAC) department indicated that the university population has a strong interest in a convenient, accessible, and affordable yoga training program (see Section 4: Evidence of Need for Additional Details). The university currently provides numerous yoga physical activity classes and yoga philosophy courses, both with significant participation. Given students interest in this program, it is logical to build these existing resources into a structured experience to enable students to earn a certificate in Yoga Studies.

   There has been a heightened interest in mind-body practices both within the academic setting, such as OSU, and in institutes such as the National Institute for Health. This in part, can be attributed to the increased awareness of the benefits that practicing yoga has on the mental and physical well-being of individuals (Diamond, 2012). Consequentially, the yoga industry has seen an increase in both the number of students and practitioners over the past few decades. Kripalu, a popular and expensive training program, had a 43 percent increase in the number of students enrolled in their 200 hour program between 2008 and 2010 (Kripalu marketing).

   Many yoga certifications programs exist, yet, it remains uncommon for such a program to be offered within an academic institution, particularly a public land grant school. This is unfortunate. Currently, individuals have to spend thousands of dollars outside of their university education to obtain a certification in yoga. Individuals enroll in teacher training programs for various reasons. Some seek to deepen their personal practice. Others intend to teach yoga, or integrate it into their careers in professions such as mental health work, physical therapy, education, sports training, or scientific research. Establishing a program will give students the opportunity to pursue yoga studies concurrently with their degree, while providing transformational learning opportunities for those who progress through the certificate. The later
addresses the Strategic Plan 3.0’s focus on “leadership that integrates scholarship, creativity, and collaboration throughout learning and discovery (Oregon State University, 2014).

The development of such a certificate not only aligns with current market trends, students interest, it would also demonstrate OSU’s innovative programing and commitment to maximizing campus resources through multi-disciplinary efforts. This program could put OSU in the position to establish standards of education for yoga professionals. Currently, the yoga industry remains in flux regarding standards of teaching and accountability. No accepted board of accreditation exists. As such, it is expected that standards developed within this certificate may become a model for other organizations and institutions. Lastly, this certificate would also nicely align with the Contemplative Studies Center that is being developed on campus.

The proposed Yoga Studies Certificate has three primary goals:

1. To provide a Yoga Studies curriculum for personal practice and professional development.

2. To establish Oregon State University as a recognized leader in Yoga Studies training and development.

3. To support the health and well-being of current and future students, faculty, and staff.

The proposed certificate will have three tiers of development.

1st Tier (7 credits): will focus on the physical practice of Yoga Studies, with an introduction to yogic theory and philosophy, meditation, and yogic anatomy. Objective self-evaluation and self-reflection will be built in.

2nd Tier (additional 15 credits): will focus on continued physical practice, with a deepening of individuals understanding of yogic theory and philosophy, meditation and yogic anatomy. Students will become familiar with teaching methodology. Continued objective self-evaluation and self-reflection will be emphasized.

3rd Tier (additional 5 credits): will include practice teaching and structured observations. Students will complete a final internship of their choosing for the program. Continued self-reflection will be emphasized, including integrating previous course work into the student’s internship.

Though program delivery will be an interdisciplinary effort across the Psychology and Philosophy departments, the College of Public Health and Human Sciences, and Counseling and Psychological Service, the certificate in Yoga Studies will be granted through the Physical Activity Course (PAC) program. Current faculty involved in the development, delivery, and reviews of the certificate are: Stuart Sarbacker, Michele Ribeiro, John Edwards, Drew Ibarra, and the Physical Activity Course Program instructors (Sujita Sklenar, Linda Erwin, Erin Mitchell, Katelin Gallagher, Angela Greenwood, Tsipora Berman).
Table 1. Summary of Proposed New Program

NEW:
**Title:** Certificate in Yoga Studies and Teacher Training (CIP)
**Program Type:** Undergraduate, interdisciplinary
**Areas of Concentration:** Mind-Body
**Academic Unit Home:** CPHHS-PAC
**Delivery Mode and Location:**
- OSU Main Campus
- OSU Ecampus-individual courses
**Accreditation:** None
**Effective Term:** Fall 2016, or as soon as feasible.

2. **Course of Study**

   **a. Briefly describe the proposed curriculum.**

   The certificate curriculum was developed by the interdisciplinary committee mentioned in 1.b. This 3 tiered certificate in College of Public Health and Human Science’s PAC program is designed to offer coursework and experiential learning opportunities for OSU students who want to deepen their personal yoga practice and/or integrate yoga into their professional careers. The certificate will be offered to on-campus students. If appropriate, the certificate may eventually be made available via Ecampus. Ecampus students will be required to attend specific coursework during the summer.

   The curriculum will focus on basic anatomy and biomechanics of the physical practice of yoga, as well as an in-depth understanding of the theoretical, ethical, and philosophical principles of yoga, yoga anatomy, and teaching methodology. The certificate will conclude with an internship experience.

   Individuals will have different reasons for participating in the program. Some may want to develop a more in-depth personal practice; others may want to integrate yoga into their profession, while others may want to teach. The intentionally flexible curriculum will allow students to create learning opportunities that are most applicable to their circumstances and needs.

   The certificate curriculum is comprised of 27 credits of coursework split into three tiers. Each tier has required core coursework. Tier 1 and 2 require specialized coursework. Course descriptions can be found in Appendix A.

   - **Tier 1 (7 total Cr.)**
     - **Core coursework** required by all students
     - Practical Experience: Observations (Non-credit based)
     - PAC 201 Relaxation (1 Cr.)
     - PAC 294 Yoga I - (On campus OR Online, 1 Cr.)
     - PAC 407 Seminar (Cat 2 in progress, 1 Cr.)
Specialized coursework and experiences, selection of four of the following, which will be determined by students
- PAC 293 Interdisciplinary Yoga (1 Cr.)
- PAC 295 Yoga 2 (1 Cr.)
- PAC 296 Fitness Yoga (1 Cr.)
- PAC 297 Yogathon (1 Cr.)
- PAC 298 Restorative Yoga (1 Cr.)
- PAC 299 Rock Yoga (1 Cr.)

● Tier 2 (15 total Cr.)
  
  Core coursework, required by all students
  - PAC 407 Seminar (Cat 2 in progress. 1 Cr.)

Specialized coursework and experiences, selection of four of the following, or a minimum 15 credit hours, which will be determined by students
- PHL 432 Yoga and Tantric Traditions (4 Cr.)
- PHL 434/534 Green Yoga (4 Cr.)
- PHL 499/599 Yoga Theory and Practice of Modern Yoga (4 Cr)
- PHL 499/599 The Science of Integral Yoga Practices (4 Cr)
- PSY 499/599 Psychology of Meditation (4 Cr.)
- PSY (xxx) Yoga and Mental Health (3 Cr.) (Cat 2 in progress/planned)

● Tier 3 (5 Cr.)
  
  Core coursework
  - PAC 407 Seminar (Cat 2 in progress. 1 Cr.)
  - PAC 410 Supervised internship (4 credits or equivalent of 120 hours) [Category 2 proposal in progress]

The tiers offer a logical framework for the development of yoga practitioners and teachers. Courses within the first two tiers may be taken at the same time, with consideration to individual course prerequisites. Additionally, the first seminar course should be taken within the first 10 credits of the certificate, with the second seminar course being taken there after. These seminar courses will be offered every other year to meet the needs of the incoming cohorts.

However, our framework determines that individuals need to first have a strong personal physical practice with some understanding of basic yoga anatomy, philosophy, theory, and ethics (Tier1). From here, a deeper understanding of yogic practice and philosophy can be cultivated with attention towards direct application (ie: teaching methodology) (Tier 2). The supervised internship is intended to be a cumulative experienced that supports students in translating their learning into “hands-on” experiences, while nurturing reflection as guided by a mentor (Tier 3).

Completion of the entire certificate will prepare individuals as yoga instructors. It is encouraged that individual’s start at tier 1 and progress through the subsequent coursework. However, because of the design and frequency of some tier 2 courses, students will be allowed to take tier 1 & 3 courses simultaneously. A review of individuals completed coursework will occur prior to their enrollment in tier 3 coursework.
Additionally, it is expected that some students may wish to be admitted to the certificate program after completing some of the required or specialized coursework. Petitions to be admitted under these circumstances, and transfer existing work to meet the requirements of the certificate, will be considered on a case-by-case basis.

b. Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.

New courses:
- Seminar PAC 407
  - Section 1: Yoga for Personal Practice. (1) Discussion of yoga anatomy, technique, and form associated with the asana’s (postures). Introduction to 8 limbs of yoga and yoga ethics. Development of personal practice plan. Integration of tier 1 coursework.
  - Section 2: Integration of Movement and Theory. (1) Integration of tier 2 coursework. Exploration of theory to practice, preparation for movement teaching.
  - Section 3: Teaching & Instruction (1). Discussion of teaching methodology. Deeper focus on 8 limbs of yoga and yoga ethics. This will include more advanced pranayama, asana, and meditation techniques.
- Internship PAC 410
  - Student choose planned experiences at selected cooperating agencies, companies or institutions; supervised by university and program personnel; supplementary conference, reports and appraisal required. This course is repeatable for a maximum of 11 credits. PREREQS: Departmental approval.
- PSY XXX Yoga/Mental Health (Cat II in progress)

c. Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.

Technology, primarily via Canvas, will be used to support ongoing communication with students pursuing the certificate. This will also be a way to maintain a virtual community to compliment the seminars, which are meant to establish a cohort of support throughout the certificate. This program will offer a blend of theoretical and practical learning approaches. However, most of the teaching delivery will be experiential and kinesthetic in learning. The supervised internship will promote application of learning, be a tool for student evaluation, and may be used by students as part of student’s CVs.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Students who successfully complete all experiences associated with the yoga certificate will have the skills and the knowledge to:
Tier 1
As measured by the successful completion of Yoga I (PAC 294) and related assignments:
● Participate in basic yoga asanas with correct alignment safety precautions
● Engage in basic pranayama techniques
● Be familiar with the 8 limbs of yoga
As measured by the successful completion of Relaxation (PAC 201) and related assignments:
● Describe relaxation and meditation methodology
As measured by the successful completion of Seminar (PAC 407):
● Reflect on yoga practice and application in student’s life.
● Understand basic yoga anatomy, philosophy, ethics, and theory.
● Establish a continued plan of personal practice

Tier 2
In addition to all the outcomes in Tier 1, and measured by the successful completion of Seminar (PAC 407) and completion of students choice of 3 specialized classes
● Deeper reflection on yoga practice and application in student’s life.
● Evaluate Yoga Practices to Personal experience and community
● Understand more advanced principles of yoga anatomy, theory, ethics, and philosophy in relation to student’s interest.

Tier 3
As measured by the successful completion of internship
● Be familiar with and apply teaching methodology
● Experience and develop various transformational teaching methodologies, class designs, and approaches to sequencing
● Identify and create teaching philosophy
● Build on understanding of experiential anatomy, physiology, and kinesiology to maximize benefits and create safety for all students
● Gain extensive practice instructing
● Identify and apply considerations for special populations
● Explore applied yogic philosophy

3. **Accreditation of the Program**

The yoga certificate program is not designed to be completed within any specific time frame. It is open to both undergraduate and graduate students, which have varied academic timeframes of commitment. Students will be bound by all standard OSU policies and timelines (e.g., completing a Master’s degree within a 7-year time period) regardless of progress toward completion of the certificate.
a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

Currently, there is no established regulated accrediting body for Yoga Teacher Training (YTT) programs. The Yoga Alliance is the most widely recognized association. It has identified a set of standards, which some institutes and organizations follow. However, there is controversy within the industry regarding this association and the merits of its standards. In general, most entry-level YTT standards reflect 200 hours of training with efforts divided between physical practice, teaching methodology, anatomy and physiology, and yoga philosophy. Few programs require any base in a personal practice before completing a YTT program. There is a fairly rigorous program through the Iyengar Yoga Association that has multiple levels of training before a student can move forward in teaching. It is our belief that such preparation is imperative to cultivate mature practitioners.

b. If applicable, does the proposed program meet professional accreditation standards?

Though the OSU Yoga Studies certificate will not be registered through any specific association or alliance, the program will align with the Yoga Alliance YTT hours required content and use adaptations of the Iyengar standards, as reflected by the tiers of the proposed certificate. The OSU program will seek to establish its own recognized training and certification process, which includes more vigorous standards of practice over an extended period of time. Our goal is to cultivate individuals with a deep applied experience and theoretical background in yoga studies instead of participating in the current trend of mass-producing novice yoga teachers within a short amount of time whose practices are primarily physical.

4. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

Nationally and internationally interest in yoga is on the rise. OSU students are not excluded from this trend. Annually 2000+ students enroll in PAC yoga classes. These numbers have steadily risen with the current Yoga industry, which has seen an increase in participation by 29 percent from 2008 to 2012 (Yoga Statistics, 2013). Many seek the personal wellness benefits from participation in yoga, some eventually seek to become yoga teachers to allow them to integrate yoga into their career path. Though we do not have formal survey data to confirm this, testimonials received by current PAC yoga instructors attest to a number of students seeking further information and training about yoga beyond the programs that OSU has to offer. Professionals such as physical therapists, school teachers, mental health professional, and researchers can complement their careers with yoga.

An informal survey was sent out to current students in the PAC and the Faculty and Staff Fitness Programs (see Appendix B). The survey had 311 respondents. Of those that practiced yoga, reasons identified for doing yoga included: physical activity and physical well-being (94%), for stress reduction & calming (91%), for emotional & mental well-being (76%), and to improve concentration and creativity (44%). A surprising number of individuals indicated that
they had an at home practice (72%). This demonstrates the need to provide a more conscious and directed effort in training for personal practice outside of the classroom and individuals interested in cultivating a deeper personal practice (Tier 1).

When survey participants were asked what they would like to see within the PAC yoga classes, 58% wanted to see a distinct certificate from OSU, and many more wanted to see theory & philosophy courses, activity practice for credit (Tier 2), and assistant teaching opportunities (Tier 3). Numerous individuals indicated that they would participate in a Yoga Teacher Training & Development program, many responded positively towards involvement, though factors such as costs, being able to pay through school, and the type of coursework involved were identified as significant considerations.

Students are expecting more in their higher education experience than just major studies. Providing a meaningful and potential career advancing opportunity through this certificate will add additional value to their collegiate experience. The certificate addresses the health and wellness of the OSU community at both the individual level and at the institutional level, aligning with one of three major goals in Oregon State University’s Strategic Plan-Phase III 2014-2018. Yoga is a holistic approach to health and well-being. A Yoga Studies program will influence participants on an individual level, and may have the potential of influencing the larger OSU approach to community health and well-being.

Lastly, there is a growing interest in the more scholarly element of yoga at OSU as demonstrated by the continual development of yogic-based academic classes offered through the psychology and philosophy departments. As well, there is a growing interest in yogic-based research within these departments, as well as in the College of Public Health and Human Sciences. Yoga studios are not equipped nor designed to provide extended training in the more scholarly aspects of yoga, nor are they able to provide research opportunities in this area. The proposed certificate intends to create a rigorous, centralized, and efficient means for students to acquire the skills and knowledge needed to integrate yoga into their personal life and or/careers over an extended period of time.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

As mentioned, the industry is currently in flux regarding the educational standards that qualify an individual to instruct yoga. It is expected that as this dialogue continues an increased demand to produce mature and skilled yoga teachers will be seen. This will logically be substantiated by the expected continual increase in participation in yoga within the United States for reasons such as the accessibility of low impact exercise for older adults (Occupational Outlook Handbook, 2014-2015), that will require more rigorously trained teachers. This certificate will assist in the predicted need of producing more and better qualified instructors. Yoga is currently a $27 billion industry, which has experienced a 20% annual increase in the number of yoga participants (2014 Statistic Brain Research Institute).
c. **What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?**

This certificate will serve individuals from various backgrounds and experiences. This includes the 28,886 on-campus OSU students. A large diversity of interest is expected within the program, across areas such as gender, age, and professional goals.

Given that few similar programs exist within university settings, and none within Oregon, it is difficult to estimate the number of graduates that will be seen in the next 5 years. The current annual enrollment of PAC yoga specific courses is 2200, indicating that students, faculty, and staff have an interest in developing a personal practice. Since 2010, the PAC Program has had 140 students independently register for 4 or more credits of yoga classes, 10 students have registered for 7 or greater credits, closely aligning with the Tier 1 requirements of the proposed certificate. An informal survey was sent out to PAC program students asking them about their interest in the program, 240 indicated that they would register for a Yoga Studies Certificate. Based on this information, and keeping in mind that individuals on campus may be practicing yoga at Dixon or elsewhere in the community and hence were not included in this data, we estimate that within the next 5 years we would see the following matriculation numbers:

<table>
<thead>
<tr>
<th>Tier</th>
<th># of students completed</th>
</tr>
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<tbody>
<tr>
<td>1 (7 credits)</td>
<td>250</td>
</tr>
<tr>
<td>2 (add 15 credits)</td>
<td>20-30</td>
</tr>
<tr>
<td>3 (add 5 credits)</td>
<td>20-30</td>
</tr>
</tbody>
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**d. Are there any other compelling reasons for offering the program?**

A review of the literature and industry practice/trends revealed distinguished areas of need for such a certificate.

2. Increased need for qualified and professional instruction (Morris, 2015; Senger, 2011).
3. Interdisciplinary teaching approach leads to stronger student learning outcomes and application (Wingert, Wasileski, Peterson, Mathews, Lanou, & Clarke, 2014).
4. Professional community, including faculty and peers, facilitates the transition to various career paths via networking and socialization to the profession (Mahoney & Schamber, 2011)
5. Formal and informal mentoring support student success (Johnson, 2007) and favorable behavioral, attitudinal, health-related, relational, motivational, and career outcomes (Ebya, Allen, Evans, Ng, DuBois, 2008)
7. National increase in yoga research funding and presence in academia.

The committee believes that the proposed certificate program addresses each of these essential elements: community (through shared coursework with students across disciplines and
civic engagement opportunities), mentorship (through the Director and Faculty (see 6c), course instructors, and internship), experiential learning, supervised opportunities and career development (through the internship), and development of teaching skills (through the core courses, specialized courses, and internship).

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

None.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

Within the proposed curriculum, all core courses will be offered multiple times through the year. Specialized topics will be offered no less than once a year. The internship (PAC 410) course will require considerable out-of-class work on the part of the student, hence, flexibility will be allowed in scheduling.

5. Similar Programs in the State

a. List all other closely related OUS programs.

Other institutions in the former OUS system provide basic yoga activity classes. However, none provide a comprehensive Yoga Studies Certificate that have philosophical, ethical, methodological, and practicum elements.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the certificate are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload.

6. Resources

a. Identify program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Current vitae for all faculty, to be made available to reviewers upon request.
Administrative Faculty

Drew Ibarra, M.Ed.-Director of Physical Activity Programs for CPHHS
Drew serves as the Director for the Physical Activity Course Program and Faculty Staff Fitness Program. His background is focused on educational pedagogy and learning styles in physical activity. The certificate will be awarded out of the Physical Activity Course Programs office. He will serve as the lead administrator and curriculum developer for the certificate program.

Core faculty within theory coursework:
John Edwards, PhD-Professor and Director, School of Psychological Sciences
Dr. Edwards is a social psychologist specializing in social cognition and individual differences. His general area of research concerns the motivational and personality factors that influence how people make judgments about other people. He will serve as an instructor in the science of mediation.

Stuart Sarbacker, PhD-Associate Professor, Philosophy Department
Dr. Sarbacker’s expertise is in comparative study of Religion and teaches courses related to Yoga History, Theory and Practice courses of different religions, and Modern Yoga in Society. His work focuses on bridging the gap between academic study, self-reflection, and engagement in civic life.

Winston McCullough, PhD-Professor in School of Psychological Science
Dr. McCullough is an industrial/organizational psychologist. His work explores the intersections of 21st century psychology and spiritual paths such as Indo-Tibetan Buddhism, Yoga, and progressive Christian life, with the goal of personal and social transformation. Winston will work directly on Meditation coursework within the program.

Michele Ribeiro, EdD.- Licensed Psychologist, Interim Mental Health Promotion Director
Dr. Michele Ribeiro is a licensed psychologist and certified group psychotherapist. Her work focuses on supporting university initiatives on mental health promotion, sexual assault support, and suicide prevention services. She will instruct Yoga and Mental Health.

Core faculty in physical practice:
Erin Mitchell, PhD.-Physical Activity Course Instructor
Dr. Mitchell’s work focuses on the integration of self-compassion into physical movement and specifically Yoga. She will directly support our Yoga, Interdisciplinary Yoga, Fitness Yoga courses, and serve as a supervisor for students in the physical practice. She has also greatly contributed to this proposal document.

Tsipora Berman, M.Ed-Physical Activity Course Instructor
Tsipora comes from a master educators background, developing curriculum around movement-based therapy, integrating the mind-body connection into the classroom. She has over 5000+ hours of training in Yoga and has been teaching nearly 30 years in the Yoga field. She will be supporting our Yoga course work and serve as a supervisor for students in the physical practice.
**Linda Erwin, BS—Physical Activity Course Instructor**

Linda’s teaching focuses on the introduction to Yoga and Restorative Yoga forms. She has taught in the PAC program since 2001 and continues to be innovative in Yoga course design. She will serve as our lead instructor for our Yoga I courses.

**Sujita Skelnar, BS—Physical Activity Course Instructor**

Sujita teaches at all levels of Yoga, working within the PAC program for over 15 years. Her primary focus is to share the movement of Yoga, and help those that would like to integrate its principles into their lives. She has nearly 30 years of experience instructing Yoga. She will teach a number of different Yoga courses within PAC and will serve as our specialist in advanced Yoga courses.

**Katelin Gallagher, BS, GTA—Physical Activity Course Instructor**

Katelin has served as a new instructor within the PAC program, but with her background and Graduate focus will both teach Yoga coursework and help to design the Yoga portfolio and teaching materials into a concise working document for those engaged in the certificate.

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**b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program’s operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?**

No new faculty members are needed in conjunction with this certificate program. Resources will be needed for administrative support and term-to-term instructors (see section 6c). Funding for these positions will be provided by the departments involved.

**c. Estimate the number and type of support staff needed, if any in each of the first four years of the program.**

Currently most curriculum is already offered through individual programs and departments using existing resources. Term-to-Term instructional load for faculty will be determined within each department, providing appropriate FTE per credit based load.

Administrative support time of .25 FTE will be needed to deliver this certificate each year. This role will serve to facilitate program implementation and coordination; this will also include tasks such as program marketing, organization of internships documents, advising students of certificate coursework, and seminar coordination. The Contemplative Studies Initiative will provide this support staff in the initial first 4 years.

Current faculty within the PAC program will be paid an appropriate FTE load per the 1 credit course work. The Director of PAC will serve in the review and approval of internship sites and additional program oversight where needed.
d. **Describe the adequacy of student and faculty access to library and department resources that are relevant to the proposed program.**

   See Appendix C for the Library report. However, most all of the courses already exist and are currently operating well with the current level of library resources and access to materials. Therefore there will be no issues with access.

e. **How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?**

   No additional financial support is required as the current and future classes can use the existing resources and knowledge of the faculty to operate.

f. **Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?**

   None.
References


Senger, M. (2011). ACE Fitness. Are Fitness Professionals Qualified to Teach Yoga? (September)


*Yoga Statistics*, Statistics Brain (original sources NAMASTA, YIAS, LiveStrong, Yoga Journal), July 28, 2013