



## UNM-Taos Annual Program Review for Holistic Health and Healing Arts

Submitted by: Amber Burke, HSHA and Yoga Program Coordinator

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### **1. Program's History, Vision, & Mission**

#### **1A: An executive Summary:**

The program being reviewed is Holistic Health and Healing Arts, a 30-credit certificate program with a subsidiary 200-hour Yoga Teacher Training program of 15 credits that can be taken as part of the HSHA certificate or on its own.

The Certificate in Holistic Health and Healing Arts is designed as a gateway program to familiarize students with a range of healing modalities that support body, mind, and spirit. This program supports students in developing a capacity to examine lifestyle choices and their impact on health. The primary focus is on self-care—students learn and practice approach for self-healing and optimal wellness that support them in college or life--though some students go on to further study in, or careers related to, holistic health, like yoga teaching.

HSHA students are of varied ages and experience levels; many have undergraduate degrees, and some graduate degrees; some already have careers in healing arts fields and are looking to expand their expertise. The varied students—and classes that encourage and require their participation-- lend the program a dynamism and ensure its freshness from year to year.

#### **1B: A brief description of the history of the program:**

The HSHA program sprang from and continues the wellness and alternative medicine culture that is deeply embedded in Taos. The Holistic Health and Healing Arts (HSHA) Program was founded in 1999 by Jean Ellis-Sankari, meaning it has been in place for 25 years. It is one of the first of its kind, and it remains unique in its incorporation of healing arts study within an undergraduate context.

HSHA was shepherded for several years by Kirstie Segarra, who also chaired Massage and now directs STIN. Since 2020, Amber Burke has coordinated HSHA and the yoga program. Though its focus is on the Taos community, HSHA attracts students from around the state and from other states.

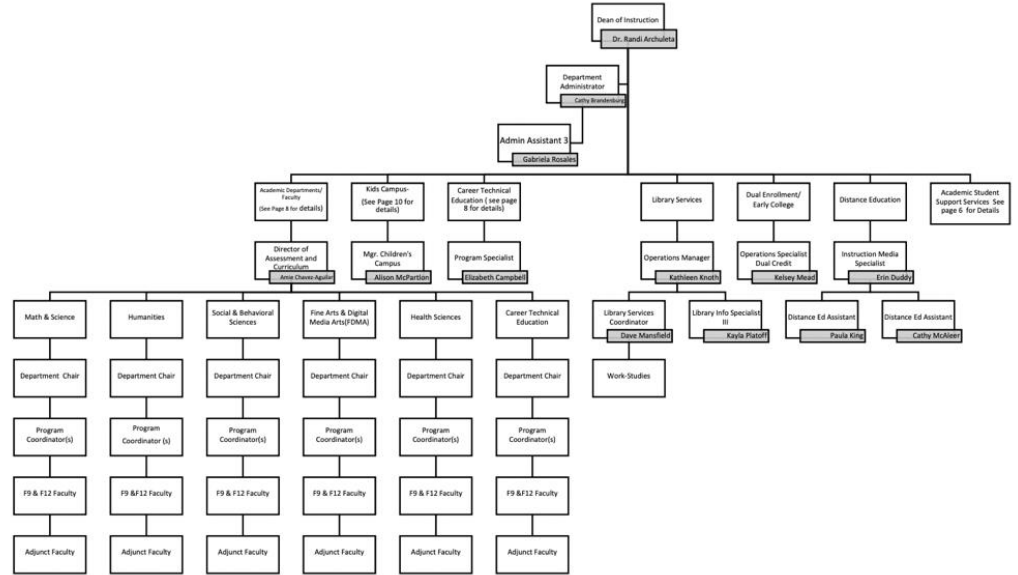
#### **1C: A brief description of the previous Program Review for the program. The description should note when the last review was conducted.**

The last program review was in 2018, and it addressed Massage and HSHA together. In many ways, this review marks a new foundation for the more independent identity of HSHA.

#### **1D: A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.**

Amber Burke is the program coordinator for s Holistic Health and Healing Arts. Absent a Health Sciences Chair, Burke is supervised by Randi Archuleta, Dean of Instruction. This chain is reflected in the “Health Sciences” column below.

**UNM TAOS**  
**ORGANIZATIONAL CHART**  
**Office of Academic Affairs**



*Please Note: Subject to change based on funding and organizational needs. Job titles reflect official or working titles.*

**UPDATED: January 2024**

**1E: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review (if applicable).**

Our Yoga Program remains accredited by the Yoga Alliance. As UNM-Taos’s yoga curriculum has changed--and Yoga Alliance regulations change—updates and approvals are required. These have all been submitted. Yearly fees for Yoga Alliance Accreditation for the program and for instructors (Amber Burke, Kari Malen, Kirstie Segarra) are up-to-date.



**1F: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of UNM.**

The mission of the HSHA program is as follows:

**HSHA Program Goals**

1. To provide a well-rounded education in holistic approaches to health and wellbeing.
2. To maximize students' potential for academic and career opportunities in integrative health and healing.
3. To teach students stress reduction skills and mind-fullness based practices.
4. To prepare students for transfer to two, and four-year degree programs in addition to other specialized training programs.

According to the UNM-Taos mission statement, "The University of New Mexico–Taos branch campus serves students from northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative and responsible individuals." HSHA fits with these goals by educating students in modalities and skills of self-care; by offering participatory classes that empower students to create projects and presentations as individuals and groups and to teach each other; by helping them to take greater responsibility for their own wellbeing, and—if they are yoga teachers—the wellbeing of their students.

HSHA, as part of "an open-access, student-centered, affordable college" offers students of diverse backgrounds and financial means vital tools of wellbeing, from yoga to Chinese Medicine, from Tai Chi to Meditation.

UNM Taos seeks to offer career-technical, workforce training, and we are a career-technical program in our preparation of yoga teachers. UNM Taos offers lifelong learning courses and programs; many of our students are seniors or returning students who are interested in lifelong self-improvement. Personal enrichment is still a desired outcome in the community college and the HSHA program is a primary provider in this area.

Of UNM Taos's many goals which HSHA assists, perhaps the goal of providing "an array of student support services" is the one at which our program excels. We support students with classes that guide them in exercise, meditation, and nutrition, believing that the health and calm students attain will abet their success in all their college classes.

**2. Curriculum**

**2A: Outline the curriculum for the program and state its relevance. Include a description of the general education component. If your program encompasses terminal degrees/certificates that are not offered on Main Campus, please state so.**

Program curriculum is being updated for 2024-205, and those changes are reflected below; all classes are manifestly relevant to self-care and self-healing. Some are more relevant to fitness (like HSHA 110 Yoga for Wellness) some more to the mind (HSHA 102 Meditation and Consciousness), some to the spirit (HSHA 201 Sacred Ceremonies). One General Ed class is required. The HSHA Certificate and the 200-hour Yoga Teacher Training Certificate of Completion are not offered by Main Campus.

## University of New Mexico-Taos Certificate in Holistic Health and Healing Arts

The Certificate in Holistic Health and Healing Arts (HHHA) is a gateway program for further study or careers in healing arts fields. It familiarizes students with various approaches to integrate body, mind, and spirit and supports them in developing the self-awareness to examine lifestyle choices and their impact on wellbeing. Our classes span a spectrum of modalities, all promoting ~~self healing, longevity, and vitality.~~ **self-care and vitality.**

The 30-credit HHHA certificate can be completed in one year, and students may begin any semester classes are offered. There are two main tracks: students can study a range of healing modalities with the HHHA concentration, or they can focus more exclusively on yoga via the 200-Hour Yoga Teacher Training Concentration.

**UNM-Taos reserves the right to make necessary changes as needed. Students should consult with an advisor prior to enrolling.**

<b>General Education Requirements</b>	<b>3 credit hours</b>
<i>Choose 3 credit hours from the UNM General Education Core Curriculum (Area 1-7) or use FYEX 1110.</i>	
<b>Core Requirements</b>	<b>9 credit hours</b>
Holistic Health and Healing Arts (HHHA) 101 Introduction to Healing Arts (3) Holistic Health and Healing Arts (HHHA) 102 Meditation, Consciousness and Self-Healing (3) <b>Or HHHA 202 Meditation and Creative Arts (3)</b> Nutrition (NUTR) 1110 Nutrition for Health (3)	
<b>Concentration</b> <i>Choose one concentration area</i>	<b>18 credit hours</b>
<b>Holistic Health and Healing Arts Concentration Choose eighteen (18) credit hours from the following:</b> HHHA 104 Hatha Yoga (3) HHHA 105 Tai Ji-Qigong (3) HHHA 106 Introduction to Massage (1-3) HHHA 110 Yoga for Wellness (3) <b>PLEASE CHANGE TO 1 credit</b> <b>HHHA 111 (?) Meditation for Wellness (1) PLEASE ADD NEW</b> HHHA 116 Introduction to Chinese Medicine (3) HHHA 117 Dreams, Visions and Art Making/Imagery as a Healing Tool (3) HHHA 118 Ayurveda (1-3) HHHA 120 Yoga Styles and Safety (3) HHHA 121 Yoga for Common Conditions (3) HHHA 146 Reiki I (3) HHHA 147 Reiki II (3)	

HHHA 148 Introduction to Homeopathy (3)  
HHHA 149 Introduction to Herbology (3)  
~~HHHA 150 16 Weeks to Personal Wellness (3)~~  
^SUNSET  
HHHA 153 Integrated Mental Health (3)  
Please add (give this course number if available—  
was a 293)  
HHHA 155 Integrative Health Coaching (3)  
HHHA 201 Sacred Ceremonies  
(Add back—it has not sunset and we have a teacher  
for it)  
HHHA 202 Meditation and the Creative Arts(3)  
HHHA 262 Yoga and Anatomy Trains (1-3)  
Please make variable credit  
HHHA 263 Yoga and Psychology of Chakras(3)  
HHHA 293 Various Topics (1-3)  
MAS 265 Cranial Sacral I (1-3)

**Yoga Teacher Training Concentration (15 13-15 credits)**

**Required:**

HHHA 104 Hatha Yoga (3)  
HHHA 120 Yoga Styles and Safety (3) HHHA  
121 Yoga for Common Conditions(3)  
HHHA 262 Yoga and Anatomy Trains (1-3)  
Please make 1-3 credits  
HHHA 263 Yoga and the Psychology of Chakras (3)

**Elective:** Choose three (3-5) credit hours from HHHA course offerings.

**TOTAL CREDIT HOURS REQUIRED 30**

**2B: Describe the contributions of the program to other units/programs on the campus (offering pre-reqs for other programs, cross-listed courses, etc.). If appropriate, provide details on how the program aligns with program requirements on UNM Main Campus.**

Up to 8 credit hours from HHHA may apply to the Massage Therapy program. HHHA credits can count for the Area of Focus for the Associate of Applied Science in General Studies. That is up to 27 credit hours (NUTR 1110 can also count).

**2C: Describe the modes of delivery used for teaching courses.**

The majority of our classes are taught face-to-face in Rio Grande Hall in downtown Taos. However, about 9 credits of asynchronous online classes are offered yearly. We have also had success with Zoom classes, and our Yoga Program now rotates the classes it offers by Zoom. Students who are able to take the classes in our yoga program face-to-face or by Zoom may complete it in 1 academic year; those who are only able to take yoga classes remotely may complete our Yoga Teacher Training in 2 academic years.

### 3. Continuous Assessment & Improvement

#### 3A: Part 1:

Please include the program assessment plan and report that you submitted to the CARC for evaluation.

Career Technical Degrees & Certificates  
Assessment Plan  
The University of New Mexico - Taos

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#### A. College, Department and Date

1. College: *University of New Mexico-Taos*
2. Department: *Integrative Health & Medical Massage*
3. Date: *April 19, 2015*

#### B. Academic Program of Study\*

The Certificate in Holistic Health and Healing Arts is designed as a gateway program to familiarize students about careers in holistic health, healing arts and integrative healthcare. Students develop self-awareness and consciousness relative to the integration and balance of body, mind and spirit. This program supports students in developing a capacity to examine lifestyle choices and their impact on health. The primary focus is on self-care and learning and practicing approaches that support self-healing, promote longevity, and optimal health.

The Certificate program in Holistic Health and Healing arts prepares students for further study in holistic health related careers.

#### C. Contact Person(s) for the Assessment Plan

*Dr. Kirstie Bender Segarra*

#### D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

##### 1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**

- A. To provide a well-rounded education in holistic approaches to health and wellbeing.
- B. To maximize students' potential for academic and career opportunities in integrative health and healing.
- C. To teach students stress reduction skills and mind-fullness based practices.
- D. To prepare students for transfer to two, and four-year degree programs in addition to other specialized training programs.

##### 2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

- A. To be able to explain East/West and traditional (indigenous) models of healing.
  - B. To create healthy practices in daily living for self and clients.
  - C. To demonstrate and apply healing technologies and evidence-base practice.
  - D. To augment course work in other health professions.
  - E. To support optimal functioning of body, mind, and spirit.
-

**E. Assessment of Student Learning Plan**

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

**1. Student Learning Outcomes**

*[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]*

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
Participation and experiential learning.	X	X	X	NA
Demonstration of skill sets testing.	X	X	X	NA
Evidence base research and reflection papers.	X	X	X	NA
Assessment and application of holistic approaches.	X	X	X	NA
Philosophical and ethical issues in holistic healing.	X	X	X	NA

**2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)**

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three- year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.” There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
Participation and experiential learning.	Attendance and participation rubrics.	Direct	80% compliance
Demonstration of knowledge and skill sets.	Observation and testing by faculty.	Direct	70% compliance
Evidence base research and reflection papers.	Completing papers/library research as outlined in syllabi.	Direct	70% compliance

Assessment and application of holistic approaches.	Demonstration by student and observation by faculty.	Direct	70% compliance
Philosophical and ethical issues in holistic healing.	Observation by faculty and class discussion.	Direct	70% compliance

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

The learning outcomes for Holistic Health and Healing Arts will be assessed annually at the end of the academic year. Results will be discussed annually at the faculty orientation meeting in order to improve student learning.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

1. Department chair, program coordinators and faculty will participate in the assessment process for gathering of evidence, the analysis/interpretation of data and recommendations.
2. The process for considering the implications of assessment/data for change is as follows:
  - a. Faculty meetings to review and revise assessment mechanisms,
  - b. Faculty meetings to review and revise the curriculum, and
  - c. Faculty meetings to review pedagogy.
3. How, when, and to whom will recommendations be communicated?
  - a. Recommendations will be made with personal communication (e.g., memoranda, phone, e-mail and faculty meetings).
  - b. Recommendations will be made to the appropriate academic committees and administrators (e.g., curriculum committees, dean of instruction and area coordinators).

*END OF INCLUDED DOC*

**3A Part 2: Please include a narrative consisting of:**

- **The student learning outcomes for the program**
- **How they are communicated to students**
- **Changes/improvements to the student learning outcomes**
- **How clear and measurable the SLOs are**
- **Direct and indirect assessment methods that are used**

Since 2015, the SLOs have remained consistent:

List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- F. To be able to explain East/West and traditional (indigenous) models of healing.
- G. To create healthy practices in daily living for self and clients.
- H. To demonstrate and apply healing technologies and evidence-base practice.
- I. To augment course work in other health professions.
- J. To support optimal functioning of body, mind, and spirit.



SLOs are communicated to students via course syllabi. Successful program completion may be another outcome worth adding. Direct and indirect assessment methods are still used, including attendance, participation, and projects like papers and presentations, and student teaching demonstrations. They are clear and measurable, but they are measured discretely; some instructors are best able to measure one, while another instructor must measure another.

**3B: Explain how the student learning outcomes for the program are communicated to students, faculty, and stakeholders.**

Faculty receive our SLOs in the HSHA Faculty Handbook, created by Kirstie Segarra and updated by Amber Burke. Some instructors have inherited them in their syllabi, through which they are then communicated to students.

**3C: Describe the results of assessment activities, and how they are used to support quality teaching & learning and overall program improvements.**

Instructors are responsive and vary assignments and course materials based on student assessment. Assessment activities could be more integrated into decision-making in the HSHA program. We await updates on Program Assessment guidelines and requirements from Main Campus.

#### **4. Students – Recruitment, Enrollment, & Trends**

**4A: Provide details on student recruitment practices (including items related to ease of transfer/articulation) and admission criteria for the program.**

Like UNM-Taos, we are an “open-access” program. This makes it easy for students to join us.

The program coordinator, along with any available adjunct faculty, participates in two yearly recruitment events at UNM Taos: Fall Fest and Spring Fling, at which HSHA offers interactive tables and/or brief classes. We have, as a program, offered open houses and free classes by HSHA instructors.

Department-specific recruitment include posters made by the program coordinator to advertise all upcoming classes; she, HSHA faculty, and HSHA students put these posters up on campus and around town. Individual instructors make posters for their classes and advertise to their networks.

HSHA marketing materials share the program coordinator’s email address. The program coordinator then receives and responds to many student inquiries, which sometimes lead to phone calls and Zoom or face-to-face meetings with potential students. The names and emails of interested students are then logged in a Constant Contact; when registration opens each semester, the program coordinator creates and sends out newsletters about program offerings to the lists she has curated. These emails contain complete listings of our upcoming classes, with descriptions.

The program coordinator meets with Advising twice a year, before registration opens, with a “HSHA Cheatsheet” she makes semesterly with course descriptions and answers to common questions about HSHA. Keeping advisors are up-to-date on courses and requirements, and able to convey accurate information to their advisees, is one of the most vital recruitment techniques.

With regard to yoga, the program coordinator maintains a Yoga Alliance webpage which describes our program in detail and shares contact information. Our most successful recruitment/community initiatives of late has been the offering of yoga classes led by our yoga-teachers in training. We offered one of these in Fall 2023 and anticipate offering another 1-2 in Spring 2024 and henceforth. It is a requirement of the yoga program that students teach 1 out-of-class yoga session to the community each semester; they can either participate leading classes offered at UNM Taos or offer classes of their own devising to

communities of their choosing. Students have taught at senior living facilities and churches, where their offerings positively impact the community. Some students teach friends and housemates, who thereby learn that our program exists. Our students' students sometimes join our program, and positive word-of-mouth assists recruitment efforts.

Recruitment could be further aided by BCAM and UNM-Taos website developers. The creation and submission of program-related materials to the UNM-Taos website builders was a time-consuming project; that information reminds hard-to-find, and some if it has gone missing; for example, the HSHA faculty page is now gone with no warning or explanation.

**4B: Provide an analysis of enrollment trends, persistence, and graduation trends (are students transferring?). Please include any available information on demographics (gender, ethnicity, non- traditional, etc.) as it pertains to your program.**

HSHA enrollment has fluctuated between 15-24 students in each of the last five years, with the lowest number (15) in AY 2022-2023, the post-Covid year. Our students are in the majority female (92 percent female, and only 8 percent are male in AY 23-24), and their average age is early thirties, with the vast majority being 25-49. They are more likely to be white (54 percent in AY 23-24), Hispanic (33 percent) or American Indian (4 percent). In recent years, 27-50 percent have been PELL-eligible. Twenty percent or fewer of our students are first-generation students. More of our students are part-time than full-time. Most of our students are continuing students.

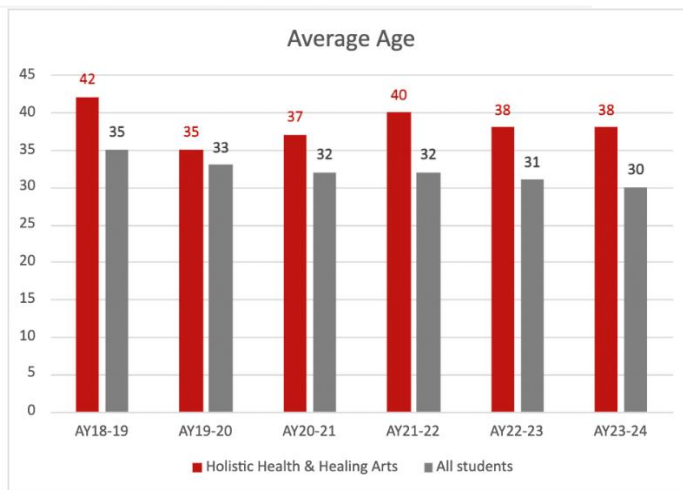
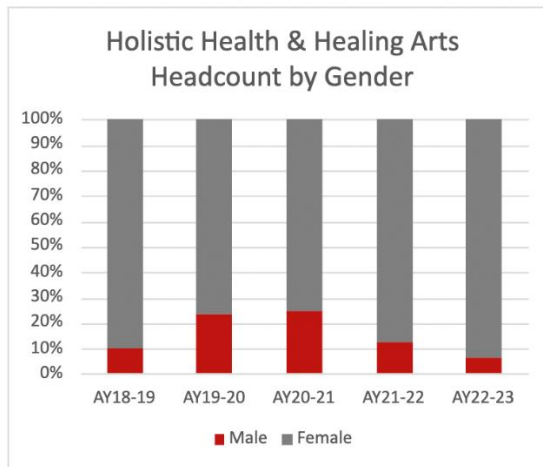
The number of those who complete our Yoga Teacher Training Program has varied (3-9). The numbers of our Yoga Teacher Trainees do not match the number of those taking our yoga classes—which can be much higher, since our yoga classes are open to all, not just aspiring instructors—but there is some correlation. During Covid and the shift to online learning—AY 2021-2022—more students than usual actually joined our yoga training, perhaps to exercise and connect with each other in a homebound, isolating time. In the following year, AY 2022-2023, there was a dip in yoga enrollment, when students seemed both fatigued by Zoom and wary of face-to-face classes. The wider yoga environment also changed then; many large studios declared bankruptcy and closed, leaving the fate of yoga uncertain. Yoga and our program, however, have both rebounded, and we anticipate 9 yoga teacher trainees will receive a certificate of completion in May 2024.

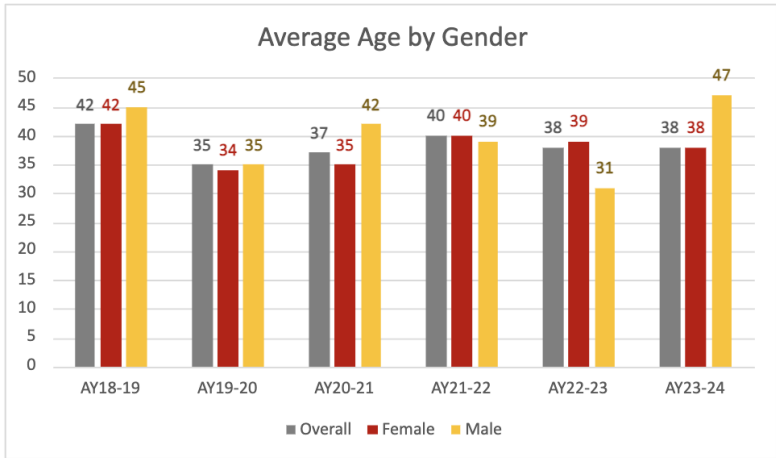
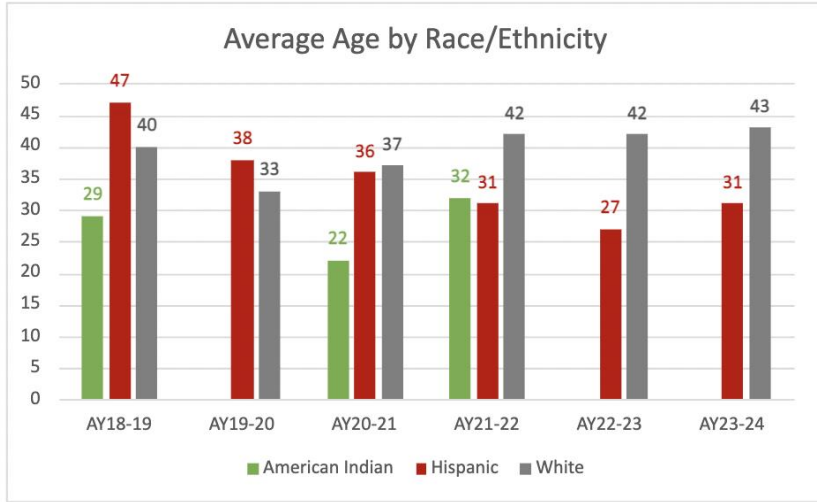
That our program is mainly female is consistent with larger trends; according to *Zippia.com*, 85.5 percent of all yoga instructors are female. Also according to *Zippia.com*, 71 percent of them are white. While race and ethnicity of our yoga students are not tracked, if consistent with HSHA as a whole, 38-60 percent of our students are white, meaning our program is reasonably diverse and perhaps helping, in a small way, to diversify yoga.

**Yoga Teacher Trainees  
Earning Certificates of Completion**

May 2020--	3
AY 2020-2021--	4
AY 2021- 2022--	9
AY 2022-2023--	2
AY 2023-2024—	9 (anticipated)

CERT Holistic Health & Healing Arts Headcount by Gender						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Male	2	4	4	2	1	2
Female	18	13	12	14	14	22
Total	20	17	16	16	15	24
Male	10%	24%	25%	13%	7%	8%
Female	90%	76%	75%	88%	93%	92%





CERT Holistic Health & Healing Arts Average Age by Gender						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Overall	42	35	37	40	38	38
Female	42	34	35	40	39	38
Male	45	35	42	39	31	47
All degree-seeking, home students						
Overall	35	33	32	32	31	30
Female	36	34	32	33	31	30
Male	35	32	31	30	31	31

*Holistic Health & Healing Arts students are, on average, 6 years older than the average degree-seeking student at UNM-Taos.*

CERT Holistic Health & Healing Arts Average Age by Ethnicity						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
American Indian	29			22	32	
Hispanic	47	38		36	31	27
White	40	33		37	42	43
All degree-seeking, home students						
American Indian	33	33		30	32	34
Hispanic	33	30		30	29	28
White	39	37		36	35	35

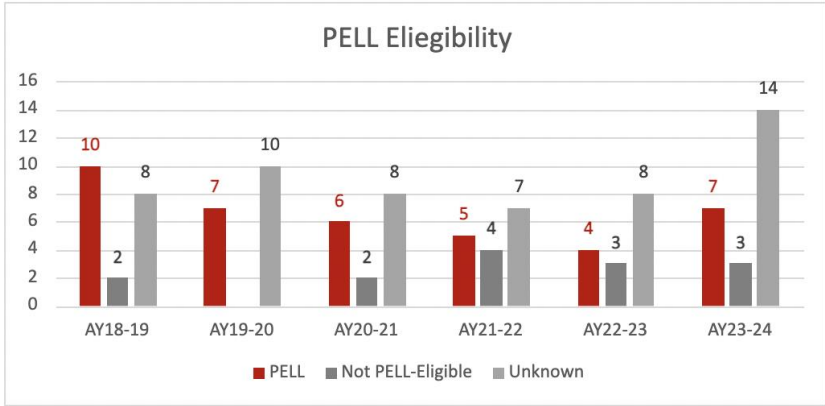
CERT Holistic Health & Healing Arts Students by Age Group						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
18 years or younger						
19 to 24 years	2	4	2	2	3	7
25 to 49 years	14	12	12	11	9	11
50 years or older	4	1	2	3	3	6

CERT Holistic Health & Healing Arts Headcount by Race/Ethnicity						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Total	20	17	16	16	15	24
American Indian	1		1	1		1
Hispanic	5	5	5	7	7	8
White	12	7	7	6	6	13
American Indian	5%	0%	6%	6%	0%	4%
Hispanic	25%	29%	31%	44%	47%	33%
White	60%	41%	44%	38%	40%	54%

CERT Holistic Health & Healing Arts Students by PELL Status						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Total	20	17	16	16	15	24
PELL	10	7	6	5	4	7
	50%	41%	38%	31%	27%	29%
Not PELL-Eligible	2		2	4	3	3
Unknown	8	10	8	7	8	14

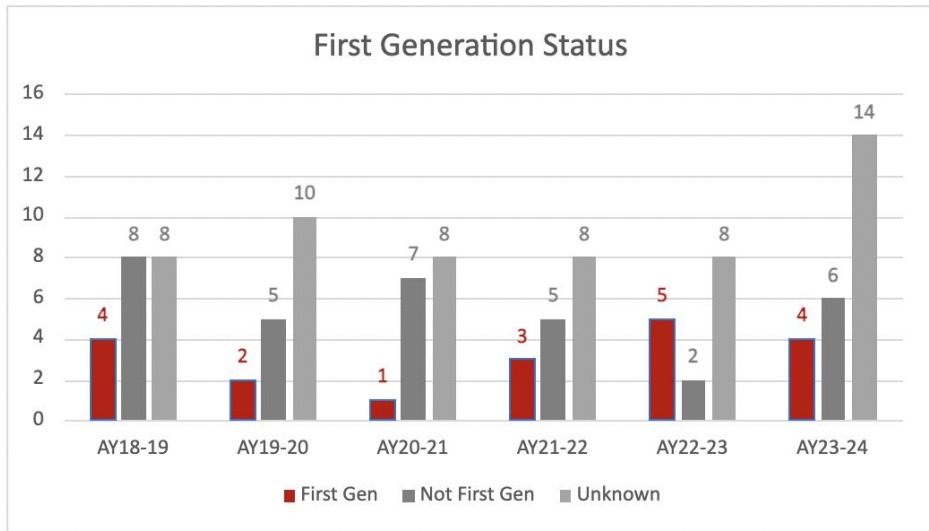
CERT Holistic Health & Healing Arts Students by PELL Status						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Total	20	17	16	16	15	24
PELL	10	7	6	5	4	7
	50%	41%	38%	31%	27%	29%
Not PELL-Eligible	2		2	4	3	3
Unknown	8	10	8	7	8	14

CERT Holistic Health & Healing Arts Students by First Gen Status						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Total	20	17	16	16	15	24
First Gen	4	2	1	3	5	4
	20%	12%	6%	19%	33%	17%
Not First Gen	8	5	7	5	2	6
Unknown	8	10	8	8	8	14



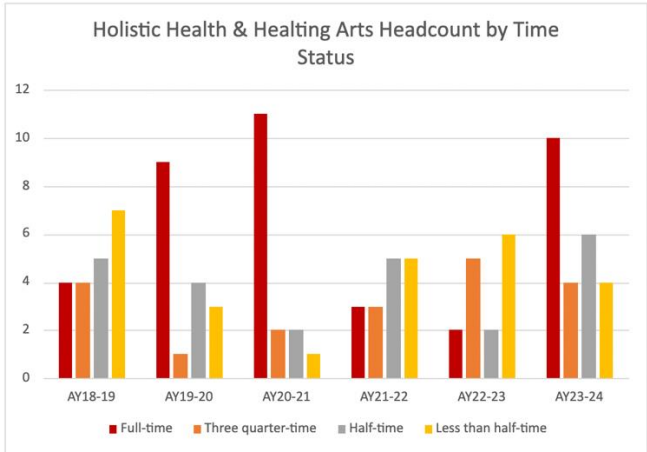
#### CERT Holistic Health & Healing Arts Headcount by Time-Status

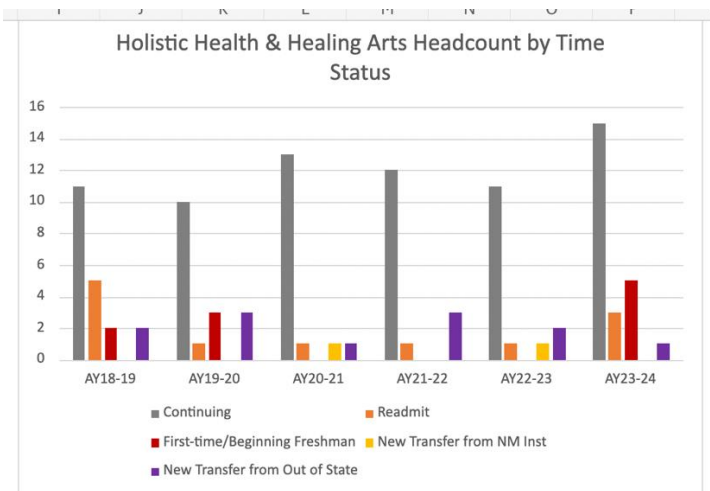
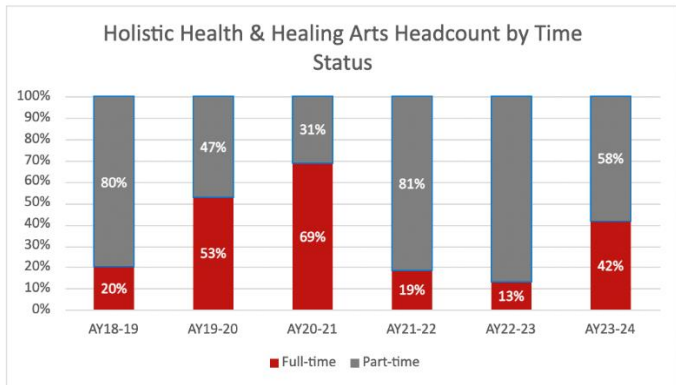
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
<b>Total</b>	20	17	16	16	15	24
Full-time	4	9	11	3	2	10
Three quarter-time	4	1	2	3	5	4
Half-time	5	4	2	5	2	6
Less than half-time	7	3	1	5	6	4
<i>Part-time</i>	16	8	5	13	13	14
<b>Full-time</b>	20%	53%	69%	19%	13%	42%
<b>Part-time</b>	80%	47%	31%	81%	87%	58%
Three quarter-time	20%	6%	13%	19%	33%	17%
Half-time	25%	24%	13%	31%	13%	25%
Less than half-time	35%	18%	6%	31%	40%	17%



CERT Holistic Health & Healing Arts Headcount by Student Population Status						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
Total	20	17	16	16	15	24
Continuing	11	10	13	12	11	15
Readmit	5	1	1	1	1	3
First-time/Beginning Freshman	2	3				5
New Transfer from NM Inst				1	1	
New Transfer from Out of State	2	3	1	3	2	1

CERT Holistic Health & Healing Arts Average Load						
	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24
SCH	9	14	19	16	13	12





**4C: Describe program advisement and any other student support services that are provided by the program. Include any types of library or learning resources that are associated with the program.**

Students communicate with Admissions and all degree-seeking students are assigned an academic advisor. Many potential and current students communicate with the program coordinator directly to ask questions. Students have access to the UNM-Taos support system, which includes CASA tutors, our foodbank at Rio Grande Hall, and the Student Support Request (s) procedure, by which students are connected with tutoring, transportation, counseling, and other supports.

Students have access to required textbooks at the UNM Taos library. In RGH 128, the Movement Lab classroom in which the majority of our classes meet, there is now a lending library of yoga and healing texts, many donated by the program coordinator, some by a generous former yoga teacher in the area. Most instructors embed their learning resources on Canvas, and in the Yoga Program, we supply digital folders of all weekly PowerPoints and readings so students will be able to access those materials after leaving our program.



**4D: Describe any student success and retention initiatives in which the program participates, including faculty-to-student ratios.**

HHHA students benefit from UNM-Taos-wide initiatives like CASA and Student Support Requests, which can help connect students with tutoring, transportation, and counseling services.

Our program itself functions to assist in student success and retention in that HHHA is small enough, and consolidated enough, that faculty can easily communicate with each other and with the program coordinator to better assist students. Faculty-student-ratios are generally 1:12 or 1:15, so faculty tend to know if students are struggling or need support and can easily communicate with that student before or after class.

At least one yoga studio owner from the community is invited into a yoga class each semester; hopefully, the experiences they share encourage students to complete the yoga program and offer some sense of the opportunities available to them afterward.

**4E: Please describe post-graduate success of the students, and how that is measured. Where are the typically placed / employed? Include transfers, if applicable.**

This is not currently measured, but from informal conversations, we know that students who graduate from HHHA sometimes enroll in Massage or the Structural Integration Program at UNM-Taos; some get their associates degrees from UNM Taos; some go on to study aspects of the healing arts, like Chinese Medicine, at other universities. Students who have graduated from our yoga program are now yoga teachers at studios and gyms in town. One has opened her own fitness studio, Vortex Fitness. Another student who is continuing on the path to her Associates degree at UNM-Taos is now offering free classes to the UNM-Taos community through UNM-Taos Student Government.

**5. Faculty, Research/Scholarship, & Service**

**5A: Describe the composition of the faculty and their credentials. Please include demographic composition.**

By Sex	Count
Female	6
Male	2

By Race/Ethnicity	Count
Hispanic	1
Two or More Races	1
White	6

By Position	Count	Average Tenure at UNM-Taos (Yrs)
Lecturer III	1	7.5
Temp Part-time Faculty	7	6.5

Two instructors not included in the table above are tenured and full-time in other programs: Kirstie Segarra and Gary Cook.

**Full-Time Faculty (tangentially involved with HHHH)**

**Dr. Kirstie Segarra:** E-RYT-200 Yoga Alliance, Program Coordinator of Structural Integration; Lecturer II . Dr. Kirstie Segarra (they/she/doctor) began studying yoga and Balinese Traditional Massage in 1996 in Bali, Indonesia while completing their Master’s Degree in Whole Systems Design, in the field of second-order biological systems. Dr. Kirstie, who teaches courses for Holistic Health and Healing Arts including Myofascial Yoga and *Anatomy Trains*, is a leading expert in fascial health and the author of *Myofascial Yoga: A Movement and Yoga Therapist’s Guide to Asana*. They are nationally and internationally recognized for their research in fascial health and fibromyalgia. Segarra’s involvement in STIN means she teaches only occasionally for HHHH now. When she does, she offers HHHH 262, Yoga and Anatomy Trains.

**Gary Cook,** MFA, is a tenured Associate Professor of Art with forty years of university teaching experience, 17 of those at UNM-Taos. He was Chair of the UNM-Taos Art Department from 2005 to 2010. Over the years, he has been represented in 15 galleries and had over seventy exhibitions at locations including ten universities and four museums. He has a special interest in the relationship of creativity and consciousness to personal growth and healing. He earned his MFA in Painting at Northern Illinois University and BFA in Painting and Printmaking at Michigan State University. Gary teaches in the Art Department at UNM Taos; once each year, he teaches HHHH 117 Dreams, Visions and Art Making/Imagery as a Healing Tool.

**Full-Time Faculty (Half of her teaching load = HHHH)**

**Amber Burke,** MFA Johns Hopkins, E-RYT-500 Yoga Alliance, is a graduate of Yale, the Johns Hopkins Writing Seminars MFA Program, and two teacher trainings through Yogaworks in Los Angeles. She has been teaching yoga since 2008 and writing about it for almost as long. She regularly contributes to *Yoga International*, often collaborating with physical therapists to write articles about anatomy and

yoga for specific injuries and conditions. Her creative work, some of it Pushcart-nominated, can be found in literary journals and magazines including *The Sun*. She teaches in the English department, and she offers the majority of the classes in the yoga teacher training, including HSHA 120 Yoga Styles and Safety and HSHA 121 Yoga for Common Conditions, two courses she developed.

### **HSHA Adjuncts**

**Daniel Pretends Eagle**, LMT, is a licensed massage therapist with over 35 years of experience in meditative movement including tai chi, aikido, yoga and Japanese sword. Through the use of easily-learned martial arts forms, students in his classes experience increased relaxation, coordination and flexibility. His curriculum also encourages students to cultivate their “Inner Warrior” as a peaceful archetype, promoting harmony, compassion, courage and reconciliation. He teaches HSHA 105 Tai Ji-Qigong.

**Dr. Angelika Maria Koch**, DNM, LCH, H.N.H.Ir, is a Doctor of Natural Medicine, Health Consultant, and the owner of MEDICA NOVA: Practice for Integrated & Educational Medicine. For over three decades in her clinical practice, Dr. Koch has synthesized and applied a unique blend of effective, cutting-edge therapeutic tools in an innovative and holistic approach for her patients’ well-being. Utilizing in-depth classical homeopathy, iridology, systemic herbology, cellular biology, advanced biofeedback, and depth psychology, Dr. Koch passionately continues her deepening exploration of holistic treatments for this complex and unfolding New World. Her extensive international training and education was acquired in England and the United States. She is the author of the *Dance of Your Core Healing: Transforming Your Mind, Body & Soul in the New World*, and she publishes monthly free newsletters which are available on her website ([www.medicanova.net](http://www.medicanova.net)) via subscription and public social media. She teaches many HSHA courses, including HSHA 101 Introduction to Healing Arts.

**Sean Murphy**, MFA, has had nearly three decades of formal Zen meditation training, including extended periods of monastic retreat, and is a longtime yoga practitioner. He teaches widely—and often humorously-- on matters of meditation, mindfulness, and creativity. He is the author of the American Zen chronicle *One Bird, One Stone*, which won a 2014 International Book Award, and three award-winning works of fiction, including *The Hope Valley Hubcap King*, which won the Hemingway Award for a First Novel, and *The Time of New Weather*. He is the founder of the Sage Institute Meditation Leader Training Program in Taos, New Mexico. Sean teaches Holistic Health and Healing Arts classes including HSHA 102 Meditation, Consciousness, and Self-Healing.

**R. Madrona Bourdeau**, CPM-R, CST, practiced midwifery for over 40 years before retiring from active practice in 2015. In 2009, she became a cranial sacral therapist and has since specialized in working with infants, supporting mothers postpartum, and trauma release. Madrona has taught at midwifery programs in San Francisco, Portland, and Taos. Both professionally and personally, she draws on many healing modalities including herbology, homeopathy, and Chinese medicine. Madrona teaches various classes for Holistic Health and Healing Arts including HSHA 146 Introduction to Reiki and to HSHA 149 Introduction to Herbology.

**Dr. Celeste Griego**, ND, MS, LMT, AP, NTS, earned both her doctorate in Naturopathic Medicine and Master of Science in Ayurvedic sciences from Bastyr University. She is a UNM Alumni and earned her bachelor's degree in Exercise Science with an emphasis in Dance. Before attending Bastyr, she graduated from the New Mexico School of Natural Therapeutics as a Natural Therapeutic Specialist with training in medical massage, cranial sacral therapy, core synchronism, flower essence therapy and other natural healing modalities. Dr. Griego is a licensed Naturopathic Doctor and a NAMA Board Certified Ayurvedic Practitioner. She is also a Licensed Massage Therapist, Postural Alignment Specialist through the Egoscue® Method, a Core Dynamics Pilates instructor and Gyrokinesis® Trainer.

Dr. Griego runs her own small practice in Taos, NM and specializes in Body Mind Medicine as well as Therapeutic Movement. She is the Secretary of the New Mexico Association of Naturopathic Physicians and was part of the legislative team that obtained licensure for NDs in New Mexico. Her classes for HSHA include NUTR 1110 Nutrition and HSHA 118 Ayurveda.

**Kari Malen**, an ecologist and yoga teacher registered with the Yoga Alliance at the E-RYT 500 level, has worked at the intersection of human and environmental health for over two decades and is the founder of the Taos Yoga Co-op. Through her work in ecological restoration, she became keenly aware of the need we as humans have for self-restoration and recreation to productively process stress and deal with trauma. She has taught yoga for over 10 years. Kari's original yoga teacher training (YTT 250+) took place in Mysore, India under Yogacharya Barath Shetty – a disciple of B.K.S. Iyengar – in the IndeaYoga style and has since trained with other sage teachers including Desiree Rambaugh, Brett Larkin, Sonya Luz, and more. Her classes for Holistic Health and Healing Arts include HSHA 263 Yoga and Psychology of the Chakras.

**Dr. Erika Oviedo**, DOM, MSOM, BAFA (she/her) has been practicing Traditional Chinese Medicine in Northern New Mexico since 2009. She received her master's degree from the Southwest Acupuncture College in Santa Fe, NM and her bachelor's degree in fine art from UNM. As a longtime Buddhist practitioner and student of Asian philosophy, she was drawn to TCM because of its deep roots in Taoism, Confucianism and Buddhism. She values the creative aspects of the medicine and its focus on treating the person as a whole- body, mind and spirit. She is formally trained in the practices of acupuncture, Chinese herbalism, nutritional counseling, Qi gong, and Chinese massage. Dr. Oviedo runs her own private practice, Full Circle Acupuncture, in Taos, NM where she treats a wide variety of syndromes ([www.acupuncturetaos.com](http://www.acupuncturetaos.com)). Her class for Holistic Health and Healing Arts is HSHA 111 Mediation for Wellness and HSHA 116 Introduction to Chinese Medicine.

**5B: Describe the roles of the faculty members in the program, as well as an overall summary of time devotion for each faculty member to the program.**

Most of our faculty members teach a single 3-credit class per semester. They may spend double their 45 or so classroom hours each semester preparing for class and grading. They are also all available to their students before or after class or by appointment.

Amber Burke, HSHA Coordinator, splits her time between her 2-3 English classes per semester, her 1-2 yoga classes per semester, and her HSHA Coordinating duties. Her HSHA responsibilities encompass around 60 hours per semester, 45 of those to marketing, recruitment and student and faculty support, 15 or so to faculty scheduling, hiring, and on boarding. There may be an additional 5-10 hours on semesters the HSHA Certificate requires revision, and another 20-25 on semesters APRs are required.

**5C: Describe any specialized professional development opportunities available to program faculty. Describe what support & mentoring is available, particularly for faculty of color and members of groups that are traditionally under-represented in your field.**

Professional development is offered semesterly by UNM Taos at faculty orientation. Learning Central trainings on Banner educate us all in safety, avoiding harassment, and creating welcoming workplaces. Our instructors are all welcome to take any UNM-Taos class tuition-free, and some HSHA instructors utilize this perk to take each other's classes or enroll in MASS or STIN classes.

**5D: If applicable, please provide a summary of the research and scholarly/creative work of program faculty.**

Amber Burke has been one of the most prolific writers for Yoga International, writing over 100 articles for the site as well as co-authoring the ebook they published, *Yoga for Common Conditions*. For the work of other faculty, please see 5A.

**5E: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program or conducted by program faculty.**

The program coordinator and willing adjunct faculty participate in two yearly recruitment events at UNM Taos: Fall Fest and Spring Fling, at which HSHA offers interactive tables and/or brief classes. We have, as a program, offered open houses and free classes by HSHA instructors. Our most successful recent recruitment/community initiatives has been the offering of yoga classes led by our yoga-teachers in training. We offered one of these in Fall 2023 and anticipate offering another 1-2 in Spring 2024 and henceforth. It is a requirement of the yoga program that students teach 1 out-of-class yoga session to the community each semester; they can either participate in the public classes offered at UNM-Taos or offer classes of their own devising to communities of their choosing. Students have taught at senior living facilities and churches, offerings that positively impact the Taos community.

**6. Resources, Planning, & Facilities**

**6A: Describe how the program engages in resource allocation & planning. If applicable, describe the advisory board, its membership, and how their feedback is incorporated.**

The program coordinator consults with the Dean about resource allocation and planning.

**6B: Provide an analysis of the program's budget. Include information on any additional support received from the institution and/or external funding sources.**

*The monies and expenses listed below do not include reimbursement from the state for tuition and facilities.*

1 Spring 24										
2										
				Course Fee	Enrollment	Tuition Generated	Course Fees Generated	Salary Costs	Credential	
3	HHHA	104	3cr	\$ 25.00	12	\$ 2,808.00	\$ 300.00	\$13,767.00		
4	HHHA	105	3cr	\$ 25.00	11	\$ 2,574.00	\$ 275.00	\$ 2,707.00	ba	
5	HHHA	106	1cr	\$ 25.00	2	\$ 156.00	\$ 50.00	\$ 902.00	ba	
6	HHHA	116	3cr	\$ 25.00	10	\$ 2,340.00	\$ 250.00	\$ 2,887.00	ma	
7	HHHA	148	3cr	\$ 25.00	14	\$ 3,276.00	\$ 350.00	\$ 3,068.00	phd	
8	HHHA	201	3cr	\$ 25.00	11	\$ 2,574.00	\$ 275.00	\$ 2,707.00	ba	
9	HHHA	202	3cr	\$ 25.00	11	\$ 2,574.00	\$ 275.00	\$ 3,068.00	phd	
0	HHHA	263	3cr	\$ 25.00	15	\$ 3,510.00	\$ 375.00	\$ 2,887.00	ma	
1						\$19,812.00	\$2,150.00	\$31,993.00		
2										
3									Program Income	
4									\$ (26,028.72)	
5										
6										
7										
8										
9										
0										
1	Supplies and Expenses									
2	FY 24 Budget									\$17,700.00
3	Expenses YTD									\$ 3,967.72
4										
5	FY 23 Budget									\$10,700.00
6	Total expenses									\$10,046.00
7										

**6C: Describe the staff assigned to the program (titles and FTE) and their responsibilities.**

There are no staff members who are entirely dedicated to HHHHA, but many faculty and staff contribute to HHHHA operations.

Amber Burke, Lecturer III, is a faculty member who serves an administrative/staff role as the program coordinator. Her administrative responsibilities include scheduling, faculty onboarding support, student recruitment and support, the creation and dissemination of marketing materials, curriculum updates, Yoga Alliance webpage maintenance, Yoga Alliance registration, and tracking and making diplomas for yoga graduates, and the writing of APRs.

Staff who support HHHHA students include those in Advising, led by Kyla Katz, and Admissions, led by Bayley Byers; these teams help to enroll students in the correct classes. Cami Hartman, assisted by Jesyka Ortega, are Student Resource Navigators, and help put HHHHA students in touch with the tutoring or counseling they need; Rachel Gift in CASA helps HHHHA students get the accommodations and offers tutoring services.

Staff who support HHHHA faculty include Catherine Brandenburg, Department Administrator of OAA, who assists HHHHA faculty with administrative questions; the IT Department, especially Robert Tourgee and Bobleo Okeke, support faculty with technology needs; Erin Duddy and Cathy McAleer, in the Office of Distance Administration, help faculty with Zoom and Canvas and evaluate Canvas classes.

**6D: Describe the facilities associated with the program, including classrooms, general spaces (offices, conference rooms, etc.), labs spaces, equipment, or general access to technology, and if facilities are sufficient to meet the needs of the program. Please explain.**

Most of our classes take place in the Movement Studio at RGH 128. It has equipment like yoga mats and props and a storage space for those props. It has a Dell laptop, and a screen. The room is very small, with no windows or ventilation, and for that reason Movement Classes are capped at 12. (Classes that don't include movement are capped at 15.) HHHA could benefit from a larger space that would attract students to program; we would of course be willing to share this space. A larger exercise room could be of benefit to UNM-Taos campus as a whole, offering enticement to enroll, a gathering space to create community, and promoting the health and fitness of students, staff, and faculty. The need for a larger space has chronicled in assessment documents since 2012.

## **7. Summary & Future Direction**

**7A: Provide a summary of the previous information, focusing on described strengths and challenges for the program.**

The HHHA certificate has been a part of UNM-Taos for almost 25 years and is one of the first programs of its kind in the nation. It remains unique in its embedding of healing arts curriculum within an undergraduate context.

As Dr. Kirstie Segarra wrote in her APR from 2018, "The HHHA certificate has a larger focus on self-improvement, stress reduction and supporting over health of the student population. It offers an entry into a variety of avenues in the field of healing arts. The value of the program is high for students as many transform behaviors to more support and healthy forms of lifestyle. It is important for our institution and students to have access to these programs. The impact of the HHHA certificate on the health and well-being of our community is significant as for each student who graduates goes into our community and improves the health of others through their training."

In addition to these strengths, which are ongoing, one of the most positive change in recent years has been the new HHHA faculty. Switching to online learning during Covid caused some faculty members whose computer skills were not as advanced to discontinue teaching. Three new instructors have been hired since: Dr. Eriko Oviedo, Dr. Celeste Griego, and Kari Malen. One new hire is in progress. All new hires are computer savvy and responsive to calls and emails from the program coordinator and the administration. All of them are able to teach by Zoom, face-to-face, or online. Our program now is more flexible and adaptable than ever. We can, and have, changed modalities as needed; for instance, if the enrollment in a face-to-face class is lower, we can then switch that class to Zoom and offer it later in the semester, a tactic that has generally yielded a boost.

The largest obstacle for HHHA is a small space which limits possible growth for the program. In addition, the lack of on-campus dormitories in a town where there is a dearth of housing options may deter some students who are interested from coming to study with us.

Currently, many people who find HHHA find it by word of mouth or by marketing efforts borne by a single person, the program coordinator. Because of ongoing difficulties communicating with BCAM about updates to the UNM-Taos website and the limitations of that website, the HHHA and yoga webpages are well-hidden and difficult for the program coordinator to update. Our faculty page, for instance, created by the program coordinator with considerable care and effort, has recently disappeared. Similarly, asking BCAM for marketing help yields mixed results; as often as not, their marketing

materials have contained inaccurate information about things like dates and times of free classes or open houses.

An additional challenge has been making sure Advising is clear about our programs. Changes in Advising have meant that keeping advisors abreast of our offerings has required semesterly meetings and the making “HHHA Cheatsheets” which describe the program and curriculum to advisors. Even with these, students are not always signed up for the classes they need. Some are not enrolled in program requirements, resulting in delays to their graduation. Conversely, some students have been signed up for additional classes they do not need; for instance, someone who only wanted her yoga teacher training certificate of completion was enrolled in classes required for the HHHA Certificate.

### **7B: Describe any strategic planning efforts employed by the program**

The program coordinator, along with Dean of Instruction, make decisions about number of classes, modalities, course fees, and spaces. The Curriculum Committee at UNM-Taos oversees curricular changes and additions, and the Catalog Committee at Main Campus approves these.

### **7C: Describe the strategic directions and priorities for the program. What is your vision of the future for the program?**

To ensure our program stays strong over time, a strategic priority has been ensuring the technological prowess of faculty. It is vital that our program be adaptable and that courses are able to run in modalities that rely on Canvas and Zoom.

One future vision under consideration is making the HHHA Certificate attainable remotely. Remote students may currently earn a Yoga Teacher Training Certificate of Completion after 2 years (instead of the usual 1 year) because of how we have been rotating our classes. However, remote students are not currently able to earn a HHHA Certificate in this manner. We could rotate all HHHA classes, but that would mean a shifting nearly 50 percent of our classes online each semester, which would require administrative approval. Faculty buy-in is also a consideration; taking the program in this direction may mean 1-2 new hires and/or overcoming some resistance from veteran instructors who would need additional development of their online skills.

As cultural awareness and sensitivity increases, it is important that, going forward, our program respect the origins of healing arts philosophies and yoga. An anticipated new yoga hire for AY 2024-2025 will help to diversify our faculty and our curriculum. She can bring a deep understanding of Indian spiritual texts and traditions to the HHHA and Yoga Programs.

Additionally, once this new instructor comes aboard, offering a 300-Hour Yoga Teacher Training becomes possible. While this would mean doubling the yoga courses that we offer each semester, it is possible that many students who have graduated from the 200-hour trainings here and elsewhere would join us for this expanded program, which would require curriculum development and approval from the Yoga Alliance.

To secure the future of HHHA, more resources need to be provided. Institutional support with marketing and website would help grow our program, as would a better space. An “outcomes assessment” submitted by Jean Ellis Sankari on May 10, 2012 included comments of surveyed students. Though the included comments were overwhelmingly positive, students complained about the small space and suggested, “Have classes in a room with better ventilation and natural light.” Sankari concluded, “Students want more classes, deeper knowledge and better facilities.”



HHHA/Massage/Yoga Faculty are well-educated professionals, and HHHA will continue to recognize their value by encouraging them develop new classes (HHHA 293's) in keeping with their expertise and interests. Recognition of adjunct faculty could also be reflected in equitable wages and benefits. One immediate way that support for HHHA faculty could be implemented is in professional development opportunities—for instance, at Faculty Orientation—that speak to their interests and needs. Professional development in working with students with trauma and neurodiversities would be of value to our instructors and benefit our students, who often come to our program because they are themselves in need of healing and support.

Addendum:



**University of New Mexico-Taos  
Certificate in Holistic Health and Healing Arts**

The Certificate in Holistic Health and Healing Arts (HHHA) is a gateway program for further study or careers in healing arts fields. It familiarizes students with various approaches to integrate body, mind, and spirit and supports them in developing the self-awareness to examine lifestyle choices and their impact on wellbeing. Our classes span a spectrum of modalities, all promoting self-healing, longevity, and vitality.

The 30-credit HHHA certificate can be completed in one year, and students may begin any semester classes are offered. There are two main tracks: students can study a range of healing modalities with the HHHA concentration, or they can focus more exclusively on yoga via the 200-Hour Yoga Teacher Training Concentration.

**UNM-Taos reserves the right to make necessary changes as needed.** *Students should consult with an advisor prior to enrollment.*

<b>General Education Requirements</b>	<b>3 credit hours</b>
<i>Choose 3 credit hours from the UNM General Education Core Curriculum (Area 1-7) or use FYEX 1110.</i>	
<b>Core Requirements</b>	<b>9 credit hours</b>
Holistic Health and Healing Arts (HHHA) 101 Introduction to Healing Arts Holistic Health and Healing Arts (HHHA) 102 Meditation, Consciousness and Self-Healing Nutrition (NUTR) 1110 Nutrition for Health	
<b>Concentration</b> <i>Choose one concentration area</i>	<b>18 credit hours</b>
<b>Holistic Health and Healing Arts Concentration</b> <b><i>Choose eighteen (18) credit hours from the following:</i></b> HHHA 104 Hatha Yoga (3) HHHA 105 Tai Ji-Qigong (3) HHHA 106 Introduction to Massage (1-3) HHHA 110 Yoga for Wellness (3) HHHA 116 Introduction to Oriental Medicine (3) HHHA 117 Dreams, Visions and Art Making/Imagery as a Healing Tool (3) HHHA 118 Ayurveda (1-3) HHHA 120 Yoga Styles and Safety (3) HHHA 121 Yoga for Common Conditions (3) HHHA 146 Reiki I (3) HHHA 147 Reiki II (3)	

HHHA 148 Introduction to Homeopathy (3)  
HHHA 149 Introduction to Herbology (3)  
HHHA 150 16 Weeks to Personal Wellness (3)  
HHHA 155 Integrative Health Coaching (3)  
HHHA 202 Meditation and the Creative Arts (3)  
HHHA 262 Yoga and Anatomy Trains (3)  
HHHA 263 Yoga and Psychology of Chakras (3)  
HHHA 293 Various Topics (1-3)  
MAS 265 Cranial Sacral I (1-3)

**Yoga Teacher Training Concentration**

***Required:***

HHHA 104 Hatha Yoga (3)  
HHHA 120 Yoga Styles and Safety (3)  
HHHA 121 Yoga for Common Conditions (3)  
HHHA 262 Yoga and Anatomy Trains (3)  
HHHA 263 Yoga and the Psychology of Chakras (3)

***Elective:*** Choose three (3) credit hours from HHHA course offerings.

**TOTAL CREDIT HOURS REQUIRED 30**