



Guidebook to RYS™ Application

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Available in: 中文(简体) | 日本語 | Español

To assist in the application process for your RYS credential, Yoga Alliance™ has put together this checklist of elements you will need to prepare and submit for review. Use this checklist interactively by clicking boxes when you complete elements, or to scroll to element section resources as needed.

Resources/Tools for ALL

[Budget Calculator](#)

[Daily Scheduler](#)

[RYS Application Process Evaluation Rubric](#)

Part 1

Training Manual ([Glossary](#))

Daily Schedule ([Glossary](#) and [Daily Scheduler](#))

Policies:

[Code of Conduct](#)

[Anti-Retaliation](#)

[Anti-Harassment](#)

[Grievance](#)

[Tuition and Refund](#)

[Attendance](#)

Part 2

Letter of Intent ([Glossary](#))

[Sample Certificate](#)

Background and Experience for Lead Trainers and Faculty

Trainee Selection Process

Trainer:Trainee Ratio

Resources/Tools Specific for New RYS 200

[Guide to New RYS 200 Core Curriculum and Competencies](#)

[Curriculum Submission Tutorial](#)

[RYS™ 200 Distance Learning Best Practices](#)

[New RYS 200 Elective Hours Fact Sheet](#)

RYS™ Application Process Evaluation Rubric



Yoga Alliance’s strengthened application and review process allows for greater shared accountability for Registered Yoga Schools to meet or exceed the standards underlying the credentials. Yoga Alliance reviews for:

- **Accuracy:** Information that meets the current Yoga Alliance Standards; In the circumstance of unclear content, the content will then be measured on the validity of how closely it aligns to the target standard;
- **Depth:** the level of understanding required to acquire, apply, analyze, and expand on yoga knowledge ; and
- **Clarity:** whether the content is conveyed clearly, distinctly and coherently.

CRITERIA	NOT MEETING	APPROACHING	MEETING	EXCEEDING
ACCURACY	Does not relate to the standards, is miscategorized, or is incorrectly defined	Somewhat relates to the standards, is somewhat categorized accurately, and is somewhat defined correctly	Clearly relates to the standards, is categorized accurately, and is correctly defined	Exceptionally relates to the standards, is categorized excellently, and is precisely defined
DEPTH	Has an unclear focus, covers too broad of a range of topics, and does not prepare trainees to teach these topics	Has somewhat of a clear focus, covers an adequate range of topics, and somewhat prepares trainees to teach these topics	Has a clear focus, covers the pre-determined range of topics, and prepares trainees to teach these topics	Has an exceptionally clear focus, covers an excellent range of topics, and wisely prepares trainees to teach these topics
CLARITY	Is overall an undefined program with unspecified and disorganized tools and concepts	Is overall a somewhat defined program with somewhat specified and somewhat organized tools and concepts	Is overall a defined program with clearly specified and clearly organized tools and concepts	Is overall a thoroughly defined program with exceptionally specified and organized tools and concepts

To assist in the application process for your RYS credential, Yoga Alliance™ has put together this glossary of terms for your convenience.

Letter of Intent

A Letter of Intent, written to Yoga Alliance, that communicates the teaching lineage, style, and/or methodology of your yoga school and yoga teacher training program. It also offers clarity on your expectations of trainees, and what trainees can expect from your school in return. Please include perspectives from both the Owner and Lead Trainer(s). The Letter of Intent should be between 300-500 words.

Training Manual

A Training Manual establishes the design and outline of a formal teacher training program. It also ensures consistency in the presentation of the training program.

Your Training Manual should include a consolidation of all supporting materials necessary for your training. In addition, your training manual supports continuous study and continuity of training.

Below is an outlined example of the kinds of references that could be found in an RYS Training Manual. *The listed references are examples only.*

- **Table of Contents**
- **Introduction Page Including:**
 - What is included within the Manual
 - How to use the Manual
 - For whom the Manual is meant
- **Navigational Tips**
- **Expanded Table of Contents**
 - Sections dividing Educational Categories
 - Learning objectives
 - Definitions of topics & terminology
- **Section Summary for Each Educational Category**
 - Sub-sections on each Educational Category, complete with an introduction and outline of training schedule and process
- **Graphics, Illustrations, Photos**
 - Graphs and charts and other learning tools for visuals on subject matter
 - Worksheets and guides for trainees to practice and learn concepts on their own
 - Images or visual demonstrations enhance understanding
- **Pages for Further Reading**
 - Additional content as desired
 - Required reading lists
 - References / Citations
- **Additional Pages for Notes and Pages that Include Margin Space**
- **Closing Cover Page**

Glossary of the Terms for the RYS™ Application Process

Training Schedule

The Training Schedule is a map of your yoga training's structure and format. Having a daily training schedule supports trainees in understanding the timeline from beginning to completion. A daily schedule will also give trainees insight and visibility into the varying activities in your yoga teacher training program.

For assistance on building your training schedule using a calendar and hourly calculations, please see our [Daily Scheduler Tool](#).

The Training Schedule must include:

- Dates and Times You Meet
- Number of Modules (if in a modularized format) and if Successive or Intermittent
- Educational Categories and Other Curriculum for Each Day and Time
- Schedule and Length of Breaks for Each Day

For questions on the RYS application process, contact Member Services.

1-888-921-9642 | info@yogaalliance.org

Mon–Thu 10:00am–6:00pm, ET | Fri 10:00am–5:00pm, ET



Policy Templates

As part of the Registered Yoga School (RYS™) application process, schools are required to submit Anti-Harassment, Attendance, Code of Conduct, Grievance, Refund, and Retaliation Policies. Yoga Alliance™ has provided templates for the required policies to assist in completion of the application process.

DISCLAIMER

This document includes sample templates that are provided for informational and illustrative purposes only and are not intended to constitute or serve as legal advice. Yoga Alliance does not require or recommend the specific form or content of the sample templates.

If an RYS needs legal advice on any issue, Yoga Alliance recommends seeking legal advice from an attorney. Only an attorney can provide legal advice that is appropriate to your particular situation.

Yoga Alliance is not responsible for any claim, damages, or other liability resulting from your use of or access to this sample template or any other resource provided by Yoga Alliance. This sample template is provided "as is," and no representations are made that the content is free of error.

Overview

Harassment is a legal term that means unwelcome verbal and non-verbal conduct directed against someone in a protected class.

Sexual harassment is a legal term that means unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace.

Sexual misconduct is a non-legal term used informally to describe a broad range of behaviors which may or may not involve harassment.

Your school has flexibility in creating your Anti-Harassment Policy. We encourage you to consider and address multiple potential situations within your policy, including your stance on non-sexual harassment, consensual romantic relationships, and non-consensual harassment allegations.

To support you, Yoga Alliance™ has provided templated policy* sections to address the following situations:

- [Harassment Against Members of a Protected Class](#)
- [Sexual Harassment in the Workplace](#)
- [Sexual Misconduct](#)
- [Romantic Relationships between Teachers and Students](#)

Feel free to modify the language of each section to fit your own unique needs or to create your own policy language. You can also review the [Yoga Alliance Sexual Misconduct Policy and Anti-Harassment Policy](#) as inspiration for your policy creation.

*See [Disclaimer](#) on page 7.

Harassment Against Members of Protected Class

Template A (Short Form)

We do not permit managers, employees, teachers, independent contractors, students, or others in the workplace to harass any other person because of age, gender (including pregnancy), race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, genetic information, or any other basis proscribed by law.

Template B (Long Form)

We do not permit managers, employees, teachers, independent contractors, students, or others in the workplace to harass any other person because of age, gender (including pregnancy), race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, genetic information, or any other basis proscribed by law.

Harassment is unwelcome verbal or non-verbal conduct, based upon a person's protected characteristic, that (i) denigrates or shows hostility or aversion toward the person because of the characteristic and which affects their employment opportunities or benefits; (ii) has the purpose or effect of unreasonably interfering with their work performance; (iii) enduring the offensive conduct becomes a condition of continued employment; or (iv) has the purpose or effect of creating a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Harassment includes epithets, slurs, name calling, negative stereotyping, insults, intimidation, ridicule, threatening, intimidating or hostile acts, denigrating jokes, and display in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group based on their protected characteristic. Petty slights, annoyances, and isolated minor incidents may not rise to the level of harassment.

Sexual Harassment in the Workplace

Template A (Short Form)

We do not tolerate sexual harassment in our studio. Sexual harassment refers to any unwelcome sexual attention, sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature when the conduct harms the person's employment or working environment.

Template B (Long Form)

We do not tolerate sexual harassment in our studio. Sexual harassment refers to any unwelcome sexual attention, sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

- (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance; or
- (d) such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment.

Examples of sexual harassment include unwanted and unnecessary physical contact; offensive remarks (including unwelcome comments about appearance); obscene jokes or other inappropriate use of sexually offensive language; the display in the studio of sexually suggestive objects or pictures; and unwelcome sexual advances by teachers, students, customers, clients, or other visitors to a studio. Non-physical gesture, behavior, unnecessary physical contact, verbal suggestion, or innuendo may constitute sexual harassment.

Sexual Misconduct

Template A

We prohibit sexual misconduct in our studio. Sexual misconduct is any unsolicited and unwelcome sexual advance including requests for sexual favors, sexual touching, and verbal, visual, or physical conduct that creates a sexually hostile environment in a yoga class or studio.

Template B

We prohibit sexual misconduct in our studio. Sexual misconduct is any unsolicited and unwelcome sexual advance including requests for sexual favors, sexual touching, and verbal, visual, or physical conduct that creates a sexually hostile environment in a yoga class or studio. Teachers may not use sexually suggestive language (including sexual jokes and degrading comments), gestures, movements, or images in their classes, in their studios, on their websites, or in their social media platform. Teachers should avoid making comments on their students' appearance that could be perceived as sexually oriented or suggesting an attraction. Teachers should avoid making comments that idealize or assume a specific body type or image. If a student tells a teacher that any behavior is unwelcome and the teacher repeats the behavior, it may be considered harassment.

Template C

We prohibit sexual misconduct in our studio. Sexual misconduct is any unsolicited and unwelcome sexual advance including requests for sexual favors, sexual touching, and verbal, visual, or physical conduct that creates a sexually hostile environment in a yoga class or studio.

Sexual misconduct also arises if a teacher engages in conduct that has the purpose or result of requiring a student to submit to such conduct to obtain any benefit or privilege relating to the study or teaching of yoga.

While it is not possible to list all the circumstances that may constitute sexual misconduct, the following are examples of misconduct:

- Sexual advances whether they involve physical touching or not;
- Sexual epithets, jokes, written or verbal references to sexual conduct, gossip regarding one's sex life, comments on an individual's body, sexual activity, deficiencies, or prowess;

- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Comments or conjecture about a person's sexual orientation or gender identity;
- Inquiries into one's sexual activities;
- Sexually oriented asana adjustments or touch; and
- Discussion of one's sexual activities.

Template D

Teachers must maintain professional relationships with their students. This includes appropriate social and sexual boundaries. Teachers must create and maintain a safe environment that engenders trust and mutual respect with the students.

Teachers shall not initiate or engage in any sexual conduct, sexual activities, or sexualizing behavior involving a student even if the student attempts to create a sexual relationship. All forms of sexual involvement with students are unethical and constitute sexual misconduct.

Template E

Teachers recognize the unique power and imbalance of the student-teacher relationship. While acknowledging the complexity of yoga relationships, teachers shall not exploit the trust and dependency of students.

Teachers shall avoid any dual relationships with students (e.g., business, personal, or sexual relationships) that could impair their professional judgment, compromise the integrity of their instruction, and/or use the relationship for their own gain.

Teachers understand that a yoga studio is a place of deep spiritual work and transformation. Teachers shall not make comments, gestures, or physical contact of a sexual nature with their students, even if the student invites such conduct. Sexual misconduct will not be tolerated under any circumstances.

Template F

We prohibit sexual misconduct in our studio. Sexual misconduct is any unwelcome sexual advance including requests for sexual favors, sexual touching, and verbal, visual, or physical conduct that creates a sexually hostile environment in a yoga class or studio.

Sexual misconduct exists if a teacher engages in conduct that has the result of requiring a student to submit to such conduct to obtain any benefit or privilege relating to the study or teaching of yoga.

While it is not possible to list all the circumstances that may constitute sexual misconduct, the following are examples of misconduct:

Verbal Harassment

- Unwanted sexual teasing, stories, jokes, remarks, or questions
- Sexual comments, stories or innuendo
- Turning work discussions to sexual topics
- Asking about sexual fantasies, preferences, or history
- Asking personal questions about social or sexual life
- Sexual comments about a person's clothing, anatomy, or looks
- Telling lies or spreading rumors about a person's personal sex life.
- Referring to an individual as a doll, babe, sweetheart, honey, or similar term
- Repeatedly asking a person out on dates who is not interested
- Unwanted letters, telephone calls, or sending materials of a sexual nature
- Stalking on social media
- Unwanted pressure for sexual favors

Non-Verbal Harassment

- Blocking a person's path or following
- Giving unwelcome personal gifts
- Displaying sexually suggestive materials
- Making sexual gestures with hands or through body movements
- Unwanted sexual looks or gestures

Physical Harassment

- Hugging, kissing, patting, or stroking
- Touching or rubbing oneself sexually around another person
- Unwanted deliberate touching, leaning over, cornering, or pinching
- Giving an un-wanted massage
- Sexually oriented asana adjustments or touch
- Promising enlightenment or special teachings or status in exchange for sexual favors
- Actual or attempted rape or sexual assault

Romantic Relationships Between Teachers and Students

Template A (Absolute Prohibition-Short Form)

Teachers shall not invite, respond to, or allow any sexual or romantic conduct with a student during the period of the teacher-student relationship.

Template B (Absolute Prohibition-Long Form)

Teachers shall not invite, respond to, or allow any sexual or romantic conduct with a student during the period of the teacher-student relationship.

Sexual or romantic interactions that occur during the teacher-student relationship constitute sexual misconduct and are unethical. Sexual or romantic interactions detract from the goals of the teaching relationship, may exploit the vulnerability of the student, may obscure the teacher's judgment concerning the student, may be detrimental to the student's well-being and damage the reputation of the yoga community.

Yoga teachers must maintain professional boundaries in their relationships with students so that the best interests of the students are served. The interest of the teacher is not relevant: the art of teaching yoga is focused on serving the spiritual needs of the student. The teacher-student relationship involves an imbalance of power and any appearance that this imbalance has been exploited for the sexual purposes of the teacher is unethical. Even if the relationship is initiated by the student, it must still be avoided by the teacher.

If a teacher is becoming romantically involved with a student, the teacher should end the teaching relationship. The teacher must ensure that any behavior in dealing with students is always professional and not open to misunderstanding or misinterpretation. If a relationship begins to develop, the teacher should seek the guidance of school management.

Template C (Discretionary-Short Form)

Teachers shall avoid getting into personal or sexual relationships with students that may result in the impairment of their professional judgment or that may compromise the integrity of their teaching. If a relationship begins to develop, the teacher should bring it to school management.

Template D (Discretionary-Long Form)

Teachers shall avoid getting into personal or sexual relationships with students that may result in the impairment of their professional judgment or that may compromise the integrity of their teaching. If a relationship begins to develop, the teacher should bring it to school management.

Yoga teachers are committed to maintaining impeccable standards of professional integrity and to promoting the physical, emotional, and spiritual well-being of their students. Teachers recognize the inherent imbalance of power in the teacher-student relationship and recognize that romantic relationships with students have the potential of exploiting the trust of students, creating dependent relationships, and compromising the integrity of the teacher.

Teachers should avoid acting on, responding to, or allowing sexual contact or romantic attraction with a student even if the student initiates the relationship. Teachers should ensure that their relationships with students are always professional, and not open to misunderstanding or misinterpretation.

However, if a romantic attraction does begin to develop with a student, teachers should seek guidance from school management before acting on the attraction. The school management will then decide how it wishes to handle the relationship. For example, it may bless the relationship, but establish boundaries to prevent conflicts of interest and other problems. It may also decide that either the teacher or student should leave the school.

If a teacher has a pre-existing relationship with a student that did not arise from the teacher-student relationship, it should be brought to the attention of the school's management so that it can guide the couple in maintaining high ethical standards.

Attendance Policy Template



Overview

Your yoga teacher training program's Attendance Policy can play a strategic role in ensuring that students meet the standards to become a yoga teacher while highlighting the importance of students being present for each part of the training program. The Yoga Alliance™ standards are mandatory, and a curriculum must be completed in full for your trainees to register with Yoga Alliance. However, life happens. Schools should have a pre-established plan to support trainees through the completion of a program.

When creating your Attendance Policy, you might want to consider the following:

- Acceptable reasons for missed hours (sick days, family emergencies, etc.);*
- Acceptable number of missed hours trainees can make up? (i.e., is there a limit to how many hours can be made up, and if so, what is it? Are there any reasons you would make an exception to this limit?)*
- Will you charge additional fees for make-up hours?*

Your Attendance Policy should be included with the program materials given to students who have enrolled in your yoga teacher training program. Yoga Alliance has offered several templated Attendance Policies below to help you get started. Feel free to edit and update these templates to best suit your unique program needs.*

**See [Disclaimer](#) on page 7.*

Template A

Graduation from our program requires the student's attendance at all training sessions. Any absence must be approved in advance by our program director. A maximum of ____ hours may be missed if arranged in advance and approved by the program director. We will provide ____ make-up session totaling ____ hours included in the price of tuition.

We do not accept unapproved absences and they may result in dismissal from the program. In this case, graduation will be at the sole discretion of the program director.

Template B

Missing Training Hours:

Each student can miss ____ hours, or one weekend, of the ____ hour yoga training program. These missed hours **must** be rescheduled, included in the cost of the program. If more than one weekend of training is missed, the student must schedule make-up sessions at a rate of \$____ per hour to graduate from the program. Students must contact the program director before the weekend which they will be missing.

Tardiness:

Any student who is late for class by more than ____ minutes will be docked an hour from their training hours and need to make up at the rate of \$____ per hour.

Withdrawal Policy:

If a student wishes to withdrawal from our program for any reason, they must first contact the program director to discuss their reasons for withdrawal. Refunds will be given in accordance with the program's refund policy.

Termination from Program:

The program may decide to terminate any student's participation in the program if: **(1)** false information was used in the admission process that materially affects the program; **(2)** a student missed more than ____% of any subject category; **(3)** a student is absent for more than ____ consecutive days without contacting the program director; **(4)** the student fails to make timely payments of tuition; or **(5)** the student is unable to pass a test after being given ____ attempts. If the program decides to end the student's participation in the program, the student is not entitled to any prior payments or fees. All prior payments and fees are non-refundable and non-transferable.

Termination from Program: Bad Conduct

No refunds will be given if the program removes a student from the program for bad conduct. Bad conduct is violation of the Code of Conduct, gossip, harassment, bullying, or any other behavior that is inappropriate or disruptive to the welfare of the program or to fellow students.

Template C

Our program expects students to be on time for class, after breaks, and after lunch. Please let our faculty know if you will be late.

Students are encouraged to have 100% attendance. However, we understand that students have important commitments outside of the classroom. Should extenuating circumstances impact attendance, students are permitted to miss class, provided they work with the program director to make up any missed hours. Students are responsible for rescheduling missed hours to make up any course material they have missed.

If a student needs to miss any training session, he or she must speak to the program director before the beginning of the session. Absences may be made up if we have available teacher trainers and studio openings at the rate of \$____ per hour. Students recognize that, if they miss training hours that they have not made up, they will not graduate from the program.

Template D

We require 100% attendance to graduate and receive a certificate of completion from our program. Class attendance will be taken throughout the training.

In the case of any emergency absences, please notify the program director immediately. If a student has planned absences that conflict with attendance in the program, please contact the program director to discuss options.

Each student is responsible for scheduling make-up time with the program director. Students must pay an additional cost for private make-up sessions with a teacher.

Each student is expected to be at each session ____ minutes before the start time in order to set up and so that the training may start on time. If the student is late more than ____ times, this will result in a deduction of ____ hour from their total contact hours.

A leave of absence from the program will be granted due to medical disability or other extraordinary circumstances at the discretion of the program director. In this case our refund policy will apply to unused tuition and the student must reapply for the next available session and pay the difference, if any, of any remaining tuition and/or any related administrative fees. If tuition is increased for the next available session, the student must pay the higher rate.

Overview

Your school's Code of Conduct is a comprehensive policy to develop and maintain a standard of operation, procedure, and behavior that is acceptable to your school. You have flexibility in creating your own Code of Conduct. If you need support, Yoga Alliance™ has provided sample templates below for topics your Code of Conduct may address. Feel free to select the version of each topic that works best for your school or create your own. You are not required to have each of these topics in your own Code of Conduct; however, we encourage you to develop a thorough Code of Conduct to best support your school and trainees.*

The templates provided are for the following topics:

- [Purpose Statement](#)
- [Financial Practices](#)
- [Professional Growth/Continuing Education](#)
- [Teacher/Student Relationships](#)
- [Integrity](#)
- [Scope of Practice](#)
- [Confidential Information](#)
- [Inter-Professional Relationships](#)
- [Advertising and Public Communications](#)
- [Yoga Equity](#)

Your school is also required to have a Grievance Policy, an Anti-Retaliation Policy, a Sexual Misconduct Policy, and an Anti-Harassment Policy. Some schools might choose to reference and/or include one or all of these within their Code of Conduct as well. If you do so, please ensure that the language is consistent within and between these Policies.

**See [Disclaimer](#) on page 7.*

Purpose Statement

Template A

The purpose of our Code of Conduct is to help our teachers serve in their purest spirit and to protect our students and community.

Template B

We are committed to holding high ethical standards for our yoga teachers. We believe that it is the responsibility of a teacher to ensure a safe environment in which our students can grow physically, mentally, and spiritually. Students are looking for guidance from teachers with authenticity, experience, and wisdom. Our Code of Conduct was developed to protect our students in this potentially vulnerable relationship with their teachers and to uphold the highest professional standards.

Template C

Our Code of Conduct is intended to provide specific standards to cover most situations encountered by our yoga teachers. Its primary goal is the welfare and protection of our students, teachers, yoga community, and the public. It articulates the ethical standards that our teachers must follow. The Code of Conduct is intended to elevate the professionalism and integrity of our yoga teachers by adopting uniform standards for behavior yet recognizing the diversity of the many traditions of the teaching and practice of yoga.

Template D

We have adopted our Code of Conduct which applies to all our teachers. We believe that it is the responsibility of our teachers to ensure a safe and protected environment in which a student can grow physically, mentally, and spiritually. We believe our teachers must aspire to and express the highest possible standards of conduct as set forth in our Code of Conduct. Our Code of Conduct embodies the yamas and niyamas of the Yoga Sutras of Patanjali which are rules of ethical conduct that apply to all practitioners of yoga.

Financial Practices

Template A

Teachers will discuss all fees and financial arrangements in a straightforward professional manner. Teachers will manage their business affairs according to recognized standard business and accounting practices. Teachers are encouraged to render services to individual or groups in need without regard to financial remuneration. Teachers will neither receive nor pay a commission for referral of a student.

Template B

Teachers will manage their business affairs according to recognized standard business and accounting practices. We discourage teachers from any kind of financial involvement with students. This includes loans, gifts and business relationships. If teachers have any questions about conducting their business affairs or potential financial involvement with students, they should contact the Ethics Committee or school leadership for guidance.

Template C

Teachers will be honest, straightforward, fair, and conscientious in conducting all of their business affairs. Teachers will manage their business affairs according to recognized standard business and accounting practices. Teachers will discuss all fees and financial arrangements in a straightforward professional manner.

Teachers will seek opportunities to render service to individuals or groups who are underserved by the broader yoga community on a pro bono basis.

Template D

Teachers will seek to:

- i. comply with all legal and business requirements that apply to their business;
- ii. ensure all advertisements relating to the benefits of yoga are accurate, fair, and not misleading;
- iii. treat employees, assistants, students, colleagues, and other wellness businesses fairly, transparently and honestly in the course of all business dealings; and
- iv. follow sound environmental and sustainable practices in their professional and personal lives.

Professional Growth/Continuing Education

Template A

Teachers shall dedicate themselves to the continuing study and practice of yoga, including asana, meditation, and theory.

Template B

Teachers shall maintain the integrity, competency, and high standards of the yoga profession by continuously striving to improve their skills through keeping current in new developments in yoga practice and by participating in continuing educational programs.

Template C

Teachers shall maintain a regular yoga practice that includes asana and meditation. Teachers shall commit to the continuous improvement of their professional knowledge and skills.

Template D

Teachers shall maintain and improve their professional knowledge and competence, strive for professional excellence through regular assessment of their personal and professional strengths and weaknesses, and through continued education and training. Teachers shall stay current with new developments in yoga through practice and study.

Teacher-Student Relationships

Template A

Teachers shall demonstrate high regard for the moral, social, and religious standards of their students. Teachers shall avoid imposing their personal beliefs on their students, although they may express them when appropriate in the class and in a sensitive and careful manner.

Teachers recognize the trust placed in them by students and the unique power of the student-teacher relationship. Teachers shall avoid exploiting the trust and dependency of students. Teachers shall avoid dual relationships with students (e.g. business, close personal or sexual relationships) that may impair their judgment, compromise the integrity of the teachings and/or use the relationship for their personal gain. Teachers shall not engage in harassment, abusive words or actions, or exploit students.

Teachers recognize that the teacher-student relationship involves a power imbalance and shall exercise caution if the teacher chooses to get into a personal relationship with a student.

Template B

Teachers shall maintain professional relationships with their students. Teachers recognize that the teacher-student relationship involves a power imbalance. Teachers shall avoid any relationship with a student that exploits the student in any way or that may be used for the teacher's personal benefit. Teachers shall not engage in harassment, abusive words or actions, or exploit students.

The relationship between a yoga teacher and a student is based on trust. To establish and maintain that trust, teachers must be polite, considerate, and honest in their interactions with their students.

Teachers should practice good communication with their students. Teachers should listen attentively to their students, respect their point of view, beliefs and culture, and should not

allow their beliefs and values to adversely influence their relationship with their students. Teachers shall avoid imposing their personal beliefs on their students.

Template C

Teachers shall treat their students with respect. Teachers shall never force their own opinions on students but rather recognize that every student is entitled to his or her worldview, ideas, and beliefs. However, teachers must communicate to their students that the authentic practice of yoga involves a transformation of the human personality, including attitudes and ideas. If a student is not open to change or if a student's opinions seriously impede the process of receiving yoga, then a teacher may end the teaching relationship. Teachers shall not exploit the trust of students and their potential dependency but rather, encourage students to find greater inner freedom.

Template D

Teachers are committed to acknowledging Spirit in all their students, fellow teachers and staff.

Teachers must maintain their relationships with students on a professional basis. Teachers recognize the trust placed in them by their students and the unique power of the student-teacher relationship. Teachers shall avoid dual relationships with students (e.g. business, close personal or sexual relationships) that may impair their judgment, compromise the integrity of the teachings, and/or use the relationship for their personal gain.

Teachers recognize that their teachings may lead to physical contact with students. Touch will be used only with the students' consent and with their well-being in mind. Touch shall be free of any personal or sexual motive.

Teachers shall not engage in behavior, comments, or humor that is offensive to their students because of its sexual content or reference to gender or sexual orientation.

Template E

Teachers shall treat their students with respect and with regards to their individuality, dignity, and privacy.

Teachers shall commit to promoting the physical, emotional, and spiritual well-being of their students. Teachers shall cause no harm to their students, shall commit to practicing ahimsa, and strive to alleviate the suffering of all beings.

Teachers shall create and maintain a safe, clean, comfortable, and positive environment for the practice of yoga.

The relationship between a yoga teacher and a student is based on trust. To establish and maintain that trust, the teacher must be polite, considerate, and honest with their students. Teachers should practice good communication with their students. Teachers should listen

attentively to students, respect their point of view, beliefs and culture, and should not allow their beliefs and values to adversely influence their relationship with their students. Teachers should avoid imposing their beliefs on others, although they may express them when appropriate in the class.

Template F

Teachers recognize the trust placed in them by their students and the power imbalance of the student-teacher relationship. Teachers shall avoid exploiting the trust and dependency of students. Teachers shall hold themselves out as stewards of safe and sacred spaces by maintaining clear personal and professional boundaries.

Teachers will continually be aware of their position of power and influence in their relationship with their students. Teachers will be mindful not to project their own agendas, perceptions, and outcomes on their students. Teachers will not seek to fulfill their personal needs at their students' expense. Teachers shall maintain professional boundaries in relationships with students and avoid any relationships that may exploit trust between the student and teacher.

Teachers recognize that their purpose is to serve their student's personal exploration and growth. Teachers will avoid any activity or influence that is in conflict with the best interests of their students or that may be solely for their own personal gain or gratification.

Integrity

Template A

Teachers shall uphold the highest of moral standards. Teachers shall strive to ensure that their intentions, actions, and speech are based on honesty, compassion, selflessness, trustworthiness, and transparency.

Teachers recognize that the process of learning is never complete, and they shall avoid portraying themselves as “enlightened” or “spiritually advanced.” Teachers recognize that they are walking on the spiritual path along with their fellow teachers and students. Teachers shall cultivate an attitude of humanity in their teaching and dedicate their work to something greater than themselves.

Template B

Teachers are committed to maintaining impeccable standards of professional competence and integrity. Teachers are committed to promoting the physical, emotional, mental, and spiritual wellbeing of their students. Teachers are committed to practicing yoga as a way of life, which includes adopting the fundamental moral principles of yoga and making their lifestyle environmentally sustainable.

Template C

Teachers shall strive to adhere to the traditional yoga principles as delineated in the yamas and niyamas.

Teachers are committed to maintaining impeccable standards of professional integrity and to promoting the physical, emotional, and spiritual well-being of their students. Teachers recognize the inherent imbalance in the teacher-student relationship and that relationships with students have the potential of exploiting the trust of students, creating dependent relationships, and compromising the integrity of the teacher. Teachers shall avoid getting into close personal or sexual relationships with students that may result in the impairment of their professional judgment or that may compromise the integrity of their teaching.

Template D

Teachers shall commit to the highest standards of professional and personal conduct. Teachers shall ensure that their behavior does not give even the appearance of professional impropriety. Any actions which may benefit the teacher to the detriment of the yoga community, or an individual student must be avoided to not erode the public trust in the integrity of yoga. Teachers shall dedicate themselves to studying, teaching, and promoting the art, science and philosophy of yoga and to maintaining high standards of professional competence and integrity.

Scope of Practice

Template A

Teachers shall not abandon or neglect their students. If teachers are unable (or unwilling for appropriate reasons) to provide professional help or continue a professional relationship, they should make every reasonable effort to arrange for instruction for that student with another teacher. Teachers should avoid giving any personal advice concerning a student's personal life.

Teachers shall not give medical advice. Teachers shall not prescribe a treatment or suggest rejecting a physician's advice. Teachers shall refer their students to medical doctors or complimentary licensed professionals when appropriate.

Template B

Teachers shall represent their qualifications honestly and provide only the services they are qualified and certified to perform. Teachers shall not give medical advice. Teachers shall not recommend treatment, diagnose a condition, or suggest that a student disregard medical advice. Teachers shall refer their students to medical doctors or complimentary licensed professionals when appropriate.

Template C

Teachers shall not diagnose their student's physical or psychological condition. Teachers shall not give medical advice. Teachers shall not prescribe a treatment or suggest rejecting a physician's advice. Teachers shall refer their students to medical doctors or complimentary licensed professionals when appropriate.

Template D

Teachers shall not engage in the unauthorized practice of medicine. Teachers shall not give medical advice. Teachers shall not recommend treatment, diagnose a condition or suggest that a student should disregard a physician's advice. Teachers shall refer their students to medical doctors or complimentary licensed professionals when appropriate.

Template E (For Studios)

Our studio will not engage in the unauthorized practice of medicine. We will not recommend treatment, diagnose a condition, or suggest that a student should disregard a physician's advice. We will refer our students to medical doctors or complimentary licensed professionals when appropriate.

Confidential Information

Template A

Teachers shall keep all personal information disclosed by their students strictly confidential.

Template B

Teachers shall keep all personal information disclosed by their students or clients strictly confidential. A teacher who receives personal information from a student or client may not disclose such information unless it obtains the written consent of the student or client. All discussions among teachers concerning students or clients shall be conducted in secure, non-public environments.

Template C

Teachers shall keep all personal information disclosed by their students or clients strictly confidential. A teacher who receives any private information from a student or client may not disclose such information unless it obtains the written consent of the student or client. However, a teacher may disclose private information about a student or client without obtaining consent in the following situations:

- (a) to comply with the law or the order of a court;
- (b) to prevent bodily harm or danger to the student or client or to others; or
- (c) where the information has already been disclosed to the public.

Template D

Teachers shall respect and protect the welfare of all of their students or clients. Teachers shall keep all personal information disclosed by their students or clients strictly confidential. All discussions among teachers concerning students or clients shall be conducted in secure, non-public environments.

Teachers shall not disclose personal information belonging to a student or client except **(a)** to comply with the law or the order of a court; **(b)** to prevent bodily harm or danger to the client or to others; or **(c)** where the information has already been disclosed to the public. Teachers will obtain the consent of students before audio or video recording in class.

Template E (for Studios)

Our studio will maintain the confidentiality of all private information disclosed by our teachers, students and clients. We will maintain commercially reasonable policies and procedures to protect the confidentiality of all private information disclosed by our teachers, students, and clients.

Inter-Professional Relationships

Template A

Teachers are part of a network of health care and well-being professionals and shall seek to develop interdisciplinary relationships. Teachers shall conduct themselves in an honorable manner in their relations with their colleagues and other wellness practitioners. Teachers shall not openly criticize practices followed by other yoga schools or teachers.

Template B

Teachers are part of the health care and well-being community and should strive to develop and maintain relationships within the community for the benefit of their students and their professional development. Teachers shall conduct themselves in an honorable manner in their relations with their fellow yoga teachers and other wellness practitioners. Teachers shall work to build the unity of their community by embracing diversity, collaboration and commitment the benefit of all.

Teachers shall practice tolerance and acceptance toward other yoga teachers, schools and traditions. Teachers shall not openly criticize practices followed by other yoga schools or teachers. However, teachers recognize that differences of opinion are to be expected, and they may be discussed in a sensitive and compassionate manner. When criticism must be made, it should be done with fairness, discretion and with a focus on the facts.

Template C

Teachers are part of the well-being community and should strive to develop and maintain relationships within the community for the benefit of their students and their own professional development. Teachers shall practice tolerance toward other teachers, schools, and traditions. Teachers shall not undermine a student's trust in teachings they have received from other traditions, schools or teachers by criticizing such teachings without reasonable cause. If a teacher hears such criticism being made by students or colleagues, he or she must act with the utmost discretion and professionalism in voicing their view on the matter.

Template D

Teachers are part of a network of health care and well-being professionals and shall seek to develop interdisciplinary relationships. Teachers shall seek to collaborate with other professionals to protect and enhance the wellbeing of the yoga community and the public generally.

Advertising and Public Communications

Template A

A teacher shall accurately represent his or her professional qualifications and certifications along with his or her affiliations with any organization(s). Announcements and brochures promoting classes or workshops shall describe them with accuracy and grace. These principles are designed to uphold the quality of our teachings and shall be in compliance with legal guidelines for appropriate representation of our services.

Template B

Teachers shall not make false, deceptive, or fraudulent statements or advertisements concerning:

(i) their training, experience, or competence; **(ii)** their academic degrees or credentials; **(iii)** their institutional affiliations; **(iv)** their classes, workshops, and teacher trainings; **(v)** the scientific or clinical basis for the success of their services; **(vi)** their fees; or **(vii)** statements involving sensationalism, exaggeration or superficiality; or **(viii)** an intent to exploit a student's fears or emotions or to create unjustified expectations for cures or results.

Template C

Teachers shall provide students and colleagues with good quality and factual information about their professional qualifications, the services they provide and their teaching arrangements. Teachers shall put students first, preserve their trust and maintain the professionalism of the yoga community. Teachers shall not misrepresent their professional qualifications and affiliations or falsely imply sponsorship or certification by any organization or group.

Template D

Teachers shall not make false advertisements. Teachers shall refrain from making public statements on the benefits of yoga that are not supported by science or the generally accepted experience of the yoga community. Advertisements of workshops, clinics, seminars or similar events must have a clear statement of the purpose of the event, the audience for which it is intended and its educational objectives. The education, training, and experience of the teacher shall be fairly and accurately disclosed. Advertisements shall be made with dignity. Advertisements shall not include exaggerated claims about the benefits of yoga.

Template E (For Studios)

Our studio will not make false, deceptive, or fraudulent statements or advertisements concerning: **(i)** the training, experience, or competence of our teachers; **(ii)** the academic degrees or credentials of our teachers; **(iii)** their institutional or association affiliations; **(iv)** their services, including classes, workshops, and teacher trainings; **(v)** the scientific or clinical basis for or results or degree of success of, their services; **(vi)** their fees; **(vii)** unusual or unique abilities of our teachers, including statements involving sensationalism or exaggeration; or **(viii)** an intent to exploit a student's fears, anxieties or emotions, or to create unjustified claims of results.

Yoga Equity

Template A

Teachers shall welcome all students regardless of age, sex (including pregnancy, gender identity and perceived gender expression), sexual orientation, color, race, national origin, marital status, parental status, veteran's status, religion, or physical or mental disability, provided that the teacher has appropriate expertise.

Template B

Teachers will welcome, accept, and support all students regardless of religion, gender, sexual orientation, language, nationality, political, or cultural background.

Teachers will embrace yoga equity. Teachers shall seek to have an awareness and a commitment to making yoga more equitable, inclusive, accessible and diverse. This encompasses diversity, inclusion and accessibility in yoga. Teachers will make the conscious decision to address each of these issues thoughtfully and intentionally throughout their work in restoring equity to the yoga community.

Teachers will emphasize the importance of learning, teaching, and practicing yoga honestly, which means promoting equity, reducing harm, honoring and leveraging cultural differences, and fostering diversity and inclusion in all areas of yoga while honoring the integrity of yoga's cultural and historical roots.

Template C

Teachers are encouraged to make yoga accessible and available to everyone. Teachers are encouraged to create integrated accessible yoga classes where all students can practice together. Teachers are encouraged to have an awareness and a commitment to making yoga more equitable, inclusive, accessible, and diverse. This includes the ways that yoga practice can be modified to suit students with disabilities, physical challenges, chronic illness, seniors, and anyone who may not feel comfortable in a regular class. It also includes making classes welcoming to everyone, and approaching students in a trauma-informed way.

Teachers are encouraged to obtain appropriate training to offer accessible yoga classes.

Template D

Teachers shall commit to a shared responsibility for awareness of and commitment to change the inequities that exist within yoga that result in many people feeling excluded and underrepresented. These may be people who feel excluded due to their body composition and/or physical ability. Teachers are encouraged to take proactive steps to promote inclusion in yoga to: **(1)** promote equity; **(2)** reduce harm to students; **(3)** honor and leverage cultural differences; and **(4)** expand diversity and accessibility in all areas of yoga while honoring the integrity of yoga's cultural and historical roots.

Teachers shall not discriminate against or refuse to provide teaching or professional help to any student, client or employee based on any protected class such as age, gender (including pregnancy), race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or genetic information.

Template E (For Studios)

Our studio will not discriminate against or refuse to provide teaching or professional help to any student, client or employee based on any protected class such as age, gender (including pregnancy), race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or genetic information. We will not discriminate in the workplace.

Grievance Policy Template



Overview

A Grievance Policy gives teachers and students an easy and safe way to address troubling or sensitive issues and provides insight on how these issues will be handled.

When creating your Grievance Policy, consider the following:

- What information and evidence is needed to make a grievance report?
- Who will evaluate and respond to grievance reports?
- What actions will be taken for grievance reports that are found credible?
- What steps will be taken to minimize bias when evaluating grievance reports?

To minimize bias and ensure that grievance reports are processed fairly, you may consider organizing an Ethics Committee within your school. This Committee could consist of a pre-set group of individuals associated with your sangha who evaluate grievance reports and determine what response is appropriate based on the evidence in hand. In the absence of an Ethics Committee, your Grievance Policy can be enforced by school management or the your Human Resources department, also referred to as the “reviewing body.”

You have flexibility in creating your own Grievance Policy. To support you, Yoga Alliance™ has provided several templates below. We encourage you to modify and adapt the templated language to fit your own unique needs and to provide more information on the details of your own process. You can also review the Yoga Alliance Grievance Policy and Sexual Harassment Policy for inspiration.*

**See [Disclaimer](#) on page 7.*

Template A (Short Form)

Reporting of Policy Violations

We encourage anyone who has been the subject of sexual misconduct or any other action that violates our policies and Code of Conduct to report the incident to our Ethics Committee, Human Resources department, or school management (henceforth referred to as the “reviewing body”).

The report should contain the following information:

- Your full name;
- Your email and phone number;
- The name of the person who the grievance is against;

- A description of the alleged policy violation;
- The date and location of the policy violation;
- Names and contact information of any witnesses with first-hand knowledge of the situation; and,
- Any other credible evidence that is available to support the grievance.

In the interest of fairness and privacy, all reports must be made by the person who has personally experienced the misconduct. We will not investigate a matter based upon a third-party report of misconduct.

All reports must be made in good faith based on information the person reporting the incident reasonably believes to be accurate.

We may request additional information from the person reporting the incident throughout the course of review of the report.

We will take appropriate action to ensure compliance with our policies. The reviewing body will impose any sanctions that it feels are fair, just, and reasonable under all circumstances.

We will not allow anyone to retaliate against any person for making a report in good faith or providing information in connection with an investigation into an alleged violation.

Any information provided during a grievance report review will be treated on a confidential basis. Similarly, any actions that are taken in response to the report will also be confidential.

Template B (Medium Form)

Reporting of Policy Violations

We encourage anyone who has been the subject of sexual misconduct or of any other action that violates our policies or Code of Conduct to report the incident to our Ethics Committee, Human Resources department, or school management (henceforth referred to as the “reviewing body”).

The report should contain the following information:

- Your full name;
- Your email and phone number;
- The name of the person the grievance is against;
- A description of the policy violation;
- The date and location of the policy violation;
- Names and contact information of any witnesses with first-hand knowledge of the situation; and
- Any other credible evidence that is available to support the grievance.

In the interest of fairness, all reports must be made by the person who has personally experienced the misconduct. We will not investigate a matter based upon a third-party report of misconduct.

All reports must be made in good faith based on information the person reporting the incident reasonably believes to be accurate.

We may request additional information from the person reporting the incident throughout the course of review of the report.

We will take appropriate action to ensure compliance with our policies. The reviewing body will impose any sanctions that it feels are fair, just, and reasonable under all circumstances.

We will not allow anyone to retaliate against any person for making a report in good faith or providing information in connection with an investigation into an alleged violation.

Any information provided during a grievance review will be treated on a confidential basis. Similarly, any actions taken in response to the report will also be confidential.

Due Process and Procedure

We recognize that our school has an obligation to give a person accused of misconduct a reasonable level of due process. Because the person may lose his or her job and their reputation may be tarnished, the decision-making process must be fair and objective. Due process in this context does not mean that the reviewing body will conduct a mini trial, but it will gather all of the relevant facts surrounding the matter and make a fair and objective decision based on the facts. The reviewing body may need to interview the person who reported the situation, the person who perpetrated the misconduct, and any other people who have direct knowledge about the situation. We will examine all other credible and objective evidence about the situation.

After the reviewing body gathers the facts, we will determine if the allegations are credible. If it is determined that is the case, the reviewing body will decide on the sanctions to impose and then communicate its decision to those involved.

Sanctions

We recognize the principle of “the punishment must fit the crime.” We do not sentence someone to life imprisonment for jaywalking. There must be a sense of fairness and moral proportion in judging these situations. All cases of abuse and misconduct, from inappropriate commentary to physical assault, will be judged objectively and the reviewing body will fashion a sanction that fairly and equitably addresses the situation, giving due considerations, to all the facts.

In many cases, it may be hard to uncover all the facts, there may be conflicting facts, there may be conflicts of interest, and there may be circumstances and facts that weigh on both sides of the scales of justice.

However, the reviewing body will use sound and careful judgment in deciding what type of sanctions to impose. There are four options:

- 1. Do Nothing.** The facts do not show that the person committed the policy violation.
- 2. A Warning.** The facts show that the person's actions were minor and that a warning is a fair sanction. The warning could be coupled with counseling.
- 3. Time Out.** The facts show that the person's actions were serious, and they warrant suspending the person from the studio or community for a decided amount of time. However, the actions were not so serious that they support termination of employment. For example, the person may be good hearted, but made a mistake in judgement. This may weigh toward leniency.

The "Time Out" period is usually one year but it may be shorter depending upon the circumstances. During the "Time Out" the person gets counseling, does spiritual work, contemplates their actions, etc.

After the "Time Out" period expires, the person can approach the reviewing body to ask to re-commence their teaching activities or allow them to rejoin the community. This body will then determine whether the person has resolved their issues and that it is appropriate for them to return. When making this determination, we will consider whether there has been a sincere apology and contrition, appropriate reparation to the injured parties, rehabilitation, and heart-felt change before the person may return. This decision will entirely at the discretion of the reviewing body.

- 4. Dismissal.** The facts show that the person's actions were so serious that they warrant dismissing the person from the studio or community. The person is dismissed, and their employment or independent contractor agreement is terminated.

Template C (Long Form)

Reporting of Policy Violations

We encourage anyone who has been the subject of sexual misconduct or of any other actions that violates our policies and Code of Conduct to report the incident to our Ethics Committee, Human Resources department, or school management (henceforth referred to as the "reviewing body").

The report should contain the following information:

- Your full name;
- Your email and phone number;
- The name of the person who the grievance is against;
- A description of the alleged policy violation;
- The date and location of the policy violation;
- Names and contact information of any witnesses with first-hand knowledge of the situation; and
- Any other credible evidence that is available to support the grievance.

In the interest of fairness and privacy, all reports must be made by the person who has personally experienced the misconduct. We will not investigate a matter based upon a third-party report of misconduct.

All reports must be made in good faith based on information the person reporting the incident reasonably believes to be accurate.

We may request additional information from the person reporting the incident during the review of the report.

We will take appropriate action to ensure compliance with our policies. The reviewing body will impose any sanctions that it feels are fair, just and reasonable under all of the circumstances.

We will not allow anyone to retaliate against any person for making a report in good faith or providing information in connection with an investigation into an alleged violation.

Confidential Treatment

The reviewing body has an important obligation to maintain the confidentiality of all information they may receive in connection with reviewing ethical complaints. This includes any information provided by victims or witnesses in their investigations and any documents, emails, or notes they may gather. The reviewing body should make each person who is interviewed feel comfortable that the discussion will be held strictly confidential.

This information is extremely sensitive. Its exposure could damage the reputations of the school, the teacher and the student, it could make the situation impossible to resolve fairly, and it could lead to legal liability.

The reviewing body will make sure that the forum where they will be discussing the matter is secure. They will not meet in an environment where someone may overhear what is being discussed. These meetings will not occur in a public place. Restaurants and coffee shops are public places and should not be used for meetings. Discussions will not be held in bathrooms and common areas at the yoga school or studio.

Timeline for Reporting Violations and Complaints

If an individual wants to file a complaint about the possible unethical conduct of a teacher or other person, he or she shall file the complaint within thirty (30) days after learning of the facts which may establish a potential violation. Complaints filed more than thirty (30) days after the violation of the Code of Conduct occurred may be reviewed at the discretion of the reviewing body.

A complaint should not be filed unless the person filing the complaint has:

- i.* material and credible evidence that may establish a violation school policy;
- ii.* personal knowledge of the facts that form the basis of the complaint.

After the complaint has been filed, all persons with personal knowledge about the complaint are encouraged to assist the review by providing relevant and factual information about the potential policy violations. This will assist the reviewing body in promptly and effectively responding to the complaint.

Due Process and Procedure

We recognize that our reviewing body has an obligation to give a person accused of misconduct a reasonable level of due process. Because the person may lose his or her job and their reputation may be tarnished, the decision-making process must be fair and objective. Due process in this context does not mean that the reviewing body will conduct a mini trial but it will gather all of the relevant facts surrounding the matter and make a fair and objective decision based on the facts. The reviewing body may need to interview the person who reported the situation, the person who perpetrated the misconduct, and any other people who have direct knowledge about the situation. The reviewing body will examine all other credible and objective evidence about the situation.

Dismissal or Acceptance of a Complaint

Upon the receipt of a complaint, the reviewing body will evaluate the complaint to determine if it should be dismissed or reviewed. The reviewing body may dismiss a complaint if it determines that any of the following is true:

- i.* the complaint is clearly frivolous or insubstantial;
- ii.* the information contained within the complaint is not credible;
- iii.* the complaint is not within the scope of school policies;
- iv.* the complaint has not been timely filed;
- v.* a policy violation would not exist even if the complaint were true;
- vi.* no credible evidence could be provided which could support a finding that a policy violation has occurred;
- vii.* the complaint is anonymous; or
- viii.* the alleged violation has been cured by a good faith effort of the parties involved in the complaint.

In making its determination the reviewing body may obtain and consider information relevant to the matter other than that included within the complaint or provided by the subjects of the complaint.

Within thirty (30) days after the receipt of a complaint, the reviewing body will either dismiss the complaint or accept the complaint for evaluation. After it has made its decision, the reviewing body will advise the person who filed the complaint as to whether it has dismissed or accepted the complaint. If the reviewing body elects to dismiss a complaint, it shall provide the person who submitted the complaint with its reasons for dismissing the complaint.

Rules of Procedure After Acceptance of a Complaint

If the reviewing body decides to accept a complaint and determine if there has been a violation of school policy, the subject of the complaint will be given written notice of the complaint. The notice shall include information sufficient enough to provide the subject with a fair opportunity to respond to the complaint.

The subject of the complaint will have thirty (30) days from receipt of notice to submit a written response to the complaint. The response may contain any information which the subject feels is relevant and responsive to the complaint. The reviewing body may extend the response period for additional periods upon request.

The reviewing body may consider the matters alleged in the complaint, the written responses of the subject of the complaint, and other interested parties, other relevant facts, and ethical and legal principles. The reviewing body may question the parties (and, in its discretion, third parties) and obtain such other information as it shall determine is necessary, relevant and proper. The reviewing body may conduct its own investigation into the complaint in its discretion.

If the subject of the complaint fails to respond to the notice within the thirty (30) day period, it will constitute sufficient grounds for the reviewing body to act on the evidence in hand and impose appropriate sanctions. The reviewing body may extend the response period for additional periods upon request.

Determination of Violation

After its evaluation of all information relating to the complaint, the reviewing body will determine whether a violation of school policy has occurred. If the reviewing body determines that a violation of school policy has occurred, it may impose sanctions.

The reviewing body will give the subject of the complaint written notice as to its decision on the complaint and the imposition of sanctions, if any.

The subject of the complaint may file a written appeal of the sanctions, setting forth all information relevant to the appeal, within ten (10) days of receiving the notice, by sending notice of appeal to the reviewing body. The reviewing body will evaluate the appeal and render a decision on the appeal within seven (7) days. The reviewing body may extend the response period for additional periods upon request. The decision on the appeal shall be final.

Sanctions

We recognize the principle “the punishment must fit the crime.” We do not sentence someone to life imprisonment for jaywalking. There must be a sense of fairness and moral proportion in judging these situations. All cases of abuse and misconduct, from inappropriate commentary to physical assault, will be judged objectively and the reviewing body will fashion a sanction that fairly and equitably addresses the situation, and giving due considerations, to all the facts.

In many cases, it may be hard to uncover all of the facts, there may be conflicting facts, there may be conflicts of interest, and there may be circumstances and facts that weigh on both sides of the scales of justice.

However, the reviewing body will use sound and careful judgment in deciding what type of sanctions to impose. There are four options:

- 1. Do Nothing.** The facts do not show that the person committed the policy violation.
- 2. A Warning.** The facts show that the person's actions were minor and that a warning is a fair sanction. The warning could be coupled with counseling.
- 3. Time Out.** The facts show that the person's actions were serious and warrant suspending the person from the studio or community for a decided amount of time. However, the actions were not so serious that they support termination of employment. For example, the person may be good hearted but made a mistake in judgement. This may weigh toward leniency. The "Time Out" period is usually one year but it may be shorter depending upon the circumstances. During the "time out" the person gets counseling, does spiritual work, contemplates their actions, etc.

After the "Time Out" period expires, the person can approach the reviewing body to ask to re-commence their teaching activities or allow them to rejoin the community. The reviewing body then will determine as to whether the person has resolved their issues and that it is appropriate for them to return. The reviewing body should consider whether there has been a sincere apology and contrition, appropriate reparation to the injured parties, rehabilitation and heart-felt change before the person may return. This decision will entirely at the discretion of the reviewing body.

- 4. Dismissal.** The facts show that the person's actions were so serious that they warrant dismissing the person from the studio or community. The person is dismissed, and their employment or independent contractor agreement is terminated.

Refund Policy Template



Overview

Your school has flexibility in creating your own Refund Policy, and we encourage you to explore multiple options and scenarios to create a Refund Policy that fits your own unique needs. Yoga Alliance™ has offered several templated Refund Policies below to help you get started; feel free to edit and update these templates to best suit your program.*

Your Refund Policy should be clearly displayed on your school's website, and trainees should be provided with a copy prior to/upon enrollment in your program. We strongly recommend that you have your students sign training agreements to acknowledge that they are aware of the terms stated in your Refund Policy.

If your program offers work/study options or other creative payment pathways, we recommend that you indicate the terms of those pathways in your Refund Policy. Your Refund Policy is also a great place to provide clarification on what happens if a trainee does not complete their commitment to the terms of your alternate payment pathways.

**See [Disclaimer](#) on page 7.*

Template A

Upon receiving an acceptance email, the applicant will be charged a deposit of \$____ on their credit card. Final invoices will be emailed ____ weeks before the start date of training. The deadline to pay in full is ____ weeks prior to the start date of training.

If applicant withdraws from the program after acceptance, but before the program starts, \$ ____ from applicant's deposit amount will be retained by the program. However, such amount can be applied towards a future training program.

The program will not give any refunds or credits after the training starts. The program reserves the right to cancel any training before it begins. In that case any payments applicants have made will be refunded in full.

Template B

Admission Denials

An applicant who is denied admission into the program is entitled to a full refund of all money paid by said applicant.

Three (3) Day Cancellation

An applicant who submits written notice of cancellation within three (3) business days after signing the training agreement is entitled to a refund of all money paid. The refund will be paid within thirty (30) days of receiving the notice of cancellation.

Cancellations After Three (3) Days But Before Program Start Date

An applicant who submits written notice of cancellation of the program more than three (3) business days after signing the training agreement, but before the program begins, is entitled to a refund of all money paid less the \$_____ registration fee.

Refunds After the Program Start Date

There will be no refunds after the start date of the program. If the applicant withdraws from the program for any reason after it starts, the applicant will be responsible for paying the full tuition, regardless of any partial payments that have been made to date.

Template C**Notice of Cancellation**

The program requires that any notice of cancellation or withdrawal by a student must be provided by certified mail.

Admission Denials

An applicant who is denied admission into the program is entitled to a full refund of all money paid by said applicant.

Three (3) Day Cancellation

An applicant who submits written notice of cancellation within three (3) business days after signing the training agreement is entitled to a refund of all money paid. The refund will be paid within thirty (30) days of receiving the notice of cancellation.

Cancellations After Three (3) Days But Before Program Start Date

An applicant who submits written notice of cancellation of the program more than three business days after signing the training agreement but before the program begins is entitled to a refund of all money paid less the \$_____ registration fee.

Cancellations Within the First Week of Training

For an applicant requesting cancellation within the first week of training, the tuition retained by the program shall not exceed 10% of the contract price of the course plus \$_____ but in no event more than \$_____.

After the First Week and Additional Periods

For a student terminating training after one week but within the first 25% of the course, the tuition retained by the program will equal 25% of the contract price of the course plus \$_____.

For a student terminating training after completing over 25% but less than 50% of the course, the tuition retained by the program will equal 50% of the contract price of the course plus \$_____.

A student completing more than 50% of the course is not entitled to a refund of any tuition.

Special Cases

In case a student needs to withdraw from the program due to illness, accident, death in the family, or other circumstances that make it impractical for the student to complete the course, the program will provide a reasonable and fair refund.

Bad Conduct

No refunds will be given if the program removes a student from the program for bad conduct. Bad conduct is violation of the Code of Conduct, harassment, bullying, or any other behavior that is inappropriate or disruptive to the welfare of the program or to fellow students.

Template D

Upon acceptance into the program, the applicant must pay a deposit of \$_____ to hold applicant's place in the program.

If applicant cancels thirty (30) days or more before the start of the program, the applicant will forfeit \$_____ of the deposit and the remaining balance will be refunded. If applicant cancels 14-30 days before the start of the program, the applicant will forfeit \$_____ of the deposit and the remaining balance will be refunded.

The program tuition fees are non-refundable. If a student must withdraw from the program for special circumstances, the program may give a partial refund to the student in the exercise of its discretion.

The program will not give any refunds or credits after the training starts. The program reserves the right to cancel any training before it begins. In that case any payments applicants have made will be refunded in full.

Retaliation Policy Template

Overview

In order to promote a safe yoga community, individuals need to know that they can bring forward concerns without fear of backlash. Your school's Retaliation Policy will help establish comfort, safety, and trust within your sangha.

You have the flexibility to create a Retaliation Policy that best suits your school's needs. To support you, Yoga Alliance™ has provided several templates below to help you create your school's Retaliation Policy. We encourage you to modify the language of these templates to fit your own unique needs.

**See [Disclaimer](#) on page 7.*

Template A

We prohibit retaliation against anyone for reporting a violation of our Code of Conduct or other policies, or for participating in an investigation relating to a violation of our Code of Conduct or other policies.

Template B

We will not retaliate against any person for having reported or threatened to report harassment, discrimination, retaliation, or violations of our Code of Conduct or polices, or for participating in an investigation into any of the foregoing. Anyone who retaliates against a person will be subjected to disciplinary action, up to and including termination.

We encourage any person—including employees, non-employees, and students—who believe they have been subject to retaliation to inform a supervisor or manager.

We have a zero-tolerance policy for sexual harassment or sexual misconduct. We encourage anyone who has been anyone who is subject to this behavior to report it to the human resources department or school management. We will do everything possible to ensure that you are not retaliated against by anyone because you have reported misconduct.

Template C

We will not retaliate against any person for having reported or threatened to report violations of our Code of Conduct or polices, or for participating in an investigation into any of the foregoing. Anyone who retaliates against a person will be subjected to disciplinary action, up to and including termination of employment.

We encourage any person-including employees, non-employees, and students-who believe they have been subject to retaliation to inform a supervisor or manager.

Template D

We prohibit retaliation against employees or anyone else for raising a concern about a violation of our Code of Conduct, our policies, and/or the law, or for participating in an investigation relating to a violation of any of the foregoing.

What Is Retaliation?

Retaliation means taking an “adverse action” against any person for having reported or threatened to report harassment, discrimination, retaliation, or violations of our Code of Conduct, or for participating in an investigation into a complaint of harassment, discrimination, or retaliation or violations of our Code of Conduct.

In the case of employees, retaliation is an adverse employment action taken against an individual for having reported or threatened to report harassment, discrimination, or retaliation, or for participating in an investigation into a complaint of harassment, discrimination, or retaliation. Retaliation may include any acts that are “materially adverse” to a reasonable employee, regardless of whether those acts result in a loss of pay, benefits, or any other privileges of employment, or not. For an action to qualify as retaliation, an employee or supervisor’s actions must be harmful to the point that they may dissuade a reasonable worker from making a charge of discrimination. Some examples of adverse actions are denial of promotion, refusal to hire, denial of job benefits, demotion, suspension, and discharge. Other types of adverse actions include threats, reprimands, negative evaluations, harassment, or other adverse treatment.

Reporting Sexual Harassment and Sexual Misconduct

We have a zero-tolerance policy for sexual harassment or sexual misconduct. We encourage anyone who has been anyone who is subject to or school management. We need to know what’s going on so we can act on it. We will do everything possible to stop sexual harassment and sexual misconduct from happening. We will not permit anyone to retaliate against you for filing a report of sexual misconduct.

Responsibility of Managers

Managers have a responsibility to create, uphold, and promote a safe, respectful, and inclusive work environment. Like all employees, managers are required to comply with our Code of Conduct. Managers may be subject to disciplinary action if they engage in, ignore, or in any way condone, conduct that violates our Code of Conduct.

Managers are required to promptly report any violation of our non-retaliation policy to the human resources department or school management. Promptness is key and managers should report as soon as possible upon learning of a violation. The failure by a manager to report in a timely fashion or at all, may result in discipline up to and including termination.

Managers shall not, under any circumstances, retaliate against anyone, blame the victim, conceal a report, or discourage employees from reporting sexual harassment or violations of our Code of Conduct. If you believe a manager has behaved in that way, please report it to the Human Resources Department or school management.

Guide to New RYS 200™ Core Curriculum and Competencies



To assist in the application process for your RYS credential, Yoga Alliance™ has put together this guide for the Core Curriculum and competencies behind the enhanced standards underlying the new RYS 200 credential.

TECHNIQUES, TRAINING, PRACTICE – 75 HOURS

— Asana —

Core Competency	Description
Historical context	What content will your training cover regarding the historical context of asana?
Poses specific to RYS’s lineage—must include sukhasana and savasana	What poses specific to your lineage (in addition to sukhasana and savasana) will you cover? How will you cover these poses?
Complete sequencing (asana, pranayama, meditation) to achieve particular effect safely	What will your trainees learn through guided practice?
Shared anatomical and alignment principles plus contraindications	What shared anatomical, alignment, and contraindication principles are delivered? How do you integrate these concepts into your trainees’ understanding of asana?

— Pranayama & Subtle Body —

Core Competency	Description
Historical context	What content will your training cover regarding the historical context of pranayama and subtle body?
Effects of pranayama on anatomy and subtle body	What content will your training cover regarding the effects of pranayama on anatomy and the subtle body?
Complete sequencing of pranayama safely, including alternatives and adaptations	How do you define complete sequencing of pranayama? To what alternatives and adaptations will trainees be introduced?
Ujjayi, Nadi Shodhana, Kapalabhati, among others	What pranayama techniques are you covering in your training? How are you teaching these techniques?
Koshas, kleshas, chakras, nadis, and prana vayus	How are you teaching the foundational knowledge of the koshas, kleshas, chakras, nadis, and prana vayus?

— Meditation —

Core Competency	Description
Key meditation terms	What key meditation terms does your training cover? How are these integrated into trainees’ understanding of meditation?
Meditation methods by lineage	What meditation methods are covered in your training?
Ability to practice school’s chosen meditation practice	How will trainees be prepared to practice your school’s meditation method?
Chanting, mantras, and mudras	What chanting, mantra, and mudra practices does your training cover? How are you integrating these techniques into the trainees’ understanding of meditation?

Guide to New RYS 200™ Core Curriculum and Competencies



ANATOMY & PHYSIOLOGY – 30 HOURS (20 of which can be online)

— Anatomy —

Core Competency	Description
Skeletal system – Major bones	What major bones of the skeletal system will your training cover? How will this be related to the trainees' understanding of the skeletal system?
Skeletal system – Types of joints	What types of joints will your training cover? How will this be related to the trainees' understanding of the skeletal system?
Skeletal system – Major muscles involved in asana	What major muscles will your training cover? How will this be related to the trainees' understanding of the skeletal system and asana?
Skeletal system – Types of contraction	What types of contraction will your training cover? How will this be related to the trainees' understanding of the skeletal system?

— Physiology —

Core Competency	Description
Nervous system, incl. 'fight, flight, freeze' stress response, vagal theory, overall mind-body connection	What foundational concepts of the nervous system does your training cover? How is this information related to the overall mind-body connection? <i>Please note: All content must adhere to the Yoga Alliance Scope of Practice and qualify as foundational.</i>
Cardiovascular/circulatory, endocrine, digestive systems as they relate to yoga practice	What content does your training cover regarding the cardiovascular/circulatory, endocrine, and digestive systems? How will this be related to the trainees' understanding of the yoga practice?
Respiratory system, incl. muscles that affect breathing, involuntary vs. voluntary breath, and how air enters and leaves the body	What content does your training cover regarding the respiratory system? How will this be related to the trainees' understanding of the muscles that affect breathing, of involuntary vs voluntary breath, and of how air enters and leaves the body?

— Biomechanics —

Core Competency	Description
Types of joint movement	What types of joint movement does your training cover (i.e., flexion, extension, abduction, adduction)? How will this be related to the trainees' understanding of movement in yoga?
Joint stabilization	What content does your training cover regarding joint stabilization? How will this be related to the trainees' understanding of movement in yoga?
Safe movement as it pertains to balancing, stretching, awareness, and physical limitations	What content does your training cover regarding safe movement? How will this be related to the trainees' understanding of balancing, stretching, awareness, and physical limitations? <i>Please note: All content must adhere to the Yoga Alliance Scope of Practice and qualify as foundational.</i>
Contraindications, misalignments, adaptations	What content does your training cover regarding contraindications, misalignments, adaptations? How will this be related to the trainees' understanding of movement in yoga?

Guide to New RYS 200™ Core Curriculum and Competencies



YOGA HUMANITIES – 30 HOURS (20 of which can be online)

— History —

Core Competency	Description
Term ‘yoga’	What content will your training cover regarding the historical context of the term ‘yoga’?
School’s lineage, style, and methodology	What content will your training cover regarding your school’s unique lineage and the intention for offering a training of this style? How does your methodology prepare trainees’ to be teachers?
Dates and key ideas such as the Vedas, Vedanta, Hatha, Colonial, Modern	What key dates and ideas does your training cover regarding the history of yoga? What time periods receive a substantial emphasis in your program?

— Philosophy —

Core Competency	Description
Definition of yoga and key terms	What are the broad terms that your training will cover related to yoga philosophy? How does your training define yoga?
Relationship between asana, pranayama, meditation per school’s approach	What content does your training cover regarding the relationship between asana, pranayama, and meditation? How will this be related to the trainees’ understanding of yoga philosophy?
Familiarity w/ major yogic texts (i.e., Yoga Sutras, Bhagavad Gita, Upanishads, Hatha Yoga Pradipika)	What major yogic texts are covered in your training? How will these texts be integrated into your training?
Self-reflection on how philosophy relates to practice	What self-reflection techniques are provided to the trainees? How do you encourage self-reflection in your training as it pertains to the study of yoga philosophy? <i>Please note: All content must adhere to the Yoga Alliance Scope of Practice.</i>

— Ethics —

Core Competency	Description
Awareness of Yoga Sutras or similar yogic ethical precepts	What ethical concepts does your training cover as it relates to yoga? How will these concepts be integrated into your training?
Relationship to Yoga Alliance’s Ethical Commitment	How are you covering Yoga Alliance’s guidelines, and how are the concepts integrated into your trainees’ understanding of ethics?
Comprehension of and responsibility to increase equity in yoga	What specific content is covered in your training as it relates to equity in yoga? For example, how might you cover the overarching pathway of diversity, inclusion, and accessibility?
Accountability measures	What accountability measures and resources do you have in place to promote ethical teaching practices? How will you integrate this into your trainees’ understanding of ethics?
Self-reflection on how yoga ethics relate to practice and teaching	How do you encourage self-reflection in your training as it pertains to ethics and teaching?

Guide to New RYS 200™ Core Curriculum and Competencies



PROFESSIONAL ESSENTIALS – 50 HOURS

— Teaching Methodology —

Core Competency	Description
Sequencing	How do you prepare trainees to safely teach a well-rounded class? What sequencing tools are provided to trainees?
Pace	What pacing techniques are covered in your training? How do these concepts prepare trainees to safely teach?
Environment	What content is covered regarding how to create a safe, accessible, and welcoming environment? How do these concepts prepare trainees to safely teach?
Cueing (verbal, visual, physical)	What is your training’s position on the different types of cues (verbal, visual, physical)? How does your specific methodology prepare trainees to safely teach?
Class management	What content is covered regarding overall class management? How do these concepts prepare trainees to understand group dynamics and their role as a teacher?

— Professional Development —

Core Competency	Description
Yoga-related professional organizations, including the Yoga Alliance Credentialing Process	How do you address professional development in relation to yoga-related organizations? How do you encourage the trainees to seek RYT™ registration following the training? What tools do you provide to assist them with this?
Ethical Commitment, including Scope of Practice, Code of Conduct, and Equity Position Statement	How does your training cover the Ethical Commitment as it pertains to the business and profession of yoga?
Lifetime of learning and continuing education	How do you address and encourage continuing education?
General professionalism, including timeliness, consistency, cleanliness	What professionalism guidelines do you provide for your trainees?
Marketing and promotion	What introductory marketing tools or business concepts are covered to support trainees’ growth?
Liability insurance, waivers, invoicing	What tools are being shared to help trainees understand business elements such as liability insurance, waivers, and invoicing?

— Practicum —

Core Competency	Description
Knowledge, skills, experience across 12 key competencies	What opportunities are the trainees given to show an understanding of all competencies covered? How will the trainees put their knowledge, skills, and experience into practice?
Mentorship component, incl. apprenticeship, feedback	What mentorship, apprenticeship, or feedback opportunities do you offer your trainees?

RYS™ 200 Curriculum Application Submission Tutorial



How do I submit my application for the RYS credential?

To help with the submission of your RYS 200 curriculum application, please review the following step-by-step application screenshots.

In addition, be sure to review both the [Guide to New RYS 200 Core Curriculum and Competencies](#), and the [NEW RYS 200 Core Curriculum](#).

To submit your curriculum, you will type directly into the application. We encourage you to build your curriculum outside of the application first, such as on a Word document for easy editing. Then, you can easily copy and paste the contents directly into your application.

Divide your curriculum into small training areas that are a few hours each, making sure to keep your modules small and descriptions detailed.

Yoga Alliance™ reviews applications for content accuracy, depth, and clarity. For more information on how the curriculum is evaluated, see the [RYS Application Process Evaluation Rubric](#).

Each module will ask for the following information:

A screenshot of a web form for submitting a training area. The form includes a text input for "Training Area Title", a dropdown menu for "Please select the competency from the core curriculum", a large text area for "Description" with a placeholder text "Please describe what content you are teaching and how you are teaching the content (lecture, discussion, guided practice, and the like)", radio buttons for "Does this training include in-person classroom hours?", a text input for "Please provide the total number of in-person classroom hours for this training areas", and another text input for "Who will be facilitating the in-person classroom hours for this training area?". At the bottom are "Cancel" and "Add" buttons.

Training Area Title *

Please select the competency from the core curriculum *

Select

Description *

Please describe what content you are teaching and how you are teaching the content (lecture, discussion, guided practice, and the like).

Does this training include in-person classroom hours? *

Yes
 No

Please provide the total number of in-person classroom hours for this training areas *

Who will be facilitating the in-person classroom hours for this training area? *

Cancel Add

Please select the assessment method(s) used to test trainees' competency in this Educational Category. *

Written Assessment
 Oral Assessment
 Final Project
 Other (Please Explain Below)

Describe how you assess trainees' competency in this Educational Category. *

Would you like to add a supporting document to this Educational Category? *

Yes
 No

If you include reading materials relevant to this Educational Category, please upload your reading list below.

No file chosen

Training Area Title: What will you call this training area?

As an example, some schools prefer to label their modules numerically and in chronological order based on where they fall on their training schedule. Others may prefer to come up with creative names based on the content within each module.

Description: What content will be shared? In addition, what is the learning objective, and how will it be taught? List any learning tools you be using. Provide a detailed summary of what will be taught during this time.

Competency from the Core Curriculum: All educational categories and core competencies must be outlined in your syllabus in order to submit your application. Again, be sure to review both the [Guide to New RYS 200 Core Curriculum and Competencies](#) and the [New RYS 200 Core Curriculum](#).

Classroom Hours: A classroom hour is defined as time your students spend actively learning with a trainer. Classroom hours do not include time your trainees spend on homework or independent study.

Here is an example of training areas that would meet the standards for accuracy, clarity and depth:

Training Area Title *

Primary Pranayama Techniques

Please select the competency from the core curriculum. *

Pranayama & Subtle Body: Ujjayi, Nadi Shodhana, Kapalabhati, among - ▾

What pranayama techniques are you covering in your training? How are you teaching these techniques?

Description *

Please describe what content you are teaching and how you are teaching the content (lecture, discussion, guided practice, and the like)

The Lead Trainer will identify and review several traditional breathing techniques: Ujjayi, Nadi Shodhana, Kapalabhati, Bhastrika, Bhramari. Individual sessions deep-diving into each Pranayama practice will take place, beginning with demonstration and ending with short group practice, small group reflection, and then a class discussion of the perceived effects of the Pranayama.

Does this training include in-person classroom hours? ⓘ

Yes

No

Please provide the total number of in-person classroom hours for this training areas *

9

Who will be facilitating the in-person classroom hours for this training area? *

Sample Name - Arlington - (E-RYT 500, RPYT, RCYT, YACEP) - Lead Trainer

Cancel Add

Competency Assessment: How do you know your trainees are absorbing this material? Please choose the method you'll be using and then elaborate in the box below.

Please select the assessment method(s) used to test trainees' competency in this Educational Category. Check all that apply. *

Written Assessment

Oral Assessment

Final Project

Other (Please Explain Below)

Describe how you assess trainees' competency in this Educational Category. *

Please select the assessment method(s) used to test trainees' competency in this Educational Category. Check all that apply. *

- Written Assessment
- Oral Assessment
- Final Project
- Other (Please Explain Below)

Describe how you assess trainees' competency in this Educational Category. *

Students will be required to create flashcards to prepare them for teaching asana: including point of focus (drihti), how to cue the inhale and exhale, and direct and clear verbal instruction. The cards will be organized by asana category and they will be used during in-person classroom hours as a guide during their assigned practice teaching.

For the final teaching exam, they will not be able to use the cards and will need to speak from memory. Prior to the teaching exam, the student will present a clearly written lesson plan for review. The cards may be used to study and to prepare the final lesson plan.

The final practice teaching exam will be one 60 minute asana class with the student as the sole instructor. They will be teaching to their peers and observed by the Lead Trainer. The Lead Trainer will provide feedback and determine if more one-on-one mentoring is required to receive a certificate of completion. The practicum assessment form is attached for reference.

Registered Yoga Schools may offer 100% of the 200 classroom hours under the new RYS™ 200 standards in distance learning format to support the Core Curriculum. Yoga Alliance has created this interactive checklist of best practices to assist schools on how to approach offering content.

Please consider these best practices when developing and presenting distance learning content within your yoga teacher training program.

Ensure all students have access to the distance learning content.

The delivery of distance learning content should be varied, providing a balanced blend of prerecorded and live, interactive material in order to serve multiple modalities of learning. Recommend to only utilize content that Lead Trainer has either thoroughly vetted or created or curated themselves.

Competency assessment throughout the program is key, to show knowledge integration (such as quizzes, video submissions, essays).

Adherence to Yoga Alliances' [Code of Conduct](#) remains applicable and should be communicated and upheld along with all Yoga Alliance [Policies](#).

Utilize educational and professional resources found under the [Business Support tab](#) located at yourya.org.

Distance learning content and corresponding learning expectations should be clearly defined; supporting written materials should also be provided.

The lead trainer has oversight and awareness of the distance learning content in order to support the integration of the expectations and outcomes of the teacher training program.

Consider using a learning management system to help support your course management (i.e., accountability, time management, knowledge assessment).

Consider privacy measures when utilizing virtual platforms. This includes but is not limited to: requiring passwords for meetings, private Facebook groups, blurring backgrounds, and the ability to turn the camera or mute participants.

If using third-party content, obtain consent and rights in order to distribute the information to your students.

These best practices were compiled from conversations with numerous experts in the space of online learning in the form of working groups and task forces.

New RYS™ 200 Elective Hours Fact Sheet



Registered Yoga Schools (RYS™) may allocate 15 of the 200 classroom hours under the new RYS 200 standards to support the Core Curriculum areas of Techniques, Training, Anatomy and Physiology; Practice; Yoga Humanities; and/or Professional Essentials. Elective hours can also be used to spend more time on sub-competencies. Yoga Alliance has created this chart to assist schools on what are considered acceptable elective hour topics.



ACCEPTED

Techniques, Training and Practice

- Acro Yoga
- Aerial Yoga
- Sacred Sound
- Stand Up Paddleboard (SUP) Yoga

Yoga Humanities

- Ayurveda
- Jyotish
- Yantra



NOT ACCEPTED*

- Acupressure
- Acupuncture
- Chinese Medicine
- Craniosacral Therapy
- Creative Arts & Crafts
- Crystals
- Essential Oils
- Herbalism
- Nutrition
- Organic Farming
- QiGong
- Reiki
- Shamanism
- Tai Chi
- Tapping Therapy
- Thai Massage
- Western Astrology

*Topics may be offered outside of the RYS 200 credential. Please refer to our [Scope of Practice](#) to view the role of a yoga teacher including responsibilities and limitations.

For questions on Elective Hours, please contact our Member Services team.

1-888-921-9642 | info@yogaalliance.org

Mon–Thu 10:00am–6:00pm, ET | Fri 10:00am–5:00pm, ET

Representation, diversity, inclusion, and accessibility are necessary to truly create unity through yoga. These compiled resources offer education, guidance, and support in making yoga classes and teacher training accessible to the BIPOC community and inclusive of all.

Digital Events and Workshops

- [CE Workshop | Yoga Humanities and Philosophy for BIPOC](#)

This powerful series brings awareness to yoga communities of color. In this event, join Natasha and guests as they share on yoga humanities and philosophy for BIPOC.

- [CE Workshop | Professional Essentials for BIPOC—Cooperatives, Nonprofits, and Studios](#)

Discussion focuses on the business of yoga and how it affects communities of color. Learn about various studio culture experiences and how studios, nonprofits, and cooperatives can benefit BIPOC.

- [CE Workshop | Anatomy – Ableism and Accessible Yoga for BIPOC](#)

Learn more about ableism and accessible yoga for BIPOC.

- [CE Workshop | Men's Yoga for BIPOC](#)

This workshop looks at meaningful ways to engage Black men in the practices of yoga and meditation, while highlighting its benefits and how our panelists individually impact the cities and communities they serve.

- [CE Workshop | I Don't See Color...](#)

This workshop looks at Allyship vs. Accomplice-ship, seeking to describe the differences between the two and explore what each looks like in action.

- [CE Workshop | I Don't See Color...](#)

This workshop is Part 1 on the discussion of Colorism in and Beyond Yoga. Colorism is defined as the discriminatory treatment of individuals falling within the same 'racial' group on the basis of skin color, and is the result of white supremacy, systemic racism, and a broad misunderstanding and appropriation of black culture.

- [**CE Workshop | I Don't See Color...**](#)

This workshop is Part 2 on the discussion of Colorism in and Beyond Yoga. Colorism is defined as the discriminatory treatment of individuals falling within the same 'racial' group on the basis of skin color, and is the result of white supremacy, systemic racism, and a broad misunderstanding and appropriation of black culture.

- [**CE Workshop | I Don't See Color...**](#)

The topic of this conversation is on Yoga in Service: Saviorism vs. Humanitarianism.

Recommended Reading:

- [**Opening to Spirit**](#)

Caroline Shola Arewa

- [**Mindful of Race**](#)

Ruth King

- [**Raising Our Hands: How White Women Can Stop Avoiding Hard Conversations...**](#)

Jenna Arnold

- [**I'm Still Here**](#)

Austin Channing Brown

- [**Black Skin, White Masks**](#)

Frantz Fanon

- [**Just Mercy**](#)

Bryan Stevenson

- [**Radical Dharma: Talking Race, Love and Liberation**](#)

Rev. angel Kyodo williams, Lama Rod Owens, with Jasmine Syedullah, Ph.D.

- [**The Day You Begin**](#)

Jacqueline Woodson and Rafael Lopez

- [**So You Want To Talk About Race**](#)

Ijeoma Oluo

- [**This Book Is Anti-Racist**](#)

Tiffany Jewell

- ***Me and White Supremacy***
Layla F. Saad
- ***Are Prisons Obsolete?***
Angela Y. Davis
- ***The African American and LatinX History of The United States***
Paul Ortiz
- ***White Rage***
Carol Anderson
- ***Medical Apartheid: The Dark History Of Medical...***
Harriet A. Washington
- ***The Fire This Time***
Jesmyn Ward
- ***The Color of Law***
Richard Rothstein
- ***The Fire Next Time***
James Baldwin
- ***How To Be An Antiracist***
Ibram X. Kendi
- ***White Fragility: Why it's So Hard for White People to Talk About Racism***
Robin Diangelo
- ***Blacks In Antiquity: Ethiopians In The Greco-Roman Experience***
Frank M. Snowden, Jr.
- ***Killing Rage, Ending Racism***
Bell Hooks
- ***Between the World and Me***
Ta-Nehisi Coates
- ***Sister Outsider***
Audre Lorde
- ***Skill in Action: Radicalizing Your Yoga Practice to Create a Just World***
Michelle Cassandra Johnson

- **[Black Lives Matter](#)**

#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Foundation, Inc is a global organization in the U.S., UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. blacklivesmatter.com

- **[Campaign Zero](#)**

Campaign Zero's data-informed platform presents comprehensive solutions to end police violence in America. joincampaignzero.org

- **[Color of Change](#)**

Color of Change is the nation's largest online racial justice organization, which helps people respond effectively to injustice in the world around us. colorofchange.org

- **[Community Change](#)**

Community Change is a national organization that builds the power of low-income people, especially people of color, to fight for a society where everyone can thrive. communitychange.org

- **[Emergent Fund](#)**

The Emergent Fund provides resources to support grassroots organizing and power building in communities of color who are facing injustice based on racial, ethnic, religious, and other forms of discrimination. See a list of the Fund's grantees since 2017 here.

- **[Equal Justice Initiative](#)**

The Equal Justice Initiative is committed to ending mass incarceration and excessive punishment in the United States, to challenging racial and economic injustice, and to protecting basic human rights for the most vulnerable people in American society. eji.org

- **[Leadership Conference on Civil Rights](#)**

The Leadership Conference on Civil and Human Rights is the nation's oldest, largest, and most diverse civil and human rights coalition. civilrights.org

- **[Showing Up for Racial Justice \(SURJ\)](#)**

SURJ is a national network of groups and individuals working to undermine white supremacy and to work toward racial justice. Through community organizing, mobilizing, and education, SURJ moves white people to act as part of a multi-racial majority for justice with passion and accountability. showingupforracialjustice.org

Other Resources:

- **[Black Yoga Teachers Alliance](#)**

BYTA supports the continuing educational and professional development of black yoga teachers. blackyogateachersalliance.org

- **[Dianne Bondy](#)**

For more than twenty years, Dianne Bondy has been leading a yoga revolution: empowering students to come to the mat as they are, educating teachers on the need for inclusivity in yoga and leading systematic change within the yoga industrial complex. diannebodyyoga.com

- **[Satya Yoga Cooperative \(Denver\)](#)**

Satya Yoga Cooperative's vision is to be a healing force by and for POC, using yoga as a tool for both personal liberation and social transformation. satyayogacooperative.com

- **[Active Peace Yoga and Reggie Hubbard](#)**

Active Peace Yoga's mission is to make the practice of yoga and living the yogic lifestyle more accessible to all - regardless of race, gender, body type or practice level - to form peace of mind and general wellbeing as a foundation, not as an afterthought. activepeaceyoga.com

- **[Kiesha Battles](#)**

Kiesha, a full-time yoga teacher and trainer, has a respected and well-deserved reputation in the national yoga community. She is Co-Director of the Yoga Retreat for Women of Color™ and a member of the board of directors for Amplify and Activate, a nonprofit community that focuses on yoga as a form of self-care and social justice. kieshabattles.com

- **[Michelle Cassandra Johnson](#)**

Michelle Cassandra Johnson is a social justice activist, anti-racism trainer, author, yoga teacher, and intuitive healer. michellecjohnson.com