

Proposal for Sabbatical Leave  
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Dance Department Faculty

### **Background: Defining Dance Somatics**

Dance Somatics has been in the forefront of the postmodern dance horizon. It has changed the way dance is perceived, viewed and taught. What is dance somatics, or as most commonly used, somatic techniques ( soma meaning ‘living, aware, bodily person’)? Jo Butterworth, in her book, *Dance Studies*, defines somatic: “Through the concept of ‘soma’ we understand that neither body nor mind is separate from the other; both are part of a living process. Many of the approaches in the field of somatics address the body-mind split endemic in Western culture; body-mind internal experience of the body is valued alongside an objective, analytical outside view of it.”

Thomas Hanna used the term ‘somatics’ in the 1970s to describe various approaches to body-mind integration which he and others were developing. He describes it as “The art and science of the inter-relational process between awareness, biological function and environment, all three factors being understood as a synergistic whole” (1988). It is a method for reawakening the mind’s control of movement, flexibility and health, and the subjective experience of the individual is considered important. The act of exploring and experiencing one’s inner world through sensory awareness and integration is a means of understanding and engaging the impulse towards health and wellbeing ([www.somaticsed.com](http://www.somaticsed.com)).

For a dancer, the ability to develop sensory awareness, flexibility and fluidity in body movement is key to utilizing the body wisely and effectively; unfortunately experiments indicate that the majority of young people entering Dance programs in higher education arrive with problems associated with poor alignment, over-developed muscles or too much tension in the body. We have seen dance techniques that have utilized various approaches in an attempt to correct this ‘split’ in a dancer, however the problem is more complex than an easy fix by just exposing the students to these basic techniques and concepts.

### **Total Body Integration**

I have identified these three stages or objectives that the dance program is in the process of implementing. It is our hope that they will bring us closer to producing dance completers that can demonstrate a state of total body integration.

Stage 1: A student’s awareness of their physical landscape and structure, the strength and limitations of their bodies. This is achieved through a thorough physical assessment where the student and instructor become aware of their anatomical traits and genetic structures. This awareness will allow the student to work more effectively if they know “how” and “what” needs attention and for the faculty to adapt specific techniques to the dancer’s unique bodily condition (hyper flexion vs hyper extension; the concept of straight is different).

Stage 2: The assessment of the student's level of technical proficiency; traditional vs nontraditional dancers. For our student population, I refer to the traditional student as the student that has come through a professional dance studio and/or a performing arts high school. They come with a technical and physical advantage. A nontraditional student is a student that comes to dance later in their lives due to recent discovery, cultural or socio-economic reasons. They are at a disadvantage due to their lack of experience and technical/physical development.

Stage 3: Supplemental techniques and apparatus work for strength, flexibility and alignment. This stage supplements a student training with a regimen of somatic techniques that will emphasize efficiency of movement. Emphasis is placed on breath, skeletal alignment, joint articulation, ease of muscular tension and the use of gravity and momentum to facilitate movement.

The Moorpark College Dance faculty has met and has agreed to implement stage 1 of the physical assessment. This semester Beth Megill, Vivian Goldes and I have completed stage 1 and we will be surveying the results to assess the students' level of advancement and determine if their success or failure has a bearing on the results of stage 2. We are now taking steps to complete and utilize these 3 stages; it is our belief that the supplemental work will ensure and increase student success.

We have developed curriculum for our first Dance Somatics course: Dance Somatics/Conditioning for Dance. We successfully offered it in Spring 2015. Those students enrolled were successful in the theory but were not as secure in the practical assessment. Two of our transferring students who were in that class were not accepted into any of the schools that they had auditioned for. As a result of this I have spoken with my Dean, Patricia Ewins, and have explained our objectives for additional courses and more importantly our intention to requisition the reformers to address stage three. Two more courses are being researched/developed. We have completed stages 1, 2 and are currently working on 3. We have added the apparatus equipment request to our program plan and hope to fill this gap for stage three by next Spring 17 or Fall 18. I have also expressed to Dean Ewins my desire to develop a CTE program in Dance Somatics. Once we have the capacity to implement all three stages successfully we believe that all students, traditional and non-traditional, will be kinesthetically enhanced and the disadvantaged population will be able to accelerate and strengthen those areas that require supplemental work.

### **Consistency with the Mission of the District**

The above objective reflects the District's Mission statement as a means to promote student success by providing the highest standards in education in a competitive field:

*Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.*

For the Moorpark College student having a comprehensive Somatic and Dance Conditioning program would greatly contribute to their successes in dance careers, whether it is in the professional and/or academic pathways. It is my objective to embrace

the Mission Statement and Values to enhance our program to promote creativity, student success, community involvement and accountability.

### **Faculty Background**

This is my first sabbatical application and my 12<sup>th</sup> year as a Moorpark College tenured professor. I was hired in the fall of 2004 as the lone full time professor in the Dance Department. Prior to 2007, when a second full time Dance professor, Beth Megill, was hired, I directed and produced two main stage concerts per year (Fall and Spring), the Evening of Dance Concerts, held at the end of the semesters, and a summer dance event that was a part of the Summer Arts Festival. I currently produce the Spring Motion Flux Dance Concert and the Fall Evening of Dance performance. The courses that I taught and continue to teach have been Dance Appreciation, Dance History, Ballet Technique I-IV, Modern Dance Technique I-IV, Choreography, Dance Improvisation, Dance Rehearsal and Performance and M56, the Moorpark College Touring Ensemble. In addition to teaching and directing I have served on various committees, written and revised curriculum, and established our yearly HS Dance Day as a means to promote the Dance Program by providing this outreach opportunity. I have been in many collaborative ventures with the MC Orchestra – The Nutcracker Suite and artistic collaborations with music faculty, most notably in my production of Nijinsky as part of the Rite of Spring on its 100 year anniversary. I have also collaborated with other colleges to provide mutual learning and performance experiences for our students with the dance departments of Ventura College, California State University at Channel Islands and Irvine Valley College.

I have been involved in dance and creative movement for 35 years as a dancer, choreographer and teacher. I have taught in educational and professional studios: prior to Moorpark College I taught at Cypress College, Cerritos College, Irvine Valley College and at the Academy of the Performing Arts at Huntington Beach High School. And in the professional arena: Ballet Pacifica, Dance West, Athena Pallas Dance Studio and currently at Dance Creation. In addition I do have my own performing company called *Movement Theatre CoLab*. We perform locally as well as touring outside of our region. Our most recent tour was to a choreographic festival in Los Vegas: Dance in the Desert Festival 2015.

The last 10 years have been devoted to somatic training and exploration. I have studied and or taken classes in numerous platforms of somatic study: Yoga, Pilates, Gyrokinesis, Bartenieff Fundamentals, and Authentic Movement. I was enrolled in a Laban Movement Analysis certificate program but was forced to withdraw during my second year of training due to surgery. I have integrated these techniques into my class work. The Dance Department as a whole utilizes somatic techniques in our classes. The faculty recognizes the importance of it. It is to the benefit of the department for us to focus on multi-literacies when it comes to developing the complete dancer with knowledge in movement theory, somatic theory and being kinesthetically sound in movement applications.

### **Benefit of the Sabbatical**

The direct benefit of the sabbatical, for me personally, will be the certification in Pilates for dance and Gyrokinesis. These certifications will be a significant addition to my development as a teacher in dance and somatic techniques, and I can become the expert/professional that a Somatic/CTE program must have in order to keep the source of expertise within the dance department. As a professional expert in these areas of the proposed CTE program it would allow the program to be kept current and any changes within the industry could be addressed quickly: revisions to curriculum, trends in the job market and the individual needs of transfer programs for our students. The knowledge that these certifications would allow me would be extremely beneficial to all aspects of my professional life; teacher, mover, choreographer. Another element would be the ability to treat injuries and help in injury prevention for our students, a cohesive partnering of somatic assessment and physical treatment. It would be another resource for our dance students and faculty members at the college.

### **What is Gyrokinesis and Pilates for Dance**

The Gyrokinesis method is a movement method that gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion, and creating functional strength through rhythmic, flowing movement sequences. It is an original and unique movement method which has benefits & qualities similar to those found in Yoga, Tai Chi, gymnastics, and dance. Gyrokinesis classes are 60-90 minutes long. Each class begins on a chair with a gentle warm up sequence to awaken the senses and stimulate the nervous system. This is followed by a series of fluid spinal motions which increase range of motion and prepare the body to explore more complex movements with agility and ease. Class continues on the floor with exercises that expand on the spinal motions, gradually adding more complex sequences incorporating more movements of the hips, shoulders, hands and feet. The floor exercises are followed by a rhythmic standing sequence that incorporates balance and cardiovascular exercises; then ends with a calming, unwinding sequence designed to prepare the body and mind to reintegrate with the every-day world. (<https://www.gyrotonic.com/gyrokinesis.aspx>)

What is Pilates? Pilates is known to stretch, strengthen, gain flexibility and balance your body, while connecting the mind with the body. Strengthening the 'Powerhouse' that includes the abdomen, lower back, hips and buttocks is the biggest benefit that you will get while practicing Pilates. Pilates incorporates all of the above with an emphasis on particular breathing patterns. Pilates Reformer work: The reformer uses springs, pulleys, bars & straps to perform over 500 exercises in a variety of positions. The equipment was originally developed to offer movement and rehab to the injured, but today it offers a more challenging version of the mat work. Because of the reformer's attachments it is an ideal option for those who need modifications to the mat exercises. It is also easier to increase resistance with the reformer, creating more challenging work for the advanced Pilates client. (<http://definedbodypilates.com/>)

It is these techniques that are core to a successful Somatic/Dance Conditioning program that is geared to enhancing a student's progress. The objective is to effectively correct

the identified conditions and help the student achieve success in their dance pursuits and training.

### **Sabbatical Objective**

I will use the yearlong sabbatical to research somatic programs at various community colleges and also private somatic businesses. In addition I plan on undergoing a certification in one, possibly, two somatic techniques: Pilates and Gyro-Kinesis. I want to explore the various educational programs, courses and somatic techniques and assess the success and best practices of each college's somatic program and course offerings. It is my desire to determine what direction to take our somatic program and bolster our somatic objectives, develop a CTE certificate in Dance Somatics and to use the somatic program to address Student Equity as applied to non-traditional dancers that enter dance and/or movement studies later in their lives.

Objective 1: Visit community colleges and universities that offer extensive courses in somatic techniques. I will be focusing on Pilates for Dance and Gyrokinesis courses and will interview the faculty to determine the success of core/basic classes with advanced equipment and the benefits to student success: Reform/Gyrotonics.

Objective 2: Research the CTE programs as they are offered as an option to the AA in dance. Research the types of scans needed to support the program. Determine the best strategies to seek state approval and any other information pertaining to a CTE program in Dance Somatics. I will also visit and interview private businesses in the area of Somatics ( Pilates & Gyrokinesis). I will determine if the techniques and practices of the college CTE programs match those of the professional work force in somatic therapies. I will identify the gaps and determine what skill set a CTE completer should possess when completing a CTE program for successful transition into the workforce. Lastly, I will possibly recruit said professionals to serve as Advisory Board members.

Objective 3: Enroll and complete the training to become certified in Pilates, with a dance emphasis, and possibly the Teacher Certificate program in Gyrokinesis. To be determined by the rigor and demands of the Pilates certification.

### **Time line/Calendar/Schedule**

Late August: Confirm visitation to colleges and universities that offer somatic programs. Institutional visits will most likely be 3 - 7 days in length per institution depending on the size and scope of their program. Visitation objectives will be 1. to interview the lead faculty of the somatic courses, 2. observe their core classes of the program 3. discuss the objectives of their CTE program, if offered, and 4. to research/discover any problems and or gaps with scans for receiving state approval for their CTE program.

September: 1. Visit/research the Somatic program at Irvine Valley College. Interview lead faculty, students (what they plan to do with their training in somatic studies), observe and document course content/objectives for their primary core classes.

Determine if they offer a CTE program (why/why not) and discuss student success in the performance and retention.

2. Research somatic course offerings at IVC (Pilates, yoga, gyrokinesis, etc.)
3. Begin Pilates certificate teacher program.

October: Visit/research the Somatic program at Orange Coast College. Interview lead faculty, students (what they plan to do with their training in somatic studies), observe and document course content/objectives for their primary core classes. Determine if they offer a CTE program (why/why not) and discuss student success in the performance and retention.

2. Research somatic course offerings at OCC (Pilates, yoga, gyrokinesis, etc.)
3. Continue Pilates certificate teacher program.

November: Visit/research the Somatic program at Mount Sac. Interview lead faculty, students (what they plan to do with their training in somatic studies), observe and document course content/objectives for their primary core classes. Determine if they offer a CTE program (why/why not) and discuss student success in the performance and retention.

2. Research somatic course offerings at Mount Sac (Pilates, yoga, gyrokinesis, etc.)
3. Continue Pilates certificate teacher program.

December: Visit/research the Somatic program at CSULB. Interview lead faculty, students (what they plan to do with their training in somatic studies), observe and document course content/objectives for their primary core classes. Determine if they offer a CTE program (why/why not) and discuss student success in the performance and retention.

2. Research Somatic course offerings at CSULB (Pilates, yoga, gyrokinesis, etc.)
3. Continue Pilates certificate teacher program.

January: Visit professional Pilates/Gyrokinesis/Gyrotonics studio: Chris Baltes Studio. Interview lead faculty, observe and document techniques and applications of apparatuses in therapeutic and conditioning application. Determine if the techniques and practices of the college CTE programs match those of the professional work force in somatic therapies. Identify the gaps and determine what skill set a CTE completer should possess when completing a CTE program for successful transition into the workforce.

2. Continue Pilates certificate teacher program.
3. Begin Gyrokinesis teacher certificate program

February: Visit professional Pilates/Gyrokinesis/Gyrotonics studio: Studio du Corps. Interview lead faculty/owner, observe and document techniques and applications of apparatuses in therapeutic and conditioning application. Determine if the techniques and practices of the College CTE programs match those of the professional work force in somatic therapies. Identify the gaps and determine what skill set a CTE completer should possess when completing a CTE program for successful transition into the workforce.

2. Continue Pilates certificate teacher program.
3. Continue Gyrokinesis teacher certificate program

March: Visit professional Pilates/Gyrokinesis/Gyrotonics studio: Pilates Technique Studio. Interview lead faculty/owner Jill Cassidy, observe and document techniques and applications of apparatuses in therapeutic and conditioning application. Determine if the techniques and practices of the College CTE programs match those of the professional work force in somatic therapies. Identify the gaps and determine what skill set a CTE completer should possess when completing a CTE program for successful transition into the workforce.

2. Continue Pilates certificate teacher program.
3. Continue Gyrokinesis teacher certificate program

April: Compile information of the various educational and professional studios.

2. Continue Pilates certificate teacher program.
3. Continue Gyrokinesis teacher certificate program

May – July continue and complete certification in Pilates & Gyrokinesis.

The proposed sabbatical has to contend with travel, interviewing, researching and completing the requirements of the certification. The amount of work required would not be achievable as part of my normal professional development. In the end it is my intention to determine what focus/direction the CTE program will take and best serve the Moorpark College community.

### **Benefit to Students**

The direct benefit to the student will be the opportunity to accelerate the kinetic development of the traditional and non-traditional dance students. The curriculum that is to be developed would be integrated into the program as a requirement for the Dance AA and eventually become the main drive for a CTE program. This would benefit the dance majors with their educational and performance goals as well as those dancers going into the workforce as dance teachers and somatic instructors in fields such as yoga and Pilates for dance. For the Dance Department and its faculty it would allow the complete implementation of the three stages of physical assessment, technical assessment and implementing a regiment of supplemental techniques and apparatus work that would benefit students in a variety of ways:

1. For the traditional student it would solidify and strengthen their existing level of kinesthetic awareness, which would result in increased strength, balance and flexibility.
2. For the non-traditional student it would provide a means of working to increase their level of proficiency in their dance technique and related areas: strength, balance and flexibility, truly a means to ensure Student Equity. Though we do not have equity data on traditional and non-traditional students we can look at retention numbers for various racial groups: African-American (67%) and American Indian (67%) for example but really we must look at the economic factors of various groups who, as stated above, do not have the access or the means to attend a professional studio dance.

3. An opportunity for the students to experience and develop their understanding of theory and the integration of practical applications of somatic training.
4. An opportunity for students to develop an understanding of movement analysis and developing strategies of corrective techniques to enhance total body connectivity.

### **Benefits to Moorpark College and Ventura County Community College District**

With the research and training that I receive from my sabbatical results I would be able to serve the College and the district in the following ways.

1. Provide training to the instructors of the Moorpark College Dance Department in the applications and benefits of these somatic techniques and apparatus work for strength, flexibility and alignment, specifically with the Pilate's reformer work and Gyro-kinesis. In addition to the benefits to the students it would also be beneficial to student and faculty health as a means of injury prevention and/or conditioning.
2. Write curriculum for the Dance Program to bolster the Dance Somatic course offerings. These courses would provide an intensive regime that would increase students' physical attributes as they pertain to dance technique, performance and health. It is my belief that they would also be desired by transfer students to various dance programs with vigorous BFA programs, thus increasing our transfers as well as attracting new students to our program.
3. Develop a CTE certificate program in Dance Somatics that would be the first of its kind in the VCCCD District. This subsequent CTE program could be beneficial to other existing CTE programs in campus, such as Kinesiology.
4. Provide a means of providing Student Equity as it pertains to the non-traditional dance student.

### **Outcomes**

Upon my return I plan to write curriculum for additional somatic courses to serve the Moorpark College student body and eventually those students interested in a CTE Program in Dance Somatics. Proposed courses:

1. History, practice and theory of somatic techniques.
2. Dance Somatics: Conditioning for Dance II
3. Anatomy for the Somatic Applications
4. Dance Somatic: Corrective Posture and Alignment I/II

I would also like to offer a flex activity for the instructors of Moorpark College and Ventura College on the benefits of Gyrokinesis on posture. In closing, I would like thank the Sabbatical Committee for your consideration.





# Program Overview



Thank you for your interest in the Pilates Technique Certification Course. We are excited that you have chosen to become a Pilates Instructor. And we are excited to teach you all the wonderful things Pilates can do for you.

Our goal is to create intuitive, confident, thinking instructors. Your training will cover the Pilates system as a whole, then broken down into the detailed work of the technique of each exercise and the purpose. You will learn how to progress a client through the Pilates system with regards to that particular body. We are going to give you the tools to be able to train a wide variety of bodies, as every body that comes to Pilates is different. Joseph H. Pilates intended his method to be taught in five different levels, as a system of movement. The Pilates Technique teacher-training program is designed with that in mind.

- For each of the 5 levels:
- Five 10-hour lectures based on the 5 levels of Pilates.
- Each lecture will cover all of the exercises on all of the Pilates Apparatus.
- Each lecture will cover one of the following topics:
  - Basic Principles of Pilates
  - The History of Joseph Pilates
  - Creating a session for your client
  - Safe and appropriate spotting techniques
  - Developing an eye for teaching
  - Voice Cues and Commands
  - Injuries
  - Pregnancy and Special needs
  - Safety and maintenance on all the equipment
- 36 Observation Hours per Level
- 22 Practice Teach Hours per Level
- 22 Self Workout Hours per Level
- 80 Total hours per level: 400 hours total for all Levels combined.

In addition, you will be required to complete 20 hours of Studio Management hours before completing the course.

You must complete at least 44 hours of the minimum 80 hours per level before moving on to the next level. It is best to try to complete the 80 hours per level if

you can, so that when you take your final exam, you will be completely done with the program. We know that it is tough to meet these rigorous requirements, especially if you work. Here is a sample schedule for a person who works 9 to 5, so that you can see how it can be done:

- Mon: 6pm-8pm – one hour practice teach, one-hour self-workout.
- Tues.: 6pm-8pm- 2 hours of observation
- Weds: 6pm-8pm – one-hour practice teach, one-hour self-workout
- Thurs.: 5:30pm-8:30pm - 3 hours of observation
- Fri: 6pm-8pm - one hour practice teach, one hour self-workout
- Total hours for the week: 11hours x 6 weeks per level = 66 hours per Level

Saturdays are also very good for completing hours; some students get 5 to 6 hours done in a day. Know that if your hours are not complete by the level 5 exam, there are 2 months to make up hours before the final exam.

Once you have completed the Training Program, you will be eligible to be included on the [www.josephpilates.com](http://www.josephpilates.com) instructor referral list as a graduate of the program; this is inclusive in your program. Prospective clients and studio owners will then be able to contact you via our site! We also provide job placement guidance and resume referrals upon request.

Next year's schedule will follow the same timeline as their current year.

#### PTC14

26 September 2015	Saturday 26 September 2015 01:00pm - 06:00pm <a href="#">PTC14 Level 1 Lecture Lectures</a>
27 September 2015	Sunday 27 September 2015 08:00am - 02:30pm <a href="#">PTC14 Level 1 Lecture Lectures</a>
05 October 2015	Monday 05 October 2015 04:00pm - 05:30pm <a href="#">PTC14 Lab 1A Labs</a> Monday 05 October 2015 06:00pm - 07:30pm <a href="#">PTC14 Lab1A Labs</a>
12 October 2015	Monday 12 October 2015 04:00pm - 05:30pm <a href="#">PTC14 Lab1B Labs</a> Monday 12 October 2015 06:00pm - 07:30pm <a href="#">PTC14 Lab1B Labs</a>
19 October 2015	Monday 19 October 2015 04:00pm - 05:30pm <a href="#">PTC14 Lab1C Labs</a> Monday 19 October 2015 06:00pm - 07:30pm

[PTC14 Lab1C Labs](#)

- 01 November 2015 Sunday 01 November 2015 09:30am - 11:30am  
[PTC14 Level 1 Test Tests](#)
- 07 November 2015 Saturday 07 November 2015 01:00pm - 06:00pm  
[PTC14 Level 2 Lecture Lectures](#)
- 08 November 2015 Sunday 08 November 2015 09:30am - 02:30pm  
[PTC14 Level 2 Lecture Lectures](#)
- 16 November 2015 Monday 16 November 2015 04:00pm - 05:30pm  
[PTC14 Lab2A Labs](#)  
 Monday 16 November 2015 06:00pm - 07:30pm  
[PTC14 Lab2A Labs](#)
- 23 November 2015 Monday 23 November 2015 04:00pm - 05:30pm  
[PTC14 Lab2B Labs](#)  
 Monday 23 November 2015 06:00pm - 07:30pm  
[PTC14 Lab 2B Labs](#)
- 30 November 2015 Monday 30 November 2015 04:00pm - 05:30pm  
[PTC14 Lab2C Labs](#)  
 Monday 30 November 2015 06:00pm - 07:30pm  
[PTC14 Lab2C Labs](#)
- 13 December 2015 Sunday 13 December 2015 09:30am - 10:30am  
[PTC14 Level 2 Test Tests](#)
- 09 January 2016 Saturday 09 January 2016 01:00pm - 06:00pm  
[PTC14 Level 3 Lecture Lectures](#)
- 10 January 2016 Sunday 10 January 2016 09:30am - 02:30pm  
[PTC14 Level 3 Lecture Lectures](#)
- 18 January 2016 Monday 18 January 2016 04:00pm - 05:30pm  
[PTC14 Lab3A Labs](#)  
 Monday 18 January 2016 06:00pm - 07:30pm

[PTC14 Lab3A Labs](#)

- 25 January 2016  
Monday 25 January 2016 04:00pm - 05:30pm  
[PTC14 Lab3B Labs](#)  
Monday 25 January 2016 06:00pm - 07:30pm  
[PTC14 Lab3B Labs](#)
- 01 February 2016  
Monday 01 February 2016 04:00pm - 05:30pm  
[PTC14 Lab3C Labs](#)  
Monday 01 February 2016 06:00pm - 07:30pm  
[PTC14 Lab3C Labs](#)
- 14 February 2016  
Sunday 14 February 2016 09:30am - 10:30am  
[PTC14 Level 3 Test Tests](#)
- 20 February 2016  
Saturday 20 February 2016 01:00pm - 06:00pm  
[PTC14 Level 4 Lecture Lectures](#)
- 21 February 2016  
Sunday 21 February 2016 09:30am - 02:30pm  
[PTC14 Level 4 Lecture Lectures](#)
- 29 February 2016  
Monday 29 February 2016 04:00pm - 05:30pm  
[PTC14 Lab4A Labs](#)  
Monday 29 February 2016 06:00pm - 07:30pm  
[PTC14 Lab4A Labs](#)
- 07 March 2016  
Monday 07 March 2016 04:00pm - 05:30pm  
[PTC14 Lab4B Labs](#)  
Monday 07 March 2016 06:00pm - 07:30pm  
[PTC14 Lab4B Labs](#)
- 14 March 2016  
Monday 14 March 2016 04:00pm - 05:30pm  
[PTC14 Lab4C Labs](#)  
Monday 14 March 2016 06:00pm - 07:30pm  
[PTC14 Lab4C Labs](#)
- 03 April 2016  
Sunday 03 April 2016 09:30am - 10:30am  
[PTC14 Level 4 Test Tests](#)
- 09 April 2016  
Saturday 09 April 2016 01:00pm - 06:00pm  
[PTC14 Level 5 Lecture Lectures](#)
- 10 April 2016  
Sunday 10 April 2016 09:30am - 02:30pm  
[PTC14 Level 5 Lecture Lectures](#)

18 April 2016	Monday 18 April 2016 04:00pm - 05:30pm <a href="#">PTC14 Lab5A Labs</a> Monday 18 April 2016 06:00pm - 07:30pm <a href="#">PTC14 Lab5A Labs</a>
25 April 2016	Monday 25 April 2016 04:00pm - 05:30pm <a href="#">PTC14 Lab5B Labs</a> Monday 25 April 2016 06:00pm - 07:30pm <a href="#">PTC14 Lab5B Labs</a>
09 May 2016	Monday 09 May 2016 04:00pm - 05:30pm <a href="#">PTC14 Lab5C Labs</a> Monday 09 May 2016 06:00pm - 07:30pm <a href="#">PTC14 Lab5C Labs</a>
22 May 2016	Sunday 22 May 2016 09:30am - 10:30am <a href="#">PTC14 Level 5 Test Tests</a>
17 July 2016	Sunday 17 July 2016 09:30am - 11:30am <a href="#">PTC14 Final Exam Tests</a>

## 02 GYROKINESIS® L1 FOUNDATION COURSE

**Purpose:** To provide a more in depth understanding of the exercises in the Gyrokinesis level I 60 minute format class and 90 minute format class, and provide students with the specific skills and techniques to teach these exercise sequences to others. During this course, a Gyrokinesis Master Trainer introduces the principles, and teaching techniques underlying the Gyrokinesis level 1 exercise syllabus.

**Prerequisites:** Successful completion of the Gyrokinesis Level I Pre-Training Course.

Conducted by: A Gyrokinesis Master Trainer

**Duration:** 9 days/45 hours

**\*Cost:** USA/\*\*CA/\*\*AUS/Asia \$950  
UK/EU €950  
\*\*Other \$750

**Upon successful completion:** Once students successfully complete the Gyrokinesis Level 1 Foundation Course, they are considered a Gyrokinesis Level I Apprentice. At this stage the Gyrokinesis Level I apprenticeship period begins and students are granted a trademark license that allows them to teach Gyrokinesis classes in the role of Apprentice. The apprenticeship license is valid for 1 year.

### 03 GYROKINESIS® L1 APPRENTICESHIP

**Purpose:** To help apprentices review and practice the Gyrokinesis Level I Foundation Course material and prepare for the Gyrokinesis Level I Final Certification Course. During the apprenticeship period apprentices are required to complete 30 “teaching client” hours and a minimum of 18 supervised apprenticeship hours. Apprentices complete their supervised apprenticeship hours under the guidance and supervision of a Gyrokinesis Master Trainer, either in the form of a Gyrokinesis Apprenticeship Course, or by re-taking the Gyrokinesis Foundation Course.

**Prerequisites:** Successful completion

Conducted by: A Gyrokinesis Master Trainer

**Duration:** 6-12 months

**\*Cost:** USA/\*\*CA/\*\*AUS/Asia \$350

UK/EU €350

\*\*Other \$350

**note:** Cost above is for the 18 hour Apprenticeship Review Course. Re-taking the Foundation Course to fulfill supervised apprenticeship review hours may have additional cost.

**Upon successful completion:** Once apprentices have successfully completed all of the apprenticeship requirements, they are qualified to proceed to the Gyrokinesis Level I Final

of the Gyrokinesis Level I Foundation  
Course

Certification Course.