

# Collin County Community College District

## APPLICATION FOR SABBATICAL LEAVE

### Instructions

Please complete this application by responding to all items. Attach requested documentation (in the order requested) and secure the appropriate signatures prior to submitting the application to the chair of the Sabbatical Leave Committee. **Please submit the original and 10 copies.**

Name Lesley Snelson CWID 110726840

Title Professor of Dance Division Fine Arts

Have you ever been granted a sabbatical? NA If yes: Date: NA

Please provide a brief description of your previous sabbatical project:

### Sabbatical Leave Period Being Requested

Dates: Beginning Date August 2016 Ending Date January 2017

Length: [ X ] One semester [ ] Two semesters [ ] Other \_\_\_\_\_

### Applicant's Agreement

#### ABSTRACT

Given the current trend of Community Colleges offering more certification programs in addition to core classes, I propose to design a unique Workforce Program for Collin College by partnering with the reputable Peak Pilates Certification Center in North Texas. This is a process that I began four years ago, and with the recent changes in Workforce offerings in Texas, the Dance Department at Collin College is the perfect place to now build a Pilates Certification Program. A sabbatical leave would allow time to deepen and develop my current research regarding the design of a Pilates Certification at Collin College using the Texas Workforce Program. This program would allow many current and future dance students to graduate with a certificate demonstrating their employment-readiness, which would be a unique and highly marketable offering for the Dance Department and Collin College.

Pilates and other somatic wellness programs have a rich, connected history to dance studies in American and around the world. Since the 1930's, movement studies such as Dance and Pilates have educated millions of Americans about how to move their bodies effectively and safely for physical fitness, mental wellness and of course, to train as performers. Almost all of the Master Trainers named by Joseph Pilates himself were former professional dancers: Romana Kryzanowska, Ron Fletcher, and Eve Gentry are just a few prominent teachers that have shaped and codified the lineage of the Traditional Pilates Method. After teaching both Dance and Pilates at Collin for over ten years, I am confident that many Collin dance students would eagerly join this certification track should Collin College offer this opportunity in house. We currently have as many as 250 dance students taking movement classes each semester.

Currently, community colleges in California, Boston and Florida have successfully implemented Pilates Certification Programs that benefit their students, the College and the certifying partnering institution. Presently, Texas does not have any such program, and I propose that, through the sabbatical leave process, I am granted the opportunity to create one here making Collin College's Dance Department the first academic program in Texas to offer a Workforce Certification in Pilates Training.

This sabbatical leave will allow for the development of partnerships with the State, the College and Peak Pilates (an international training center) for the benefit of Collin College students, faculty and community.

If granted a sabbatical leave by Collin County Community College District (Collin College), I agree to return to Collin College for one full year upon completion of the sabbatical leave. I further agree to abide by the Sabbatical Leave Contract, and Sabbatical Leave Policies and Guidelines.

Applicant: \_\_\_\_\_

Date: \_\_\_\_\_

1/14/16

### Verification of Eligibility

(This section should be completed by the Dean/Director/Supervisor after verifying the eligibility of the applicant with Human Resources.)

Collin College employee, \_\_\_\_\_, ☒ is ☐ is not\* eligible to be considered by the Sabbatical Committee for sabbatical leave.

\*Not eligible due to:

- ☐ Less than five (5) years of completed service      ☐ Currently in non-exempt position  
☐ Prior sabbatical within last five (5) years      ☐ On Sabbatical Committee  
☐ Other \_\_\_\_\_

Dean/Director/Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

1/14/16

### Approval Path

☒ Recommended

☐ Not recommended

Justification: *I concur with the proposal of Developing a Pilot Certification Program. The proposed certification would increase recruitment and the richness of the dance program.*

Dean/Director/Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

1/14/16

☐ Recommended

☐ Not recommended

Justification: \_\_\_\_\_

Sabbatical Committee Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Recommended

☐ Not recommended

Justification: \_\_\_\_\_

Vice President/Provost: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Recommended

☐ Not recommended

Justification: \_\_\_\_\_

Executive Vice President: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Recommended

☐ Not recommended

Justification: \_\_\_\_\_

District President: \_\_\_\_\_

Date: \_\_\_\_\_

Board of Trustees:

☐ Approved

☐ Not Approved

Date: \_\_\_\_\_

Dates of Approved Sabbatical Leave:

Beginning Date: \_\_\_\_\_

Ending Date: \_\_\_\_\_





**A SABBATICAL LEAVE PROPOSAL :  
DEVELOPING A PILATES CERTIFICATION  
*COLLIN COLLEGE - FINE ARTS DIVISION***

Proposal for Workforce Certification



## To Develop a Competitive Dance Department: A Unique Workforce Pilates Certification Program

### SPECIFIC OBJECTIVE

I propose to design a unique Workforce Program for Collin College by partnering with the reputable Peak Pilates Certification Center here in North Texas. This is a process that I began four years ago, and with the recent changes in Workforce offerings in Texas, the Dance Department at Collin College is the perfect place to build a Pilates Certification Program. This program would allow many current and future dance students to graduate with a certificate demonstrating their employment-readiness, which would be a unique and highly marketable offering for the Dance Department and Collin College.

Currently, community colleges in California, Boston, and Florida have successfully implemented Pilates Certification Programs that benefit their students, the College and the certifying partnering institution. Presently, Texas does not have such a program, and I propose that, through the sabbatical leave process, I am granted the opportunity to create one here. This would make Collin College's Dance Department the first academic program in Texas to offer a Workforce Certification in Pilates Training.

During a sabbatical leave I would deepen my research in the certification industry to refine my current design and develop the relationships needed for a successful implementation. I intend to build the program by first starting with 2 semesters of content in a progressive series that would be known as Level 1, Level 2, and eventually, Level 3, Level 4. This is the current Pilates industry language, and it would translate best to others outside of Collin College for employment purposes.

### METHODOLOGY

Over the last two years, I have shared my research and knowledge of the Pilates certification process with Dean Gaye Cooksey and Vicki Stone of the Curriculum Office. This included discussions about the certification programs that exist in community colleges around the United States. I have continued my independent research with plans to pursue building such a program for Collin College. With the recent changes in Workforce offerings in Texas, it is the right time to formally commit to this process (Theory of Exercise Program Design/Instruction: FITT 2009, 2309, 2409, 2509, 2209).

My research methods to develop and implement such a program are qualitative and involve reading, writing, interviewing and consolidating a variety of information from a broad range of relevant sources (such as leaders in both the Pilates industry and leaders in higher education). This is data collection, data organization and data reporting for my use, Collin's use and the for Peak Pilates use. Post sabbatical, I will continue to work with both my Dean and the Collin Curriculum Office to ensure a successful implementation in partnership with Peak Pilates, a prominent industry leader respected internationally for their certification programs.



## RATIONALE AND SIGNIFICANCE

One of the most disconcerting questions most dance majors ask themselves and that others often ask of them is, "What are you going to do with your major in Dance?" Or "How are you going to pay your bills?" The skills dancers learn in higher education are invaluable: they learn to be creative and to problem solve, to be confident, to persevere, to focus and be accountable, to collaborate, and to process constructive feedback. Most of all, a dance major learns the art of dedication and discipline. Despite the intrinsic value of these important skills, one must also possess skills that directly translate into a paycheck.

The demand for highly trained Pilates instructors has crossed over into popular cultural fitness trends beyond personal training. Pilates trainers are also teaching group fitness classes using Pilates Equipment as well as related styles such as Barre classes. These highly trained instructors are most often paid hourly for their work. A novice, but highly educated, trainer will start out earning \$25 an hour while a seasoned Senior Trainer typically charges \$85-\$100 an hour for private training. A typical full time Pilates Instructor will train between 20-30 hours a week (anything beyond that is dangerous). Other hours are spent studying, organizing, managing equipment and the like. The average yearly salary for those working 20 hours a week is \$38,000, while a seasoned trainer will eventually earn \$65,000. This is an income that allows one to support oneself comfortably while still allowing one some freedom in their schedule to pursue a part-time career as a performer or choreographer.

Pilates and other somatic wellness programs have a rich, connected history to dance studies in America and around the world. Since the 1930s, movement studies such as Dance and Pilates have educated millions of Americans about how to move their bodies effectively and safely for physical fitness, mental wellness and of course, to train as performers. Almost all of the Master Trainers named by Joseph Pilates himself were former professional dancers. Romana Kryzanowska, Ron Fletcher, and Eve Gentry are just a few prominent teachers that have shaped and codified the lineage of the Traditional Pilates Method.

Educated dancers are able to bring detailed knowledge of movement to the general population, such as how to move efficiently or pain-free, but these students, who are movers themselves, need to learn the skills of communicating how to move using language and touch to get a client to progress. A certification program must teach *how* to teach as well as teach trainers how to see movement. To be a successful trainer one must learn when to ask a client for an appropriate advancement of any movement. These are very refined skills that warrant a progressive certification process.

A community college with a strong dance department, such as Collin College, is the perfect place to establish a two-year certifying process for Pilates Trainers. When paired with dance, where the pedagogy is the refinement of movement, graduates of a Pilates program are marketable and competitive. Given their experience as sophisticated movers, many dance students are able to feel, look, see, communicate and refine the movement process for the general population, and Pilates is the perfect modality to bring movement to the masses.



## OVERALL ANTICIPATED TIMELINE

### **First Month: Qualitative Data Collection**

Extensive meetings with leaders in the industry:

- Leadership of Peak Pilates Dallas, Denver, NYC (<http://www.peakpilates.com/en/>)
- Texas A&M Dance Department, Brazos (<http://dance.tamu.edu/>)
- Texas Woman's University Dance Depart., Denton (<http://www.twu.edu/dance/> )
- Research of Pilates Certification programs within Community College Institutions and the establishment of their partnerships with certifying organizations
- Researching other comparable industry programs for competitive reference

### **Second Month: Submission of Curriculum to PMA approval in Pilates Industry**

- Research the most updated literature used in the industry and in higher education programs
- Submit Application of Curriculum to Pilates Method Alliance (PMA) for industry approval by this gold standard organization
- Personal continued education studies

### **Third Month: Collin College Communication:**

- Extensive meetings regarding best practices (Curriculum Office along with Dean Cooksey)
- Developing logistics of certification process with Peak Pilates
- Public Relations marketing
- Personal continued education studies

### **Fourth Month: Commence Implementation**

- Set up logistics of starting a certification process with a certifying partner
- Recruitment
- Communication with Collin Advisors and other departments, Public Relations, outside press in Collin and Dallas counties
- Personal continued education studies

## RELAVENT EXPERIENCE

### **Professor Lesley Snelson, PMA® CPT, MFA**

*Professor of Dance at Collin College (2004-present), Director of Education & Senior Trainer at Get Reformed Pilates of Frisco, Texas (2004-2014), Senior Pilates Trainer, Pilates Connection of Peak Pilates (2014-present)*

- Initial Comprehensive Pilates Certification completed in 2000: *"The Method: Shapes in Space"*: Mat and Comprehensive Equipment Certification, now known as the Peak Pilates Certification.
- Dance Conditioning & Pilates Coordinator for TWU Dance Department 2001-2004.
- Bridge Certification program with Power Pilates in 2005: Mat and Level I.
- Redcord Suspension Training completed in 2011 through Get Reformed Pilates.
- Certified Pilates Method Alliance Trainer since 2013 (Gold Standard).
- CECs and other continuing education from 2000 to present:  
Traditional Pilates community through *"For Better Health"*, *"Power Pilates"* and *"Pilates Anytime"*.

#### ***Additional Related Experience:***

- Artistic Director of Muscle Memory Dance Theatre since 2005
- MFA in Dance Performance and Choreography, Texas Woman's University
- BA in Dance from Mills College
- BA in Business Economics from Mills College

#### **Training of Significant Influence\*:**

**Peter Fiasca - Philadelphia, PA**

**Chris Robinson - San Diego, CA**

**Siri Galliano - Los Angeles/ San Francisco, CA**

**Kathi Ross Nash - Allendale, NJ**

**MeJo Wiggins - Connecticut**

**Sandy Shimoda - Los Angeles, CA**

**Colleen Glenn - Boulder, CO (Peak Pilates Master Trainer, Curriculum Designer)**

**Cherry Herzog - Dallas, TX (Peak Pilates Master Trainer) Owner of Pilates Connection**

**Kristin Moses - Dallas, TX, Owner of Beyond Pilates**

**Donna Fisher - Dallas, TX**

**Read Gendler - Dallas, TX**

**Veronica Combs - Dallas, TX (Master Trainer, Power Pilates of NYC)**

**Rebecca Swieckowski, Owner/Director of Get Reformed – Frisco, TX**

**Dorothee Vandewalle – Seattle, WA**

**Edgar Tirado - Anderson, SC**

**Bob Liekens - New York City, NY**

**Susan Morgan - New York City, NY**

**Vicki Hickerson - Austin, TX**

*\* Bold print signifies multiple intensive workshops and/or certifying instructors.*



## CURRENT & PAST RESEARCH: TEACHING PILATES/CERTIFICATIONS

### **Current Working References (various industry references):**

<http://www.pilatesmethodalliance.org/i4a/pages/index.cfm?pageid=1>  
[http://www.peakpilates.com/en/equipment\\_certifications](http://www.peakpilates.com/en/equipment_certifications)  
<http://catalog.miracosta.edu/disciplines/dance/>  
[http://www.orangecoastcollege.edu/academics/certificate\\_programs/Documents/Catalog-12-13.pdf#page=127](http://www.orangecoastcollege.edu/academics/certificate_programs/Documents/Catalog-12-13.pdf#page=127)  
[http://studio3pilatesinc.com/wp-content/uploads/2013/06/2014\\_Course\\_Catalog\\_Downloadable\\_v3.pdf](http://studio3pilatesinc.com/wp-content/uploads/2013/06/2014_Course_Catalog_Downloadable_v3.pdf)

### **Traditional References:**

#### **Pilates' Return to Life Through Contrology**

**Pilates, Joseph, Miller, William. Martino: Fine Books, 2014**

"First published in 1945, this new printing of the first major publication by Joseph H. Pilates and William J. Miller details the exercises, poses, and instructions fundamental to the matwork developed by Joseph and Clara Pilates. Based on his concepts of a balanced body and mind and drawn from the approach espoused by the early Greeks, these are the exercises that currently sustain a world-wide revolution in fitness strategies and exercise techniques."

#### **Your Health: A Corrective System of Exercising that Revolutionizes the Entire Field of Physical Education,**

**Pilates, Joseph, Robbins, Judd: Presentation Dynamics, 1998**

"First published in 1934, this reprint of "Your Health" includes Joseph Pilates' early Twentieth Century philosophies, principles, and theories about health and fitness. He bases his work on the concept of a balanced body and mind, drawing on the approach espoused by the early Greeks. While some of his personal philosophies reflected early 20th Century viewpoints, his athletic and fitness doctrines were years ahead of his time. Readers will learn his observations and conclusions about people's approach to physical fitness. He describes the results of decades of scientific study, experimentation and research into the variety of troubles and ills that upset the balance of body and mind."



## Current Collin College Text Books

### **The Anatomy Coloring Book**

**Wynn Kapit, Lawrence M. Elson: Pearson, 2013**

“A useful tool for anyone with an interest in learning anatomical structures, this concisely written text features precise, extraordinary hand-drawn figures that were crafted especially for easy coloring and interactive study. Organized according to body systems, each of the 162 two-page spreads featured in this book includes an ingenious color-key system where anatomical terminology is linked to detailed illustrations of the structures of the body.”

### **Pilates Anatomy**

**Rael Isacowitz, Karen Clippinger: 2011**

“With detailed descriptions, step-by-step instruction, and full-color anatomical illustrations, Pilates Anatomy takes you inside the exercises and programs that will tone the body, stabilize the core, improve balance, and increase flexibility. Using the original mat work of Joseph Pilates, you’ll see how key muscles are used, how variations and minor adjustments can influence effectiveness, and how breathing, alignment, posture, and movement are all fundamentally linked.”

## PROPOSED STUDENT LEARNING OUTCOMES

- Demonstrate and identify beginning through advanced Pilates exercises for both Mat and Classical Universal Reformer as well as familiarity with exercises on the Cadillac, Chairs and Barrels.
- Incorporate and communicate the basic principles of Pilates and explain their relevance to any Pilates Program.
- Custom design a lesson plan for a Pilates Mat class, an Apparatus class and personal sessions.
- Teach a Pilates class or session using appropriate verbal cueing, tactile cueing and demonstration.
- Identify common alignment problems and communicate proper modifications and solutions for the individual to be successful and to progress.
- Successful completion of both practical and written examinations that demonstrate proficiency and comprehension of Classical Pilates pedagogy.

## CURRENT STATE OF PROPOSED CURRICULUM: COURSE DESCRIPTIONS

### TWO SEMESTER VERSION

#### *Semester I*

Pilates/ Anatomy for Dancers	3 credit
Pilates Apparatus I & II	2 credits
Pedagogy & Practice in Teaching	2 credits

#### *Semester II*

Introduction to Kinesiology	3 credits
Pilates Apparatus III/IV	2 credits
Art of Pilates Pedagogy	3 credits
Case Studies in Practice	2 credits

---

17 credits

## COURSE DESCRIPTIONS

Pilates Mat/ Anatomy for Dancers 3 credits (currently offered as DANC 2103)

This Pilates conditioning course emphasizes basic Pilates mat work exercises and body awareness that lead to improved strength, flexibility, control, coordination, body alignment, and breathing. Students learn basic Pilates principles to develop a kinesiological awareness for improved dance/sports technique and performance or simply better general health of the spine and major joints.

Pilates Apparatus I 2 credits

This course, on the Universal Reformer, is based on the exercises and concepts of the techniques developed by Joseph Pilates. It will include Pilates-based work on the Universal Reformer. The exercises will develop and improve body alignment, strength, flexibility, control, coordination, and breathing. It will also aid in correcting imbalances or dance/sports injuries. The course includes beginning and beginning/intermediate levels of instruction.

Introduction to Kinesiology 3 credits

This course is designed to introduce students to the basic principles of kinesiology focusing on the key body joints including the spine, shoulder, hip, knee, ankle, and foot while examining the anatomy and physiology of the human musculoskeletal system. Upon successful completion, students will be able to demonstrate locations, actions, and roles of skeletal muscles and their associated skeletal attachments. Students study the gross and microscopic anatomy of bones, skeletal muscles, and joints in the human body in health and in disease states through work with human skeletons and models.

Pilates Apparatus II 2 credits

Pilates Apparatus I required. This course will include Pilates-based work on the Universal Reformer but also includes additional work on other classical Pilates apparatuses. The exercises



will develop and improve body alignment, strength, flexibility, control, coordination, and breathing. It will also aid in correcting imbalances or dance/sports injuries. The course includes intermediate levels of instruction and reviews beginning level material.

#### Art of Pilates Pedagogy 3 credits

This course is designed for the intermediate/advanced Pilates student. It covers the theory and practical application of teaching Pilates. Topics include assessment, goal setting, lesson plans, communication, cueing, precautions, and modifications for Pilates clients. It introduces students to aspects of the roles and responsibilities of professionals employed in the field of study. Topics include goal-setting, developing employable skills, and examining the world of work as it relates to the student's career plans.

#### Pilates Apparatus III 2 credits

This course focuses on the intermediate through advanced exercises and concepts using the Universal Reformer developed by Joseph H. Pilates. The exercises focus on improved body alignment, strength, flexibility, control, centering, coordination, and breathing. This course employs a series of exercises designed to enhance dance performance and prevent injury. It also aids in dance/sports rehabilitation.

#### Practice in Teaching I (level 1-2) 2 credits

This course provides students the opportunity to apply the theories and techniques of their discipline in an internship position in a professional setting under the instruction of a faculty-mentor and site supervisor.

#### Pilates Apparatus IV 2 credits

This course investigates the extensive archive of exercises that are not part of the every day experience of the average Pilates client or student, though they still have a clear intent and purpose for the right person, at the right time, for the right reason. Full knowledge of the Matwork and Reformer work, as well as basic apparatus exercises, is required.

#### Practice in Teaching II (level 3-4) 2 credits

Intermediate to advanced level skills in Pilates technique required. This prerequisite will be validated during the first week of the course. This course is designed for Pilates students to learn how to teach advanced classes in Pilates techniques and dance conditioning for adults or teens in a variety of settings. This class covers assessment, goal setting, lesson plans, communication, cueing, precautions, and modifications for Pilates clients.

#### Case Studies Practice 2 credits

This course hones in on special cases, injuries, and extreme imbalances often seen in a client. Students will gain the next level of understanding injuries or special needs and how to work with them. We'll explore the importance of the Beginner System and of understanding the primary powerhouse first, then how to adapt these concepts when special cases present themselves. We will focus on lower back, neck issues, pregnant, and overweight clientele.





Service at Collin College:

Online Advisory Board Member (2012 – current)  
Foundation Scholarship Selection Committee (2010 – current)  
Faculty Search Committee (4 times)  
Faculty Mentor Program (3 years)  
Salsa Stand Off Committee (3 years)  
Service to Foundation – Director of Cabaret Production (2010-2011)  
Lebretch Endowed Chair for Civic Engagement (2009-2011)  
Extensive Ongoing Service to the Dance Department (11 years)