KRI LEVEL ONE
Program Formats Policy

7 December 2018 (with Addendum from Feb 2019)

1. There have been some inconsistencies in our existing policies, specifically around the # of training days and the total duration of the course. We have in the past approved some Level One programs that had less than 22 training days – which is the new minimum set by this new Level One Formats policy. We also have approved Level One programs that are shorter than 6 months in total duration, with one week, then a 2-month break, another week, then another 2-month break, and a final 1-week module. This new Level One Formats policy states that 6 months is the minimum duration for all Level One programs.

2. This policy will allow lead trainers to apply to offer Level One courses in different formats (number of days and number of modules) than are currently allowed. This means that people can apply to teach courses with two or even only one module (immersion format).

3. The classroom time, no matter how many modules, can be delivered in less than 6 months, as long as there are sufficient follow-up procedures in place so that the student contact covers a minimum of 6 months.

4. The policy outlines some requirements that must be present, e.g. still need 180 classroom hours, and total time from 6 months to 24 months (so if the classroom hours are delivered in less than 6 months, there has to be structured follow-up elements to the course that extend at least 6 months).

5. The policy outlines the important elements (such as student's integrating the teachings into their lives and building local community) that need to be addressed when someone wants to teach in a different format.

6. Trainers would write an application, addressing how the proposed program would address each of the required elements. A team, perhaps at forums, would review these applications and, with KRI's final approval or denial, approve or deny the application.

Purpose: To clarify what is allowed in structuring the format of how a level 1 teacher training course can be organized and delivered.

Background: The rules and course format requirements of KRI have come from a desire to maintain high quality training – what's best for the students rather than what's convenient for the trainers.

There are many current examples of course formats that can be very high quality, but not meet the current KRI course format requirements; and the other side, people can deliver a training that meets the requirements, but may fall short of the high standards we hope for in the graduating teachers.

So why not shift the level of requirements? Focus on the values and qualities that are important, and leave it to the creativity of the trainers and their understanding of the local needs of the students and circumstances to meet those standards. Unusual formats would require the lead trainer to apply for course approval, writing up how their program structure would accomplish the results we want.

To support this, KRI will work to develop excellent outcomes-based evaluation/feedback processes where we can collect information about how well every course, of any format, does in achieving our objectives.

Policy:

- There must be a minimum of 180 classroom hours in the level 1 course.
    - The Root of Kundalini Yoga – minimum of 6 hours
    - Awakening the Consciousness (Sound & Mantra, Breath, Kriyas, Postures & Exercises, Relaxation, Mind & Meditation, Sadhana, Yogi Bhajan Videos, Master's Touch discussions and meditations) – minimum of 90 hours
    - The Role of a Kundalini Yoga Teacher – minimum of 21 hours
    - Yogic Philosophy – minimum of 8 hours
    - Yogic and Functional Western Anatomy – 20 hours.
    - Humanology and Yogic Lifestyle – minimum of 10 hours
    - Practicum – Minimum of 10 hours, with each student teaching at least one 60min class, observed in person, with 30 minutes of feedback from both the other participants and a trainer in the ATA. Preferably, each student gets 2 practicum sessions teaching and getting feedback.

- Up to 10 of these 180 hours can be taught online, via live or pre-recorded classroom instruction.
    - KRI prefers trainers to use recorded videos to supplement the in-class hours, and to support refreshing the student's memory rather than to replace the classroom hours.
    - Trainers can cover as much material via online classes as they want – as long as they retain the 170 in person, physically present minimum, to allow students to ask questions, absorb deeper, have more meaningful experiences, etc.
    - We can utilize online teaching methods in many creative ways, and utilize the classroom hours for what they are better suited for.
    - Any video segment must be kept private – not posted on a publically available site like YouTube, or open to anyone to attend.

- o For video segments to count towards the required classroom hours, they must:
    - Have a mechanism to ensure students attended or have watched it,
    - Pre-recorded sessions must include some way to have a live Q&A session afterwards (perhaps at the next in-person session),
    - Not be any longer than 1 hour per pre-recorded segment, or longer than 2 hours for any live video lecture, and
    - Cannot include any kriyas or meditations
    - The total length of the video segments cannot be more than 10 hours total of the required 180 classroom hours

- The length for the level 1 course must be between 6 months and 24 months long.
    - o This is the time between the 1st day of study and the final meaningful contact between a member of the training staff and the student.
    - o The classroom time may be completed in less than 6 months, with adequate follow-up and on-going support for at least the 6-month period.

- The program must be a minimum of 22 full days of training. Ideally, we want no training day to have more than 8 hours of instruction in it (not counting meals and breaks).

- Any course that follows our existing guidelines, or is a variation that is routinely approved, does not need advance approval beyond the existing contract application process. Courses that meet these criteria include:
    - o Weekend formats with 22 total classroom days over a minimum of 6 months
    - o Configurations that combine a mix of 3, 4, 5, or 6-day modules for a total of 22 classroom days over a minimum of 6 months.
    - o Three sessions of one week each, separated by a minimum of 2 months in between each module
    - o Note: The Weekend format is the only one that can be proposed as a lead candidate's level 1 lead practicum.

- Course formats outside those outlined above DO need special approval from KRI. These would be:
    - o 22 days of training organized in 3 modules, but with less than 2 months' time between modules
    - o Two classroom modules (modules longer than 7 days would need time off mid-way through for the students)

- o 28-day immersion programs, with all the classroom hours in one session, and with sufficient follow-up afterwards for at least 5 months (following the last classroom session).

- How to apply:
  - o The lead trainer would apply for approval for a non-standard Level One program format by filling out this Google form: https://forms.gle/SHdJ8z2oJevoPDKEA
  - o Advertising cannot begin until approval is given.
  - o These applications will be peer reviewed (perhaps at trainer forums), with a final confirmation by KRI staff, or simply reviewed by the KRI staff; and so there must be adequate time between application and the expected response.
  - o The application for approval must include the course curriculum (meaning a full, detailed schedule like is required for lead practicum presentations), schedule, training team, and what the motivation is for wanting to offer this particular format; and must explicitly address the following Course Requirements (more explanation and examples of these are given on the following page):
    - · Students having enough time to absorb the material
    - · Students having enough time and support to integrate their personal changes into their day-to-day lives
    - · The local community to be supported (addressing how the course would work with any existing trainers and/or level 1 programs in that area, how local students would be supported if no one on the training team is locally based, etc.)
    - · Adequate student to trainer ratio that students will have enough one-on-one support for their journey
    - · The training team must have the skills and experience necessary to deliver the proposed format

- It is the Lead Trainer's responsibility to submit an application at least 120 days before the proposed start date of the program. As this new review system is being created, KRI may take up to 90 days to review a course format proposal. There is no guarantee of approval, or approval without changes.

- Course applications could be approved, approved with changes, or denied
  - o The process will be transparent, with any reasons given and explained

- Immersion formats (when all of the classroom time is completed in a single "module") will be considered, but proposals to do so must meet a high standard, addressing:
  - How students will be supported for at least another 5 months after the classroom time is completed including a minimum of 3 small group phone calls with a leader
  - How the students will be supported and encouraged to integrate back into their local KY communities.
  - Must be at least 28 days long to give adequate breaks
  - Must have a highly experienced team of trainers, ideally with experience with Immersion format teacher trainings
  - The location, and ideally the training team, being sensitive to the local KY community.
  - KRI will share a "best practices" document with interested applicants to share what we've found works (and doesn't) in this format course.

- Administrative Details
  - Immersion formats that receive special approval will pay the standard 10% royalty in full to KRI at the usual due date (two months after the program start date). The royalty may not be split with any National KY Teachers Association.
  - Lead Trainers must ensure that membership fees for enrollment in a National KY Teachers Association, or in IKYTA directly, are included in the program price and paid to IKYTA for each student. IKYTA will establish the student memberships.

More detailed explanations of the Course Requirements:

- 6-month minimum
  - For example, a course may present all of the classroom hours in 4 months. Then they could have skype calls and other homework that the students do, and have the opportunity to check-in on how their sadhana is going, and how they are integrating the lifestyle changes and issue with their family, for another 2 months minimum.
  - It is encouraged to keep this follow-up going beyond the 6-month minimum to help built community and a sense of belonging. Perhaps gatherings every so often for Yogi Bhajan videos, or pot luck dinners, etc.
  - Best practice is that students will require some kind of interaction or "touch-point" (this could be a check-in, even over an online platform, or a small group meeting, or the whole group having another classroom session) every 3 to 4 weeks.

- Students having enough time to absorb the material.
  - o Learning theory is clear that we cannot absorb information too many hours in a row, or when we are tired.
  - o It can be cheaper and more convenient to have longer training days, but less of them. But especially as the number of training days in a row increases, the length of each day and/or having whole day or half day breaks becomes more important.
  - o As a rule of thumb, 8.5hrs of classroom time (not counting sadhana, meals or breaks) should be a maximum.
  - o There must be some time off in any module that is more than 7 days of training.
  - o The best practices for an immersion (1 classroom session) format is a minimum of 28 days of training, so that there is enough downtime for the students.

- Students having enough time and support to integrate their personal changes into their day-to-day lives.
  - o This is why the 6-month minimum course length. And the more time between classroom sessions, or between the end of the classroom sessions and certification, the more important this is.
  - o The rule of thumb is that 3 weeks between contact with the students is ideal, and shouldn't be much more than 1 month. If there is more than one month between in-person sessions, there should be online sessions, conference calls, or some other way of connecting and checking in with the students to support them through any challenges they are having integrating the teachings and their own transformations into their day-to-day lives (because there surely will be).
  - o Best practices for an immersion style program is that the students have monthly small group calls after the classroom session is over. How sadhana will be handled in the follow-up: how it is encouraged, supported and perhaps how group sadhanas will be organized, should be addressed.

- The local community to be supported.
  For example, imagine a trainer is bringing in a new training into a location that already has a training. The new-comer would address in their application how their course would be supporting the community there, not being divisive. This could mean coordinating with that existing course in various ways.

  Community can be built in many ways, both during and after a level 1 teacher training. Perhaps encouraging students to participate in other community events in the area?

This is especially important for courses to which many or all of the students are traveling. How will the location where the course is being held be supported, and how will the students integrate into their own local communities when they go home? This can be accomplished by ensuring students have a strong local contact where they live. It also means that all courses, of any format, must be sensitive to, and try to work with, existing programs in that location. When students are traveling in for training, this would include assisting them to become members of IKYTA and/or their local National Kundalini Yoga Teacher's Association.

- Adequate student to trainer ratio so that students will have enough one-on-one support for their journey
    - Students can be supported by a trainer in any role in the Academy (it does not have to be the lead trainer), but every course needs to have enough support staff, and a communication/engagement plan, so that students can get questions answered, and get support, during classroom sessions, between classroom sessions, and perhaps even after the classroom sessions are done.
    - Best practices for an immersion style course is that there is one trainer for every 7 or 8 students, and that each student is in a small group, so they can form a close relationship with their peer group and the trainer (TNT) facilitating that peer group during the classroom session(s), and which can continue between sessions and if needed after the classroom session(s).
    - Sometimes students can be supported by "teaching assistants" – experienced, certified level 1 teachers, if there are not enough trainers. These teaching assistants need enough support, orientation and training.

- The training team has the skill to hold the space for whatever intense and emotional up and down experiences the students go through.
    Holding the space for the students' transformations is one the primary tasks of a training team. How challenging that task is depends on many factors including the length of the classroom session and the experience level(s) of the students. For example, to be the lead trainer in an immersion style program would require experience in that format or a high level of experience and maturity from other programs. KRI would most likely not approve a new lead trainer with no experience leading long teacher training sessions to run their own immersion program.

Immersion Best Practices

With the relentless (day after day) nature of this course, the emotional and mental discomfort this brings up is much bigger than the weekend courses. Therefore, the outbursts are much bigger. The potential of breakdown is much bigger, which often results in wanting to leave, or blaming and fixating on the food being terrible, or the training or a particular trainer being the problem, all as a distraction from what is truly stirring within the student.

With all this said, there is a great potential for waking up, creating a daily practice, remembering and getting a true experience of how important community is, in a whole month out of their everyday lives. The transformation is fantastic. All that said, interspersing many more deep-dive experiences eg. 31 min and 62 min meditations and strong kriyas are necessary to keep moving them through the walls they come up against, and relieving the relentless pressure on their psyche that come from just being there.

Clinics

In addition to presenting the material from the bench, KRI has sought ways to bring the three learning styles—visual, auditory and tactile—into the Foundations Course. The best way we've found so far to bring these styles into the classroom with intention and purpose is through a clinic. The idea behind a clinic is to set aside 30 minutes each day, or several times a week, to practice something new, or revisit something that we feel needs repeated. Working in small groups, students have the opportunity to teach each other this new skill or refine a skill they've already worked with. We have identified 6 primary clinics that should be applied across the curriculum.

- **Sound & Mantra Clinic**: Tune in, pronunciation, rhythm, pitch and teaching skills
  These are the 16 mantras used in the Immersion Course:
  Adi Mantra & the Mangala Charn Mantra
  Aquarian Mantras (7)
  Laya Yoga
  Ra Ma Da Sa
  Panj Shabd: Sa Ta Na Ma
  Dhan Dhan Ram Das Gur
  Humee Hum
  Ajai Alai
  Pavan Pavan
  Gobinday Mukanday

- **Divine Alignment Clinic**: Alignment, the Bandhas, Body awareness and personal practice, correcting cues

- **Pranayam Clinic:** BOF Practicum, rhythm in pranayam; Teach: BOF, breath suspension, rhythm.

· **Becoming a Yogi Clinic**: vegetarian lifestyle, cold shower, sleep tips, women's teachings, men's teachings, sadhana

· **Awakening Consciousness Clinic**: the three functional minds, communicating Kundalini Yoga as a Spiritual Practice, Kriya as a core concept, bhakti/shakti, Shakti Pad, seva, G.O.D.

· **The Role of the Kundalini Yoga Instructor and the Identity of the Spiritual Teacher**: Golden Chain, answering hard questions, ethics, boundaries

Additional practices
(assisting students being heard, and able to digest the course)
   * Daily small group check ins
   * Lead Trainer meeting one on one with each student throughout the course
   * Free time. We do half days Wednesday and Sunday.
   * One Trainer in Training (TNT) for every seven students.
   * Two Trainers (above the TNTs) available at all times to share teaching and support. 28 days in a row is too much for a single lead trainer to hold it all by themselves.

Post-Residential Certification Requirements Protocol for a 1 month Immersion
   1. 3 "Small Group Phone" calls about every 6 weeks post residential (facilitated by a TNT)
   2. 1 "Six-Week Sample Curricula" Due 3 months post residential
   3. 1 8 hour workshop sample curriculum due 4.5 months post residential
   4. 8 hours of Seva due 5 months post residential
   5. 20 yoga classes 5 months post residential
   6. 40 day Personal Sadhana 5 months post residential
   7. White Tantric Yoga due 18 months from the beginning of the program

TNTs facilitate the 3 small group calls.
They evaluate, give feedback and approve the curriculums and collect all the homework requirements before sending them to the Lead Trainer for approval before their certificates can be sent out.
The TNTs (small group leaders) are really keeping the support going for the students those post 6 months. With check-ins with the TNT coordinator 3 times as well.

Administration:
   ● If more than about 4 TNTs, we found it critical to have a dedicated TNT coordinator
   ● Depending on the # of students, having 1 or 2 on-site admin staff at all times