

**Alkion Center Catalog  
Volume I  
June 3, 2019**

**Academic Year  
2019-2020**

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## Board of Trustees

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## Administrative Staff

### **Martina Müller**

Co-School Director/Administrator

### **Patrick Stolfo**

Co-School Director/Administrator

### **Cliff Keyes**

Finance Director

## Licensure and Affiliation

### **Bureau of Proprietary School Supervision**

Alkion Center is applying to be licensed under the New York State Department of Education within The Bureau of Proprietary School Supervision ([BPSS](#)).

BPSS oversees and monitors non-degree granting proprietary schools in New York State. The Bureau is responsible for ensuring that the overall educational quality of the programs offered will provide students with the necessary skills to secure meaningful employment and for protecting students' financial interests while attending proprietary schools. BPSS licenses/registers proprietary schools and credentials proprietary school teachers to ensure that appropriate standards are met. The Bureau investigates student complaints and conducts comprehensive investigations of schools to assure compliance with Education Law and Commissioner's Regulations.

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Bureau of Proprietary School Supervision  
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Albany, NY 12234  
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## **Association of Waldorf Schools of North America**

Alkion Center is an associate member of the Teacher Education Delegates Circle (TEDC) of the Association of Waldorf Schools of North America ([AWSNA](#)).

AWSNA was founded in 1968 to assist Waldorf schools and institutes in working together to nurture Waldorf Education so that it can manifest more widely in the world. AWSNA provides leadership to schools by facilitating resources, networks and research as they strive towards excellence and build healthy school communities.

## **Waldorf Early Childhood Association of North America**

Alkion Center is a full member of the Waldorf Early Childhood Association of North America ([WECAN](#)).

WECAN was founded in 1983. Membership is open to early childhood programs, kindergartens, child care centers, home programs, and teacher training centers committed to the ideals and practices of Waldorf early childhood education, and to individuals who wish to support and contribute to Waldorf early childhood education in North America.

## Alkion Center for Adult Education

The Alkion\* Center for Adult Education opened for its first classes in the fall of 2003. It has run consistently since that time, with some changes in the core faculty and developments in programming. The core faculty has essentially remained consistent, with Martina Müller and Patrick Stolfo gradually assuming administrative duties, and Eric Müller and Andree Ward directing the Teacher Education and Early Childhood programs, respectively. Lynne Stolfo, who assists with administrative tasks, rounds out the core faculty. From its inception, the Alkion Center has been a branch of Hawthorne Valley Association, with the core faculty being fully responsible for its course content and administrative oversight. On the broader scale of the international Waldorf School movement, our programs are associate members of The Association of Waldorf Schools in North America (AWSNA), the Waldorf Early Childhood Association of North America (WECAN), and the International Association for Steiner/Waldorf Early Childhood Education (IASWECE).

Adjunct contributors have included a varied and changing host of expert educators and specialists from the Hawthorne Valley Waldorf School faculty and the surrounding area.

The Alkion Center has become a gateway to a variety of professions that include teaching, farming, enriched parenting and homemaking, counseling, school administration, the arts, social endeavors, curative vocations, advanced trainings, and more.

*\* A mythical bird, identified with the kingfisher, said by ancient writers to lay her eggs in a nest floating at sea at the winter solstice, while charming the threatening wind and waves into calm.*

## Mission Statement

The Alkion Center for Adult Education is committed to preparing students to become Waldorf teachers, or to pursue other vocations in service of cultural renewal, out of an anthroposophical worldview and the sources of creative pedagogy. Our mission is to provide guidance and practice in the philosophical, contemplative, moral, artistic, and practical capacities needed to become self-directed, fully developed human beings and educators.

## About Waldorf Education

The first Waldorf School opened in Stuttgart, Germany, in 1919, after Emil Molt, owner of the Waldorf-Astoria cigarette factory, asked Rudolf Steiner to help in the creation of a school for his employees' children. Steiner agreed to take on the task under these conditions: that the school be open to *all* the workers' children; that it be coeducational; that it be artistically and culturally enriching; that it be comprehensive (that is, not split into academic and vocational tracks, as was standard at the time); and that the curriculum and program be directed by the teachers themselves.

He called on them to approach teaching out of enthusiasm and a spiritually whole view of the human being. They were to take up the teaching of their subjects with a fresh, human interest, rather than an abstract, purely intellectual understanding. Waldorf teachers would be effective, Steiner believed, not

only because of what they already knew and had already achieved, but because of what they were becoming as idealistic, striving human beings.

The same inclusive and forward-thinking spirit guides Waldorf Education to this day. Teachers are challenged to perceive and respond to children's developmental needs at each stage of their lives, on a path of education that is unhurried and holistic. Waldorf Education honors and respects children via a curriculum and school culture that works to unfold each child's latent abilities. The intended outcome is young people who are confident and independent thinkers capable of meeting the challenges of our world in creative and humane ways.

## About Anthroposophy

The name "anthroposophy" combines the Greek words for "human being" and "wisdom" to mean "the wisdom of the human being," or the wisdom that knows what it means to be human. Alternately referred to as Spiritual Science, in the words of its founder Rudolf Steiner, "... (it) is a way of knowledge—a cognitive path—that leads the spiritual in the human being to the spiritual in the universe." As a phenomenologically-based philosophy, psychology, and science, it delineates a 3-fold picture of the human being - body, soul, and spirit, which is the basis for Waldorf educational methods.

## Campus

The Alkion Center, an adult learning community, is part of [Hawthorne Valley Association](#) (HVA). We enjoy 900-acres of surrounding Biodynamic® farmland, and are part of a vital community of educational, agricultural, artistic, therapeutic, and scientific initiatives that comprise Hawthorne Valley Association. Great natural beauty and the diversity of progressive cultural endeavors create an ideal setting for studies related to personal and social development, the arts, and education for all ages.

## Getting to Alkion

The **Alkion Center** is located in Ghent, NY, just 2 hours north of NYC, in a small rural hamlet called Harlemville. Hudson, NY, is the largest nearby city. Our campus is home to a number of organizations and initiatives based on the work of Rudolf Steiner, including a 900-acre working Biodynamic farm, an organic grocery store and deli, an Early Childhood through grade 12 Waldorf school, The Nature Institute, and more. Detailed directions and transportation suggestions may be found [here](#).

## Facilities and Student Life

The Alkion Center uses the facilities of the Hawthorne Valley Waldorf School. All Alkion Center facilities have handicap access. For details and information, contact Gary Ocean at 518 701-9899.

## TuRose

The School Store is located in the administration building on the ground floor. It carries a variety of books by Rudolf Steiner and other authors, toys, and art and craft supplies. The store is open on Saturdays from 10 am to 3 pm.

## Library

The Alkion Library is in our office, located on the second floor above the Kindergarten building.

## Housing

There are a variety of housing options in the area. Many families from the Hawthorne Valley community rent out guest rooms in their homes to visitors who come to participate in programs, courses, and workshops. "Home Stay" accommodations vary, but are conveniently located, some within walking distance of campus and economical. All arrangements are made directly between homeowner and guests. Camping is limited locally and not allowed on Hawthorne Valley property. Links to area accommodations can be found on the Alkion Center website.

## Food

### **Hawthorne Valley Farm Store**

Located adjacent to the school, Hawthorne Valley Farm Store is a full scale natural foods store selling a wide range of biodynamic and organic products. There is a hot and cold deli and a café with indoor and outdoor seating available.

## Childcare

Hawthorne Valley offers several day and overnight camp options for children ages 4 to 15. [Kinder Camp](#) for children 4 to 7 includes walks to the stream, visits to the farm animals, snack time, and storytelling as part of each day. [Kids Can Cook Day Camp](#) for ages 8-13 or [Overnight Farm Camp](#) for children ages 8 to 16 include gardening, working with the farm animals, arts and crafts, cooking, hiking, archery, and more as part of each day.

## Core Faculty

### **Lynne Blankenship Stolfo, B.S.**

#### **Eurythmy**

Lynne received a Bachelor of Science in Education from Southwest Missouri State University. She also has a diploma in Eurythmy from Spring Valley and Therapeutic Eurythmy from Copake, NY. Lynne is a performing, pedagogical, and therapeutic Eurythmist with over 20 years of experience. She also has an extensive background in dance, choreography, physical education, yoga, Early Childhood education, and eldercare. Lynne is a founding member of the Alkion Center and teaches in the Foundation Studies, Teacher Education, and Summer Courses.

### **Eric G. Müller, B.A.**

#### **Grades Teacher Education Specialization**

Eric G. Müller was born in Durban, South Africa, and double majored in literature and history at the University of Witwatersrand, Johannesburg. He attended Emerson College in Sussex, England, where he completed the Foundation Year, with emphasis on drama and creative writing. He studied Waldorf



pedagogy at the Waldorf Institute in Witten-Annen, Germany, where he specialized in music education. Together with his family, he moved to Oregon, where he became a class teacher at the Eugene Waldorf School, carrying a class through the eight year cycle. During this time he also taught German and music (orchestra, chorus, and individual classes). He was a co-founder of the Eugene Waldorf Teacher Training Program.

Currently he teaches English and Drama at the Hawthorne Valley High School. He is a founding member of the Alkion Center and the director of the education department. He has taught at Simon's Rock College of Bard as an adjunct chorus director, as well as summer courses at Sunbridge College. He has written two novels, *Rites of Rock* (Adonis Press, 2005) and *Meet Me at the Met* (Plain View Press, 2010), as well as a collection of poetry, *Coffee on the Piano for You* (Adonis Press, 2008). His poetry, articles, and short stories have appeared in many journals, anthologies, and magazines.

## Martina Angela Müller, B.A.

### **Teacher and Co-Administrator**

Martina is a graduate of the Rudolf Steiner Schule Bochum, Germany, where she attended K-13. She studied art and English at Ruhr University Bochum and Emerson College in England, and holds a four-year full-time Waldorf Teaching Diploma from the Institute of Waldorf Pedagogy in Witten-Annen, Germany with a specialization in high school art teaching and art history. She moved to Eugene, OR, with her family where she was artist-in-residence with the Lane County Council on the Arts, and was one of the founding faculty of the Eugene Waldorf Teacher Training Program. Since moving to the Hudson Valley, she has taught in the middle and high school at Hawthorne Valley Waldorf School for two decades, and at the Alkion Center for Adult Education since 2003. She is an internationally published children's book illustrator, was a founding member of Gallery 345 in Hudson, and has exhibited her artwork in numerous venues throughout New York and Massachusetts including *Sculpture Now* at the Mount in Lenox, MA, *Flying Horse Sculpture Show*, Hamilton, MA, *Diana Felber Gallery*, *LaMama LaGalleria NYC*, *Center Point Gallery, NYC*, and many more.

## Patrick Stolfo, M.A.

### **Teacher and Co-Administrator**

Patrick received his B.F.A. from Wayne State University, earned his Masters in Waldorf Education from Mercy College, and has taken the Sculpture Course from Emerson College in England. He is an educator and practicing artist. In addition to university studies in his home state of Michigan, he studied and assistant taught sculpture at Emerson College from 1977-81. He has taught at the lower, middle, high school, and adult levels since 1978 in clay sculpture, wood and stone carving, drawing, history of art and architecture, philosophy, anthroposophy, and Waldorf pedagogy. His artwork has been exhibited, commissioned, or installed in New York, Massachusetts, California, Michigan, England, and Sweden. Patrick works out of his home-based "Calyx Studio" in Ghent, NY.

While continuing to teach guest blocks and mentor teachers in other North American Waldorf schools, during his many years at Hawthorne Valley he has taught main lessons in the high school, specialist art blocks across the grades, and engaged in various aspects of school governance and administration, including High School Chair (12 years), Faculty Chair, and the Board of Trustees. Patrick has taught adult courses in numerous Waldorf Teacher Education programs, is a founding and active core faculty member of the Alkion Center, and is an adjunct instructor each summer at both Antioch University, New England and the Center for Anthroposophy in Wilton, NH.

**Andree T. Ward, M.A.**

### **Early Childhood Specialization**

Andree has a B.A. in Liberal Arts from the University of Texas and an M.A. in Early Childhood Education from Columbia University Teachers College. Andree teaches Parent-Child classes at Hawthorne Valley Waldorf School (HVS). She has been a Waldorf Early Childhood educator at HVS since 1982, teaching Kindergarten, Nursery, and Parent-Child classes. Her other professional responsibilities include mentoring and evaluating Waldorf Early Childhood teachers and evaluating developing and member schools for the Waldorf Early Childhood Association of North America (WECAN).

Andree has participated in both national and international Early Childhood Waldorf Teacher Trainer conferences, organized by WECAN and IASWECE, the international association. She has attended Association of Waldorf Schools of North America (AWSNA) conferences as the delegate for HVS. She is a member of WECAN, the Anthroposophical Society, First Class, and Pedagogical Section. Andree is a core member of the Alkion Center since its inception and teaches in the Foundation Studies program and the annual Summer Intensives. She directs the courses for the Early Childhood Specialization of the Waldorf Teacher Training Program.

## **Contributing Faculty**

**Karin Almquist, M.Phil., M.A.**

Karin has a Masters of Philosophy in Religious Studies from Columbia University, a M.A. in International Studies from the University of Washington, and a Bachelors in European History from the University of Pennsylvania. She has taught classes in Comparative Religion, and Logic and Rhetoric as an adjunct before becoming a Waldorf class teacher at Hawthorne Valley. Karin did her teacher training at the Alkion Center.

**John Barnes, M.A.**

John Barnes has a B.A. from Bowdoin College and an M.A. from Tufts University. He is a publisher and editor-in-chief of Adonis Press, which publishes books on phenomena-centered science. He began his professional career as a Waldorf teacher and has devoted the last 10 years of his life to writing and publishing. Mr. Barnes is the author of "Goethe and the Power of Rhythm," a biographical essay, and *Participatory Science as the Basis for a Healing Culture* (in Nature's Open Secret). He is a Waldorf teacher, publisher, and a founding board member of The Nature Institute.

**Laura Geilen, B.A.**

Laura currently teaches physical education, Spacial Dynamics®, therapeutic movement, circus arts, and clowning to children, adults, and special needs groups in schools, workplaces, institutions, and privately. She is the gym teacher at the Housatonic Valley Waldorf School in Newtown, CT. She completed her undergraduate studies in Human Development at Lesley University and went on to live in a Camphill Village community, where she finished the Seminar in Social Therapy. She has training certificates in Spacial Dynamics® and CircusYoga®. She is a facilitator with Nose to Nose of North America (clowning) and has worked in theater and circus for the last 15 years.

**Michael Frosch, M.B.A.**

Michael has more than twenty years of experience successfully leading and managing Steiner-based educational organizations, specifically Ruskin Mill College, Ruskin Mill Trust, Sunfield School, and St. Christopher's School in the UK, and nine years of experience as a Science Teacher at the Vancouver Waldorf School. He earned a B.S. in Biology from Simon Fraser University, Vancouver, Canada, and holds an M.B.A. from Bath University.

**Craig Holdrege, Ph.D.**

Craig has a Ph.D. in Sustainability Education from Prescott College and a B.A. in Philosophy from Beloit College. He is co-founder and director of The Nature Institute in Ghent, NY. Craig is deeply interested in the interconnected nature of things and how we can understand life in truly living ways as a basis for responsible human action. His studies of plants and animals, as well as his commentaries on scientific thinking and new developments in the biological sciences, aim to stimulate a transformation in human thinking and perception and a deep respect for our fellow creatures. He was a Waldorf high school science teacher for 21 years, is active in teacher education programs, and gives courses and workshops nationally and internationally. Craig is the author of books, monographs, and many articles. His most recent books are *Thinking Like a Plant: A Living Science for Life* and *Do Frogs Come From Tadpoles? Rethinking Origins in Development and Evolution*.

**Henrike Holdrege, M.A.**

Henrike studied Mathematics and Biology at the University of Münster, Germany, earning the degree "Erste Philologische Staatsprüfung", comparable to a Master's of Science degree. She did teacher Training for Mathematics and Biology at the Gymnasium (university preparatory public schools, grades 5-13) and has the degree "Zweite Philologische Staatsprüfung" with highest honors. Henrike also attended a Foundation Course/Waldorf Teacher Training in Hibernia Schule, Herne, Germany. Henrike is a researcher and teacher at The Nature Institute in Ghent, NY, which she co-founded. She was a public school teacher in Germany and later a Waldorf high school teacher, teaching mathematics and life sciences. At The Nature Institute, she offers courses for middle and high school teachers, artists, farmers, and the general public emphasizing inner and outer experience, observation, exact imagination, and flexibility in thought.

**Patrice O'Neill Maynard, M.A.**

Patrice is the Director of Publications and Development for the Research Institute for Waldorf Education. She teaches teachers and aspiring teachers at several Waldorf teacher preparation institutes in North America, Mexico, and China as an adjunct faculty member. Patrice is a leader for Outreach and Development for the Association of Waldorf Schools of North America for nine years. Previously she was a class teacher and music teacher at the Hawthorne Valley Waldorf School. Patrice has a Masters in Education from Antioch University and certificates in Waldorf Education (Early Childhood and Elementary Education), and a teaching certificate in New Hampshire.

**Marianne Rannenber, M.A. A/AOGPE**

Marianne is a Reading Specialist at Hawthorne Valley Waldorf School in Ghent, NY. Previously, she taught in various realms including German and English at the high school level, recorder in the lower school, and general academic support for students in need across the grades. Marianne has a Master's degree in Developmental Reading from the State University of New York at Albany, New York State teaching certification for Reading K-12, and a B.A. in Intercultural Studies from Trinity College. She has achieved accreditation through the Academy of Orton-Gillingham Practitioners and Educators at the Associate Level and is working towards the Certified Level.

**Stevie Ross, B.A.**

Stevie earned a B.A. in English Literature at Hobart and William Smith College. She taught at the Clear View School for Emotionally Disturbed Children in Dobbs Ferry, NY, and then as a Kindergarten teacher at the Waldorf School of Garden City (WSGC). She graduated from Early Childhood Teacher training at Sunbridge College and received an M.A. in Remedial Education from Sunbridge College.

As a faculty member at WSGC, Stevie was a member of the Faculty Council and an AWSNA delegate. She helped establish and chair the College of Teachers and helped to found and serve as a member of school's Faculty Support and Evaluation process. Stevie worked on several strategic plans and self-study documents for the joint Association of Waldorf Schools of North America (AWSNA) and New York State Association of Independent Schools (NYSAIS) re-accreditation processes and served as the Mid-Atlantic WECAN regional representative. Stevie is an Early Childhood Teacher mentor and evaluator, and an Educational Support consultant.

**Douglas Sloan, Ph.D.**

Doug is a retired Professor of History and Education Emeritus at Teachers College, Columbia University. For many years he was Adjunct Professor of Religion and Education at Union Theological Seminary in New York. He received a Bachelor of Divinity degree from Yale University Divinity School and a doctorate in history and education from Columbia University. Among his books are *The Great Awakening and American Education*, *Insight-Imagination: The Emancipation of Thought and the Modern World*, and *Faith and Knowledge: Mainline Protestantism and American Higher Education*.

## Programs and Offerings

### Waldorf Teacher Education Program

The Waldorf Teacher Education Program at the Alkion Center is a two year, part-time program recognized by the [Association of Waldorf Schools of North America \(AWSNA\)](#) and the [Waldorf Early Childhood Association of North America \(WECAN\)](#). Part of the first year emphasizes Foundation Studies in Anthroposophy, based on the study of the written work of Rudolf Steiner, complemented by intensive artistic practice and an introduction to contemplative self-development.

Introductory Teacher Education courses begin in the first year and continue with full intensity in the second. Whether the student chooses to focus on the Lower School grades or Early Childhood, classes offer a comprehensive study of Rudolf Steiner's profound insights on human nature and the needs of the growing child. Methodology and curriculum studies in relationship to child development form the core of course work, along with the arts of eurythmy, music, singing, speech, drama, recorder playing, painting, drawing, form drawing, clay modeling, and spacial dynamics.

Although the Alkion Teacher Education program is largely based on the curriculum for grades 1- 8, the course content addresses the whole of child development, making it highly relevant to high school teaching as well. In addition, the anthroposophical studies and artistic practice classes contained therein are key for any level of teacher development. Thus, any student wishing to pursue high school teaching would be well served to augment the grade 1 through 8 program with independent, specialized upper grades research, along with high school observations and practice teaching.

To graduate successfully and to be fully prepared to enter a Waldorf classroom, students are expected to fulfill significant study and artistic practice assignments, six weeks of classroom observation, six weeks of practice teaching, and an individualized research paper. The classroom observation and practice teaching should be with a master teacher in an accredited Waldorf school, and can/should be at least two different schools and/or classrooms. Success in the course depends a great deal on each student's own independent studies. Personal initiative is a crucial component.

Completion of the Teacher Education program prepares graduates for employment in a Waldorf School or settings that use Waldorf practices. Please note that most established Waldorf Schools require their teachers to have both a Bachelor's degree from a certified College or University and a Certificate from an accredited Waldorf Teacher Education program.

Program Length: 2 years, part time. 1 summer week after the first and second year.

### Program Curriculum

The Waldorf Teacher Education program curriculum consists of class time in courses in the following areas:

- Waldorf Pedagogy and Child Development
- Subject Curriculum and Methods

- Inner Development of the Teacher
- Fundamentals for the Teacher
- Anthroposophical Studies
- Arts for the Educator

### Practical Work in the Classroom

This program carries a requirement for practical on-site experience working in a Waldorf classroom.

### Alkion Waldorf Teaching Certification Requirements

In order to receive an official Teacher Education or Early Childhood Certificate, all 2-year program Saturday courses, summer intensives, practicum and mentored teaching requirements (w/approved documentation), and oral presentation with a research paper must be completed. Tuition also needs to have been paid in full before the Certificate is conferred. Once all other requirements have been met, students have a one year grace period to submit their research paper after which there will be a \$500.00 processing fee before the Certification document is released. The full course requirements include:

- 500 course hours at Alkion Center (includes three summer weeks total) 1 week for first year, 2 weeks for second year.
- 15-20 page, double spaced research paper on a topic of Waldorf Education, due at the end of April of second year.
- Oral presentation of the research presented to faculty, classmates, and guests on the second to last weekend of the final year.
- 12 weeks of observation and practicum for pre-service teachers (this includes attendance at faculty meetings, parent teacher conferences, parent evenings, yard duty, etc.)
- 6-8 weeks of observation and mentored practicum for in-service teachers (already teaching at a Waldorf/Steiner School)
- 150 hours of independent study in areas of weakness: taking singing, music, drawing, speech, etc. If necessary, improve literacy and numeracy skills and other skills needed for the classroom. Please keep track of all classes taken and studies pursued.
- 50 hours of attending lectures and workshops and being involved in the life of a Waldorf School (fairs, class trips, fundraisers, administrative and volunteer work, etc).

Only after students have received an official Alkion Certificate may they represent themselves to current or potential employers as having completed a teacher training in Waldorf Education.

### Program Goals:

Students will be able to:

- Design activities or lessons that address the appropriate development of children's thinking, feeling, and willing (commonly called cognition, affect, and behavior).
- Learn to engage each child as an individual as well as a member of a community.
- Understand, interpret, and apply the philosophy and contemplative practices of Rudolf Steiner to their own preparation and practice.

- Demonstrate discernment for what is health-promoting for a child’s environment.
- Teach in an aesthetic manner that includes the arts to enliven and support children’s learning experiences, as well as their humanity, in developmentally appropriate ways.
- Use a range of assessment methods to evaluate student learning.
- Demonstrate the skills necessary to create healthy learning communities within a classroom, school, and learning environment, including working cooperatively and supportively with colleagues.
- Regard teaching as ongoing research and investigate questions using appropriate methods including observation, contemplative practice, and academic research skills.
- Relate the concepts and vocabulary of Waldorf Education to the concepts and vocabulary of education more broadly construed.

## Year 1: Foundation Studies in Anthroposophy

### Program Information

Foundation Studies in Anthroposophy constitutes the morning portion of Year I. Though required as a basis for teacher education, it can be attended separately. It focuses on the written work of Rudolf Steiner, courses in a variety of arts, an introduction to a contemporary path of inner development, and other fruits of anthroposophy presented by distinguished guest speakers. The goal of these courses is to awaken participants to an awareness of the spiritual basis of our own humanity and its relationship to nature and society in which we are embedded. Such knowledge can guide us to positive actions within our own lives and help us find truly creative solutions to the pressing issues that face us. A Certificate of Completion is conferred once all classes have been fulfilled, which would be honored at any of the North American Waldorf Teacher Education institutes.

Foundation Studies at the Alkion Center is taught in three 9-week sessions for a total of 27 Saturdays mornings from 8:30 am – 1:35 pm<sup>1</sup> from mid-Sept. through mid-May, plus the one full week in June.

### Course Descriptions

#### **Calendar of the Soul:** 27 sessions

Each Saturday during the year of the Foundation Year, we meet during the first half hour Inner Work class to discuss the individual verses of Steiner's weekly calendar. The students are asked to keep a journal throughout the year, with reflections from week to week, either nature observations, drawings, poetry, or in any other artistic medium. In our discussions, we all share our experiences, using the verses as our guide and inspiration.

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<sup>1</sup> The day continues through the afternoon until 4:55 pm for those enrolled in the 2-year Teacher Education or Early Childhood programs.

**Introduction to Waldorf Education: Early Childhood, Lower School, and High School: 6 sessions**

This course provides an overview of Waldorf Education: Early Childhood, Lower School, and High School. Students learn basic principles of child development in the seven year cycles, gathered from Steiner's descriptions of the growing human being. Key aspects of how the Waldorf curriculum meets the needs of parents and children during each phase of development. Capacities and best practices for teaching are also discussed.

**Isis, Mary, Sophia: 3 sessions**

We will study several aspects of Rudolf Steiner's research into the Divine Feminine. We will look at one of his lectures on the Divine Feminine as she expresses herself through world art, but especially the Sistine Madonna. In the second class, we will consider Steiner's mysterious myth of the modern Isis. In the last class, we will discuss how, as educators, we can use these ideas for the benefit of our students, using an article from the Research Bulletin as our starting point.

**Biography of Rudolf Steiner: 3 sessions**

Presentation on Rudolf Steiner's life and work, accompanied by a power point slide show comprised of pictures of him, his contemporaries, and his artistic contributions to culture. Discussions and questions about Steiner's life are an important part of the course so that students can process and learn more deeply. Books on Steiner's biography by authors like Christoph Lindenberg, Peter Selg, Henry Barnes, Gary Lachman, Marie Savitch, and many others are used.

**The Life and Work of Johann Wolfgang von Goethe: 3 sessions**

This course covers Goethe's biography (1749-1832), Color Theory, and the metamorphosis of the plant and living organisms. Students learn about Goethe's phenomenological research and writings as a basis for Steiner's observational methods as applied to natural science.

**Biography: 5 sessions**

Based on Rudolf Steiner's insights of the developmental stages of human biography, this course explores the seven year rhythms, planetary influences on our lives, patterns, repetitions, and mirroring exercises, and tries to deepen our understanding of the unfolding destiny between forces of circumstance and freedom. Classroom discussion, writing exercises, and communal development of ideas are an integral part of this course. Books on biography by authors Rudolf Steiner, Gudrun Burkhardt, William Bryant, Signe Schaefer, and others are used.

**An Outline of Esoteric Science: 15 sessions**

This seminar course focuses on the book by Rudolf Steiner, *An Outline of Esoteric Science*. Drawing on the book, four main topic areas are explored: 1) the make-up of the human being in thinking, feeling, and willing and in body, soul, and spirit; 2) the evolution of consciousness, both in individual development, and historically in the evolution of cultures; 3) the role and development of imagination, in personal life, education, and science; and 4) the role and development of non-sensory, qualitative ways of



knowing in relation to sense-based, quantitative ways of knowing. Selected historical, philosophical, and spiritual perspectives in each of these areas are covered.

**Theosophy:** 11 sessions

An introduction to the multi-dimensional image of the human being and self-development from the viewpoint of spiritual science, using the book *Theosophy* by Rudolf Steiner. Students are given reading assignments in advance of group discussions.

**Painting:** 9 sessions

This class introduces the student to Rudolf Steiner's ideas on color as taught through the Waldorf painting curriculum starting in grade 1. We cover painting exercises in wet on wet watercolor through grade four. Handling of materials, brush control and techniques, as well as the imaginative creation of painting exercises for elementary school children get practiced in this course. It is easiest even for adults to be introduced to painting (which many of our students have never done) in a way that children would learn it. During class, there is background presentation on why colors and techniques are introduced to the child in a developmentally appropriate manner.

**Eurythmy (Performing Movement Art):** 9 sessions

The students experience the art of eurythmy, movement to poetry and music. They develop a strong movement sense for the 3 dimensions in space, perfect geometry in motion, gravity and levity, contraction, and expansion and coordinating rhythms. A study of form, sound, music, and gesture will be explored through (the power of the spoken word) vowels and consonants as well as all the musical elements. Traditional eurythmy forms like the 5-pointed star, crown, TIAOAIT, curve of Cassini, EVOE, and the harmonious eight will all be experienced through this social art.

**Clay modeling:** 9 sessions

Fundamentals of form from geometrical shapes to organic forms. Exercises in developing forms out of movement and gesture. Form as a language of qualities, transformation, and metamorphosis. Engaging the four lower senses of touch, life, balance, and movement. Its role in the Waldorf curriculum.

**Foundations Studies Multi-discipline Survey Course:** 7 sessions

In this seminar, students are introduced to a wide range of topics that relate to and inform Waldorf Education, such as agriculture, medical arts, and special needs pedagogical practices. Guest speakers are brought in to contribute out of their professional expertise in these fields. The course culminates in having the Foundation Studies students hear and discuss the research project presentations given by Alkion second year students on a spectrum of special subjects.

# Year 1: Waldorf Teacher Education Program

## Program Information

Graduates of the Foundation course receive a certificate of completion, which is an integral prerequisite to the full Teacher Education program. Thus, participants may wish to expand their studies by enrolling in the full day Saturday program which encompasses introductory courses in Waldorf Education. A further year of Teacher Education is required for those seeking a Waldorf Teaching Certificate.

## Course Descriptions

### **Drawing:** 4 sessions

Students are introduced to simple and effective drawing techniques of humans, animals, plants, and landscape features out of use of color as an expressive medium. We design kindergarten drawings and main lesson book pages for first and second grade curriculum with wax crayons and then move on to chalks for chalk board drawing, blending techniques and compositional choices supporting the subject matter.

### **Blackboard Drawing:** 6 sessions

In this course we pick up the work from the previous drawing block, refine our techniques of how to design animals and humans out of movement, gestural characteristics of action and body language, and continue to work with chalks as a medium and imaginative ways of composing expressive images for the Waldorf Classroom Blackboard.

### **Form Drawing:** 6 sessions

The dynamics and qualities of the line. Polarity of the straight and the curve. How it is introduced in the early grades of the Waldorf curriculum. An aesthetic will activity with therapeutic effects.

### **Storytelling:** 5 sessions

An introduction to storytelling in which we explore the significance of storytelling in the world throughout the ages, and to the Waldorf teacher in particular. Specific emphasis is put on speech, movement, gesture, and content. The course includes drama and group exercises as they relate to storytelling. All the students get the chance to practice the art of storytelling, using different forms and methods.

### **Music:** 7 sessions

Singing, playing the soprano recorder, and basic music theory form the bulk of this session. The students are also introduced to the Choro pentatonic flute, which is used in the first two grades of a Waldorf School (and what is meant by "the mood of the fifth"). Apart from learning and practicing the skill of playing the recorder, the students also get to improvise, using various instruments such as chimes, woodblocks, the marimba, gongs, and iron rods.

### **Rudolf Steiner's Social Vision:** 3 sessions

This course explores the emergence of The Threefold Social Order and its connection to the Waldorf School Movement, specifically:

- Characterizations and examples of Free Culture, Equal Rights, and Associative Economics.

- Monetary Design and Associative Economics.
- Workshop Session on projects and interests in the Alkion group.

#### **Introduction to Goethean Science:** 3 sessions

Students study the importance of phenomena-based, experiential learning in science education through schooling observation and thinking and Metamorphosis in Plants and Animals.

#### **Projective Geometry:** 3 sessions

This class provides an introduction to projective geometry through drawing, geometric constructions, and imagination exercises in three to five sessions. Projective geometry is taught as a main lesson block in Waldorf high schools, typically in 11th grade. For the adult student, it provides a wealth of exercises for cultivating flexible thinking and exact imagination.

#### **Spacial Dynamics (Gymnastic Movement):** 9 sessions

Students have a brief introduction to Bother Gymnastics and Spacial Dynamics, learning some of the basic concepts and exercises through the grades. Students will explore:

- Early memories and experiences of movement and lower sensory development.
- The 4 lower senses of Touch, Balance, Movement, and The Life Sense (from Steiner's 12 senses approach) through games and sensory integration exercises.

#### ***The Kingdom of Childhood:*** 4 sessions

This course is designed to bring first year students into the practical details of daily life in elementary school classroom using lectures Rudolf Steiner gave in England in 1923. The title of the lectures is, in English, *The Kingdom of Childhood*. Each class begins with music (singing), work in speech and recitation, and 2 or 3 circle activities. Each student is responsible for digesting and presenting at least one or two lectures (depending on class size).

#### **Capstone Course:** 4 sessions

First year students hear and discuss the research project presentations given by the Alkion second year students on a spectrum of special subjects.

## **Year 2: Waldorf Teacher Education Program**

### **Course Descriptions**

#### **Inner Practice:** 27 sessions

Over the course of the school year we work on foundational meditative exercises based on the work of Rudolf Steiner and Buddha that help us pay attention to thinking, feeling, willing, positivity, equanimity, sound judgement, inner calm, etc., and how to integrate a meaningful inner practice and the cultivation of a rich inner life into every day work, relationships, and community situations as well as a tool for taking hold of our own biography in a meaningful way.

**Watercolor Layer Painting:** 10 sessions

Layers of very thin watercolor are applied to high quality, large, dry watercolor paper. Each consecutive veil lets the color from underneath shine through, creating highly-nuanced color effects that have a luminous, almost mystic quality of light shining through them as if from behind. Layers are tentatively applied in cloud like, vaporous shapes that leave the composition open for a long time, allowing the painter to observe and concentrate on the subtle changes of color and tone values. Minimal detail work may be needed at the end to enhance the abstract or representational image that has come into being. Basic color theory considerations are taught.

**Philosophy of Freedom:** 13 sessions

*Philosophy of Freedom (Intuitive Thinking as a Spiritual Path)* by Rudolf Steiner. Enlivened thinking as a foundation for moral, imaginative, and creative selfhood. A philosophy that sustains and encompasses not only the human capacity for cognition, but the feeling and will life as well. As such it provides the background for a renewal of education and all of culture, an expressed goal of Waldorf Education.

**Foundations of Human Experience:** 13 sessions

*Foundations of Human Experience* by Rudolf Steiner is a compilation of the lectures given by Steiner at the inauguration of the first Waldorf School in 1919. We will discuss psychological and physiological aspects of the developing child, especially as it pertains to the 3-fold picture of the human being, and look at insights and practical applications in the education of body, soul, and spirit.

**Clay Modeling:** 9 sessions.

Building on artistic practices done in Year I, exercises emphasize themes used in the classroom from Early Childhood through the Middle School years, with references made to the High School curriculum in the sculptural arts.

**Storytelling:** 4 sessions

A deepening of storytelling with an emphasis on practicing storytelling in connection to the curriculum: fairytales, fables, saint stories, stories from the Old Testament. During the morning seminars, the practice of storytelling is continued for the rest of the year. We work on how to enliven the imagination through meaningful images. Continued emphasis is put on speech, movement, gesture, and content. All the students get the chance to practice the art of storytelling, using different forms and methods (such as telling stories with a focus on a certain temperament).

**Music:** 9 sessions

The mood of the fifth and the playing of the Choro flutes are reviewed. Guidelines to the music curriculum through the grades is taught, including playing and learning age appropriate music. Singing, playing the soprano recorder, and basic music theory are covered. Apart from learning and practicing the recorder, the students continue to improvise, using various instruments such as chimes, woodblocks, the marimba, gongs, and iron rods, and how it might be applied in the classroom.

**Eurythmy (Performing Movement Art): 9 sessions**

Students continue to explore and deepen all the elements of eurythmy. A study of the planets (gestures with relative vowels and colors) will be moved on the 7-pointed star, and pedagogical lessons will also be highlighted. A favorite poem as well as a beautiful piece of music will be performed in eurythmy for their final presentation at Graduation.

**Painting Practice: 4 sessions**

Students become the teachers and lead the whole group through exercises that they themselves have to choose and develop as a practice for work in the actual classroom. Students receive feedback from their classmates and instructor and have the opportunity to experience themselves as a teacher and self-reflect on the experience.

**Blackboard Drawing: 5 sessions**

Students learn how to pick up a large-scale blackboard drawing project on black, graphed paper in order to learn how to translate a complex image for the upper grades from available imagery (books or internet) to the blackboard using a graphing technique. Students participate in the image choice process and engage in discussion on color and compositional choice before we get started. This is the creation of a major culmination showpiece that draws on techniques previously learned in painting and drawing classes.

## Year 2: Early Childhood Specialization

Our Early Childhood program is an associate member of the [Waldorf Early Childhood Association of North America \(WECAN\)](#). Foundation Studies in Anthroposophy is a prerequisite for the courses, and make up a substantial portion of the program's first year. In the second year, specialization in Waldorf Early Childhood Education is an option for those students who wish to focus on the young child in the first seven years of life. Students engage in the study of early childhood development from an anthroposophical perspective, practice in storytelling, circle work, handwork, puppetry, and child observation, the role of meaningful adult activity in imitation and play, the 12 senses, eurythmy, painting, clay modeling, and healthy movement development in childhood.

In addition to the above coursework, participants also explore practices for inner work that support the future teacher's self-development, and that foster essential qualities that influence the healthy development of children. Students in the Early Childhood specialization also join with those who are studying class teaching for an overview of Waldorf pedagogy and curriculum in order to see their own work in the context of the whole school.

Prior study and/or experience in Early Childhood Education is helpful but not required. To graduate, students will accumulate substantial hours in Waldorf Kindergartens to observe and participate in the living experiences of the children. Extensive classroom experience through internships or assistant teaching is necessary to be fully prepared to be a lead teacher. This work is completed outside of the weekly, regularly scheduled Alkion classes.

## Mentoring

Each Early Childhood Teacher Education program student is assigned a faculty mentor—a master early childhood educator who will visit the student in his/her work with young children for two consecutive days each year to offer support and guidance in practical aspects of their work and in their development as an educator. These visits are accompanied by two hours of telephone conferences as a precursor and/or follow-up to the visit.

It is recommended, but not required, that students endeavor to observe other experienced teachers in Waldorf early childhood settings throughout the course of the program. A total of three weeks of observation is recommended.

## Program Goals

Students will be able to:

- Understand the unfolding development of the child from pre-birth to age seven in the context of broader human development.
- Create a warm and nourishing environment for the development of young children, based on love, care, and deep respect for the individual dignity of each child.
- Provide young children with consistent experiences of the natural and human world through the rhythm of the day, week, seasons, and year.
- Provide and engage in artistic activities such as storytelling, drawing and painting, sculpture and woodcarving, music, and rhythmic games to foster creativity and imagination.
- Engage in meaningful practical work such as gardening, handwork, cooking, baking, and domestic activities that provide opportunities for young children to develop unfolding human capacities.
- Consciously create and participate in collaborative communities for the care of the young child, beginning with parents.
- Understand and work with the philosophy and contemplative practices of Rudolf Steiner in their own preparation and practice.
- Provide opportunities for self-initiated play.
- Regard (and practice) the art of the educator as a lifelong opportunity for research.
- Establish effective communication regarding Steiner's educational philosophy with parents and the wider community.

## Early Childhood Independent Project

Each student designs and completes an independent project under the supervision of a program director/track advisor. Students confer with faculty on appropriate research concepts, resources, and methods for their work. Projects are often action-research projects relevant to teaching experience with young children. An action project or artistic project is to be accompanied by an essay that frames the research question, reviews relevant literature, and summarizes the results and conclusions drawn from the experience. Research projects should be approximately 8,000 words (30 pages, double-spaced).

Under the supervision of a program director or another advisor, the student extends an area of study undertaken during the program. Students present their work for discussion and peer review.

## **Mentored Teaching**

Alkion provides each student with a mentor who is a master Waldorf Early Childhood Educator. The mentor works with the student throughout the program, visiting the student in his/her classroom or Early Childhood work for observation, conversation, feedback, and support. Mentor visits take place once each year for two consecutive days, for a total of four days (or two for completion track). Observation records are shared by the mentor with the student and a program director or track advisor.

## **Course Descriptions**

### **Early Child Seminar: 27 sessions**

This seminar course takes place during the morning and afternoon Early Childhood seminar sessions that are part of the daily schedule throughout the second year. Students begin with the birth of the etheric body, as described by Edmond Schoorel in his book on child development, *The First Seven Years*. Understanding the etheric body and this hallmark of the completion of the first 7-year phase form the basis for all of our decisions about an “age appropriate curriculum.” We will cover many other topics, using that book and the work of Renate Long-Breipohl, *Under the Stars*. The class begins with songs and finger games. Subjects covered in the seminar are:

- The image of the human being and Waldorf Education.
- Child development, especially the birth of the etheric body.
- Child observation and the Child Study.
- Movement development, including sensory-motor development, integration of Early Infant Reflexes, crossing midlines, moving the 3 planes of space, and Developmental Movement activities (often called Zoo exercises).
- Creating the “morning circle” for different ages.
- The four temperaments and their interplay in human nature.
- The child's power of imagination.
- The far-reaching impact of adult example, imitation.
- The impact of environmental influences on the development of the senses.
- The 12 senses.
- Social implications of Waldorf Education.
- The threefold organism and its significance in Waldorf Schools.
- The health-giving significance of rhythm.
- Considerations for the indoor and outdoor play areas.
- Daily, weekly, and seasonal rhythms.
- Festivals and birthdays.
- Creative play.
- Eurythmy.

- Creative discipline, classroom management, and mediating children's conflicts.
- Media.
- Establishing the parent partnership, communication, and parent evenings.
- School governance and decision-making.
- Practicum with a mentoring teacher.
- Watercolor painting and crayon drawing.
- Clay sculpture and beeswax.
- Music: the mood of the fifth, singing, the kinder harp, pentatonic flute, listening games.
- Medical and therapeutic perspectives.
- Nutrition and the importance of a healthy sleeping rhythm at home.
- Early Childhood crafts and handwork, such as dyeing silk with plants, wool fleece picture, and doll.
- Puppetry arts including table-top, hand, and marionette puppets.
- Foundations of Early Literacy and Intervening When Difficulties Arise.
- Storytelling, fairy tales, and nature stories.
- The path of inner development.
- Extra lesson, assessments.

## Year 2: Grades Teacher Specialization

### Program Information

Foundation Studies in Anthroposophy is a prerequisite for the course, and makes up a substantial portion of the program's first year. In the second year, specialization in Waldorf Lower School Education is an option for those students who wish to focus on the child in the second seven years of life. Participants also explore practices for inner work that support the future teacher's self-development, and that foster essential qualities that influence the healthy development of children.

Prior study and/or experience in Elementary Education is helpful but not required. To graduate, students will accumulate substantial hours in Waldorf Schools to observe and participate in classroom experiences. Extensive classroom experience through internships or assistant teaching is necessary to be fully prepared to be a lead teacher. This work is completed outside of the weekly, regularly scheduled Alkion classes.

### Mentoring

Each Lower School Teacher Education program student is assigned a faculty mentor—a master educator who will visit the student in his/her work with children for two consecutive days each year to offer support and guidance in practical aspects of their work and in their development as an educator. These visits are accompanied by two hours of telephone conferences as a precursor and/or follow-up to the visit.



## Program Content

Students will explore the following themes:

- The image of the human being and Waldorf Education.
- Child development and child observation.
- The four temperaments and their interplay in human nature.
- The child's power of imagination.
- The far-reaching impact of adult example.
- The impact of environmental influences on the development of the senses.
- Social implications of Waldorf Education.
- The threefold social organism and its significance in Waldorf Schools.
- The health giving significance of rhythm in each lesson and in teaching as such.
- Daily, weekly, and seasonal rhythms.
- Room layout.
- Creative play and circle games.
- Eurythmy.
- Festivals and birthdays.
- Authority, discipline, classroom management, and mediating conflicts between children.
- Sex, drugs, and the media.
- Parent evening (parent and teacher communication and relationships).
- Social and organizational skills (hygienic work habits).
- Practicum in the classroom with mentoring teacher.
- Curriculum studies and their presentation.
- Insuring solid grounding in the English language and math skills.
- Homework.
- Watercolor painting; drawing with chalk, crayons, and colored pencils; beeswax and clay modeling.
- Music for the young child: mood of the fifth, pentatonic flutes, listening games, and singing.
- Music for the middle school: diatonic recorders, part singing.
- Medical and curative perspectives.
- Nutrition and the importance of a healthy sleeping rhythm at home.
- Report writing.
- Path of inner development.

## Independent Research Project

Students are required to write an essay of about 5,000 words (15-20 pages – double spaced) on any given theme that relates directly to the pedagogical material covered during the course, and to give an oral presentation at the end of the year. The Independent Research Project needs to be handed in at the end of the second year (which we will keep in our files), *or within the year after completion of the second year. There will be a late fee of \$500.00 for research papers handed in after this stipulated time period.*

## Practicum Requirement

Two weeks of observation in a Waldorf main lesson, followed by another six-week practicum (which would include teaching), is required. The practicum can take place in any recognized Waldorf school. This portion can be divided into two practicums of three weeks each (or two blocks). Individual arrangements will be considered. Furthermore, students are asked to visit classes in the kindergarten, lower school, and the high school, in order to gain insight into all three branches of a fully established Waldorf school. This can take both the form of observation or active service in the respective classes.

## Course Descriptions

### **Lower School Grades Seminar:** 27 sessions

The seminar provides an overview of Waldorf Education: Early Childhood, 8-year cycle, and High School including the mental and spiritual guidance of the individual and humanity. Heavy emphasis is given to the curriculum through the Lower School (grades 1-8):

- Grade 1: First day of school, form drawing, introduction of letters, writing, reading, phonics, fairytales, introduction of numbers, qualities of numbers, times table, the four basic operations of arithmetic.
- General pedagogical guiding principles of Waldorf education.
- Grade 2: Overview, fables, Saint stories; introduction to lower case letters, writing, reading, phonics; continuation of the four basic operations, and mental arithmetic.
- Grade 3: Overview. 9-year change (“crossing the Rubicon”), continuation of reading and writing, block on shelter (house building), farming, measurement, four operations, Old Testament stories, introduction to formal grammar.
- Literacy and arithmetic, covering grades 1-3, focusing on the more practical application of these skills (including other methods such as Orton-Gillingham, or Singapore math curriculum).
- Grade 4: Continuation of 9/10 year change. Overview. Norse mythology, The Human Being and the Animal block (zoology), local history and geography, introduction to fractions.
- Grade 5: Overview (the “golden year”). History curriculum, which includes ancient India, Persia, Mesopotamia, Egypt, and Greece. Plant studies (botany), geography (North America), fractions, and decimals. Guest teachers are invited to expand on the practical applications of literacy and mathematics. Introduction to research project. Continuation of grammar. Introduction of free hand geometry. Pythagorean Theorem.
- Grade 6: Overview. 12 year change. Introduction to the sciences with emphasis on physics: acoustics, heat, optics (light), magnetism, and electricity. Michael Pewtherer comes into the class to go over the physics curriculum, demonstrating various experiments. Introduction to astronomy. South American (including Central America) and European geography. Roman history from the founding of Rome to its fall, and medieval history, which includes the Arthurian legends and Islam. Deepening of grammar, writing (literacy), and arithmetic. Geometry, using compass, rulers with emphasis on precision.

- Grade 7: Overview. Voyages of discovery, renaissance, and the reformation. African geography. Physiology (including sex education). Introduction of Chemistry (emphasis on combustion). Guest teacher Candace Christian, PhD, (high school chemistry and math teacher) comes in to demonstrate practical applications. Continuation of physics.
- Grade 8: Overview. World history with emphasis on revolutions (French, American, and Russian). History up to our present day. American history. World geography, including Russia, Asia, Oceania, Australia (including trade, industry, topography, etc.). Meteorology. Physics, including mechanics. Chemistry. Physiology (the skeleton/nervous system, senses). The importance and place of the 8<sup>th</sup> grade play.
- The curriculum that has been outlined above includes references to high school. Much of the Lower School curriculum is covered again in the High School in a more academic and in-depth manner.

Other specific topics covered during the seminar include:

- In-depth discussion on fairytales (why and how they are told).
- The Main Lesson: different aspects of a main lesson in a Waldorf School.
- Three-day rhythm.
- Child Study ~ first grade readiness.
- Four temperaments.
- Pedagogical law.
- Report and birthday verses.
- Report writing
- Discipline and classroom management.
- Homework through the grades.
- Meditation and inner life of the teacher.
- The festivals of the year.
- Practical application of the “Wish, Wonder, and Surprise” block (7<sup>th</sup> grade).
- The “12 Senses.”
- Foundations of Early Literacy and Intervening When Difficulties Arise.
- Circle Games.
- Adolescence (excerpts from Steiner’s adolescence lectures).
- Media discussion, diet, and the 8-year loop.
- School structure including faculty, council/college, level meetings, and committees, governance, administration, and duties of teachers.

## Year 1 & 2: Summer Courses

To receive a Certificate of Completion for the Foundation Studies in Anthroposophy, participants must also complete one of the [week-long summer courses](#), the cost of which is included in the year’s tuition.

Open to the wider public, two separate Alkion Summer Course Weeks run from Sunday evening through Friday between late June and early July. The summer session is a required component of the year-long Certificate programs.

## Course Descriptions

### **History Through Art**

This course explores the evolution of human consciousness as traced in the great works of painting, sculpture, and some seminal works of architecture through lecture, slide presentations, and discussions. This course alternates with:

### **History Through Music**

Students endeavor to uncover the “primal” beginnings of music, after which we will move through the respective eras right up to the 21st century. The spiritual underpinnings of music, as well as the underlying lawfulness, will be examined. Definitive examples will be highlighted as representative expressions of their time period. This course reflects the fascinating development of human consciousness through music. Examples from each era will be played, both live and recorded, including collaboration with course participants. Indications will be given how the thematic content relates to the Waldorf curriculum, with emphasis on the *History through Music* block in 11th grade.

### **Eurythmy: Seven copper rod exercises**

The Seven copper rod exercises will be learned and practiced: 7-fold, 12-fold, waterfall, spiral, so ist es, qui-qui, and rhythmic rod-throwing. This course alternates with:

### **Eurythmy: 12 zodiac signs**

A study of the 12 signs of the zodiac, including the consonants, qualities, and gestures.

### **Clay Sculpture**

The central theme for most participants will be the modeling of the human head, while Early Childhood students will have the opportunity to shape an infant or child’s head. The open studio atmosphere also allows for additional or alternative themes. The contours of the human head manifest the cosmic dome of the spirit, character of the soul, and noble anatomy. Using the coiling technique as a basis for construction, we will proceed from the whole to the parts by building up hollow forms that can be shaped from both the interior and exterior. Completion comes with the addition of essential and expressive details. No previous experience is required.

### **Playing the Lyre in The Mood of the Fifth**

Steiner’s description of the importance of music in intervals of the fifth for children under the age of 9, as described in the collection of Steiner’s lectures titled “The Inner Nature of Music and the Experience of Tone,” is referred to. Voice/singing work, and learning to play the kinderharp. Gradually the voice and kinderharp will be worked together, and several songs in the Mood of the Fifth are shared. As a culmination of the work, each student writes a short song for children, written, played, and sung in the Mood of the Fifth. A goal is to engender confidence in the teachers. This course alternates with:

## **Early Childhood Festivals**

In this course, we bring an overview of the Festival Life in the Kindergarten – the essential elements and practical details. We will create a Summer Solstice nature table with simple needle felting projects, such as butterflies, birds, and bees. This course alternates with:

## **Writing Nature Stories for Young Children**

Inspired by beautiful Hawthorne Valley at the Summer Solstice, we will create our stories out of a living experience of the elemental world so familiar to the young child.

## **Watercolor Layer Painting**

Layers of very thin watercolor are applied to high-quality, large, dry watercolor paper. Each consecutive veil lets the color from underneath shine through, creating highly-nuanced color effects that have a luminous, almost mystic quality of light shining through them as if from behind. Layers are tentatively applied in cloud-like, vaporous shapes that leave the composition open for a long time, allowing the painter to observe and concentrate on the subtle changes of color and tone values. Eventually, surprising motifs emerge from the multicolored and lively textured backgrounds. Minimal detail work may be needed at the end to enhance the abstract or representational image that has come into being. Basic color theory considerations take up the first two double sessions so that students can make informed choices about their large project before they start. Professional watercolor layer paintings can consist of up to eighty layers – a process that can easily take up a whole week.

## **Course Cancellations & Substitutions**

Alkion Center reserves the right to cancel any offering at any time. If Alkion cancels, all registrants will be notified and will receive a full refund. If the registrant cancels, he/she will receive a full refund less any non-refundable registration fee. Alkion reserves the right to make faculty substitutions when necessary. Alkion Center also reserves the right to make faculty or course substitutions when necessary.

## **Academic Calendar**

Foundation Studies at Alkion Center is taught in three 9-week sessions for a total of 27 Saturdays over the course of the school year from mid-September to mid-May, plus one full week in June. Classes run on Saturday mornings from 8:30 am to 1:35 pm.

The two Waldorf Teacher Education Program years at the Alkion Center are taught on 27 Saturdays from 8:30 am to 4:55 pm over the course of the academic year. Participation in two, one-week summer courses is a requirement for graduation and is included in the tuition.

The class dates for the 2019-2020 school year are:

September 14, 21, 28

October 5, 19, 26 (No class October 12)

November 2, 9, 16, 23 (No class November 30)

December 14, 21 (No class December 7, 28)

January 11, 18, 25 (No class January 4)

February 1, 8, 15 – (No class February 22) Snow make up day February 29 if needed.

March 7, 14, 21, 28  
April 18, 25 (No class April 4, 11)  
May 9, 16 (No class May 2)

Two separate Alkion Summer Course Weeks run from Sunday evening through Friday between late June and early July. The dates for the 2020 summer courses are:

June 14-19, 2020  
July 21-26, 2020

## **Snow Closings**

Due to the difficulty in rescheduling classes, we avoid snow days as much as possible. If there is an impending storm, we communicate the night before to determine how to best handle the situation. Sometimes we start a little later, or students arrive when they deem it safe to drive. In some cases, we cancel all together. We will contact you via email about our proceedings.

## **Programs Enrolling in 2019-2020**

Application Deadline for all Programs: August 15th (May 15th application deadline preferred, especially for students seeking financial aid).

## **Application Process**

After looking over this catalog, you might want to have a phone conversation to clarify more personal questions. Give us a call, and we will be happy to speak to you – 518-672-8008. If the website answers all your questions, fill out the application form and send it to us. We will then contact you to set up a visit/interview time. After a successful interview, you will receive an admissions package with the appropriate paperwork in the mail, after which you will be asked to send in a tuition deposit to secure a space in our incoming class.

## **Transfer of Course Hours from Previous Education**

Course Hours acquired at other Waldorf Teacher Education Institutes will be transferred and credited, especially if they are similar to our course offerings (for instance the study of Rudolf Steiner's basic books).

## **Entrance Requirements**

High school diploma is required, Bachelor's Degree highly recommended, since most schools don't hire teachers without at least a B.A., depending on grade levels that will be taught. Students who have some college credit are encouraged to finish their accredited college/university education. We recommend programs like Empire State College.

## Foundation Studies

Upon completion, students receive a Certificate of Completion. Course credit is transferable to any other AWSNA affiliated Teacher Training Institute.

## Waldorf Lower Teacher Education Program

It is recommended that applicants seek to work actively with children in a Waldorf Lower School throughout the length of the program in one of the following ways:

- As an assistant or intern.
- Volunteer regularly in a Waldorf Lower School education classroom.
- Waldorf Kindergarten Teacher's Assistant (if able to observe regularly in the grade school and fulfill the practice teaching requirements)

Upon completion of all course work, internships, and research projects, students receive a Waldorf Teacher Education Certificate, recognized by all AWSNA member schools in North America.

## Enrollment Deferral

Accepted program students who have paid a non-refundable registration fee (which is applied toward tuition) may defer enrollment for up to one year. Individuals interested in seeking an enrollment deferral should contact the Admissions Office to begin the process.

### **Waldorf Early Childhood & Lower School Teacher Education Program:**

Before returning, the student must have a phone conversation with the admissions administrator and might have to have an in person interview with one admissions administrator and one core faculty member.

**Note:** Deferring enrollment does not secure the older tuition rates. When students enroll, they will be paying tuition rates of the current cycle.

## Auditing

Upon request, graduates of Alkion Center programs are free to audit courses in order to refresh and/or deepen their educational knowledge and methods.

As a courtesy to HVA colleagues, we honor requests by Hawthorne Valley Waldorf School faculty to audit classes.

Inquiring candidates/applicants to the Alkion Center are invited to audit classes for a day on a trial basis.

## College Credit – Disclaimer Statement

Licensed private career schools offer curricula measured in clock hours, not credit hours. Certificates of completion are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

## Program Completion Rates & Graduate Follow-Up

The NYSED BPSS requires licensed private career schools to include in their catalog data regarding student completion and job placement for the two most recent reporting periods.

## Waldorf Early Childhood Teacher Education Program

### Reporting Period September 2016 – June 30, 2017

#### Part 1: Admissions: Applications, Acceptances & Denials:

Total Applications:	5
Applications Accepted:	5
Applications Denied:	0

#### Part 2: Current Year Enrollment:

New Enrollment:	5
Still Enrolled/Continuing from Previous Year:	2
Total Students in Program for Reporting Period:	7

#### Part 3: Status of 2016-17 Enrollment as of September 15, 2016:

Still Enrolled/Continuing to Next Reporting Period:	7
Non-completers:	0
Graduates:	2

#### Part 4: Graduate Follow-up:

Working in a Related Field:	2
Seeking Employment:	0

### Reporting Period September, 2017 – June 30, 2018

#### Part 1: Admissions: Applications, Acceptances & Denials:

Total Applications:	1
Applications Accepted:	1
Applications Denied:	0



**Part 2: Current Year Enrollment:**

New Enrollment:	1
Still Enrolled/Continuing from Previous Year:	4
Total Students in Program for Reporting Period:	5

**Part 3: Status of 2016-17 Enrollment as of September 15, 2016:**

Still Enrolled/Continuing to Next Reporting Period:	3
Non-completers:	1
Graduates:	4

**Part 4: Graduate Follow-up:**

Working in a Related Field:	4
Seeking Employment:	0

**Waldorf Lower School Grades Teacher Education Program**

**Reporting Period September 15, 2016 – June 30, 2017**

**Part 1: Admissions: Applications, Acceptances & Denials:**

Total Applications:	5
Applications Accepted:	5
Applications Denied:	0

**Part 2: Current Year Enrollment:**

New Enrollment:	5
Still Enrolled/Continuing from Previous Year:	9
Total Students in Program for Reporting Period:	14

**Part 3: Status of 2016-17 Enrollment as of June 30, 2017:**

Still Enrolled/Continuing to Next Reporting Period:	13
Non-completers:	1
Graduates:	9

**Part 4: Graduate Follow-up:**

Working in a Related Field:	8
Seeking Employment:	0

**Reporting Period September 15, 2017 – June 30, 2018**

**Part 1: Admissions: Applications, Acceptances & Denials:**

Total Applications:	7
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Applications Accepted:	7
Applications Denied:	0

**Part 2: Current Year Enrollment:**

New Enrollment:	7
Still Enrolled/Continuing from Previous Year:	7
Total Students in Program for Reporting Period:	14

**Part 3: Status of 2016-17 Enrollment as of June 30, 2017:**

Still Enrolled/Continuing to Next Reporting Period:	7
Non-completers:	2
Graduates:	5

**Part 4: Graduate Follow-up:**

Working in a Related Field:	4
Working in Slightly Related Field:	1
Unrelated Field:	1
Pursuing Additional Education:	1

## Tuition and Program Fees

The tuition rate for Year 1 (27 Saturdays) is \$5,500. The rate for Year 2 (27 Saturdays) is \$6,500. Foundation Studies course is \$3,000, with those classes running for only a half day. All rates automatically cover the required (for a Certificate of Completion) Summer Course week.

A \$100.00 enrollment deposit towards tuition is required of all accepted students at the time of their acceptance to secure a place in the incoming class.

We strive to keep our tuition as low as possible so that our programs may be accessible to a wide range of interested students. Unfortunately, with the cost of running the various programs, we are unable to subsidize tuition at this time.

Tuition can be paid in three different ways: as a lump sum, in trimesters, or on a monthly basis spread out over ten months. The first payment is due in September. Students who fall behind in their payments may be asked to discontinue the program unless a firm payment plan is established that will have the tuition paid in full by the end of the school year.

The first payment is due in September; the last payment is due in June. We keep your tuition agreement on file. Our preferred payment is a monthly deduction from your checking account. If you prefer to be

billed monthly, we will charge an extra \$100.00 billing fee. Irene Davis in the Finance Office is our financial liaison. You can reach her via email at [idavis@hawthornevalley.org](mailto:idavis@hawthornevalley.org) or call her at 518-672-4465 x280. There are a number of different ways to make payments:

- 1) The Hawthorne Valley Finance Office offers an automatic withdrawal option out of your checking account every month. This service is free. If you opt for monthly billing, you will be charged a one-time fee of \$100.00 for the year.
- 2) You can make a credit or debit card payment by calling Irene in the Finance Office at 518-672-4465 x280.
- 3) Cash payments will also be accepted.
- 4) Lump sum payments are very welcome.
- 5) All payments can be handed to Martina on Saturdays or mailed in to:  
Alkion Center  
330 Rte 21 C  
Ghent, NY 12075

All balances must be paid in full by June of the current school year. We offer very modest scholarships upon request. Payments can be made monthly, per semester or lump sum.

If you have to leave the program some time during the year, we will bill you for the full trimester you are still attending.

Should you fall too far behind in your payments, we will ask you for a conversation to see how this issue can be resolved.

We strongly and joyfully encourage donations to the program by you or anybody you can inspire to give to Alkion. A true scholarship fund makes it possible for us to be helpful to those in need. All donations are tax-deductible.

AWSNA offers a financial aid program for all our students. You will receive the online link to these forms upon acceptance to our program.

## Tuition Policy

- Students will be billed, and payment is due prior to the start of each trimester.
- Students will be ineligible to attend classes if payment is not received by the start of trimester.
- Students applying for financial aid or setting up a payment plan must have all paperwork completed and received by the Alkion Center two weeks prior to the beginning of the summer intensive.
- Alkion scholarships will be granted on an annual basis. They will be credited against the tuition for each intensive on a proportional basis. AWSNA grants and loans will be credited against tuition for the summer intensive.
- Tuition liability is limited to the term during which the student withdraws or is terminated and any previous intensives completed.

- Alkion Center reserves the right to deny registration and withhold all academic records of any student who is in arrears in the payment of tuition or other charges. No course completion statement will be issued until all financial obligations have been met.
- Accounts in arrears may be sent to a collection agency.
- Intensives are billed as a whole, and the courses contained in the intensive are not “a la carte” options. If a student is exempt from a course for any given reason, Alkion's refund policy applies (see below). Any refund due to the student would be calculated based on the whole intensive tuition, and not allocated by course.

## Tuition Refunds

Students are responsible to pay for the current trimester out of which they are leaving. If following trimesters have already been paid for, they will be refunded.

There will be no refund for Summer Weeks.

## Financial Aid Information

Assistance comes in the form of:

- Alkion scholarships
- AWSNA loans and grants
- Other grants (One for Hawthorne Valley Waldorf School currently practicing teachers only)
- Funding from the student's Waldorf school, matched by AWSNA grants, dollar for dollar.

Financial aid applications should be marked on the contract. Although aid will not be awarded until acceptance into a program, an estimate of the amount available may be given early in the acceptance process based on demonstrated need and potential availability of funds.

Below are the current forms of aid available:

## Alkion Center scholarships

### Who is eligible?

Any student admitted and enrolled in the Alkion Center Teacher Education program who requests assistance.

### How do I apply?

- Mark on contract.

## Association of Waldorf Schools in North America (AWSNA)

Find more information about AWSNA loans and matching grants on the Alkion [website](#).

## AWSNA Loans

The AWSNA loan will be fully forgiven if any of the following conditions are met:

- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for one full year after your Alkion graduation IF you also taught 3/4 to full-time for two consecutive years in an AWSNA- or WECAN-member school leading up to your Alkion graduation.
- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for two full, consecutive years after your Alkion graduation IF you also taught for one full year in an AWSNA- or WECAN-member school in the preceding year leading up to your Alkion graduation.
- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for three full, consecutive years immediately after your Alkion graduation.

NOTE: Because circumstances may change—necessitating repaying of the loan—students must be in a secure financial position to receive an AWSNA loan.

### Who is eligible?

Anyone enrolled in the Alkion program who meets the above criteria.

### How do I apply?

- Complete the online AWSNA loan application sent to you by Alkion official.

AWSNA application must be completed before loan allocations are made.

## AWSNA Matching Grants

### Who is eligible?

- Currently practicing teachers in an AWSNA-affiliated school.
- The school MUST commit to paying a portion of the tuition for the student to be eligible.

### How do I apply?

- Complete the online AWSNA Matching Grant application sent to you by an Alkion official and include a letter from the school that commits a specific amount towards your studies at Alkion Center.

The letter from your school must be received before award can be made. Grant amount depends on the amount available and may be lower than the school commitment.

## Questions

For questions about affording or paying for your Alkion education, please contact [info@alkioncenter.org](mailto:info@alkioncenter.org)

**Please note:** Alkion Center is not a school licensed by the New York State Department of Education; Alkion students are not eligible for Federal Financial Aid.

**Disclaimer:** Alkion Center does not endorse any scholarship aid services provided via the Internet. Students are cautioned to research Internet services that seek compensation for scholarship searches.

## Standards of Academic Progress

### Overview

Once enrolled, students are expected to attend all classes, student teaching placements, and observations. Participation is viewed as an essential aspect of a student's coursework.

If a student will be absent due to illness or emergency, prior to the absence the student must inform the instructor and/or advisor, who will determine how the student will complete the missed work (see also [Excused Absences](#) for further information about illness/emergency).

The Alkion Center respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors at the beginning of the trimester.

Students are also responsible for working with faculty to develop alternative means of fulfilling missed courses and field assignments.

### Evaluation of Course Work

At Alkion Center, students' work is evaluated at the end of each term. For a complete layout of the academic year, see [Academic Calendar](#).

Each course is evaluated on a **Pass/Not Pass (P/NP)** basis. All courses (including practicum courses) contain assignment information and criteria for completion of the course.

A "**P**" is given to a student whose work would be the equivalent of a 70% if a numerical evaluation was given.

P	<u>Pass:</u> -all course requirements are successfully completed by term's end, including a passing grade on all written assignments; -at least 80-85%* attendance of classroom sessions for each course (measured by clock hours) ( <i>*per course absences allowed: 20% excused absence or 15% unexcused absence</i> )
NP	Not Pass
I	Incomplete, course work yet to be completed

W	Withdrawal; student did not attend course
Au	Audit, no clock hours earned
IP	In Progress

If a student does not complete the course work, he/she may be assigned [make-up work](#) by the program director or receive an NP (“Not Pass”) for the course.

### Satisfactory Academic Progress

All students enrolled at Alkion Center must receive, for each term, an evaluation of P (pass) in 100% of the courses in which they are enrolled. Grades of I (incomplete), IP (in progress), W (withdrawn), or NP (not pass) do not constitute a passing grade.

A student’s academic progress is evaluated after each term. Students failing to maintain satisfactory academic progress in a term will be placed on probation during the following term. Students failing to maintain satisfactory academic progress while on probation will not be allowed to enroll in the following term. In order to be removed from probation a student must pass at least 95% of the courses taken to date, as well as those in which they are enrolled.

A student with exceptional circumstances may appeal their probationary status. Appeals must be in writing and include a detailed description of the student’s circumstances, and addressed to the program director. Appeals will be reviewed by the program director and the school director.

### Requirements for Graduation

In order to graduate, a student must have attended all intensive weeks and all classes within each intensive (with the allowable absences outlined in [Evaluation of Course Work](#)). All requirements for the program must have been met (including all practicums), 95% of all classes must have been completed with a passing grade, and all Alkion tuition and fees must have been paid.

### Interruptions in Enrollment Cycle

Sometimes a student must interrupt their schooling due to unforeseen circumstances. Students should be aware that complications may arise from taking time off and getting out of sync with her/his cohort. Some coursework is difficult to make up, so there may be a delay of up to one year in obtaining a certificate. Sometimes unavoidable schedule changes may make it difficult to replace coursework that was previously missed. In these cases, students will either have to return to Alkion the next time the course is available (up to one year later), or the coursework may need to be made up outside of Alkion and at the student’s own expense.

## Excused Absences

In rare cases, an Excused Absence may be requested by a student for a class, course, or whole day, in any of the following circumstances:

- Extenuating personal circumstances.
- Illness or injury.
- Family emergency.
- Pregnancy (in the case of Eurythmy or other physically demanding class time).

In order to receive approval for an excused absence, the student must submit a request for excused absence, in writing (via email or paper), to the program director or instructor *prior to the beginning of the course or class*. Approval for Excused Absence is up to the *discretion of the instructor or a program director*. The student may be required to make up work for the missed time in class, and all students with Excused Absence must obtain the notes of a classmate for the classes missed. In some cases, a signed letter from a medical doctor will be required for eligibility.

## Leave of Absence

Students can have an unlimited amount of time for a leave of absence and can pick up where they left off.

## Student Withdrawal

The failure of a student to immediately notify the school director in writing of the student's intent to withdraw may delay a refund of tuition to the student pursuant to Section 5002(3) of the Education Law.

## Re-application and Re-enrollment

If seven terms or less have passed since the completion of the last trimester, a student can have a shortened re-enrollment process rather than re-applying. This involves updating the original application and submitting a \$25 re-application fee. Re-applying involves going through the initial application process as described [here](#).

## Delayed Release of Certificate – see Handbook

### Transfer Credits

If a student finds a course or program at another recognized institution which appears to match the content of a course that needs to be made up, it can be presented to the program director in advance of enrolling, to see if credit would be given. If approved, the student can enroll in the course/program and submit the completion paperwork to the program director for credit. Please see [Transfer of Course Hours from Previous Education](#) for more details. There is no charge for the student to receive transfer credit.



## Independent Study

An independent study may be assigned by your program director for certain courses that are conducive to this method. It involves book-reading and writing a response paper of a given length. There is no charge to the student for independent study.

## Student Conduct and Dismissal Policy

Alkion Center has the right to dismiss students for the following reasons:

- The student does not participate fully and with good intent, and/or has a poor attendance record.
- The student has engaged in academic misconduct (including, but not limited to, plagiarism).
- The student has engaged in illegal, fraudulent, or unethical behavior.

Alkion may dismiss students for situations other than those specified above. When doing so, we will notify the student in writing of the possibility of dismissal. If it is possible for the student to rectify the situation, he/she will be given a description of the actions that must be taken, within a specified time period, to alleviate the problem. These expectations must be reasonable and consistent with expectations held for all students in the program.

If the situation cannot be rectified, the student will be notified in writing of the grounds for dismissal and the date when the dismissal will be effective. This will normally be the end of the session in which the student is enrolled, but the circumstances of the dismissal will be important in determining this date.

## Alcohol and Illegal Drugs

These policies apply to all Alkion Center employees and students as well as visitors to the Institute. Violators will be subject to suspension, dismissal, or escort off the premises.

Intoxication and/or disorderly conduct resulting from consumption of alcoholic beverages will be considered a serious violation of campus regulations and will result in disciplinary action. The possession or sale of drugs is a violation of the law. Alkion Center will, therefore, make every effort to uphold the law and render assistance and support to law enforcement agencies legally and ethically pursuing their objectives, while at the same time render assistance to students when needed or necessary.

## Plagiarism

All work submitted by Alkion Center students is expected to be the student's own work. In the preparation of all papers and written work, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people. The responsibility for learning the proper form of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be fully cited and properly documented. Students are expected to record honestly and accurately the results of their research. Falsification of

research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and is considered a serious violation of academic honesty.

If a student is suspected of plagiarism or dishonesty, the instructor and the program directors will meet with the student. At this meeting, the student will be asked to clarify his/her actions and intentions. The instructor and the program director will then confer to determine consequences, if any. Consequences may include additional required work, a “no pass” grade for the assignment or for the course, a request for the student to withdraw from the program, or expulsion from the program. Consequences may vary in each case, depending on the severity of the offense and the findings of the instructor and the program director.

Both students and faculty are recommended to check the following website to obtain more information about this topic: [www.plagiarism.org](http://www.plagiarism.org).

## Student Complaint Process

A student with a complaint—a concern that a policy or procedure of the Institute has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person’s behavior—has recourse through complaint procedures. In most instances, complaints can be resolved through an informal process beginning with talking to the individual and that individual’s supervisor if necessary.

## The Informal Complaint Process

If one has a complaint against a person, please try to bring it directly to the person. One may talk to the person or write a letter or e-mail. Please be clear regarding what happened and what one would like to change. If one does not receive an adequate response, one can then move on to a more formal complaint.

Use the table below as a guide for whom you should contact:

<b>Complaint Against (About)</b>	<b>Contact</b>
Staff	Staff person or the school director
Faculty	Faculty member, then the program director
Executive director	Executive director or Board president
Grade	Instructor, then the director of education
Security/safety	Executive director

## The Formal Complaint Process

If one has followed the Informal Complaint Process but the issue has not been resolved, a formal complaint in writing can be filed with the executive director, director of education, or program director. No action will be taken against an individual filing a formal complaint. A letter should be written to one of the above detailing the complaint. Please be specific. List the dates, times, and any circumstances regarding your complaint.

The executive director will call a meeting of the Executive Committee, which the student is welcome to attend, but not required to. The executive director will then respond in writing about the Executive Committee's decision regarding the complaint. If declined, the student may ask the Executive Committee to reconsider their decision. This must be done in writing. To make a formal complaint about Alkion Center, contact *The Bureau of Proprietary School Supervision (BPSS)*.

## Other Policies

### Academic Freedom

It is the policy of Alkion Center to encourage and support student and faculty freedom of inquiry, research, and teaching, as possible within the law.

### Non-Discrimination Statement

In all of its dealings, including its admissions, educational, and employment practices, it is the policy of Alkion Center, its Trustees, officers, employees and other duly authorized agents not to discriminate against any individual or group for reasons of race, color, creed, gender, age, culture, ethnicity, national origin, marital status, sexual orientation or identification, or mental or physical handicap.

### Disclosure Statements

Students should review the approved catalog for factual information.

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

## Student Health & Safety

Students attending Alkion programs and courses are expected to be mindful of and fully responsible for their health and safety while on campus and should seek immediate medical attention if any issues arise during their stay. There is no health clinic on the campus. Emergency contact information for a nearby clinic and hospital as well as ambulance services are posted around campus. After seeking proper care, all injuries must be reported to the school director as soon as possible at 518-672-8008. All students are encouraged to purchase travel health insurance.

## Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

**The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access.** Students should submit a written request to the registrar that identifies the record they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar will make arrangements for the records to be made accessible to the student.

**The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff; a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

**Students have the right to file a complaint with the U S Department of Education concerning alleged failures by the Institute to comply with FERPA requirements:**

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW

Washington, DC 20202-460

**What is an educational record?**

Educational records are records that are directly related to the student and maintained by Alkion Center or by a party acting for Alkion Center.

**What is directory information?**

Directory information is information that, if released, is generally considered not to be harmful or an invasion of privacy.

**Alkion Center may disclose any directory information without prior written consent of the student.** Students may request in writing that Alkion Center not disclose directory information. Directory information at Alkion Center consists of:

- Student name, address, telephone number and e-mail address.
- Student's enrollment status, dates of enrollment, program enrolled in by student, and certificate and date that it was awarded.