



HAWTHORNE
VALLEY *alkion center*

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Academic Year
2021-22

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Board of Trustees

Tom James

Professor, Teachers College, Columbia University, New York, NY

Kim Bucci

Kim is the owner and operator of Rivertown Lodge in Hudson

Alfa Demmellash

Alfa is the Chief Executive Officer and Co-Founder, Rising Tide Capital, a non-profit organization that provides underserved entrepreneurs with the resources needed to grow successful businesses.

Danielle Do

Danielle currently serves as the Chief Corporate & Securities Counsel at Synchrony Financial where she handles corporate governance and securities law matters.

Matt Stinchcomb

Director, Good Work Institute
Rhinebeck, NY

Alex Sierck

Alex is Hawthorne Valley parent and civil rights lawyer with several decades of experience as a public defender representing individuals in state and federal court.

President Emertis, Ellen Condliff Lagemann

Ellen is the Levy Institute Research Professor at Bard College, a Senior Scholar at the Levy Institute, and a Distinguished Fellow at the Bard Prison Initiative. She previously served as Charles Warren Professor of the History of American Education at Harvard University, where she was also Dean of the Graduate School of Education, and as president of the Spencer Foundation, in Chicago, Illinois.

Ex-Officio, Martin Ping

For the past eight years as Executive Director, Martin has balanced his time developing the synergies amongst the Association's diverse enterprises and the 150 co-workers who carry those initiatives while cultivating collaborative relationships between Hawthorne Valley and other organizations in the Upper Hudson Valley/Berkshire region as well as like-minded initiatives nationally and globally.

Administrative Staff

Martina Müller

Co-School Director/Administrator/Agent

Patrick Stolfo

Co-School Director/Administrator

Cliff Keyes

Finance Director

Licensure and Affiliation

Bureau of Proprietary School Supervision

Alkion Center is 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.

New York State Education Department
Bureau of Proprietary School Supervision
89 Washington Avenue, EBA 560
Albany, NY 12234
(518) 474-3969
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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 intel-

lectual 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 housed in the weavery on the 2nd floor of the main 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 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. Eric 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 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. Eric has written novels, children's books, poetry and books on Waldorf Pedagogy (Adonis Press, Plain View Press, Apprentice House Publishing Company, Waldorf Books, Alkion Press). He is the chief publisher at Alkion Press. His poetry, articles, and short stories have appeared in many journals, anthologies, and magazines.

Martina Angela Müller, B.A.

Teacher and Co-Administrator/ Agent

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 and an additional BA from Empire State College. 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 Senior Artistic Director at Lightforms Art Center in Hudson. 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*, Lightforms Art Center, *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 Master's 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

Laura Geilen, B.A.

Laura currently teaches physical education, Spatial 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 Spatial 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.

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*.

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 Master's in Education from Antioch University and certificates in Waldorf Education (Early Childhood and Elementary Education), and a teaching certificate in New Hampshire.

Marianne Rannenberg, 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 spatial 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 2 summer weeks after the 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. The full course requirements include:

- 501 course hours at Alkion Center (includes three summer weeks total) alternating summers of one week and 2 weeks.
- 5-10 pages, double spaced notes from research presentation with accompanying bibliography and visual material.
- 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 28 Saturdays mornings from 8:30 am – 1:35 pm¹ from mid-Sept. through mid-May, plus the one full week in June.

Course Descriptions

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

Calendar of the Soul 14; clock hrs

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.

Introduction to Waldorf Education: Early Childhood, Lower School, and High School; 7.5 hrs

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; 3.75 clock hrs

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 Studies: Rudolf Steiner's Life and Work, the Life and Work of Johann Wolfgang von Goethe and an in-depth Study of Life Rhythms; 11.25 clock hrs

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

This course covers Goethe's biography (1749-1832)

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/Book Study; 18.75 clock hrs

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 Book Study; 15 clock hrs

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: Waldorf Curriculum, Observational, Veil Painting; 13.5

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); 17.25 clock hrs

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/Sculpture; 13.5 clock hrs

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; 6.25 clock hrs

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.

Painting or Sculpture (see above- optional either or) during summer week; 23.75 clock hrs

Capstone Course; 5 clock hrs

Students hear and discuss the research project presentations given by the Alkion second year students on a spectrum of themes from Waldorf Education.

Rudolf Steiner's Social Vision/Threefold Social Order; 5.25 clock hrs

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.

History Through Art (alternating years); 9 clock hrs

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 era’s 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.

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

Calendar of the Soul 14; clock hrs

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.

Introduction to Waldorf Education: Early Childhood, Lower School, and High School; 7.5 hrs

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; 3.75 clock hrs

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 Studies: Rudolf Steiner's Life and Work, the Life and Work of Johann Wolfgang von Goethe and an in depth Study of Life Rhythms; 11.25 clock hrs

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

This course covers Goethe's biography (1749-1832)

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/Book Study; 18.75 clock hrs

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 Book Study; 15 clock hrs

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: Waldorf Curriculum, Observational, Veil Painting; 28.5 clock hrs

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.

Painting and Drawing/Nature-Observation

This course is a deep immersion in nature, using the gateway of observation, color theory, mood, and different techniques to create drawings and paintings that deepen our perception and bring us news from the world around us. We will hear the gurgling brook while we study and draw trees, grasses, different swathes of landscape, decipher color combinations, learn how to draw and paint water and how to use dark, light and texture to create foreground, middle ground and background. We will mostly work with pastels, charcoal and pencils and occasionally watercolor. If weather does not permit work outside, we will bring nature to the classroom and continue our studies indoors. Detailed instruction will be given before embarking on any exercise and nature herself will guide us through our artistic processes. We will draw and paint with the heart first then analyze and improve things with the head later in the process. We all benefit from developing keen observational skills to assess developmental, social, and environmental situations.

Eurythmy (Performing Movement Art); 18.25 clock hrs

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/Sculpture; 25.25 clock hrs

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.

Modeling the Human Head in Clay. (Alternating years in the summer)

Foundations Studies Multi-discipline Survey Course; 6.25 clock hrs

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.

Capstone Course; 7.5 clock hrs

Students hear and discuss the research project presentations given by the Alkion second year students on a spectrum of themes from Waldorf Education.

Rudolf Steiner's Social Vision/Threefold Social Order; 5.25 clock hrs

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.

History Through Art (alternating years); 9 clock hrs

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 (alternating years); 9 clock hrs

Students endeavor to uncover the “primal” beginnings of music, after which we will move through the respective era’s 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.

Drawing, Blackboard Drawing, Form Drawing and New Arts; 13.75

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.

In **Blackboard Drawing** 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.

In **Form Drawing and New Arts** we explore 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. A survey of Rudolf Steiner's Art Impulse.

Storytelling/ Speech/Drama; 13.75 clock hrs

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.

In this speech and drama workshop, we will explore the connection between the mind, body, breath, and voice. This will lead to the development of monologues and scenes through an active process beginning with movement and imagination and gradually incorporating speech and gesture

Music Curriculum and Singing; 9.25 clock hrs

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.

Introduction to Goethean Science and Projective Geometry; 7.5 clock hrs

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

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.

Spatial Dynamics (Gymnastic Movement); 8.75 clock hrs

Students have a brief introduction to Bother Gymnastics and Spatial 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/Book Study; 9.0 clock hrs

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; 7.5

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

Foundations of Human Experience/Book Study includes 12 Senses and Balance in Teaching; 10.25 clock hrs

There are three groups of senses integrated into the united threefold human being of mind, soul, and body. We relate to each other through the Knowledge senses; the world is known to us through the Feeling senses, and we experience our own body through the Foundational senses. Goethe pointed out that our senses tell us the truth...they can be trusted for they are never wrong. Our perceptions, sensations, and conceptions are fundamental experiences in a world of truth, a world which is the foundation of all of our inner and outer experiences. During this course, we will explore the 12 Senses, as introduced by Rudolf Steiner (Study of Man: VIII), experientially and through conversation.

In the *Balance in Teaching* seminar, we will delve into the key topics and wise guidance that was communicated by Rudolf Steiner to striving Waldorf teachers. These lectures were given in 1920 and 1923, soon after the founding of the first Waldorf school in Stuttgart.

- importance of the inner attitude of the teacher
- sculptural and musical forces at work in child development
- the interaction between the physical and soul spiritual
- meditation as a path to creative teaching
- awakening the child through artistic teaching

As time allows, we will also have a look into the second part of *Balance in Teaching* (Anthroposophic Press [2007]), entitled *Deeper Insights into Education*. There are seven lectures in all, which will need to be acquired and read in advance of our study together.

Administration in Waldorf Schools; 7.5 hrs

Rudolf Steiner challenges us to love in a way that makes the needs of others the motivation for our actions. As members of Waldorf school communities, we are given the opportunity to embrace and embody balanced, human-centered, and creative leadership forms that truly serve our students, parents, and colleagues. Using presentation, exercises, reflection, and guided dialogue, we will explore the principles that stand behind our organizational forms, consider practices that support our principles, examine the relationship between freedom and responsibility, and develop our own strengths and skills to best serve our school communities.

Year 2: Waldorf Teacher Education Program for EC and Grades Students

Course Descriptions

Inner Practice; 14 clock hrs

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 Painting; 28.5 clock hrs

In this course we work with the Waldorf School curriculum for grades 5-8 (plant- and animal studies, geography, geology, civilizations around the world) in the wet-on-wet and layer painting (veil painting) methods. Colorful paintings where the form gets born out of the color are the outcome. Additionally students will lead painting classes in preparation for their own teaching and receive feedback from class mates and instructor.

Painting in nature offers a deep immersion in nature, using the gateway of observation, color theory, mood, and different techniques to create drawings and paintings that deepen our perception and bring us news from the world around us. We will hear the gurgling brook while we study and draw trees, grasses, different swathes of landscape, decipher color combinations, learn how to draw and paint water and how to use dark, light and texture to create foreground, middle ground and background. We will mostly work with pastels, charcoal and pencils and occasionally watercolor. If weather does not permit work outside, we will bring nature to the classroom and continue our studies indoors. Detailed instruction will be given before embarking on any exercise and nature herself will guide us through our artistic processes. We will draw and paint with the heart first then analyze and

improve things with the head later in the process. We all benefit from developing keen observational skills to assess developmental, social, and environmental situations.

Philosophy of Freedom/ Book Study; 15 clock hrs

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/The Twelve Senses/Balance in Teaching: 15 clock hrs

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.

There are three groups of senses integrated into the united threefold human being of mind, soul, and body. We relate to each other through the Knowledge senses; the world is known to us through the Feeling senses, and we experience our own body through the Foundational senses. Goethe pointed out that our senses tell us the truth...they can be trusted for they are never wrong. Our perceptions, sensations, and conceptions are fundamental experiences in a world of truth, a world which is the foundation of all of our inner and outer experiences. During this course, we will explore the 12 Senses, as introduced by Rudolf Steiner (*Study of Man: VIII*), experientially and through conversation. In the *Balance in Teaching* seminar, we will delve into the key topics and wise guidance that was communicated by Rudolf Steiner to striving Waldorf teachers. These lectures were given in 1920 and 1923, soon after the founding of the first Waldorf school in Stuttgart.

- importance of the inner attitude of the teacher
- sculptural and musical forces at work in child development
- the interaction between the physical and soul spiritual
- meditation as a path to creative teaching
- awakening the child through artistic teaching

As time allows, we will also have a look into the second part of *Balance in Teaching* (Anthroposophic Press [2007]), entitled *Deeper Insights into Education*. There are seven lectures in all, which will need to be acquired and read in advance of our study together.

Clay Modeling; 25.25 hrs

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.

Modeling the Human Head in Clay. (alternating years)

Storytelling/Speech/Drama; 13.75

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 Curriculum and Singing; 9.25 clock hrs

The mood of the fifth and the playing of the Choroí 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); 18.5 clock hrs

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.

Drawing/Blackboard Drawing; 13.75 clock hrs

Students continue to work on general drawing skills. 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.

DEI Work with Alma Partners; 5.25 clock hrs

Diversity, Equity, and Inclusion: Seeing Ourselves, Our Students, and the Waldorf Curriculum through an Antiracist Lens.

Administration in Waldorf Schools; 8.5 hrs

Rudolf Steiner challenges us to love in a way that makes the needs of others the motivation for our actions. As members of Waldorf school communities, we are given the opportunity to embrace and embody balanced, human-centered, and creative leadership forms that truly serve our students, parents, and colleagues. Using presentation, exercises, reflection, and guided dialogue, we will explore the principles that stand behind our organizational forms, consider practices that support our principles, examine the relationship between freedom and responsibility, and develop our own strengths and skills to best serve our school communities.

Capstone Course; 7.5 hrs

Graduating students present and discuss their individual research projects on a spectrum of special subjects and attend the graduation presentations.

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 wood-carving, 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. A 5-10 page written summary of the presentation with bibliography and pertinent visual materials gets handed in on the day of the oral presentation. 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 Childhood Seminar; 56 clock hrs

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.

Early Childhood Crafts and Puppetry; 16 clock hrs

Students learn felting, creating puppets for puppetry and other seasonal arts/crafts.

Nature Stories and Music in the Mood of the Fifth; 10 clock hrs

Students immerse themselves in nature and create stories out of nature moods appropriate for the young child as well as learning how to sing and play the lyre in the mood of the fifth.

Music History/Art History (alternating summers); 9 clock hrs

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

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. A 5-10 page written summary of the presentation with bibliography and pertinent visual materials gets handed in on the day of the oral presentation. 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.

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; 66.25 clock hrs

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 8th 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 (7th 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 (Open to the Public) Part of Above Hour Counts for Regular Alkion Students

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 era’s 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.

Painting and Drawing/Nature-Observation

This course is a deep immersion in nature, using the gateway of observation, color theory, mood, and different techniques to create drawings and paintings that deepen our perception and bring us news from the world around us. We will hear the gurgling brook while we study and draw trees, grasses, different swathes of landscape, decipher color combinations, learn how to draw and paint water and how to use dark, light and texture to create foreground, middle ground and background. We will mostly work with pastels, charcoal and pencils and occasionally watercolor. If weather does not permit work outside, we will bring nature to the classroom and continue our studies indoors. Detailed instruction will be given before embarking on any exercise and nature herself will guide us through our artistic processes. We will draw and paint with the heart first then analyze and improve things with the head later in the process. We all benefit from developing keen observational skills to assess developmental, social, and environmental situations.

Administration in Waldorf Schools

Rudolf Steiner challenges us to love in a way that makes the needs of others the motivation for our actions. As members of Waldorf school communities, we are given the opportunity to embrace and embody balanced, human-centered, and creative leadership forms that truly serve our students, parents, and colleagues. Using presentation, exercises, reflection, and guided dialogue, we will explore the principles that stand behind our organizational forms, consider practices that support our principles, examine the relationship between freedom and responsibility, and develop our own strengths and skills to best serve our school communities.

The Twelve Senses/Foundations in Human Experience

There are three groups of senses integrated into the united threefold human being of mind, soul, and body. We relate to each other through the Knowledge senses; the world is known to us through the Feeling senses, and we experience our own body through the Foundational senses. Goethe pointed out that our senses tell us the truth...they can be trusted for they are never wrong. Our perceptions, sensations, and conceptions are fundamental experiences in a world of truth, a world which is the foundation of all of our inner and outer experiences. During this course, we will explore the 12 Senses, as introduced by Rudolf Steiner (Study of Man: VIII), experientially and through conversation.

Foundation in Human Experience/Balance in Teaching

In this seminar, we will delve into the key topics and wise guidance that was communicated by Rudolf Steiner to striving Waldorf teachers. These lectures were given in 1920 and 1923, soon after the founding of the first Waldorf school in Stuttgart.

- importance of the inner attitude of the teacher
- sculptural and musical forces at work in child development
- the interaction between the physical and soul spiritual
- meditation as a path to creative teaching

– awakening the child through artistic teaching

As time allows, we will also have a look into the second part of *Balance in Teaching* (Anthroposophic Press [2007]), entitled Deeper Insights into Education. There are seven lectures in all, which will need to be acquired and read in advance of our study together

Speech and Drama/Storytelling

In this speech and drama workshop, we will explore the connection between the mind, body, breath, and voice. This will lead to the development of monologues and scenes through an active process beginning with movement and imagination and gradually incorporating speech and gesture

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. Alkion Center also reserves the right to make faculty or course substitutions when necessary. If the registrant cancels within 7 days of signing the enrollment agreement but before instruction begins, he or she will receive a full refund less the non-refundable registration fee of \$100.

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 2021-2022 school year are:

Sep. 11, 18, 25

Oct. 2, 16, 23, 30

Nov. 6, 13, 20

Dec. 11, 18

Jan. 8, 15, 22, 29

Feb. 5, 12, 19

Mar. 5, 12, 19, 26

Apr. 2, 9, 30

May 7, 14

Summer Week 1: June 19th-24th 2022

Summer Week 2: June 27th- July 1st 2022

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 2021-2022

Application Deadline for all Programs: August 15th

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). All additionally required hours will be billed at \$27.00 per clock hr

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.

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, i.e. school diplomas, 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 2018 – June 30, 2019

Part 1: Admissions: Applications, Acceptances & Denials:

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

Part 2: Current Year Enrollment:

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

Part 3: Status of 2016-17 Enrollment as of September 15, 2018:

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

Part 4: Graduate Follow-up:

Working in a Related Field:		3
Seeking Employment:		0

Reporting Period September, 2019 – June 30, 2020

Part 1: Admissions: Applications, Acceptances & Denials:

Total Applications:		6
Applications Accepted:	6	
Applications Denied:		0

Part 2: Current Year Enrollment:

New Enrollment:		4
Still Enrolled/Continuing from Previous Year:	2	
Total Students in Program for Reporting Period:	6	

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

Still Enrolled/Continuing to Next Reporting Period:		5
Non-completers:		1

Graduates: 2 Due to Covid practicum requirements could not be fulfilled. Graduation rate will improve as pandemic subsides

Part 4: Graduate Follow-up:

Working in a Related Field: 1 Due to Covid
 Seeking Employment: 0

Waldorf Lower School Grades Teacher Education Program

Reporting Period September 15, 2018 – June 30, 2019

Part 1: Admissions: Applications, Acceptances & Denials:

Total Applications: 11
 Applications Accepted: 11
 Applications Denied: 0

Part 2: Current Year Enrollment:

New Enrollment: 3
 Still Enrolled/Continuing from Previous Year: 8
 Total Students in Program for Reporting Period: 11

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

Still Enrolled/Continuing to Next Reporting Period: 3
 Non-completers: 2
 Graduates: 6

Part 4: Graduate Follow-up:

Working in a Related Field: 9
 Seeking Employment: 0

Reporting Period September 15, 2019 – June 30, 2020

Part 1: Admissions: Applications, Acceptances & Denials:

Total Applications: 18
 Applications Accepted: 18
 Applications Denied: 0

Part 2: Current Year Enrollment:

New Enrollment: 12

Still Enrolled/Continuing from Previous Year: 6
Total Students in Program for Reporting Period: 18

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

Still Enrolled/Continuing to Next Reporting Period: 9
Non-completers: 2 Due to Covid
Graduates: 1 Due to Covid Graduation Re-
quirements could not be fulfilled

Part 4: Graduate Follow-up:

Working in a Related Field: 5
Working in Slightly Related Field: 0
Unrelated Field: 1
Pursuing Additional Education: 0

Tuition and Program Fees

The tuition rate for Year 1 (28 Saturdays,) is \$5,700. The rate for Year 2 (28 Saturdays,) is \$6,700. Foundation Studies course is \$3,782, with those classes running for only a half day. All rates automatically cover the required (for a Certificate of Completion) Summer Course weeks.

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

A \$50.00 non-refundable materials fee will be charged to the student account.

We strive to keep our tuition as low as possible so that our programs may be accessible to a wide range of interested students.

Tuition can be paid in three different ways: as a lump sum, in quarter/semesters, 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 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. Payments can be made monthly, per semester or lump sum.

We offer very modest scholarships upon request. The Alkion Tuition Adjustment Program makes awards depending upon the number of students who request tuition adjustment each year. Scholarships have ranged from \$300-\$400. The tuition adjustment is for the current school year and is deducted from the student's invoice. Students must receive a passing grade to be eligible to receive the tuition adjustment the following year.

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 14 week quarter.
- Students will be ineligible to attend classes if payment is not received by the start of classes.
- 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 14 week quarter 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.
- Summer weeks are billed into tuition as a whole, and the courses contained in the summer weeks 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

1. A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.
2. Thereafter, a student will be liable for the non-refundable registration fee plus the cost of any textbooks or supplies accepted plus tuition liability as of the student's last date of physical attendance. Tuition liability is divided by the number of quarters in the program. Total tuition liability is limited to the quarter during which the student withdrew or was terminated, and any previous quarters completed.

First Quarter – $\text{Tuition}/2 = \text{Total tuition for Q1}$

If termination occurs school may keep

Prior to or during the first week 0%

During the second week 25%

During the third week 50%

During the fourth week 75%

After the fourth week 100%

Second Quarters - $\text{Tuition}/2 = \text{Total tuition for Q2}$

During the first week 25%

During the second week 50%

During the third week 75%

After the third week 100%

3. The student refund may be more than that stated above if the accrediting agency refund policy results in a greater refund.

Financial Aid Information

Assistance comes in the form of:

- Alkion scholarships
Bulova/Gale Foundation for Hawthorne Valley Waldorf School teachers only
- AWSNA loans and grants
- Funding from the student's Waldorf school, matched by AWSNA grants, dollar for dollar up to capped amount (differs from year to year).

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.

Bulova/Gale Foundation

This grant is available to currently teaching faculty at the Hawthorne Valley Waldorf School who are training at the Alkion Center only. Full time faculty receives significantly higher grant support than assistants.

Questions

For questions about affording or paying for your Alkion education, please contact info@alkioncenter.org

Please note: 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 middle and end of each semester. For a complete layout of the academic year, see Academic Calendar. Each course is evaluated on a Pass/Fail basis.

Satisfactory Academic Progress

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

A student's academic progress is evaluated at the middle and end of each Quarter. Students failing to maintain satisfactory academic progress in a term will be placed on probation during the following semester. Students failing to maintain satisfactory academic progress while on probation will not be allowed to enroll in the following semester. 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.

All courses (including practicum courses) contain assignment information and criteria for completion of the course. If a student does not successfully complete the course work, he/she may be assigned make-up work by the program director or receive a failing grade for the course.

Requirements for Graduation

In order to graduate, a student must have attended all 501 class hours (with the allowable absences outlined in [Evaluation of Course Work](#)). All requirements for the program must have been met (including all practicums and research component), 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.

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:

Complaint Against (About)	Contact
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.

Information for Students Rights

Schools are required to give this disclosure pamphlet to individuals interested in enrolling in their school.

What is the purpose of this pamphlet?

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New York State Education Department are required to meet very specific standards under the Education Law and Commissioner's Regulations. These standards are designed to help insure the educational appropriateness of the programs which schools offer. It is important for you to realize that the New York State Education Department's Bureau of Proprietary School Supervision closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the New York State Education Department, at minimum, every four years, thereby helping to insure that all curriculum offered in the schools are educationally sound.

In addition, staff members of the Bureau of Proprietary School Supervision are often in the school buildings monitoring the educational programs being offered. The interest of the New York State Education Department is to ensure that the educational program being offered meets your needs and that your financial investment is protected.

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your continued efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau staff will continue to work with all the schools to help insure that a quality educational program is provided to you.

Who can file a complaint?

If you are or were a student or an employee of a Licensed Private Career School in the State of New York and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New York State Education Department.

What can a student or employee complain about?

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

How can a complaint be filed by a student or employee?

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

The steps you must take to file a complaint with the New York State Education Department are:

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail. 2. If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. You must file a complaint within two

years after the alleged illegal conduct took place. The Bureau cannot investigate any complaint made more than two years after the date of the occurrence. 3. The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

What is the Tuition Reimbursement Fund?

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational program, then you may be eligible for a refund of all tuition expenses which you have paid. If you drop out of school prior to completion and you file a complaint against the school with the State Education Department, you may be eligible to receive a tuition refund if the State Education Department is able to provide factual support that your complaint is valid and to determine that there was a violation of Education Law or the Commissioner's Regulations as specified in Section 126.17 of the Commissioner's Regulations. To file a claim to the Tuition Reimbursement Fund, you must first file a complaint with the State Education Department at the address included in this pamphlet. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (a sample of this form should have been provided to you upon enrollment).

What is the tuition refund and cancellation policy?

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement.

Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet.

What should students know about "private school agents?"

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee.

Each school agent must be licensed by the New York State Education Department, must have an Agent identification card and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement. Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

What should students know about "grants and guaranteed student loans"?

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours-the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational program, you are still responsible for repaying all of the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the interest charged on these loans.

Read and understand all the information and applications for financial aid grants and loans before signing.

Where can students file a complaint, file a claim to the tuition reimbursement fund, or get additional information?

Contact the New York State Education Department at:

New York State Education Department 116 West 32nd Street, 5th Floor New York, New York 10001 Attention: Bureau of Proprietary School Supervision (212) 643-4760

This pamphlet is provided to you by the New York State Education Department (NYSED). The NYSED regulates the operation of Licensed Private Career Schools.