



ARCTURUS RUDOLF STEINER EDUCATION PROGRAM

**CATALOG
V. VII
2013-2014**

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ABOUT ARCTURUS PROGRAM

Arcturus Rudolf Steiner Education Program

ARCTURUS GOVERNING BODIES

Board of Trustees

The Board of Trustees is responsible for all financial and legal matters. The Board meets usually on a monthly basis

Present Board Members:

Paulette Arnold - President
Gordon Edwards – Treasurer
Mary Lin Yoshimura - Secretary
Frank Avellone - Member
Christine Culbert - Member
Natalie French - Member
Richard Dancey - Member

Student Representative: Elected every academic year during the fall term.

Core Group

The Core Group is responsible for the overall well being of Arcturus, its programs, schedules and dates, as well as all student matters. Individual student matters may be discussed. Meetings are usually weekly.

Present Core Group Members:

Elisabeth Swisher
Nancy Szymanski
Frances Vig
Claude Driscoll

Administration

The Administrator handles the routine matters of communication with Students, Faculty, Core Group, and Board and also manages the record keeping for these groups. The Bookkeeper, in collaboration with the Treasurer of the Board, is responsible for the financial contracts, and the on-going cash flow management.

Present Administration:

Office Administrator & Bookkeeper: Ingrid Gomez

Faculty

Paulette Arnold

Paulette has loved schools and the process of education for as long as she can remember. Since discovering Waldorf in 1989 she has been a home-schooling mother/teacher, a kindergarten and first grade assistant, a substitute teacher, and an adult educator. Paulette is an avid student of the history of education, and of Anthroposophy. Paulette holds a B.A. in Modern Languages and Secondary Teaching Certificate from Knox College, and is an Arcturus graduate.

Alla Bikchurina

Alla is originally from St. Petersburg, Russia where she studied basic, curative and pedagogical eurythmy. She became a teacher of artistic movement at the Institute of the Development of Education in 2000, continuing her education with further pedagogical eurythmy training in Stuttgart, Germany before moving to the US in 2005. She has also studied with the Therapeutic Eurythmy Training in North America in Copake, NY.

Jutta Johanne Distler

A native of Denmark, Jutta has lived in Chicago since 1989 where she has earned her living as a professional musician touring in Europe, Canada, and across America playing violin, mandolin and guitar. She began teaching folk dance at the Chicago Waldorf School with her husband in 2005 and has been the speech instructor for Arcturus since 2008. She holds a Creative Speech degree from the Goetheannum's Schule für Sprachgestaltung und Schauspiel, Dornach, Switzerland.

David Dozier

David received a BFA from Layton School of Art and Design in Milwaukee. He studied painting and sculpture for many years, both privately and at the Art Student's League of New York. He has been working in the fine arts and commercials arts since 1973 and has exhibited around the country. He has a Masters of Education from Antioch New England Graduate School and currently teaches at the Chicago Waldorf School. David holds a BFA, Layton School of Art and Design, Milwaukee and a M.Ed., Antioch New England.

Claude Driscoll

Claude was born in Paris, France and came to America at age 21. She worked as a kindergarten assistant at the Chicago Waldorf School and was then hired as a lead kindergarten teacher in the Great Oaks Waldorf School in Evanston. She rejoined the CWS faculty as handwork teacher while completing her teacher training at Sunbridge College and later returned to Sunbridge for her certification in Remedial Education where she has pursued her life-long love of exploring the healing aspects of art in

education. She has been a teacher at Chicago Waldorf School for the past 19 years. Claude received both her Waldorf Teacher Certification and her 3-year Remedial Certification at Sunbridge College.

Elizabeth English

Elizabeth has been teaching and mentoring in Waldorf schools since 2002. She helped to pioneer the grade school program at DaVinci Waldorf School (formerly Water's Edge Waldorf School) in the northwest suburbs, where she is currently the music program director. After graduating from Sunbridge College, Elizabeth continued with intensive study under the tutelage of Par Ahlbom and Manfred Bleffert, and she is currently one of the very few instrument builders of this method in the country. Elizabeth is a proud mother of four, and when she finds some spare time she likes to spend it cooking, knitting or sewing.

Michael Holdrege

A resident of Vienna, Austria for 14 years, he initially taught biology at the Rudolf Steiner School before co-founding the Institute for Goethe Studies, where he served as a full-time faculty member. After returning to the USA, Michael helped found the high school of the Chicago Waldorf School, where he currently teaches biology and economics. Michael is also on the faculty of the Waldorf High School Teacher Education Program in Wilton, NH and a board member of the Michael Fields Agricultural Institute in East Troy, Wisconsin. Michael is a graduate of the University of Minnesota, attended Emerson College in Sussex, England and did his teacher training at the Seminar for Waldorf Pedagogy in Stuttgart, Germany.

Jim Kotz

Jim received a degree in Applied Math and Physics from the University of Michigan, and was later granted a graduate fellowship at Wayne State University. While in Grad school, Jim wrote a thesis on the electrical and thermal properties of a particular conductive glass, which now has application in modern computer memory chips. It was also during this time that Jim was first introduced to Waldorf education through a lab associate. After completion of his PhD, he worked in the electronics industry for a number of years and later completed his Waldorf teacher training while in Southern California, where he began to teach part-time at the local Waldorf High School. Jim is now full-time with the Chicago Waldorf School and enjoys working with colleagues to strengthen an already well-integrated high school program to further meet the educational needs of 21st century adolescents, especially in regard to their relationship to science and technology.

Nancy Melvin

At the age of six Nancy studied traditional textile arts at her grandmother's knee. Grandmother spoke almost no English so Nancy learned by doing without written or verbal direction. Nancy's work continues to be both unique and rooted in tradition. She has a BA from Bennington College, a

MA from the University of Chicago and five years of post-graduate work in textiles, art history, aesthetics and performance art at the School of The Art Institute of Chicago. A Waldorf teacher since 1994, currently teaching knitting and dyeing for Arcturus Waldorf teacher training, she grows her own dyes.

Elisabeth Swisher

Elisabeth was born in Austria, and was fortunate to join the Waldorf School in Stuttgart, Germany for the last 5 years of her primary education. She graduated from the Academy of Music in Vienna in 1979. She did her Waldorf teacher training in Stuttgart, and has taught in Waldorf schools and training institutions in Austria and the US since then. In 2002 she went to China to teach English at a public high school in Shanxi, and also to travel. After she returned from China she opened her own Waldorf Kindergarten in Hyde Park, Chicago. She now visits China twice a year for extended periods to help mentor and teach a dynamic and growing population of Waldorf teachers there.

Nancy Szymanski

Nancy began studying theater at Illinois State University and then made a dramatic switch to chemistry. She was a research assistant in the chemical industry for several years. From 1990 she studied watercolor painting, training under various artists in the Chicago area. Developing programs and teaching at a parent cooperative school led her to Arcturus, where she received her Waldorf teacher training. Nancy took a class from first through eighth grade and is currently in 2nd grade with her second group of children. She has mentored several grade school teachers and is the proud parent of two Chicago Waldorf School graduates.

Carol Triggiano

Carol has been a teacher at the Chicago Waldorf School for the past 18 years. She graduated from National Louis University in 1972 with a degree in education and English. Carol taught for several years in both public and private schools and for ten years was a lecturer on the art of storytelling. She found Waldorf education while searching for a school for her own children. She also spent her first three years at the Chicago Waldorf School as an Early Childhood lead teacher; then she took a class from first through eighth grade and is currently in 7th grade with her second group of children. Carol is a graduate of the Arcturus Waldorf Teacher Training Program where she currently teaches courses on storytelling and language arts. She has been an outside evaluator, consultant and mentor to several Waldorf schools, including Te Ra Waldorf School in New Zealand. In her tenure at CWS Carol has served as the grade school chair, Teacher Development Committee representative, AWSNA delegate, mentor and Chair of the College of Teachers.

John Trevillion

John was born in England and educated in Canada and the United States. He has taught in Waldorf Schools since 1982, most of these as a teacher of 6th, 7th, and 8th grade classes at the Detroit and Chicago Waldorf Schools. He is now in his 9th year of teaching at the CWS. For 4 years at CWS he supported the middle grade class teachers (mentoring teachers, and teaching blocks and math tracks), and also taught high school history. In that capacity he has devoted considerable time researching the scientific revolution of our epoch as both symptom and agent of change on the evolution of consciousness. He is currently the teacher of the 8th grade at CWS. Over the years he has also taught many workshops and teacher education courses in the middle grade sciences and math/geometry. He has also written many class plays, a number of them about major scientific figures. His most ambitious works include musicals about the life and work of Johannes Kepler, entitled *The Music of the Spheres* (published and still available by AWSNA Press), and *Archimedes*.

Cynthia Trevillion

Cynthia received a bachelor's degree from the University of Michigan and a Master's of Waldorf Education from Mercy College of Detroit. She taught for many years at the Detroit Waldorf School where she took a class from grades one to eight. During this time she completed her training with the Association for a Healing Education and was a colleague of its founder, Mary Jo Oresti. Upon moving to Chicago she took a class from grades five to eight at the Chicago Waldorf School. She is currently an educational support teacher and teaches some middle school math and main lesson blocks.

Frances Vig

Frances was born and educated in England. She graduated from Christ Church College Canterbury, Kent with a Dip. Ed and received her Waldorf Certification at Emerson College in Forest Row where she focused on sculpture, painting and drawing. She is one of the founding members of the Chicago Waldorf School where she has taken two classes one through eight and has also been a subject teacher in the arts. She is currently a high school teacher and class advisor focusing on the sculptural arts and metalwork. Frances is a member of the College of Teachers of CWS, has worked in teacher development, served as college chair and as a member of the Board of Trustees. Frances has taught in various Anthroposophical trainings adult trainings in North America. She is a member of the Pedagogical Section Council America of North America and a representative on the Leadership Council of AWSNA.

Susanne Zipperlen

Susanne is a Native of Sweden, where she attended college and received her degree in Economics. After working at an anthroposophically-based school for children with special needs outside Stockholm, she has lived mostly in

the United States. Susanne finished her Eurythmy training in Spring Valley, NY in 1994, continuing her study through the Pedagogical Teacher Training at Antioch and Therapeutic Eurythmy training in England. Her teaching experiences since arriving in Chicago includes the Esperanza Community, Great Oaks School, Singing Winds Waldorf School and the Chicago Waldorf School. Susanne performs together with other eurythmists in the Mid-West Eurythmy Group.

EARLY CHILDHOOD FACULTY

Christine Culbert

Christine holds a BSN from Northwestern University and worked in the area of maternal-child health in hospital settings for 10 years. Now an RN, she completed her Waldorf teacher training and B.A. at the Waldorf Institute of Mercy College in Detroit. After serving as a lead teacher in the Parent-Child program at the Chicago Waldorf School from 1995-2001, Christine began her work as an Early Childhood teacher, also serving as Early Childhood Level Chair. She is a member of the Waldorf Early Childhood Association of North America. She is also the proud mother of two Waldorf students and personally enjoys playing piano, lyre and recorder as well as handwork arts including spinning, knitting, felting and dyeing.

Laura Donkel

Laura has taught in the CWS Early Childhood program for 8 years. She holds a BA in International Business and Spanish from St. Norbert College as well as an MS in Advertising from the School of Journalism at Northwestern University. She received her Waldorf teacher training certification from the Arcturus Rudolf Steiner Education Program in Chicago. Laura is the proud parent of two children, one of whom graduated from Chicago Waldorf School last year and the other of whom is a freshman in the high school.

Susan Bruck

Susan grew up in Detroit, Michigan and Rock Island, Illinois. She received a BS in Chemistry and JD (Jurist Doctorate) from the University of Illinois. Susan also attended the Art Institute of Chicago. After discovering Waldorf education, Susan completed her teacher training at the Arcturus Rudolf Steiner Education Program and began teaching in the Early Childhood program at Chicago Waldorf School. In the past she has split her teaching duties between Early Childhood and the Parent-Child program. In addition to her teaching at Chicago Waldorf School, Susan taught Hebrew for 6 years and plays clarinet with the 100% Kosher Ham It Up Band at her synagogue, as well as with clarinet group the Licorice Sticks. She also conducts trainings on the art of puppetry.

Nancy Matson

Nancy has a long history of excellence with the Chicago Waldorf School including 6 years as an assistant with the Parent-Child program, primary teacher for the inaugural year of the Nursery program, 6 years as an

assistant in the Kindergarten program and 5 years and counting as a lead teacher in the Kindergarten program. A graduate of the Arcturus Teacher Training Program, Nancy also attended SIU and received an Associate Degree in Fine Arts and Graphics from the American Academy of Art in Chicago. Nancy and her husband, Al, have four children, all of whom attended the Chicago Waldorf School. She enjoys doing anything with her family, working with children and their families, learning more about Anthroposophy, painting, gardening, and, of course, laughter.

Naomi Studebaker

Naomi's discovery of Rudolf Steiner's work so soon after graduating from Miami University in Ohio with a degree in Secondary Education was a life changing event. The 36 years in the Waldorf movement includes grade sch. class teaching (4 Winds and Esperanza), and Early Childhood (EC) work (Oak Park home & 4W). During her 12 yr EC home program, both the Four Winds Sch. Initiative (1994) and the Singing Winds Sch. Initiative (1999) grew out of cooperative efforts between herself and her parent body. Naomi was active in Admin. and leadership positions in all settings, including founding yrs board work at CWS. While at Esperanza, Naomi earned her Masters in Educ. with Special Education certification in 4 areas. Naomi continues this interest by working with Janet Oliver to become a HANDLE practitioner working with sensory motor reflex integration. Naomi is currently teaching parent/child classes at 4W, is available for individual appointments, and is preparing to join the mentoring work supporting the rapidly growing Waldorf EC movement in China.

Patricia Holdrege

Patricia is a special subject handwork teacher at the Chicago Waldorf School. She is also the master gardener for the school who was instrumental in developing and care taking the Sophia Garden for over 10 years. She now works with the schoolchildren to maintain the garden plots in the Ruby Garden in Schriber Park. With other faculty she also tends to the school's rooftop bee colonies. She is also an active volunteer at the Kilbourn Park Organic Greenhouse and is actively engaged in partnerships with local community gardening initiatives.



ARCTURUS INSTITUTE

Arcturus Rudolf Steiner Education Program

Mission Statement

The Arcturus Teacher Education Program aims to create a comprehensive learning experience for adults seeking to engage the conceptual and artistic dimensions of Rudolf Steiner's worldview, which he called Anthroposophy. It encourages students to consider this worldview and its applications in both their personal life path and in society. The Program focuses on the preparation of Waldorf teachers through transformative adult education. To this end, Arcturus engages the education of the universal human in all of its participants, and honors the whole human being by addressing the conscious development of body, soul, and spirit. We combine conceptual study, artistic practice, faculty mentoring, and student initiative to form a program that recognizes and fosters a dynamic learning process in its individual students, teachers, and in the group as a whole.

Anthroposophy

Anthroposophy derives from two Greek words – anthropos, "human being," and Sophia, "wisdom." As Theosophy ("Theo" "Sophia") means wisdom of God, or divine wisdom, Anthroposophy means "wisdom of the human being" or the wisdom that knows what it means to be human. In other words, it is a path of self-knowledge. In his Anthroposophical Leading Thoughts, written in the last year of his life (1924), Steiner wrote: "Anthroposophy is a way of knowledge – a cognitive path – that leads the spiritual in the human being to the spiritual in the universe." Rudolf Steiner practiced this path, and his perceptions into the spiritual world, communicated in his books and lectures, laid the foundations and established the parameters of Anthroposophy.

Waldorf Education from the Teacher's Perspective

Waldorf education was born in the midst of social unrest and uncertainty not unlike that found in our own time. In Stuttgart, Germany in 1919, a group of workers in the Waldorf-Astoria Cigarette Factory wanted the harsh and lifeless methods of pedagogy to be replaced with a schooling that truly suited the needs of their children. Emil Molt, the factory's forward-looking director, asked Rudolf Steiner to develop a school based on Steiner's picture

of the child as a being of body, soul, and spirit, in which teachers would teach out of love and respect for their students. Over the course of a full and intense summer, Rudolf Steiner assembled a group of men and women who were to become the founding faculty.

Few of those individuals Rudolf Steiner gathered had any prior training or experience in the older, outdated methods of education, and were to approach teaching out of enthusiasm for a spiritual and holistic view of the human being. In the new "Waldorf" elementary school they would learn to handle a rich curriculum and take up the teaching of various subjects through a fresh, human interest in them, rather than through any purely academic acquaintance from the past. Steiner's approach was revolutionary at the time, and in many respects remains so. Waldorf teachers would be effective, he argued, not because of what they already knew and had already achieved, but because of what they were becoming.

The curriculum and methodology that Steiner put into place at the time were, and still are, based on a developmental approach to the child and challenge the teacher to develop and deepen his or her understanding of the nature of childhood as a prerequisite for teaching. Rudolf Steiner asked the teachers to teach all subjects in an artistic way. This challenges the teachers to become artists and to understand and embrace the artistic process.

Through this activity of the teacher, which inspires the student's thinking, feeling, and doing, the child's natural sense of reverence and a love for the world are fostered. Under the warm, active tutelage of their teachers, children are provided a creative alternative to passive and pressured school experience.

This striving to develop as a free and self-reliant individual, a warm enthusiasm for lifelong learning, and a determination to search for the hidden threads that weave separate subjects and disciplines into a rich and vital tapestry are the qualities that the Waldorf tradition seeks to call forth from within each person entrusted with guiding a group of young people into the future.

Waldorf Education from the Children's Perspective:

Waldorf has become the largest independent, non-denominational education movement in the world, with over one thousand schools in sixty-five countries.

Waldorf education provides a rich experience that aims to prepare children to meet the challenges of our world and the future – with clarity of thought, a caring heart and confidence to initiate change. It achieves its aims with a fully developed approach that addresses the whole child: mind, body and spirit. The Waldorf curriculum recognizes that children have distinct, age-related educational and emotional needs according to their naturally unfolding stages of development. To meet these needs, the arts are integrated into virtually every element of the curriculum. Children experience the lesson's content through drawing, painting, song, recitation, drama and movement. Current research shows that manual dexterity is best promoted

by supplementing lessons with a broad range of handwork – from knitting and weaving to woodwork, pottery and metalwork. While 'green' and global issues have come into the nation's consciousness in recent years, Waldorf schools have always emphasized the human connection to the earth and the world community. School efforts and activities in this arena include recycling, waste reduction, community clean up and urban gardening.

The Waldorf child learns about the world through an experience of the hands and the heart, as well as the mind, and in so doing, acquires a living wisdom that enriches the intellect and deepens the natural joy and wonder of learning. It is this genuine inner enthusiasm for learning that is the hallmark of Waldorf education.

For more information visit www.whywaldorfworks.org

Location

The Arcturus Programs take place on Friday evenings and Saturdays at the Chicago Waldorf School, which is located at 1300 W Loyola Avenue, Chicago, IL 60626. The Chicago Waldorf School is an urban independent school offering early childhood through twelfth grade education rooted in the ideals, insights, and pedagogical methods of Rudolf Steiner.

Arcturus Presence on the Web

Arcturus can be found online at www.arcturus.info. Currently, all the information about our program is accessible there, with several forms to request information, transcripts, and even submit payments online.

Also, we are now on Facebook.com and can be easily found by our own name. We are currently sending e-Newsletters to our online database of 545 individuals.



ARCTURUS PROGRAMS

Arcturus Rudolf Steiner Education Program

Our classes meet on Friday from 4:00 pm until 9:00 pm and on Saturdays from 8:30am until 3:15pm. The current full time program consists of ten weekends in the fall, ten weekends in the winter, and ten weekends in the spring. Included are two festival weekends, one seminar weekend and the graduation weekend, which are obligatory for all full time students.

Singing, Eurythmy, Folk Dancing & Theater Arts

Singing and Eurythmy are the only subjects offered throughout all three terms of the year, and the all three years of the training.

Singing

Harmony and strength within a community can be built through singing. In the singing course we will sing a variety of music, ranging from western classical tunes to folk and world music. In addition to learning new music, this class focuses on healthy singing technique, reading basic rhythms and musical notation, and the healing aspects of music.

Eurythmy

This introduction to Steiner's art of movement is meant to awaken the student to the movements inherent in language and music. We will explore how in eurythmy the entire human being becomes the instrument of the creative word and tone.

Folkdance in the classroom

Folk dancing encompasses rhythm, musicality, structure, spatial awareness, shared motion, body awareness, cultural awareness, social skills, listening, soul life, and so much more. For a Waldorf teacher, folkdance serves many purposes; it helps ground children, helps teachers assess student development, and makes the curriculum come alive. You will learn basic folkdances and how to present these in the classroom as well as how to analyze and break down a dance into simple teachable structures. Get ready to dance with Jutta & the Hi-Dukes™!

Theater Arts

One of the Arts frequently drawn upon in Waldorf Education is that of Drama. In this extended cross-class course the full range of the Theater Arts will be developed in all aspects of preparation and production.

Foundation Studies (FDS)

This sequence of courses is a comprehensive and systematic introduction into Steiner's concept of the world. Included is the introduction to a number of artistic disciplines, which engage this worldview and enable the participant to experience specific spiritual principles in various formats. The basis for further professional development, these courses may also be taken independently for personal growth.

FDS - Arts & Movement Courses

Pentatonic Music

The main focus of this class will be to learn how to play the pentatonic Choroi flute and to understand the "Mood of the 5th" which R. Steiner recommended as a teaching tool for children from birth to nine years old. The students will also be introduced to the pentatonic Lyre and learn how to write simple pentatonic songs.

Woodworking

Woodworking class offers students an opportunity to sculpt concave and convex forms and experience seeing and feeling true tangible beauty as a result of their hard work and commitment. Using hand tools like the rasp and gouge, students create functional, beautiful objects, including spoons and bowls.

Introduction to Color through watercolors painting

The soul element of the world expresses itself in the essence of color. Personal observation and painting exercises provide experiences to enliven, develop and characterize the "movement of soul" awakened by colors. Through the flowing, transparent medium of wet-on-wet watercolor painting, the nature of colors will be explored. Study of the luster and image nature of color as well as combinations begin to reveal the dynamic theory of color developed by Rudolf Steiner.

Spacial Dynamics

Basic movement principles such as they relate to Steiner's view of human development will be practiced. Posture, classroom management, movement

observation and spatial configuration are elements to be explored in active participation.

Introduction to Knitting

Skills such as knitting and natural dyeing give an introduction to textiles in a hands-on way. Discussions cover development of the will, enhancing physical and mental dexterity and an understanding of how and why these skills are practiced in Waldorf schools.

Drawing from the Four Kingdoms of Nature

Specific drawing techniques, and work on chalkboards, develop a sense of form and movement for the prospective Waldorf teacher. This seemingly simple drawing practice establishes a deep feeling for order and harmony that balances an actively moving energy.

FDS - Fundamental Conceptual Courses

Twelve Senses

Human beings are sense-beings who relate to the outer world through their sense-organism. This course seeks to explore the circle of sensory experience in its 12-fold nature, as described by Steiner. Through studying A. Soesman's book, "Our Twelve Senses", we will discover some of the mysteries of human development based on Steiner's research and contribution to spiritual psychology.

Theosophy

An Introduction to the Supersensible Knowledge of the World and the Destination of Man, Rudolf Steiner gives a precise introduction to many of the fundamental concepts that underlie his life work, Anthroposophy. Following upon a comprehensive description of the human being composed of body, soul, and spirit, Steiner develops the idea of destiny and reincarnation, reveals different ways in which human existence unfolds after life on earth, and concludes with a succinct description of the path of knowledge by which each one of us can develop for ourselves the capacities required to experience the phenomena that he describes.

Myth and Storytelling

The art of storytelling stands at the foundation of all Waldorf teaching. Through story students develop imagination, capacity and skills for learning. A Waldorf teacher leads students to a world of rich inner pictures where the archetypes of truth, beauty and goodness are met. In this course we will learn and practice the art of storytelling. We will also explore the relationship between the evolution of consciousness and the story curriculum. We will take a look at the deeper meaning behind the fairy tales and will move through the archetypal stories that shape the curriculum of a Waldorf school.

Biography and Parsifal

This compelling book shows us how Parsifal, as the archetypal hero, undertakes the challenges of initiation. He suffers through and learns from his ordeals and failures, as we all must. Initiation is an ongoing life process beginning at adolescence and re-emerging at significant turning points. This leads to greater human consciousness and transformation of the self, if we are willing to take the risks it calls for. Course work will include instructor and student presentation, creative writing and illustration.

Knowledge of Higher Worlds

In this course we will examine the path developed by Rudolf Steiner in his book *How to Know Higher Worlds*. In this work Steiner gives exercises and meditation techniques that are designed to deepen, strengthen and ultimately open the human soul to an objective reality beyond the physical senses. Throughout the book Steiner emphasizes how the development of inner integrity, sound judgment, and a discerning intellect are essential for reliable knowledge at this level of experience.

The Changing Image of the Child

A thorough understanding of the child is fundamental to education. We will consider - in the light of spiritual science - the circumstances under which the true understanding of human nature had been lost to the Western world; and examine the images of the child that Western man has created since. We will also look at some of the tragic effects/implications that this loss has had on education.

Philosophy of Freedom/Intuitive thinking as a Spiritual Path

This foundational text establishes the epistemological basis for all of Steiner's subsequent work. Steiner develops a basis on which to transcend the limits to knowledge asserted for modern consciousness by Kant. In his *Philosophy of Freedom*, he develops a view of intuitive thinking and its far-reaching consequences from a phenomenological standpoint, that is, from the standpoint of what can be experienced first-hand.

Foundation Year Observation

Foundation year students are required to complete 8 hours of classroom observation

Waldorf Teacher Development I (TDI)

The completion of the Foundation Studies Year, and its observation hours is a prerequisite for entering the two-year professional teacher education Program. This Preparation 1 year provides a continuing study of Steiner's philosophical perspective as applied in Waldorf education, as well as further artistic exploration. Essential courses in this year include Child Development from the expanded conception of the human being given by Anthroposophy.

TDI - Arts & Movement Courses

Curriculum Painting

Study of the Waldorf elementary grades curriculum offers many artistic themes from fairy tales in first grade to the age of revolutions in eighth grade. However, understanding the principles of child development, which work through the curriculum, is an important part in developing a sense for the artistic element, which underlies all lessons in the grades. In this course we will explore both the practical aspects of painting and inspiration for the development of painting lessons, which awaken perceptive and imaginative capacities in the student.

Recorder I

It is through the study of recorder that the adult with no prior musical training may enter not only into the world of reading notes and rhythms, but also into the beginnings of learning to master a musical instrument. This course is designed to teach the fundamentals of note reading and musical articulation and to develop the musical sensitivity of prospective teachers. The disciplines of practice at home for individual growth as well as learning to play within the group are emphasized.

Sculpture

Awakening the intelligence of the hand is implicit in all artistic practice. In modeling the primary focus is on exploring aspects of learning developed and integrated from a tactile perspective. Each student works on an independent sculpture in soapstone or alabaster, learning the language of form. Through a developmental series of exercises using materials and themes appropriate to each grade we explore principles of curriculum development and discuss the differentiated effects of modeling on students of different ages. Practical issues of storage, cleaning and organization of the class are also discussed. Beeswax, plasticine, clay, and stone are some of the materials used. Each student keeps a journal of the class incorporating sketches of their work as well as their own experiences and curriculum ideas.

Curriculum Drawing 1 – 4

Drawing in a Waldorf school is practiced both for itself as well as a means of illustration. This artistic practice is a core ingredient in the presentation of the entire curriculum. It is essential that several techniques are known and practiced by the prospective teacher.

Speech

The new art of creative speech seeks to involve language with the poetic element that naturally belongs to it. Healthy breathing techniques and fundamentals of poetry will be included. Individual instruction and independent practice will also be required. There is an emphasis on the three speech elements in order to establish style in recitation and storytelling.

TDI – Fundamental Conceptual Courses

Child Development

An artistic understanding of the child is the basis for all teaching, no matter what age group. Childhood is the integration of physical with spiritual and soul development, and this integration process needs to be understood by the teacher. Material from several sources will be read and used for discussion, as well as actual observations of children at various stages of development.

Curriculum Research

This course is a year long synthesis and culmination of the teacher development process. Students will focus on areas of individual interest. An introduction to research methodologies will initiate this work. Group activities will include case studies out of Waldorf classrooms and schools including administrative issues and work with parents.

Festival Preparation

The festival life is an important aspect of every Waldorf teacher. The four seasons not only represent times of outer change in the physical world, but the impact of the cycle of nature has a deep impact on our inner life. As we examine the festivals that are celebrated at the change of seasons, we will look beyond the physical and examine the effect of the cosmos on the inner life of the human being. In addition to studying the cycle of the year, we will also plan festivals and bring them to life for the Arcturus community.

Study of Man

This course will examine Steiner's essential ideas about the developmental education of the child from birth through adulthood. Aspects of contemporary research will also be discussed. Course work will include student presentation, review, discussion and an independent artistic piece.

Curriculum Music

The Music Curriculum course covers the songs and music that accompanies the Morning Lesson curriculum for grades 1 - 8. In addition to this song material, music from the pentatonic flute (grades 1 and 2) and recorder curriculum (grades 3 - 8) are also included. As the materials are presented, work continues on the basic musicianship skills of reading notes and rhythms and using the singing voice in a healthy manner.

Math

In this course we will study fundamental principles that underlie the teaching of mathematics in the grade school. As such we consider the place and importance of mathematics in unfolding the humans capacity of *thinking*; we will explore the use of *imagination* to introduce new concepts; how one understands and applies the principle of teaching from *the whole to parts*; how one rightly understands and applies the idea of *remembering and forgetting*; and how one can transform dead concept into lively *gesture, movement, games, and images*. We will seek to understand how all of the above must transform in accordance to the needs of the developing child and follow the interweaving and mutually supportive threads of arithmetic, geometry, measurement, and number wonder through the grades. Finally, we will explore samples of lesson content from each block, teacher preparation, lesson structure, and appropriate expectations of students.

Language Arts

In this course we will continue to work on developing and broadening our storytelling skills to meet the developing child throughout the grades. We will learn how the language arts curriculum stands on the foundation of storytelling and how it provides the basis for learning how to write, read, and to develop grammar skills. We will explore how language arts skills can be transformed from abstract concepts into imaginative pictures and meaningful activities. Pedagogical stories and birthday verses will also be explored.

Teacher Development I Observation

16 hours of classroom observation are required for teacher development students.

Waldorf Teacher Development II (TDII)

The specifics of the Waldorf curriculum are addressed and methods of classroom management are practiced during this year. This includes several weeks of practice teaching with experienced Waldorf teachers in a Waldorf school. Foundation Studies and Teacher Preparation I are a prerequisite. All courses, two summer intensives, twenty-four hours of observation and six weeks of student teaching need to be completed for a Certificate of Completion.

TDII - Arts & Movement Courses

Painting Research

Painting in the Waldorf Schools is not an isolated class, but an integrated part of the whole curriculum. Students will choose and develop a theme from the curriculum to explore through painting. The process of deepening and enlivening themes from the curriculum offers an insight into how the Waldorf teacher address the child's changing consciousness as it unfolds, stage by stage. This course will also offer the student further insight into the nature of color and experience working through practical aspects of painting.

Curriculum Drawing 5 -8

Blackboard drawing, as well as further practice in the different techniques applied in Waldorf schools, will be our focus.

Recorder II

We will continue to develop the skills learned in Recorder I with an emphasis on the capacity to sight-read simple tunes with confidence and to explore more complicated key signatures and time signatures. In addition to recorder materials one would use in the classroom, we also play material for adult beginners to experience the joy of playing music together in class.

Handwork

Dexterity of hand often translates itself into practical classroom applications, and therefore is of the essence for prospective teachers.

Speech

The new art of creative speech seeks to involve language with the poetic element that naturally belongs to it. Healthy breathing techniques and fundamentals of poetry will be included. Individual instruction and independent practice will also be required. There is an emphasis on the three speech elements in order to establish style in recitation and storytelling.

TDII - Pedagogical Conceptual Courses

Man as a Symphony

Discussion of these lectures will provide the context for examining the study of zoology, botany, mineralogy, biology and geography in the context of ecology. Course work will include block and lesson planning.

Waldorf Administration for Teachers

This course will explore aspects of working administratively in a Waldorf School. Topics will include Rudolf Steiner's three-fold social order in society and its relationship to Waldorf education, leadership styles and decision making models, Waldorf School "self-administration," evaluation, mentoring and supervision, communication and working with conflict. Special attention will be given to the anthroposophical and spiritual task of administration in a Waldorf School. The course will not prescribe how to manage or administer a school; rather engage participants' thinking towards the question of how a school organization functions as a living organism.

Foundations of Educational Support

This course is intended to help future teachers to detect and deal with possible learning difficulties in students ranging from early childhood through high school, with the concentration on the early grades and solutions that can be done for the whole class. This will be done keeping in mind the development of the child according to Rudolf Steiner, via movement, reading, drawing and painting.

Science

In this course we will study the science blocks taught in Waldorf schools from grades 1-8, with emphasis on physics, chemistry, and the earth sciences in grades 6-8. Stress will be placed upon what is meant by "the phenomenological approach" to science, and how one practically unfolds this approach in class. Attention will be given to what is age-appropriate, and developmentally necessary. We will explore samples of lesson content from each block, teacher preparation, lesson structure, and appropriate expectations and evaluation of student work. Participants will be asked to prepare a sample three-fold lesson from one of the blocks covered in the course.

Block Rotation and Lesson Planning

This course is focused on deepening the student's understanding of principles of block and lesson planning. Each student will present a plan that they will use in their teaching practice. Key ideas from the Study of Man, Practical Advice to Teachers, Discussions with Teachers and the Child Development class will be referred to. Course work will be focused on

presentation and discussion. Each student will be required to keep a binder detailing his or her plans and discussion notes.

Teacher Development II Observation

Additionally, 24 hours of classroom observation are required for teacher development II student. Six weeks of student teaching are also required to complete the training.

Early Childhood Training (ECT)

The completion of the Foundation Studies Year is a prerequisite for entering the second year of professional Early Childhood Training.

EC festivals (7 classes)

In this course we will consider the central significance of the seasonal festivals in the Waldorf early childhood curriculum and classroom community. We will learn how the celebration of the seasons relates to the developmental picture of the young child and supports the journey of incarnation. Beginning with the archetypal picture of the gateway of birth we will explore how we can support healthy life rhythms in the lives of the young children in our care. We will experience the elements that help to create the seasonal festivals in the early childhood classroom ending with our own autumn celebration. Students will be expected to attend one of the early childhood festivals at the Chicago Waldorf School in the fall. Festival dates to be announced.

The role of imitation and play (2 classes)

Children develop their memory and social skills by imitating the adult world in their free play. In this course we will learn how to model and guide the children in their free play, as children "digest" their sense experiences through creative play.

Language in the kindergarten (whole fall term, 8 classes)

The children's language development is guided, supported and further enhanced through the manifold verses, hand-gesture games and stories we bring to the children. In this course we will explore the proper use of language and voice during morning circle, grace, games, and throughout the rhythm of the day; this is essential for calming the children, giving them joy in the rhythm of the language, and for encouraging their imagination.

Preparation of student teaching (1 class)

In this class the students will receive guidelines for student teaching as well as reviewing the expectations of both Arcturus and the co-operating teacher.

EC handwork (whole fall term, 9 classes)

The essential task of the kindergarten teacher is to create the 'proper physical environment' around the children. 'Physical environment' must be understood in the widest sense imaginable. It includes not just what happens around children in the material sense, but everything that occurs in their environment, everything that can be perceived by their senses, that can work on the inner powers of children from the surrounding physical space. This includes all moral or immoral actions, all the meaningful and meaningless behaviors that children witness. (Rudolf Steiner. The Education of the Child)

A profound and warm sense of devotion will grow naturally in young children when the early childhood teacher provides the most favorable atmosphere in which the children can educate themselves. Creating beautiful dolls, toys and crafts goes beyond practical knowledge. The young child experiences reverence in the careful choice of the materials, gratitude in the loving gesture behind each stitch she makes, and joy in the warmth and wonder of the finishing steps. In this Handwork class, we will make a 'heavy baby' for the children to cherish. We will also make a mother earth for your first season table. These two projects will have to be completed by hand and by the end of the term.

EC painting and drawing (2 classes)

The painting and drawing curriculum in the Waldorf school begins in early childhood classes. In this class we will learn how to organize and plan these activities and how to fit them into the rhythm of the day, as well as how to use the suggested materials in an appropriate way.

Lyre (6 classes)

Having learned about the mood of the 5th and the way we bring music to the children, kindergarten teachers have to practice how to play and how to tune the lyres more focused in order to be able to use this valuable instrument for the children in appropriate ways throughout the day in the kindergarten. You will learn how to play songs, how to improvise and how to tune the lyre.

Working with mixed age groups (1 class)

This class will look into the question of how to work with children of mixed ages (ages 2 – 6) in the kindergarten.

Morning circle movement (whole winter term, 9 classes)

Morning circle movement is "the heart" of the kindergarten day for many kindergarten teachers. It brings the children together as a group, teaches them to move in various ways and can even be used for therapeutic purposes. This full term course will cover a vast repertoire of songs, verses, movement games, and gestures that are essential to form the imagination of the children as well as their evolving consciousness in their relationship to the outer world.

Working with parents (4 classes)

As kindergarten teachers we increasingly have to work not only with the children but also with their parents and family issues. In this class we will explore how to work with parents when conducting interviews, regular meetings, house visits, events, parent evenings, and parent education.

Health and nutrition (4 classes)

Nutrition is the basis for our earthly temples. It is fundamental to lifelong health, physical and spiritual. We will look at some of the ideas of Rudolf Steiner's regarding nutrition and we will look at the work of Weston Price, DDS. The work of both will be put into their historical context and we will

see how they apply to the child in the present day. We will look at fats, proteins and carbohydrates. See the attached article, recently published in the newsletter of the Association for a Healing Education, for an introduction.

The development of Movement and Thinking (1 class)

The 3 milestones of walking, speech and thinking in the first 3 years of the child will be looked at as the seeds for what comes later in life, with the help of parts of Karl Koenig's book "The First Three Years of life".

Crafts with children (7 classes)

In this course the participants will learn how to do crafts with children such as dying silk, wet felting, crafts for festivals, special 6 year old projects, and nature crafts. The teachers will also learn to make birthday gifts for the children.

Domestic arts (2 classes)

In our modern world, children rarely see their mothers and fathers working in the household. In this class we will explore the importance of domestic work done consciously, lovingly and joyfully for the children to imitate. This helps to develop a sense of rhythmic order and beauty that can guide them to a sense of morality later in life. Washing dishes, washing laundry, ironing, cleaning, cooking, baking, polishing, mending etc. will be done together to explore the possibilities of domestic arts.

Review of teaching practice experience (2 classes)

This course involves discussion surrounding the practice teaching experiences as well as working through questions that may have arisen during the practicum.

Puppetry (whole spring term 8 classes)

This class will teach different ways of telling a story through puppetry using table dolls, silk marionettes and finger puppets to enhance the children's experience of the magical through their imagination. At the end of the class the group will perform a puppet play together.

Developmental difficulties and therapeutic approach (6 classes)

In this course the students will learn about child study and other special approaches used in Waldorf education to help children with developmental and emotional difficulties.

Creative discipline (2 classes)

We will use Barbara Patterson and Pamela Bradley's text "Beyond The Rainbow Bridge" to explore creative ways to work with discipline in the Waldorf kindergarten class.

The social aspect of Waldorf education (whole spring term, 8 classes)

This class will look at education towards social renewal, school organization, working with colleagues and parents, community building, outreach and

advocacy for children, and meeting the needs of children from diverse backgrounds.

Gardening (4 classes)

Gardening is one of the ways in which children can develop a relationship to nature. We will learn practical ways to work with gardening and the young child.

First grade readiness (2 classes)

How do we determine if a child is ready for school and how can we help this child to transition with ease? There are several movement exercises that can help to get a child ready for school, special projects and special tasks can help the children and the teachers to prepare for this step.

Indoor and outdoor environment (2 classes)

What is needed to create the right physical environment to make a child feel safe, encouraged in his creativity, warm and comfortable? In this class the students will explore possibilities and necessities of creating the best spaces for the children.

Observation hours:**Foundation Year Observation**

8 hours of classroom observation are required for the Foundation year student.

Early Childhood Observation

16 hours of classroom observation are required for the EC1 year student.

6 Weeks of Student-Teaching

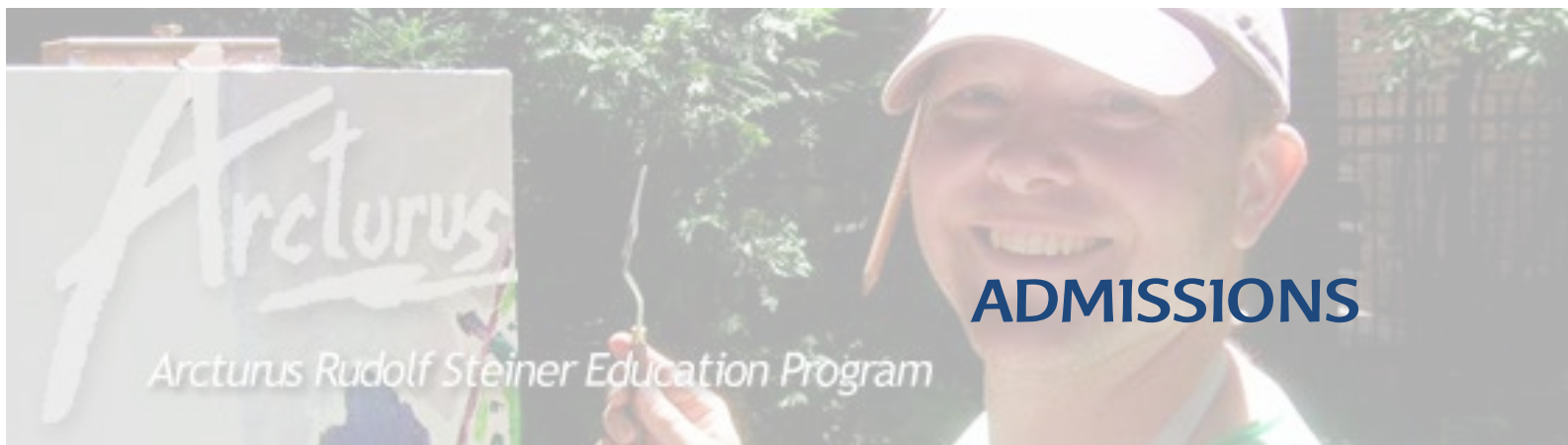
Summer Intensive Week (SI)

The Arcturus Summer Intensive program has undergone much transformation over the past decade. Originally designed as a supplementary course for our current students and for teachers in Waldorf classrooms, (either for certification or for enrichment), the current Intensive program has been focusing on local and regional issues in order to not only attract people from outside the Waldorf community but also to bring an anthroposophical perspective on modern life to those who teach or are interested in the study of Waldorf education.

Modeled after our traditional academic year, participants in the Summer Intensive program have a full day of both lecture/study courses that are balanced by deepening artistic work with our faculty. In addition to deepening their work with the lecture/study courses, participants sing and do eurythmy together every day and also may elect an artistic workshop in various mediums such as painting, drawing, clay, metalwork or woodwork.

Future Summer Intensive programs will include "The Life and Times of Rudolf Steiner" which is a required course for the certification in our full time programs in both the Early Childhood and Grade School tracks and is not given during the regular school year. It is our hope that the Summer Intensive will continue to enrich current teachers, inspire future teachers, educate parents and friends, and open the doors of Waldorf education and anthroposophy to newcomers!

Two Summer Intensive Weeks are required to complete the Grades training and the Early Childhood training.



ADMISSIONS

Foundation Studies

The only requirement is a sincere interest in getting to know Rudolf Steiner's view of the world in the universe and the human as a being of spirit, soul and body. A mentor will be assigned at the beginning of the year. Attendance at the June Summer Intensive Week is recommended as a preparation. Independent study work will be required, and a journal will be kept. A broad introduction to the Arts is an integral part of the Program. Successful completion of Foundation Studies requires regular attendance, and submission of eight hours of observation to instructors and the office administration.

End of Year Interviews

The Arcturus Core Group and Faculty request that all students who wish to go on with their studies undergo an interview towards the end of the academic year in order to determine their readiness to proceed. The following are guidelines towards this end:

1. During April and May of the concluding year an interview schedule will be drawn up;
2. Simultaneously, students will be asked to sign up;
3. The Arcturus office will draw up a roster of interview dates;
4. The interviews should, if possible, be held at the Arcturus office;
5. One interviewer will take notes of the salient points made by students as well as instructors.

Teacher Development I

Successful completion of all courses in Foundation Studies is necessary to advance to Teacher preparation work. This is determined after a conversation with Arcturus Core Group members, and your mentor. Previous educational as well as life experience will also be considered in this light. A Bachelor's Degree or equivalent is strongly recommended. Some Waldorf schools require this of their teachers. Students should attend full time – that is, the whole weekend plus the preceding summer session. A minimum

number of students may need to be enrolled for classes to proceed. Periodic conferences with a mentor will ensure that the learning objective is followed closely. A journal is to be kept tracking all classes. This journal also serves as the basis for conversations with one's mentor. Independent study work will be required. Further development of Artistic capacity forms a significant part of the work.

Teacher Development II & Early Childhood Training

An interview with Core Group members and the mentor will determine whether a student is ready to proceed, and is ready for work in a Waldorf classroom. Students must have successfully completed the first year of Teacher Preparation in the grades program or Foundation Year in the case of Early Childhood students. At least (6) weeks of practice teaching in Waldorf classes are required during this year. Students must attend full time during the year plus the preceding summer session. A minimum number of students may need to be enrolled for classes to proceed. Independent study work will be required, as well as individual research projects. A deepening artistic capacity is engaged in the classroom methodology and in the overall pedagogical practice of Waldorf Education.

NOTICE OF NON-DISCRIMINATORY POLICY

Arcturus Rudolf Steiner Education Program admits students without regard to their race, color, sex, age, national or ethnic origin, religion, sexual orientation, ancestry, military discharge or status, marital status, parental status, or any other protected status to all the rights, privileges, programs, and other activities generally accorded or made available to students at Arcturus. Arcturus Rudolf Steiner Education Program does not discriminate on the basis of race, color, sex, age, national or ethnic origin, religion, sexual orientation, ancestry, military discharge or status, marital status, parental status, or any other protected status in administration of its educational policies, admission policies, hiring policies, scholarship and loan programs, and other Arcturus administered programs.

FINANCES

Tuitions & Fees

Description	Registration	TUITION (not includes Reg. fee)	
Full Year Tuition – All 3 Terms			
	New Student	Returning Student	
Friday-Saturday	\$ 100	\$ 50	\$ 5,370
Fridays Only			\$ 2,370
Saturdays Only			\$ 3,120
Per Term Tuition			
Friday-Saturday	\$ 100	\$ 50	\$ 1,790
Fridays Only			\$ 795
Saturdays Only			\$ 1,040
Single Course Tuition			
1 Single Course for Credit	\$ 25	\$ 25	\$300
1 Single Course not for Credit	\$ 25	\$ 25	\$ 220

Payment Schedule

Full-time students who pay full tuition by July 17th, 2013 (entire 3 Quarter program), receive a 5% tuition discount. Tuition is subject to change without notice. If students pay their tuition fees by term (rather than prepay in advance for the whole academic year), they may pay *in full* by check, or credit card via PayPal (Fees apply 2.2% + .30¢), one week prior to the start

of any term. Students *will not be allowed* to attend any classes until they have paid the required tuition fee for a term.

If a student does is not able to pay by term, installment plans are available. Please review the terms and conditions at the end of this document.

IMPORTANT DATES FOR TUITION PAYMENTS

Payment by Term:

Fall Term: Friday, August 30st 2013

Winter Term: Friday, November 8th 2013

Spring Term: Friday, February 21st 2014

Supply Fees are NOT included in the Installment Plans. Supply fees does not include books.

BOOKS & MATERIALS

Books and some materials (Eurythmy Shoes) are required for some classes and must be purchased by the students prior to the beginning of any classes. Specifications for these books and materials, as well as where they can be purchased, will be posted online or send via email.

For Credit: We keep attendance records. All completed courses are credited toward future completion of the whole program.

Not for Credit: We keep no attendance records. Courses taken cannot be used towards future completion of program.

Supply Costs:

Books and materials are required for some classes and must be purchased by the students prior to the beginning of any classes. Specifications for these books and materials, as well as where they can be purchased, will be posted on the Arcturus website. General art supplies (paint, paper, wood, etc.) will be provided by Arcturus. All supply fees must be paid **only** to the Arcturus Office Administration at the beginning of the Academic Year.

Withdrawal Policy:

Below is our refund policy for early withdrawal from the Program for non-emergency reasons (consult the Student Handbook for terms).

- Prior to 1st Week of Class: 100% of any tuition paid, less a \$100 processing fee, net supply fees.
- Prior to 2nd Week of Class: 80% of any tuition paid, less a \$100 processing fee, net supply fees.

- After 2nd Week of Class: No refunds.

Any outstanding tuition for current academic year will be converted into promissory notes unless payment arrangements have been made.

Donations

Our program prepares teachers to guide the holistic development of our children's new capacities of consciousness; capacities that inspire our children to stand into their own lives with courage, imagination, integrity and love; capacities that can yield solutions to the challenges presented in the world now and in the future.

Arcturus is struggling to hold its own amidst continuing reports of economic and environmental turmoil across the globe. We need your help to meet the need for teachers. We need your financial support. We need people – people with ideas, people with dedication, people with connections to resources, people willing to spread the word. So please help us. Help us with financial support, ideas, service, and good will that you can muster. A PayPal donation link has been added to our website for convenience.

Financial Aid through AWSNA

Arcturus can offer access to the following sources of aid to assist students in paying for their education.

Type of Aid	Association of Waldorf Schools in North America (AWSNA) Loans: Amount varies between \$1000-2500/year. Forgiven through full-time work in an AWSNA member school for 3 years.
Who is eligible?	Students enrolled in Waldorf Teacher Education programs (TDI & TDII)
How do I apply?	<ul style="list-style-type: none"> • Complete the AWSNA Loan application.
Comments	AWSNA application must be completed before loan allocations are made

Type of Aid	Association of Waldorf Schools in North America (AWSNA) Matching Grants
Who is eligible?	<ul style="list-style-type: none"> • Currently practicing teachers in an AWSNA member school. • The school MUST match the scholarship for the student to be eligible.
How do I apply?	<ul style="list-style-type: none"> • Complete the AWSNA Matching Grant application and include a letter from the school that commits a specific amount towards your studies at Arcturus Rudolf Steiner Program.
Comments	Letter from school must be received before award can be made.

Tuition Assistance Program

A. Introduction

The Arcturus Rudolf Steiner Education Program hereby creates the Magda Lissau, Ron Richardson, and Rose Edwards Student Tuition Assistance Fund. The Fund provides grants, in the form of tuition remission, to students in economic need, as defined below. Grants from the Fund will be applied against the cost of tuition for the terms in the regular ten-month academic year, and are not available for other costs such as books, supplies, registration fees or Summer Intensive. Grants from the Fund will be applied to the last payment(s) if the student is under a ten-month Installment Plan, or to the last payment if paying by term. Loans from the Fund are not available.

B. Student Eligibility

Grants from the Fund are available to: (a) full-time registered students; (b) whose household income is equal to or less than 250% of the federal poverty guidelines, as published and adjusted annually by the U.S. Department of Health and Human Services. Eligibility does not mandate, guarantee, or entitle the applicant or student to an award or, where made, to any minimum amount.

C. Maximum Award

Applicant's whose household income at or below 150% of the federal poverty guideline may be awarded an amount not greater than ninety percent (90%) of the applicant's annual tuition. Applicant's whose household income is greater than 150% and below 200% of the federal poverty guideline may be awarded an amount not greater than seventy percent (70%) of applicant's annual tuition. Applicant's whose household income is greater than 200% and below 250% of the federal poverty guideline may be awarded an amount not greater than fifty percent (50%) of the applicant's annual tuition.

D. Application and Renewal Process and Deadlines

Returning and new Students may apply for assistance by submitting a completed application to the Arcturus Administrator, on a form provided by Arcturus, together with any and all requested supportive materials. To be considered, completed applications and supportive materials must be RECEIVED on or before the 15th day of June, 2012. The Tuition Assistance Committee shall make a decision before July 15th, 2012 and shall promptly notify the applicant.

Students desiring ongoing assistance, for terms subsequent to the initial award, shall apply for renewal on or before the 15th day of June, 2012. The

student shall demonstrate continuing eligibility in the same manner as the original application. If eligible, then the Committee will, in its sole discretion, determine the amount of such subsequent award and shall make such determination on or before the 15th day of July.

The decision to make or renew awards and the amount of such awards, where made, is within the sole discretion of the Tuition Assistance Committee. The Committee consists of two members of the Core Group and two members of the Board of Trustees. The Committee may make awards only from funds budgeted and available for the purpose by the Board of Trustees. No award will exceed the applicant's maximum eligibility.

E. Cancellation/Revocation

The Committee may, at any time and within its sole discretion, revoke, cancel, or discontinue assistance for good cause (such as the student's mal-attendance or mal-participation, or a lack of available funds), upon fourteen (14) day notice to the effected student.

If the student withdraws from the Arcturus Teacher Education Program at any moment during the academic year, the scholarship will be forfeited.

If the student awarded fails to maintain his/her tuition payments on time the award may be revoked.



ACADEMIC POLICIES

Arcturus Rudolf Steiner Education Program

Registration

- Registration is open two (2) weeks after classes begin.
- If a student wants to register after 2 weeks. The student will be admitted for the next term.

Unexpected Withdrawal from Classes

Due to unexpected circumstances, a student may have to drop out of the program.

If such a situation should arise, please let the office know immediately of this emergency. The following policy applies regarding financial responsibilities:

- Registration fees will not be refunded.
- Any tuition paid for the courses taken in the current term i.e. the term in which the emergency arises, will not be refunded to the student.
- Any tuition paid in advance for courses not yet begun at the time of the emergency, which is in advance of the current term, will be refunded in full, after any outstanding balances have been deducted.
- Money laid out for materials such as books or musical instruments or any other items covered by the supply fee will not be refunded, as this is an expense, which has already been incurred by Arcturus.

Unexpected Discontinuation of Classes between Terms

In addition to the above conditions, the following policies are in effect:

- If a student decides during a break not to continue in the subsequent term, or take a break from classes for a term, the office must be notified 7 days prior to the first day of term, as Arcturus fully expects the student to continue.
- A late cancellation fee not exceeding \$50.00 will be charged.

Part-time Participation

While it is possible to attend classes only on Fridays, or Saturdays respectively, and then make up the missing day's courses the following year, it is not an ideal situation. The impact of the training is diluted, and one finds oneself with new classmates each year. Part-time students are still required to complete the Observation hours according to their level*, although part-time students are allowed to complete half of them the first year, and the remnant half the following year. Please be aware that some of the classes have Mandatory hours of observation attached, part time students have the obligation to submit mandatory observations when required*.

**Please review Requirements for Completion of the Program Page 28.*

**Please review the document Mandatory Classes for Observation available in the Student website.*

Festivals Participation

During the course of the year the Arcturus program develops a series of festivals. The student is required to participate in these festivals as part of their course completion. Failing to attend may cause an absence in your records. Part-time students are required (but not limited) to participate in the day they have registered.

Tardiness

In our pursuit to prepare students for teaching, leadership and service, we recognize the student's cultivation of their will as well as respect for work and community. Punctuality expresses a concrete commitment to these ideals. Instructors will individually address concerns about punctuality with the student in conversations and/or class evaluations.

Two absences during the 10 sessions of each term will be allowed without impacting course credit.

Please be advised that three (3) unexcused tardies equals one absence.

If a student knows that he or she will have to leave a class before it is over, the teacher should be informed before the class begins.

Students need to notify the Instructor in advance if he/she knows about a planned absence. If

Eating

Consider your classmates and instructor while eating in a class. Please ask the instructor if eating is allowed in his/her classroom (People may have extreme allergy reactions). Water is permitted. Water and other liquids are not permitted in the lower & upper Eurythmy room.

Auditing Classes

A student wishing to bring a guest to class should ask the instructor's permission, and notify the administration office. Guests may attend classes for two days without charge. After that auditing fees apply.

Academic Integrity

Truthfulness in academic-and other-matters is expected of all members of the Arcturus community.

Cell Phones

All students are encouraged to exercise consideration and respect for others. Cell phone users are asked not to use their phones in the classrooms.

Change of Address

Students should notify the administration office immediately of a change of address, telephone number, or email address.

Lost and Found

Found valuables such as wallets, purses, phones, and jewelry should be brought to the Office Administrator. Persons wishing to claim lost valuables will be asked to describe the item.

Student IDs

Each full-time and part-time student is issued a student ID. Please send your request to arcturus@arcturus.info, attaching a picture ID. Students that already have an ID by Arcturus, should submit it to the Office for updating.

Conditions of Student Dismissal

A student may be dismissed from the program for the following reasons:

- Failure to attend classes
- Consistent lack of completed course work
- Repeated behavior that is disruptive to the conducting of classes
- Actions egregiously hostile to the interests of Arcturus
- Sexual or physical assault
- Failure to pay tuition

Procedure

When the Core Group determines that a student should be dismissed, they will notify the Board and the student.

Tuition and Fees

In the case of student dismissal, refund policies as stated in the Academic Policies section under "Unexpected Withdrawal from Classes" will be in effect.

Appeal

Within 7 days of dismissal a student may submit an appeal to the Core.

Course Completion and Evaluation

In order to receive credit for courses taken, each course needs to be completed, with all assigned work handed in by the designated time. The instructor may grant a special two-week extension. Please ask your instructor if she or he will grant such special extension. (See Appendix - Extension Request Form)

Evaluations

The principle of student evaluation is to support the development of the student and for students to develop the capacity for self-reflection. Over the three years the faculty and student mandate holders will examine this principle.

Process of student evaluation:

-Students complete the Self-Evaluation Form for each class attended and return to the instructor before the end of the term. *Except Foundation year students.

-Instructors complete the Student Evaluation Form that includes a written evaluation of the student's performance. *Except Foundation year courses. Upon the completion of a student teaching practicum, the teacher meets with the student for reflections after the practicum and completes the Student Teaching Evaluation Form. The form is filed with the Administrative Assistant and sent to the student. The Administrative Assistant and the Student Mandate holder maintain the records.

Student Skills Development Themes

This is a list of some of the themes and skills that need to be cultivated, practiced and deepened over the three-year training. Methods of studying Steiner's work:

- Journaling for book or art/movement studies
- How to express a clear thought orally without ums and ahs.
- How to write a clear thought succinctly.
- The practice of different styles of writing.
- How to review class content orally, in written as well as artistic form. (Preparation for working with morning lesson books)
- How to build an imagination.
- How to build imaginations in inner movement.
- The presentation of oral reports as well as story telling.
- The review as a learning principle for adults as a basis for understanding its rightful and essential place in teaching.
- Deepening the principles presented in the Study of Man such as breathing, the three views of the human being and their integration etc.
- The six basic exercises.
- Meditative practice as the basis of Waldorf education.
- Festival research and planning.

Requirements for Completion of the Program

All courses offered in Foundation Studies, Teacher Development I and Teacher Development II must be fully completed, including two annual summer intensives, which take place in Chicago. Courses at other institutes may possibly be substituted for summer courses, if approved by mentor and Core Group.

Observations must be done with experienced Waldorf Teachers. During the Foundation Studies Year, 8 hours of classroom observation is required. During Teacher Development I the ideal is to assist an experienced teacher in the classroom. 16 hours of classroom observation is required for TD1.

During Teacher Development II practice teaching sessions (2 3-week periods minimum) and 24 hours of classroom observation is required and will be arranged in consultation with Arcturus Faculty.

During the Early Childhood Training practice teaching sessions (6 weeks) and 16 hours of classroom observation is required and will be arranged in consultation with Arcturus Faculty.

These must be successfully completed before the Certificate of Completion is given out. Practice must be with trained, experienced teachers at a Waldorf School. During Teacher Development II and Early Childhood Training the emphasis is on classroom work. Assistant work with experienced teachers, even substitution work, is strongly recommended.

Mentoring Relationships

Each full-time student is assigned a mentor on entering the program. After the first term, when they have become more familiar with the faculty, students are free to select a mentor of their choice if they wish to do so, as long as both the previous and the new mentor agree this. This three-year program is a transformative course of study and practice. Each student is embarking on a path leading to freedom of initiative and the responsibility that goes with it. The task of the mentor is to support the independent development of the student, to help them think through where they are going with their training and advise them on any matters pertaining to it. Self-transformation is a personal and individual process. Mentoring is equally individual; no two mentoring relationships are the same. While there are 3 mentoring meetings required per year, how much more mentoring you receive is ultimately up to you the student. Additional meetings or phone conversations can take place as needed and agreed to by both parties.

Areas of focus could cover any or all of the following:

1. Course work
2. The meditative life
3. Problem solving

4. Practical feedback
5. Anything else you can think of that seems appropriate.

In selecting a mentor you need to be able to speak openly so you need to develop a trusting relationship with the mentor. The formal mentoring relationship ends upon graduation or at the end of your course of study.

Credits from other institutions

Courses taken at other Waldorf Teacher Training centers may be credited toward graduation. Students must provide all the required documentation; failure to do so will result in the non-acceptance of the course credits. After the documents submission the students will receive an official communication from the Core Group of Arcturus notifying the acceptance or non-acceptance of the course credits.

Statute of Limitations for Older Students

Arcturus has undergone several changes during the last years, and is not beholden to students who attended parts of the program in earlier years. Older students may require a transcript going back five years from the present time.

Weather Related Emergency Closings

Updates about this matter will be sending by the Office Administrator via email and/or posted in our Facebook Page.



ARCTURUS MANDATE SYSTEM

Arcturus Rudolf Steiner Education Program

- Please also refer to documents No 22 & 23.

FACULTY & CURRICULUM MANDATE

PRIMARY TASK:

- To establish the required policies and processes for managing all Arcturus Faculty affairs and responsibilities
- Curriculum Development

MANDATE HOLDER:

- Frances Vig

POLICIES, PROCESSES AND DOCUMENTS (plus delivery dates):

- **Curriculum Planning**
 - Generic Curriculum
- **Present Year Curriculum Planning**
 - Present Year's Schedule
 - Faculty List
 - Faculty Bios
 - Course Syllabus
 - Course Supply List
- **Student Class-work Evaluation**

- Student Class-work Evaluation Form
- **Faculty Development**
 - Faculty Development Plan
 - Faculty Development Schedule
- **Faculty Evaluation**
 - Faculty Evaluation Schedule
 - Faculty Evaluation Form
- **Faculty Meetings**
 - Faculty Meetings Plan
 - Faculty Meeting Schedule
- **Summer Intensive**
 - Summer Intensive Plan * Outreach/Student

AWSNA Points Covered:

A6: The program employs effective practices in adult education that take into account the learning styles of adults and respect creative and independent thinking.

A8: The program creates opportunities for reflection and input from alumni and experienced practitioners and active leadership in AWSNA schools.

B1: The program is founded on an approach to the developing adult that is in accordance with the insights of Rudolf Steiner, the continuing work of Waldorf educators, and appropriate contemporary insights.

B2: The program curriculum includes a reasonable equivalent of "Foundation Studies for the Waldorf Educator" or documented prior equivalent learning for each student.

B3: The program curriculum includes a balance of conceptual, self-reflective, artistic and experiential/practical activity.

B4: The program demonstrates an overall coherence.

B5: The institute or program's educational offering includes a balance of

- Anthroposophical study
- Human development and child development
- Waldorf curriculum indications
- Waldorf school administration and governance
- Pedagogical observation and teaching practice
- Artistic practice and skills development
- Group work and social development

- Inner work and contemplative practice

B6: There is a designated person or group responsible for reviewing, evaluating and developing the curriculum on a regular basis.

B7: The program strives to include sufficient resources to meet the capacities, learning styles, and cultural backgrounds of the students enrolled. The program only enrolls a student when both the student and program leadership agree that the student will benefit from the teacher education program and that the student's educational needs can be met.

B8: The faculty provides regular assessment of progress for each student and shares these assessments with the student in an open and timely manner. The program is able to document appropriate information regarding student performance in its student records.

B11: The institute provides or has access to appropriate and sufficient instructional materials and equipment (including electronic resources) necessary for the requirements of the instructional program and the needs of the students.

B12: The program or institution documents its attendance and class make-up policies.

B13: The relationship between the institute or program and any special programs it offers on a supplementary basis (such as summer sessions, student exchange, extra curricular or work experience, seminars, institutes, etc.) is fully disclosed. *Outreach

D2: There are adequate procedures for identifying changing needs and priorities in teacher and staff requirements.

D6: Every teacher and staff member will participate in a fair and regular form of evaluation.

D7: The program or institute has a clearly, stated policy for professional development.

D8: The program or institute has a clearly articulated written policy for expectations of professional behavior.

STUDENT MANDATE

PRIMARY TASK:

- To establish the required policies and processes for managing all Arcturus Student affairs and responsibilities

MANDATE HOLDERS:

- Nancy Szymanski

POLICIES, PROCESSES AND DOCUMENTS (plus delivery dates):

- **Interviews**
 - Interview Form
- **Student Course Planning & Review**
 - Individual Student Course Plan
- **Mentoring**
 - Mentoring Form
- **Course Work Extension**
 - Course Work Extension Request Form
- **Student Evaluation**
 - Student Evaluation Form
- **Annual Review**
 - Annual Review Form
- **Classroom Observations**
 - Classroom Observations Form
- **Course Completion**
 - Certificate of Course Completion
 - Waldorf Teacher Training Certificate

AWSNA Points Covered:

B9: The program or institute provides appropriate individual support and guidance to the students.

E2: The institute has clearly defined student admission and dismissal policies and procedures that are consistent with the stated mission and philosophy of the institute and that provide the general criteria upon which admissions and dismissals are made.

The institute's admission and dismissal policies and procedures are clearly articulated and communicated to faculty, staff and students.

E3: The program completion, graduation, and certification requirements are delineated and openly communicated to students during the admission process.

E4: Students are fully informed of their financial and other responsibilities to the program prior to enrollment.

E5: There are clearly articulated and written policies regarding expected and acceptable behavior of students.

OUTREACH MANDATE

PRIMARY TASK:

- To establish the required policies and processes for managing all contacts with the social environment outside the Arcturus organization.

MANDATE HOLDERS:

- Jeff Spade

POLICIES, PROCESSES AND DOCUMENTS (plus delivery dates):

- **Marketing / Advertising**
 - Marketing / Advertising Plan /Schedule
 - Brochure
- **Annual Appeal**
 - Annual Appeal List
 - Annual Appeal Letter
 - Annual Appeal Form
 - Appeal/ Gift Thank You Letter
- **Outreach / Events**
 - Outreach / Events Schedule
 - Outreach Events Material
 - Outreach Events Management
- **Summer Intensive**
 - Summer Intensive Planning
 - Summer Intensive Brochure
 - Summer Intensive Event
- **Social Network Media Presence**
 - Website updating and maintenance
 - Facebook page maintenance
 - E-newsletter
- **Student Outreach Initiatives**
 - Presence at community events
 - Assisting with CD recordings/fundraisers

AWSNA Points Covered:

E1: The institute communicates with and involves in appropriate ways, staff, faculty, students, alumni and friends. Leadership from Waldorf schools served by the institute is appropriately involved in evaluation of the Institute's programs as a component of program planning.

ADMINISTRATIVE MANDATE

PRIMARY TASK:

- To execute established policies and processes for managing all Arcturus Outreach, Student and Faculty affairs and responsibilities

MANDATE HOLDERS:

- Ingrid Gomez

DOCUMENTS (plus delivery dates):

- Master Schedule
- Student Handbook
- Faculty Handbook
- Faculty Contract
- Independent Contractor Form
- Instructor / Student Attendance Log
- Faculty Payment Request Form
- Enquiry letter / email / call record
- Course Registration Form
- Student Contract
- Student Invoice
- Student Statement
- Student Payment Receipt
- Course Administration Card
- Interim Transcript (on request)
- Final Transcript
- Summer Intensive Mailing List
- Summer Intensive Registration Forms
- Summer Intensive Invoice
- Summer Intensive Payment Receipt

AWSNA Points Covered:

B10: The program maintains records for students containing information required by law and as necessary for the operation of a high-quality program

B12: The program or institution documents its attendance and class make-up policies.

C6: The institute's decision-making processes for administration, planning, curriculum design and implementation, periodic review and governance are clearly articulated and made visible in appropriate student, staff, and faculty publications.

C14: The program or institute publishes a tuition and fee schedule appropriate to its operations and clientele as well as a refund policy that is communicated and meets legal and ethical considerations.

C17: The institute keeps adequate student records and transcripts

C18: The institute makes its program, policies and procedures visible to the students and faculty in student and faculty/staff handbooks.

D9: The program or institute keeps accurate and complete personnel records as required by law and as necessary for its effective operation, including professional qualifications and credentials.

FACULTY & CURRICULUM MANDATE for the Early Childhood training program

PRIMARY TASK:

- To establish the required policies and processes for managing all Arcturus EC Faculty affairs and responsibilities
- Curriculum Development for the EC training

MANDATE HOLDER:

- Elisabeth Swisher

POLICIES, PROCESSES AND DOCUMENTS (plus delivery dates):

- **Curriculum Planning**
 - Generic Curriculum on the basis of WECAN recommendations
- **Present Year Curriculum Planning**
 - Present Year's Schedule
 - Faculty List
 - Faculty Bios
 - Course Syllabus
 - Course Supply List
- **Student Class-work Evaluation**
 - Student Class-work Evaluation Form
 - Student teaching Forms
- **Faculty Development**
 - Faculty Development Plan: meeting every month and study
 - Faculty Development Schedule: one Tuesday a month from 3:30 pm to 5 pm.
- **Faculty Evaluation**
 - Faculty Evaluation Schedule: Holly Koteen Soule will come to mentor this new program every 6 months for one or 2 years (not clear yet how long)
 - Faculty Evaluation Form: non existing yet

- **Faculty Meetings**
 - Faculty Meetings Plan: 4 times a year with the whole faculty, once a month only with the EC faculty
 - Faculty Meeting Schedule (see above in faculty development)
- **Summer Intensive**
- Summer Intensive Plan made together with the outreach and the student mandate holders, or the whole core group

AWSNA Points Covered:

A6: The program employs effective practices in adult education that take into account the learning styles of adults and respect creative and independent thinking.

A8: The program creates opportunities for reflection and input from alumni and experienced practitioners and active leadership in AWSNA schools.

B1: The program is founded on an approach to the developing adult that is in accordance with the insights of Rudolf Steiner, the continuing work of Waldorf educators, and appropriate contemporary insights.

B2: The program curriculum includes a reasonable equivalent of "Foundation Studies for the Waldorf Educator" or documented prior equivalent learning for each student.

B3: The program curriculum includes a balance of conceptual, self-reflective, artistic and experiential/practical activity.

B4: The program demonstrates an overall coherence.

B5: The institute or program's educational offering includes a balance of

- Anthroposophical study
- Human development and child development
- Waldorf curriculum indications
- Waldorf school administration and governance
- Pedagogical observation and teaching practice
- Artistic practice and skills development
- Group work and social development
- Inner work and contemplative practice

B6: There is a designated person or group responsible for reviewing, evaluating and developing the curriculum on a regular basis.

B7: The program strives to include sufficient resources to meet the capacities, learning styles, and cultural backgrounds of the students enrolled. The program only enrolls a student when both the student and program

leadership agree that the student will benefit from the teacher education program and that the student's educational needs can be met.

B8: The faculty provides regular assessment of progress for each student and shares these assessments with the student in an open and timely manner. The program is able to document appropriate information regarding student performance in its student records.

B11: The institute provides or has access to appropriate and sufficient instructional materials and equipment (including electronic resources) necessary for the requirements of the instructional program and the needs of the students.

B12: The program or institution documents its attendance and class make-up policies.

B13: The relationship between the institute or program and any special programs it offers on a supplementary basis (such as summer sessions, student exchange, extra curricular or work experience, seminars, institutes, etc.) is fully disclosed. *Outreach

D2: There are adequate procedures for identifying changing needs and priorities in teacher and staff requirements.

D6: Every teacher and staff member will participate in a fair and regular form of evaluation.

D7: The program or institute has a clearly, stated policy for professional development.

D8: The program or institute has a clearly articulated written policy for expectations of professional behavior.



INSTALLMENT PLANS

Arcturus Rudolf Steiner Education Program

INSTALLMENT PLANS

TERMS & CONDITIONS

IMPORTANT: Before you make any payments under the Paypal subscription option, please read these Terms and Conditions carefully and make sure that you understand the commitment you are making.

Fees

Each Installment plan is calculated by dividing the total amount of your selected tuition by seven (7) months. The number of monthly payments cannot be modified.

Arcturus Rudolf Steiner Program will also charge two (2) additional fees, both of them will be charged monthly:

Paypal: 2.2% + .30¢

Processing Fee: \$12

Registration and Supply fees are not included in the installment plan. These fees need to be paid by check or cash prior enrollment into the financial program.

Summer Intensive

This payment plan does not apply for the Summer Intensive. The Summer Intensive may be paid by check or credit card prior the beginning of the Summer Intensive week. **If you use your credit card, the current Paypal fee will be charged.** Fees are subject to change in future academic years.

Who is not eligible?

Students enrolled in one (1) single class are not eligible for this program. One single-class will have to be paid by check or credit card. If you use your credit card, the current Paypal fee will be charged. Fees are subject to change in future academic years.

Termination

You may terminate the Installment Plan at any time. To terminate the payment plan, you must send a written termination notice (via email only) 14 days in advance, and submit the tuition remaining amount owed by check only.

Returned Payments

In the event that your financial institution returns a monthly payment, a \$25 returned payment fee would be automatically charged to your Paypal account within 20 days. A returned payment fee will be assessed for each payment attempt that is returned. If any fees are returned, they will be reattempted. Fees are subject to change in future academic years.

Payment Dates

Once you subscribe to our installment plan, your credit/debit card will be charged monthly according to the date you subscribe. 2010 – 2011 subscriptions will begin on Monday, November 1st, 2010 through 11:59 p.m. Tuesday, November 2nd, 2010.

Access to your financial information

No one other than you and Paypal has access to your account. When you arrange to make an automatic payment through Paypal, you authorize a specific payment amount to be paid by your bank or credit card company beginning on a specific date. Arcturus does not have access to your account, or your financial information.

IMPORTANT NOTE: If you have problems through the checkout experience via Paypal, you **must** contact Paypal directly at **1-402-935-2050**. For security reasons Paypal requires that cardholders call them directly.