

Rudolf Steiner College

2011-2012 CATALOGUE



www.steinercollege.edu

***THIS COLLEGE CATALOGUE IS IN EFFECT FOR THE YEAR BEGINNING
SEPTEMBER 1, 2011 AND ENDING AUGUST 31, 2012.***

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As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

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Section One

General Information

History and Introduction to the College

Founded in 1976, Rudolf Steiner College is a preeminent anthroposophical center for transformative education, Waldorf teacher preparation and the arts, dedicated to the renewal of culture and the healing of the earth. The College provides degree and certificate programs for men and women seeking new ways of understanding the world, themselves, and other human beings. Programs, both residential and non-residential, augment traditional academic work by drawing on the rich transpersonal research legacy of Rudolf Steiner. The College is a leading resource center for Waldorf Education, one of the world's largest independent school movements, certifying teachers and providing professional development courses.

The College is a cosmopolitan community comprised of students from many different countries and backgrounds. The faculty, too, reflects this wide spectrum. Visiting instructors regularly join the resident faculty to share their experience and research. In addition to regularly enrolled students, many community members attend College artistic performances, festivals, lectures, workshops, continuing education courses and other activities.

Mission Statement

Rudolf Steiner College strives to provide a creative educational environment for men and women of diverse ages and backgrounds who seek a deeper understanding of the challenges of modern life and wish to develop new capacities as a basis for their life's work, for social service, and for cultural renewal.

Founded on the spiritual scientific work of Rudolf Steiner, the College has as its mission to provide programs that:

- Awaken independent thinking and healthy judgment about the deepest issues of human life

- School powers of perception
- Cultivate and enrich artistic faculties
- Develop social sensitivity
- Strengthen capacities for practical life.

Rudolf Steiner College has as a major focus the preparation and certification of teachers for vocations in Waldorf Education. The College also offers degree programs, certificate programs and professional development courses that develop insights and skills that can lead to practical application in a variety of professions in the arts, sciences, and education.

The College aims to serve as a resource center for Rudolf Steiner's work, providing continuing education, fostering research, presenting workshops and conferences, and publishing and making accessible books and other related materials. A further goal is to serve the broader educational community and bring Rudolf Steiner's contributions into the dialogue on education and other issues of global concern.

The view of the human being as an individuality encompassing body, soul, and spirit is central to the programs of the College, along with emphasis on the cultivation of the inner life as a source of strength, creativity, and initiative. Programs strive to address the students' quest for the knowledge, insight, and moral imagination needed to bring balance and healing to human beings, communities, and the earth itself.

Approvals

Rudolf Steiner College is a full member of the Association of Waldorf Schools of North America (AWSNA). The Association is a not-for-profit organization whose purpose is to protect, encourage, and further Waldorf Education, and to aid and assist each affiliated institution to improve the quality of the education it offers.

Rudolf Steiner College is authorized under federal law to enroll non-immigrant students.

Rudolf Steiner College has received approval to operate as a degree-granting institution from the State of California's Bureau for Private Postsecondary and Vocational Education (BPPVE).

The College will continue with its approved status under more recent legislation creating a new Bureau of Private Postsecondary Education (BPPE).

Campus Description

Rudolf Steiner College is located in Fair Oaks, just outside of Sacramento, on a thirteen-acre campus with spacious lawns and gardens. Almost adjoining the campus is the Sacramento Waldorf School, one of the largest kindergarten-through-twelfth grade Waldorf schools in the United States. Also within walking distance is the American River Parkway with miles of bicycle trails and footpaths. Within a two-hour drive to the west are San Francisco and the Pacific Ocean; while only a one-hour's drive to the east are the Sierra Nevada Mountains.

All courses are conducted on the main campus in Fair Oaks (9200 Fair Oaks Blvd., Fair Oaks, CA 95628), with the exception of the Weekend/Summer Teacher Education Program, San Francisco modality. Classes in the San Francisco Teacher Education Program September–May session are held at the San Francisco Waldorf School (2938 Washington St., San Francisco, CA 94115).

Raphael Garden

At the center of the campus is the College's biodynamic garden, which produces vegetables for its community supported agriculture project (CSA). This garden, with the help of garden apprentices, provides some of the produce for the campus lunch program and serves as a laboratory for gardening classes.

The College sponsors conferences for biodynamic gardeners and farmers. Research is shared and networking is fostered.

In early 1991, a memorial contribution made it possible to install a flow form water sculpture on the College campus. Water flows through a series of linked sculptured forms, and research shows that such movement aerates the water and has a purifying effect. These forms combine beauty and functionality in the service of protecting our natural environment. Many community members visit the garden to experience its relaxing and rejuvenating atmosphere.

Continuing Education Events

In addition to degree and certification programs, the College produces a calendar of events each semester. Students and campus visitors can find this information in the foyer of Stegmann Hall (see campus map). The event calendars are also posted on the College website. In the spring, an extensive calendar of campus courses and events for the upcoming summer semester is published.

Summer Semester on the Fair Oaks Campus

In addition to ongoing matriculated programs, the College offers renewal and continuing education courses in Waldorf education that attract many independent and public school educators from North American and other countries. The College also offers short courses on childcare, biodynamics, bee keeping, fine arts, practical crafts, Anthroposophy, administration and many other topics. A listing of summer offerings is available in April and posted on the RSC website. Summer is the semester when the largest number of students is gathered at one time on the campus. It is a good place to make connections, find others who are teaching the same level or subject and, in general, network for resources.

Western Waldorf Educators Conferences

In January a Conference is co-sponsored with the Alliance for Public Waldorf Education. Many teachers, parents, and administrators from the growing number of public schools interested in Waldorf education attend this event.

In February, hundreds of teachers, primarily from schools affiliated with the Association of Waldorf Schools of North America (AWSNA), gather on the campuses of Rudolf Steiner College and the Sacramento Waldorf School for five days of events including performances, workshops and lectures on Waldorf Education.

Section Two

Campus Services

The Bookstore at Rudolf Steiner College

The Bookstore at Rudolf Steiner College is conveniently located on campus. The Bookstore provides a large selection of required and supplementary reading materials, as well as a variety of art supplies, natural health care products, art cards, and other items. The Bookstore features an online website for browsing and purchasing: www.steinercollege.edu/store

Rudolf Steiner College Press

Rudolf Steiner College Press has published over 150 titles on Waldorf Education and Anthroposophy. Many faculty authors are represented, supporting the College's commitment to research.

Norton Library and Media Center

The Norton Library provides campus areas for study as well as over 39,000 volumes, including most of the works of Rudolf Steiner in both English and German. A wide range of resources on Waldorf education and curriculum-related materials is also available.

Internet and Technology-Based Services

A computer lab is available for searching library holdings and connecting the Internet, through which many university libraries and Library of Congress bibliographies may be reached. The College provides access to EBSCO host and other academic databases for student research.

The library hosts a pay-as-you-go printer for student use. (Students may purchase swipe/access cards in the library and bookstore).

The library is equipped with free wireless service for Internet access.

Other Available Libraries—Library Consortium Access

Rudolf Steiner College students have access to the library facilities of California State University, Sacramento (CSUS), which is approximately ten miles away. Those who purchase a User's Card may borrow books at this site. The CSUS library contains a large collection, with major concentrations in educational areas relevant to the degree courses offered by Rudolf Steiner College.

For materials related to the works of Rudolf Steiner, faculty and students may obtain mail-access to the large, specialized collection of the Anthroposophical Society in America Library.

Housing

DORMITORIES

Dormitories are available on the College campus. Each of the air-conditioned dormitory units features six private bedrooms, two shared bathrooms, and a shared kitchen/living room area. Linens, blankets, pillows, and towels are available for visitors if needed. For further information regarding cost and availability, please contact the Housing Manager at 916-864-4816 or e-mail housing@steinercollege.edu

HOUSING IN THE COMMUNITY

Although the College neither screens nor approves off-campus student housing, there are many apartments and some houses for rent in the Fair Oaks area. Some landlords post notice of available rentals in the main office.

Clara's Counter—A Café Service

Shilo's Catering operates a meal service that provides food service on pre-arranged weekdays, September–May. It also operates a limited service during summer, weekend workshops, and conferences. This service, called Clara's Counter (housed in the Clara Barton House—see campus map), features biodynamic grown produce from the College garden as well as other healthy wholesome organic foods. Hours are posted outside the café.

Career Assistance

Information is available in the Admissions Office and from individual faculty members about further education and career opportunities in biodynamic agriculture, eurythmy, work with people in need of special care, and other artistic, scientific, social, educational, and religious fields.

Students may wish to continue a study of Waldorf Education at the College. Those who complete the Waldorf Teacher Education Program are eligible to teach in Waldorf schools throughout the world, subject to the needs and particular requirements of the individual schools. At present, the demand for Waldorf teachers greatly exceeds the supply of graduates of the various education centers.

While the College does not offer placement services, openings are posted on the Campus bulletin board in Barton House (see Campus map) and on the following websites:

<http://www.waldorfteachers.com/>

<http://www.waldorfworld.com/category.php?cat=employment>

The annual conferences sponsored by the College feature job fairs wherein the schools recruit teachers to their local schools; school representatives often visit the campus to recruit teachers. (See Appendix B for College graduate statistics.)

Student Employment

Students interested in campus employment should request, complete, and return a Student Employment Application and a Talent/Skills Survey to the Campus Services Manager. These forms will remain on file for the school year.

Authorization to Begin Work

Once students have been selected for hiring, they must complete the required Federal W-4 and Federal I-9 forms. To qualify to work, students must furnish their Social Security card and a picture ID. These documents should be presented to the Payroll Office.

Student Interaction for Learning Purposes

Most classes are small enough to allow some element of study group interaction; some classes are split into smaller groups to achieve this. In some classes students are encouraged to adopt others as “buddies” in order to help with unfamiliar concepts and material, and other aspects of learning. Online learning groups are facilitated through a classroom management system and “real time” class meetings.

Outside formal classes the College allows students use of available rooms for additional study, discussion, or rehearsal between 8 am and 5 pm. A popular place for student gathering is the Commons Room of the Norton Library Complex.

Campus Life Committee

This group is comprised of students, staff, and faculty and is convened by the Dean of Students.

This group listens to the general news around campus, and attends to specific gratitude or concerns of students, staff and faculty. This group initiated the monthly all-campus meetings and is active in creating and supporting the many College festivals, outings, and events. It is active throughout the year

Students interested in joining this group should inform the Dean of Students. As so many RSC students are working parents with limited time to serve the greater College community life, those who can become involved are valued and welcomed!

Section Three

Admissions and Records

Applying to Rudolf Steiner College

Obtain a program application form, by downloading a form from our website, or emailing the College Admissions Office.

Visit the College campus for a tour and/or course lecture. This is not required if distance or other circumstances make that a hardship

Submit a program application form, along with official transcripts of previous university work and a brief autobiography.

For those entering an MA degree-granting program three letters of recommendation (forms found on our website), an interview with the Academic Dean, and a test of written English and basic math within the first six weeks of entry are required. (See requirements listed on application information or call the Admissions Office of the College.)

Pay the application fee. (See Appendix A, Tuition and Fees for 2011-2012.)

Admissions staff will give the portfolio of completed student application materials to the appropriate Program Director for final approval.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Credit for Prior Learning

Rudolf Steiner College does not award credit for prior experiential learning.

Credit Equivalency for Prerequisite Course Work

Prerequisite course work is required for entry into some matriculated programs of the College. In some cases, equivalency will be granted for work done at another institution. This requires a document of equivalency and should not be considered as a document of credit. No credit is given for equivalency work done at another institution.

Credit Transferring from Another Institution

The College accepts transfer credits only from accredited educational institutions. Academic credit is not awarded for work performed at another institution; however in some circumstances, work done elsewhere may fulfill a prerequisite for entry into College programs. The College has not entered into articulation or transfer agreements with any other college or university.

Fee Schedule

See Appendix A. Tuitions listed are for one year for matriculated students. Students must make arrangements for payment prior to commencement of the program. Contact the Admissions Office for further information.

Financial Assistance

Limited financial assistance is available in the form of scholarships and College tuition loans. Rudolf Steiner College does not participate in Federal or State financial aid programs at this time. Current information can be found on our website under *Admissions, How to Apply*. If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount of any refund due.

Living Costs

A single person in a residential program will need approximately \$1200 per month for living expenses and \$250-\$400 per year for books, musical instruments, Eurythmy shoes, and other supplies. Students in the Waldorf Teacher Education Program should also budget for additional expenses for travel during practice teaching periods, and to comply with school health regulations. (See Appendix C.)

Matriculation Defined

Matriculation is enrollment in any course or program for which a student is intending to obtain credits leading to a diploma (degree-granting) or certification (non-degree-granting) and for which transcripts are generated and archived by the Registrar.

Attendance at weekend workshops, lectures, gardening, and other College activities does not constitute matriculation unless otherwise specified by a Program Director. Letters of attendance are sometimes provided in order to meet the professional development requirements of an employer.

Admissions— International Students

Please note: The General admissions information (above) applies to international students and the following is information necessary to all international students:

Arrival and Departure from the College
Students may enter the U.S. 30 days prior to the “report” date on their USCIS paperwork.

Students have a 60-day grace period to leave the U.S. if they have completed a program of study.

Students have a 15-day grace period if they cancel or withdraw from classes due to illness, a family emergency, or financial difficulties and they have obtained permission from the College. Students have no grace period if they do not obtain permission to cancel or withdraw.

Entry and departure dates of all students are reported to the USCIS.

English Proficiency for Non-Native Speakers of English

All classes are conducted in English. Students whose first language is not English, or who have not completed a recognized degree based on instruction in the English language, must demonstrate proficiency in English by one of the following methods:

ENGLISH PROFICIENCY POLICY FOR STUDENTS ENTERING INTO THE SCHOOL YEAR 2011-2012

Students whose first language is not English must demonstrate proficiency in English by taking a Test of English as a Foreign Language (TOEFL). A TOEFL score must have been earned on a test taken within the last two years. It is preferred that students take the internet-based test (IBT) as it includes a score reflecting the ability to speak as well as a score for reading, listening, and writing. TOEFL tests are given throughout the world and sites can be found on the Internet at www.ets.org/toefl. Rudolf Steiner College code number is 4646.

REQUIRED INTERNET-BASED SCORES (IBT)

- IBT-60 (minimum of 15 in each section) for foundation year program (497PBT).
- IBT-72 (minimum of 18 in each section) for Waldorf Teacher education certificate (535 PBT).
- IBT-80 (minimum of 18 in each section) for MA degree in Waldorf Teacher Education and MA degree in Advanced Waldorf Education Studies (600 PBT).

Students may also submit an official transcript verifying college level courses successfully completed at an accredited English-speaking university. Courses must be taken within the last two years and be at the level of the RSC program in which the student is seeking enrollment. English test scores for admission must also be submitted.

For a certificate in Waldorf Teacher Education, the transcript needs to show a grade point average of 2.0 (C). For the MA degree, the transcript needs to show a 3.0 (B). If your transcript and/or prior English test scores do not match the level of the Rudolf Steiner College program you are applying for, you will be asked to take another TOEFL test.

Please note that students may enroll in the Foundation Program with an IBT-60. For entrance into the Waldorf Teacher Education Program students must submit

another TOEFL test score of IBT-72 three months prior to the class start date.

Rudolf Steiner College does not give English courses. If the Program Director or the Academic Dean advises a student to take additional English classes while enrolled as a student, the fees for taking such classes must be paid for by the student.

Optional Practical Training

International students who graduate from the Waldorf Teacher Education Program may work in a Waldorf school for one year after their education. Students must apply for “optional practical training” in May during their second year of education and contact the Admissions Office if they are interested in this option.

Requirements of International Students

INTERNATIONAL STUDENTS ARE REQUIRED TO:

- Take a minimum of 12 credits per semester.
- Report a change of legal name or dependent’s legal name.
- Complete the program they have entered or report to the Admission Office any changes.
- Report a change of their U.S. address within 10 days.
- Only work on the campus they are attending for up to 20 hours per week, 40 hours during vacation.
- Maintain a valid passport at all times.
- Visit the Admissions Office prior to any travel outside of the U.S.
- Apply for a program extension prior to the expiration date on the SEVIS I-20.
- Speak to the Admissions Office if they wish to transfer to another college.

THE COLLEGE IS REQUIRED TO REPORT TO USCIS ANY DISCREPANCIES OR CHANGES TO THE ABOVE AS WELL AS:

- Any student who has graduated early or prior to the program end.
- Any disciplinary action taken by the College against the student as a result of the student being convicted of a crime.

- Any other request made by USCIS to the College with regard to the current status of the student.

A student who has violated USCIS regulations because of circumstances beyond his or her control can apply for reinstatement.

International visitors in the U.S. must return to their county of citizenship to apply for an F-1 visa.

Spouses or dependents of F-1 students are not allowed to enroll in a full course of study until USCIS has issued them an F-1 student visa through the process described above.

Transfers—International Student Transfers

International students with an F-1 visa may transfer from another U.S. college to Rudolf Steiner College. They must inform their current international school advisor of the transfer prior to the end of term. For further information, contact the Admissions Office.

Note: The College will furnish documents regarding student status to other institutions without charge.

Visas—F-1 Visa Requirement

International students seeking enrollment must be issued an F-1 visa to study in the U.S. Spouses and children are issued an F-2 visa.

To obtain an F-1 visa, a candidate must first apply and be accepted to Rudolf Steiner College, which is an approved USCIS school. The College then issues a SEVIS I-20 to the student. The SEVIS I-20, a valid passport, financial verification, visa application forms, photos, and proof of SEVIS fee payment (\$200) must be presented to the US Embassy or Consulate in the student’s country of citizenship.

After an interview, the US Embassy or Consulate will issue the F-1 visa and place a visa stamp in the student’s passport. This visa allows entry into the U.S. for a specific period of time. The SEVIS I-20 issued by RSC must always accompany it. Students can only enter the country with both documents. At the port of entry into the U.S. the student passport, visa and I-20 are reviewed and stamped by USCIS, and an I-94 (Departure Record) is stapled into the student’s passport. All of these documents must be presented to the Admissions Officer at registration.

Records and Transcripts

ARCHIVAL CALENDAR OF THE COLLEGE

Most student records are kept for a minimum of 5 years after graduation.

Academic Transcripts are kept for 50 years after graduation.

The records of each matriculating student include two to five sections (as appropriate to individual student). These are maintained in hard copy and/or in digital storage. The five distinct sections are:

- Admissions records
- Academic Dean records
- Financial Office Records
- Registrar records
- Dean of Students records

LOCATIONS OF ARCHIVED RECORDS AND ARCHIVAL SYSTEM OF THE COLLEGE

1) Admissions and Records Offices

- Student Directory Information
- Up to date enrollment records
- Original Student enrollment contract and financial detail sheet
- Records of all payments and agreements verifying payment of tuition and fees
- Loan status sheet

2) Academic Dean's Records (archived in Admissions and Records Office)

Degree worksheet for all students in degree-granting programs containing:

- A running record of credits earned
- A record of incomplete or non-pass course work and concomitant paperwork
- Field Experience records
- Capstone/Thesis completion documentation
- Research proposal form
- ERB records/forms
- Signature sheets
- Appeals regarding academic matters
- Grade appeal
- Other academic-related records
- Grievance records (not associated to student conduct)

• 3) Student Finance Office (South Campus)

- Original Loan agreements and duplicate information regarding loan status, back up information such as the Financial Aid Application.
- Scholarship and Loan Records are housed in the South Campus Administrative Building in the Loan Officer's office, however students may access some information in the Admissions and Records Office.
- Personal records of the College loans granted, including amount and payments, loan charges, past due notices, and any changes to the terms of the agreement.

4) Registrar's Office

- On-going attendance records
- Transcript records if all academic credit earned
- Transcripts are kept for 50 years; the College is converting to digital storage
- Record of requests for transcripts (non-student requests, student release letters)
- Mentor/Practicum Reports are held here for 1 year after graduation.

5) Dean of Students Office

- Any records of conduct infractions or issues

Note: These records are usually expunged when a student graduates, the Dean of Students recommends expunging of records to the Academic Dean and the Academic Affairs committee makes the final decision regarding how long these records are kept. (See website: About Us/Governance/Stipulated Policies/Academic Policies/Guidelines for Access to Educational Records)

FERPA POLICY

(The FERPA Guidelines, policy and FERPA for Students are found on the website: StudentServices/Policies and About Us/Governance)

The College conforms to the requirements of the Family Educational Rights and Privacy Act of 1974 in protecting the privacy of educational records and correction of inaccurate or misleading data through informal and formal hearings. The document, Guidelines for Access to and Disclosure of Educational Records Maintained by Rudolf Steiner College, is available in the Admissions Office. In addition, all students are given the document FERPA for Students, at the beginning of each academic year. This form is also available in the office of the Dean of Students.

Obtaining Transcripts

Students who require copies of transcripts should apply in writing to the Registrar, enclosing an administration fee of \$10 per copy. Transcripts will be furnished to those who are not in default of agreed payment schedules for outstanding loans.

Transferability of Credits and Credentials

The transferability of credits you earn at Rudolf Steiner College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rudolf Steiner College to determine if your credits or degree, diploma or certificate will transfer.

Section Four

Academic and Matriculation Policies and Procedures

Academic Freedom

The College is committed to the open discussion, assessment, and analysis of ideas and values. Faculty members, students, and staff are free to pursue the search for truth and understanding. Subject to the norms and standards of scholarly inquiry, they are free to conduct research, teach, speak, and publish without interference or penalty. Disputes involving academic freedom will be resolved through College grievance procedures. The Dean of Academic Affairs is principally responsible for the implementation of this policy. Every faculty member, however, is responsible for the implementation of and compliance with this policy.

Admissions— Nondiscrimination Policy

Rudolf Steiner College (College) admits students of any marital status, nationality, religion, gender, sexual orientation, age, race, color, ethnic origin, creed, disability, or veteran status, and does not discriminate on any of these bases in regard to financial aid, educational programs, or employment.

TO APPLY

- Obtain a program application form, by downloading a form from our website, or e-mailing the College Admissions Office.
- Visit the College campus for a tour and/or course lecture. This is not required if distance or other circumstances make that a hardship
- Submit a program application form, along with official transcripts of previous university work and a brief autobiography
- For those entering an MA degree-granting program three letters of recommendation (forms found on our website), an interview with the Academic Dean, and a test of written English and basic math within the first six weeks of entry are required. (See

requirements listed on application information or call the Admissions Office of the College.)

- Pay the application fee. (See Appendix A, Tuition and Fees for 2011-2012.)

Admissions staff will give the portfolio of completed student application materials to the appropriate Program Director for final approval.

Add/Drop/Withdrawal Policies: Changing Your Schedule— What You Need to Know

The programs of Rudolf Steiner College are mostly formatted as a series of contiguous courses that must be completed in order to graduate. If it is necessary to make any changes, the student must officially inform the college as follows:

ADDING A COURSE

To add another course or switching one course for another course in another program:

- Discuss the course you want to take with your Program Director and the course instructor.
- Fill out the Add/Drop Form and have the Program Director and instructor sign the form.
- Turn in the Add/Drop form to the Office of the Registrar for processing before the second day of class.

If you register for more units than are in your program, you will be charged an additional fee per unit as described in the Tuition and Fee Schedule. Payment must be arranged before the second day of class.

DROPPING FROM A COURSE

Where to get Add/Drop Forms: the Registrars Office. Any questions about this process may be directed to the Office of the Registrar at 916 961-8727 extension 124 or nancy.walent@steinercollege.edu

Students must remember that dropping a course could jeopardize their ability (1) to stay with a cohort group in a program; (2) to receive scholarship funding which requires enrollment in a full program; and (3) to maintain international student status when a minimum of 12 units per semester is required.

To drop a class/course:

- Check with the following offices that apply to you: Financial Aid (kim.hofer@steinercollege.edu), and/or International Student Advising (admissions@steinercollege.edu).
- Discuss the course you want to drop with the Program Director and have him/her sign the Add/Drop Form.
- Turn in the Add/Drop Form to the Registrar for processing.

If students just stop attending and do not officially drop or withdraw they will receive an NC (no credit).

There are no refunds for withdrawals from a course, refunds are only offered for complete withdrawal of a program.

CHANGING TO ANOTHER PROGRAM

Changing programs will require going through the application process for that program. Adjustments to tuition and financial aid will need to be approved.

WITHDRAWAL FROM PROGRAMS

Students may cancel their enrollment agreement at any time. Cancellation will be effective upon receipt of the Withdrawal from Program form (in the Admissions Office). Our refund policy is described on the Student Enrollment Contract. Those in matriculating programs need to be aware of the timelines for withdrawing without academic penalty.

WITHDRAWAL FROM A NON-DEGREE-GRANTING PROGRAM

Students enrolled in non-degree-granting programs are free to drop classes at any time. They are entitled to cancel their enrollment and will receive a refund of tuition and fees as detailed in the College refund policies. The College will make efforts to counsel students who drop out and to resolve any problems that are within the control of the College or its employees. The College fully recognizes the right of students to decide to discontinue studies. Students who drop out will be given credit for any classes they have completed satisfactorily, which will be entered in their transcripts.

Students who drop out may apply to be readmitted to the College later, or to change their registration to a class that fits their needs better, if the instructor for that class is willing to accept a late registrant.

Note: International students who withdraw will lose their student status and this event will be immediately reported to the USCIS.

WITHDRAWAL FROM A MASTERS DEGREE-GRANTING PROGRAM

Students must file a program drop form within the first 3 weeks of the MA degree-granting programs. This deadline is non-negotiable. Students must consult with the Admissions Officer for details. Note: International students who withdraw will lose their student status and this event will be immediately reported to the USCIS.

MEDICAL WITHDRAWAL

All medical withdrawals that result in a “leave of absence” require documentation which must be submitted to the Program Director and/or Academic Dean for approval. Documentation will be kept in student records. Contact Admissions for a Leave of Absence form.

LEAVE OF ABSENCE

A student who needs to miss classes for urgent family or compassionate reasons should inform his/her program director and the Admissions Officer. If the number of classes missed makes it impossible to attain the required 80% attendance, he or she may be able to arrange with the instructor to do additional work. Students should, in any case, attempt to stay current with work assignments, even if they are unable to attend classes.

International students must be aware that a leave of absence may affect their student status and visa.

FEES

A \$50 fee is required each time a change requires a new student contract or if the student adds or drops courses or programs more than once during a semester or session. Tuition changes automatically require a new student contract. In addition, fees for changing an RSC loan are also the responsibility of the student.

REFUNDS

A student has the right to cancel the enrollment document and obtain a refund of charges paid through attendance through the first class session, or the seventh

day after enrollment, whichever is later. If cancellation is made after this time and before 60% of the program has been provided, a pro-rata refund will be calculated on the basis of clock hours not provided, divided by the total clock hours in the program. After 60% of the program has been provided, no refunds will be made. This will be true for individual courses as well.

Example: If a student withdraws after attending 200 clock hours of an 800 clock-hour program, the refund will be $(800-200=600)$, 75% of the tuition. If a student withdraws after 600 clock hours of an 800 clock-hour program, no refund will be made.

Application and registration fees are non-refundable. Tuition refunds will be made within 30 days of the date of postmark or receipt of written notice of cancellation. Refunds are given only for complete withdrawal from a course or program. There are no refunds for classes or courses missed within a program. Students who do not attend classes for three consecutive weeks without notifying the Admissions Officer may be automatically withdrawn.

STUDENT TUITION RECOVERY FUND (STRF)

California law requires that, upon enrollment, the College assess a fee based on the cost of tuition. These fees support the Student Tuition Recovery Fund (STRF), established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of (a) the closure of the institution, (b) the institution's breach or anticipatory breach of the agreement for the course of instruction, or (c) a decline in the quality or value of the course of instruction within the 30-day period before the institution's closure. The STRF protects only California students.

It is important that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment, and tuition receipts or canceled checks to document the total amount of tuition paid. Such information can substantiate a claim for reimbursement from the STRF. Claims must be filed within one year of serving students of their rights under the STRF, or if no notice of rights has been served, within four years of the institution's closure.

UNRESOLVED COMPLAINTS

Any questions a student may have regarding this catalogue that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education P.O. Box 980818 West Sacramento, CA 95798-0818. Phone: 888-370-

7589. Main fax: 916-263-1897. Website: www.bppe.ca.gov. E-mail: bppe@dca.ca.gov.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's website: www.bppe.ca.gov.

Attendance Policy

All programs at the College are based on the premise that experiences gained through group interaction and discussions are primary elements of the learning process. The College regards attendance in courses as an essential indicator of a student's commitment to the course, and maintains records of attendance for all courses. These attendance records are used at the end of each course to evaluate whether the student has met the attendance requirement for credit for the course.

Students are expected to attend all sessions of their courses. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class and/or awarding a grade of "Incomplete." Students should be aware that all missed class time requires make-up assignments. No credit will be given for attendance below 60%. Attendance below 80% will require extensive make-up assignments.

The attendance of international students will be monitored closely. Failure to attend courses may result in international students losing their student status. This will be immediately reported to the US Citizenship and Immigration Services (USCIS).

Auditing

Many of the classes that make up RSC degree and certification programs may be audited. No academic credit is awarded for audited classes. Please contact the College for fees and more information.

Conduct on Campus

Please refer to the appropriate Employee, Faculty and Student Handbook for guidelines regarding conduct on the Campus of Rudolf Steiner College. If you are unclear about any aspect of the expectations outlined in these documents, please consult the Ombudsman, Academic Dean, Dean of Students, or any other Officer of the College.

Causes for Expulsion or Probation

A student may be expelled for the following reasons:

- Behavior that is disruptive to the conducting of classes
- Repeated infraction of conduct norms of the campus
- Failure to attend classes
- Sexual or physical assault
- Inability to continue the course of study
- Failure to pay tuition

Copyright Infringement

Faculty members and students are asked to abide by the fair use principles of the Copyright Act of 1976.

For guidelines please go to www2.eou.edu/copysvc/copyright.pdf.

Grading System and Standards for Student Achievement

Credit is given on a pass/no pass basis. The individual Course Grading System is stated on each of the course syllabi. The College policy for matriculating students to progress through programs is as follows:

In our grading system there are four levels on our rubrics: “emerging” (1.0 ;points); “developed” (2.0 points); “proficient” (3.0 points); and “highly developed” (4.0 points). To pass, an average of 2.0 points (developed) must be achieved.

Written work: If a student’s performance in written work is unsatisfactory (according to a rubric provided, or to expected competency at program level), he or she is given an opportunity to repeat or modify the assignment in order to achieve a passing status. Until the homework is resubmitted, it is marked as “Incomplete” (INC).

Key Assignments

All course syllabi include an explanation of graded elements within the course. Students are directed to pay particular attention to key assignments. As a requirement of graduation, students must satisfactorily complete all assignments, with particular emphasis given to well-done key assignments.

Course Homework Assignment Completion; Observation and Practicum Submission; and Research Project Completion Policy

Course Homework Assignments are due by the first day of the following session. The student may apply to the program director for a 6-week extension. After the six weeks another extension request must be submitted, this time to the Academic Dean, and may be granted for special circumstances such as serious illness, family tragedy, etc. All requests will be reviewed on a case by case basis.

If the assignments fail to be submitted within the extended time period, the student will receive a No Credit and must pay to re-take the course (or in some exceptional cases an arrangement of independent study with the program director may be applicable.)

The Admissions Records office will be notified of all No Credit’s issued.

Observation and Practicums are due by completion of the program. An extension may be requested by submitting an application and a \$100.00 fee and the extension is for up to one year after the completion of all program course work. If a second extension is requested, the fee will be \$250.00.

Capstone and Research Projects are due at graduation or the end of the program coursework. A one year extension may be applied for which requires an application and a \$100 fee.

Current students and Past Students will have until December 2011 to complete delinquent assignments, observations, practicums, and projects. After that time all students’ incompletes in coursework, practicums, observations and research projects will convert to No Credit and the student will have to retake all areas of incomplete work at current unit cost in order to apply for certification.

Make-Up Assignments, Incompletes and No Credit

Records of make-up assignments and activities are maintained by the instructor and at the end of the course, filed with the Academic Dean. **Incompletes beyond one semester become “No Credit”** and a course will need to be repeated.

Course Homework Assignments are due by the first day of the following semester or session. The student may apply to the program director for a 6-week extension. After the six weeks another extension request must be submitted, this time to the Academic Dean, and may be granted for special circumstances such as serious illness, family tragedy, etc. All requests will be reviewed on a case by case basis.

If the assignments fail to be submitted within the extended time period, the student will receive a No Credit and must pay to re-take the course (or in some exceptional cases an arrangement of independent study with the program director may be applicable.)

The Admissions Records office will be notified of all No Credit's issued.

Observation and Practicums (field experience) are due by completion of the program. An extension may be requested by submitting an application and a \$100 fee and the extension is for up to one year after the completion of all program course work. If a second extension is requested, the fee will be \$250.

Capstone and Research Projects are due at graduation or the end of the program coursework. In the **masters program**, the capstone or thesis is due one year from the culmination of coursework. A one year extension may be applied for which requires an application and a \$100 fee.

Current students and Past Students in part-time programs who graduate in the summer of 2011 will have until December 2011 to complete delinquent assignments, observations, practicums, and projects. After that time all students' incompletes in coursework, practicums, observations and research projects will convert to No Credit and the student will have to retake all areas of incomplete work at current unit cost in order to apply for certification.

Grade Appeal Policy

Please refer to the website: click *Student Services/ Policies and Procedures*

The College Student Grade Appeal Policy is established to assure the rights and responsibilities of students and faculty in all matters of disputed grade assignments. The College upholds the “Joint Statement of Rights and Freedoms of Students” drafted in 1967 by a consortium of national association (available on the College website: Governance/Policies/Academic Policies/ Students Rights and Freedoms). The College affirms the faculty's sole right and responsibility to provide conscientious evaluations and timely assignments of appropriate grades and that in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

This policy is instituted to protect the student against improper academic evaluation. The College recognizes the right of all students to have access to orderly procedures against prejudice or capricious academic evaluation. It also obliges students to assume responsibility for maintaining standards of academic integrity and performance as established for each course in which they are enrolled. A grade appeal is warranted anytime an assignment of an earned grade is disputed or a student questions cause of an assigned grade.

The College maintains a Grade Appeal Policy and Procedure which can be found on the College website.

Students can also receive a copy of the Grade Appeal Policy from the Dean of Students or the Academic Dean.

Academic Grievance Policy— Non Grade

Persons seeking to resolve problems or complaints regarding curriculum, instruction, or other academic matters are advised to follow this procedure:

- First contact the instructor in charge.
- If the matter is not resolved, document the problem and notify the Program Director.
- If this is still unsatisfactory, forward the documented problem to the Dean of Students and/or the Academic Dean (listed in Catalogue under Faculty).

- The Academic Dean will respond to the appeal informing the student about the appropriate action to be taken and/or the status of the request. This is done in writing and to be received by the student within 15 days of a written request.

Possible other actions include but are not limited to:

- A facilitated conversation between the student making the concern known and others involved in the written document of concern
- An immediate action to remedy the situation
- Relegate the issue to the Campus Life Committee for comment, solution, and/or proposal for action
- Refer issue to Grievance Committee, begin procedure in Grievance Policy-general
- Refer issue to Executive Committee

Information Literacy Policy

The entire policy is found on the website: click *Student Services/Policies and Procedures*

Information Literacy is a necessary component for educational institutes in this age of information. It enables individuals to recognize when information is needed and how to locate it, evaluate it, and utilize it effectively. This is a prerequisite skill for independent and lifelong learning.

Information literate graduates of Rudolf Steiner College will be able to:

- Recognize a need for information
- Determine the extent of information needed
- Access information efficiently
- Critically evaluate information and its sources
- Classify, store, manipulate, and redraft information collected or generated
- Incorporate selected information into their knowledge base
- Use information effectively to learn, create new knowledge, solve problems and make decisions
- Understand cultural, social, political, economic and universal issues in the use of information
- Access and use information ethically and legally
- Use information and knowledge as an act of service to community and as a means of expressing social responsibility
- Experience information literacy as part of independent and lifelong learning

Plagiarism Policy

Please refer to the website: click *Student Services/Policies and Procedures*

Quoting words or ideas without acknowledgment or referencing and other forms of plagiarism are regarded as serious academic offenses. Each instructor is responsible for ensuring that the work submitted as an assignment is the work of the student who claims authorship and receives credit. If an instructor believes plagiarism or dishonesty has occurred, the student is questioned and asked to explain his or her procedures and conclusions. Depending on the extent of the plagiarism, additional work may be required, or an incomplete grade or mark of “no credit” assigned. In general, any incident of plagiarism or similar dishonesty raises serious doubts as to the suitability of a student for continuing studies. Any serious case should be reported to the Dean of Academic Affairs.

Students, faculty could check the following website for guidance regarding this complex topic: <http://www.plagiarism.org/>. Students of the MA degree-granting programs receive specific course-level instructions regarding the proper way to cite information.

Section Five

Governance Policies and Procedures

Grievance Policy

Please refer to the website: click *About Us/ Governance, Guidance, and Agreements and Student Services/Policies and Procedures*

The College recognizes that in the normal course of human interactions, conflicts and disputes may arise.

Though most conflicts and problems that arise in the College environment can be resolved informally, when such attempts do not result in a resolution, a formal grievance process may be initiated. The College believes that all students and employees have the right and the obligation to seek resolution through a grievance process.

The College maintains a Grievance Policy and Procedure which can be found on the College website.

Students can also receive a copy of the Grievance Policy and Procedure from the Dean of Students or the Academic Dean. Employees of the College can receive a copy of this policy from the Ombudsman.

Nondiscrimination Policy

Nondiscrimination in admissions is found in section three of this catalogue. Nondiscrimination in hiring is found in the College Employee Handbook. Rudolf Steiner College supports an active Diversity Committee and Diversity Plan which can be accessed on the website by clicking *Accreditation/Towards Accreditation*.

Sexual Assault Policy

The College maintains the following procedures and information for assisting a person who has been or suspects becoming a victim of a sexual assault.

PREVENTION

Any student or staff member should be accompanied to his/her car, bicycle, or bus stop on request if danger is felt.

PERSONS RESPONSIBLE FOR ASSISTANCE PROCEDURES

Heads of programs, faculty, dormitory manager, and receptionist have been given information regarding the services available in such cases.

CONFIDENTIALITY AND REPORTING

It is important to maintain confidentiality for any person who confides in College personnel and who requests confidentiality. No one other than a person specifically authorized by the Executive Committee to speak for the College is permitted to make a public statement regarding an incident involving a College student, faculty, or staff member. Any such incidents that have taken place on the College campus or in connection with a College event should be reported to the President, without mentioning names if this has been requested. It is the responsibility of the College administration to do everything possible to maintain safety, and this information may be significant.

DUE PROCESS

It is important to protect the rights to fair treatment of both parties involved in an alleged assault.

EMERGENCY

If approached by someone in need of crisis assistance and it is impossible to contact any College personnel who are informed of assistance procedures, please call:

IN SACRAMENTO

The 24-hour crisis line of Women Escaping a Violent Environment (WEAVE) is 916-920-2952 (for both men and women).

IN SAN FRANCISCO

The 24-hour crisis line of Women Against Rape is 415-647-7273.

FAIR OAKS

The College is located on a small campus in a peaceful residential area. In its history, it has had no incidents

of sexual assaults. Students, faculty, and staff members who need to work in the College office after dark are asked to keep the doors locked. The College community is a relatively small, closely-knit group of people who are aware of the presence of a stranger. If there is any feeling that a stranger would pose a threat to anyone's security, this should be communicated to the Executive Committee and/or an Executive Committee member. If none of these are available then go to the nearest College employee immediately. If danger (urgent and non-emergency) is suspected, the Sacramento County Sheriff's Office should be notified by calling 916-568-5115. For immediate life-threatening or other violent situations, dial 911.

BAY AREA

Rudolf Steiner College courses conducted in San Francisco are held at the San Francisco Waldorf School that is in a peaceful residential neighborhood. There have been no instances of sexual assault in the history of the program. To ensure security, the San Francisco Waldorf School buildings are locked when evening classes are in session. If any threatening looking person is seen loitering in the area, this should be reported to the police and faculty. For immediate life-threatening or other violent situations, dial 911.

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

Any student, staff, or faculty member who believes that he or she has been the victim of sexual harassment should promptly report this to a member of the Executive Committee. Efforts will be made to resolve the matter first through private discussions. If this is not satisfactory, a formal written complaint must be filed and the person charged given an opportunity to respond. If, at the conclusion of the formal complaint process, the complaint is found to be valid, the offender will be subject to disciplinary action that may include suspension or dismissal, depending on the seriousness of the offense.

Sexual Harassment Policy

It is the policy of the College that sexual harassment shall not be condoned. It is also the policy of the College that false accusations of sexual harassment shall not be condoned. Sexual harassment is illegal under Section 703 of Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1973, and Title IX of the 1972 Education Amendments.

DEFINITION

Sexual harassment is unwelcome verbal, physical, or visual sexual behavior that is personally offensive, debilitates morale, or interferes with academic or work effectiveness. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute harassment when:

Submission to such conduct is made: either explicitly or implicitly, a term or condition of an individual's employment, or academic success.

Submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or

Matriculated Certificate-Granting Programs

Bachelor of Arts in Waldorf Education

Rudolf Steiner College is not accepting applications for the Bachelor of Arts in Waldorf Education for the 2011-2012 school year. Please call us if you are interested in finding out when the next program will begin.

Consciousness Studies—Six-Week Intensive

This course is no longer a matriculated course. It is now offered as two 3 week intensives. See the college website for registration

Early Childhood In-Service Program (ECISP)

The Early Childhood In-Service Program has been merged with the Part-Time Summer Early Childhood Program.

Eurythmy Training—Four-Year Full-Time Residential Program

Rudolf Steiner College is not accepting applications for the Eurythmy Training for the 2011-2012 school year. Please call the college if you are interested in finding out when the next program will begin.

LifeWays Childcare Provider Training—Part-Time

PROGRAM DESCRIPTION

The emphasis of this program is on the care and development of children from pre-birth to six years of age, and on working with families and communities. It is a particularly helpful training:

- For care providers and directors in child care centers and in family child care homes,
- For early childhood extended care/after care providers in schools or homes,
- For parent-child or parent-infant teachers, and
- For parents or grandparents who seek to deepen their understanding of the physical and spiritual development of children. This program is also intended to fulfill the state of California requirements for becoming a qualified teacher in a California licensed childcare center.

The LifeWays program at Rudolf Steiner College has been inspired by LifeWays in North America, which currently includes several model programs throughout the United States. The program can also be seen as an extension of Waldorf Education with its emphasis on developmentally appropriate curriculum.

This program offers a solid foundation in practical, social, domestic, nurturing, and creative skills in caring for young children and families. There is an emphasis on the self-development needed for educating good role models. We strive to lift meeting their basic, fundamental needs into an “art of living” with children. Course work includes Human Growth and Development; Child, Family and Community; Child Care and Parenting Curriculum; and Integration of Learning/Independent Study. Each student will be assigned a mentor who will visit the student in her/his early childhood setting for two days in the course of the training and offer support throughout the program.

ADMISSIONS STANDARDS AND REQUIREMENTS

Minimum level of education and preparation for admission:

- Submit a Program Application along with a Biographical Statement
- Successful completion of high school, diploma or GED record is required

- Demonstrate ability to undertake an academic program of study; the applicant is expected to have maintained an academic grade point average of 2.0 or better in previous studies,
- Demonstrate adequate skills in spoken and written English; for admission, skills are assessed through interview and review of documents submitted.
- Be accepted to the program by the director of the program after an interview.

SCHEDULE

This program is a one-year, part-time training that meets for three intensive sessions in the autumn, spring, and summer.

CERTIFICATE REQUIREMENTS

Students must complete all courses. This includes independent study courses, classroom observations, working with a mentor and a ten-page research paper. All coursework must be complete before a certificate of completion will be issued. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class and/or awarding a grade of “incomplete.” No credit will be awarded for attendance below 60%. Students must satisfactorily complete all assignments in order to graduate.

COURSES

Human Growth and Development (4.0 credits).

ECE 101 A **Human Growth and Development 1, Child As Apprentice** (1.25 credits, 18.75 hours, Summer Session 1). Understanding the imitative nature of young children and the importance of our continuous self-development on behalf of the children.

What do young children really need—at home, in childcare, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including the development of movement, a glimpse at the developmental cycles from birth to twenty-one, the development of the twelve senses, the spiritual nature of the child, and seven nutrients for a healthy family. We will also compare various educational theorists’ (e.g., Vygotsky, Piaget, Dewey, Bowlby, Erikson) viewpoints on the educational needs of the young child.

Of particular importance, we will consider the role of the child as apprentice to the environment and the people in his life. We will also work with three R’s of early childhood—rhythm/routine, repetition and reverence/respect.

Human Growth and Development (2.75 credits).

ECE 101 B, Fall Session, **Human Growth and Development 2, Nurturing and Nourishing** (1.0 credits, 15.0 hours). Focusing on child development from the point of view of physical well being—natural development and health issues, importance of warmth, sleep and nutrition, and safety issues Also focus on care of the adult—nurturing the nurturer.

ECE 101 C, Spring Session, **Human Growth and Development 3, Supporting the Development of Speech** (0.50 credits, 7.5 hours). From Karl Konig’s *The First Three Years* and other sources, we will study the development of speech and will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

ECE 101 D, Summer Session 2, Human Growth and Development 4, Brains, Boundaries and Bounce!

(1.25 credits, 18.75 hours). The nature of play in early childhood and its relationship to brain development and thinking; the L.O.V.E. approach to discipline.

Through play the child meets the world. This course will further develop an understanding of the child from birth to six; the development of walking, speaking and thinking; an introduction to an understanding of children’s drawings; current neurological research; and an introduction to the temperaments. We will also work with eight ways to work with creative discipline.

Child, Family, and Community (2.0 credits).

ECE 102 A, Summer Session 1, **Child, Family, and Community 1, It Takes A Village** (1.0 credits, 15.0 hours). Of particular importance, we will consider early childhood education as a relationship-based curriculum compared to a program-driven curriculum. Course content will include relationship-based care giving; seasonal celebrations and festivals; breathing/flexibility in working with parents, colleagues and children; mindfulness as a tool for work and daily living; and nature study. We will also look at the fundamentals of establishing parent-child programs, childcare programs, and working with licensing and the community at large.

ECE 102 B, Summer Session 2, **Child, Family, and Community 2, Keeping the Village Whole** (1.0 credits, 15.0 hours). Focusing on joyfulness and personal life balance as an approach to working with children, families and communities. We will further work with the development of community social skills, seeking and understanding diversity, seasonal celebrations and festivals, and continued nature study.

LifeWays Curriculum (2.25 credits).

ECE 103 A, Summer Session 1, **Program Curriculum 1, We Are the Curriculum** (0.75 credits, 22.5 hours). In keeping with the understanding that the self-development of the adult is primary in early childhood education, the curriculum includes a variety of skill-based classes, such as crocheting, knitting, painting and fabric dyeing, to facilitate the student's ability to create useful and beautiful things. The daily movement and music classes will include games and songs to do with children as well as exercises to develop personal posture, singing skills and work with the children's kinderharp. We will also study how the environment affects young children and will look at how to set up environments that support their physical, emotional, cognitive and social development.

ECE 103 B, Fall Session, **Program Curriculum 2, Puppetry, Storytelling, Nursery Rhymes** (0.25 credits, 7.5 hours). With a master puppeteer and storyteller, we will learn how to work with simple storytelling, how to create enchanting felted puppets and how nursery rhymes support developmental growth in young children. We will also work with speech exercises to tune our own speech and will continue with our movement and music curriculum.

ECE 103 C, Spring Session, **Program Curriculum 3, Nurturing through Doll Play** (0.50 credits, 7.5 hours). Along with the ongoing music and movement curriculum, we will create a simple doll and blanket and consider the role of doll play with young children, regardless of gender.

ECE 103 D, Summer Session 2, **Program Curriculum 4, We Are The Curriculum, Part 2** (0.75 credits, 22.5 hours). In keeping with the understanding that the self-development of the adult is primary in early childhood education, the curriculum includes a variety of skill-based classes, such as simple woodworking, toy making, sewing and felting to facilitate the student's ability to create useful and beautiful things. The daily movement and music classes will continue to include games and songs to do with children as well as exercises to develop personal posture, singing skills

and work with the children's kinderharp. We will also consider various components of natural outdoor environments for young children and the benefits of nature play. We will look at various outdoor play settings for children, including the garden.

Domestic Arts Program Curriculum Lab (1.5 credits).

ECE 104 A, Summer Session 1, **Domestic Arts 1, Practical Life Skills and Nurturing Care** (0.5 credits, 10.5 hours). Discussion and hands-on experience working with setting and cleaning the table, manners, scheduling, washing dishes, cleaning the environment, tending garden, other outdoor care, general household management. Discussion and hands-on experience working with clothing children, diapering, toileting, hand and foot washing, holding and touching, rocking and comforting.

ECE 104 B, Summer Session 2, **Domestic Arts 2, Practical Life Skills and Nurturing Care, Part 2** (0.5 credits, 10.5 hours). Continued discussion and hands-on experience working with setting and cleaning the table, manners, scheduling, washing dishes, cleaning the environment, tending garden, other outdoor care, general household management. Discussion and hands-on experience working with clothing children, diapering, toileting, hand and foot washing, holding and touching, rocking and Comforting the child.

Independent Study (5.5 credits).

ECE 105 A **Observation in a LifeWays-Approved Early Childhood Program** (0.50 credits, Independent Study). Student must observe in a LifeWays-approved or Waldorf-style early childhood program and document the observation. Student must also observe in a non-Waldorf early childhood program and document observations. A set of criteria for the documentation will be provided to the student. Documentation is to be reviewed by student's mentor and program director.

ECE 105 B **Mentoring** (1.0 credits, Independent Study). Student will have regular monthly telephone mentoring with assigned mentor throughout training period.

Mentor will read and assess student's written journals and research paper. Mentor will spend two days observing student during student's two-week practicum. Student must submit description of practicum to mentor in advance of the visit. Preference is that student practicum is in student's own program so as to be able to assess student's work with relationship-based care. If not, student's practicum will be in a setting agreed upon by the LifeWays Training Director and the mentor.

ECE 105 C **Child Observation Project** (1.0 credits, Independent Study). Student must select a particular child to observe over a three-month period and journal the following observations: 1) how the child moves, 2) how the child speaks, 3) how the child interacts socially, 4) how the child plays, 5) how the child listens and, 6) how the child sleeps and wakes. Upon completion student will choose a different child for the next three months. A total of three child observations are required.

ECE 105 D **Improving Your Observation Skills** (1.0 credits, Independent Study). Daily nature observation. Student will choose a particular object to observe every day for 5-10 minutes to support schooling of observation skills. Student is to note the subtle changes that take place over time. Such observations school the student's skill at noticing the subtle changes taking place in young children as they grow.

Monthly nature walk with journal observations. Student will walk for at least one hour every month in the same location and will journal the changes observed in that location over time.

ECE 105 E **Cooking with Grains and Whole Foods** (1.0 credits, Independent Study). Students will practice cooking with grains and other whole foods on a weekly basis and will submit three recipes to be compiled into a cookbook for all the students.

ECE 105 F **Research Paper** (1.0 credits, Independent Study). Students will write a ten-page double-spaced paper on a child development topic approved by students' mentors and program director. Mentors and program director will evaluate papers. Students will present paper during final week of training.

Total Credits: 14.75

Remedial Education Program

PROGRAM DESCRIPTION

The Remedial Education Program is a part-time course of study designed to educate Waldorf teachers and related professionals in the field of educational support. This support includes assessment, individual drawing, painting, and movement exercises, creative tutoring, as well as classroom strategies to aid challenged students' daily schoolwork. Graduates of this Program work as educational support teachers, resource teachers, educational therapists, therapeutic educators, or educational consultants.

The Extra Lesson™, developed by Waldorf educator Audrey McAllen, is a program of movement, drawing, and painting exercises for students with learning and/or behavioral challenges. Extra Lesson assessment and exercises are the foundational material in the Remedial Education Program. Rudolf Steiner's indications for curative education, including the soul and constitutional types, are also covered.

The sources of students' learning and behavior challenges are thoroughly explored from developmental, educational, and medical/neurological/therapeutic perspectives. How to use children's drawings as indicators of their developmental level is another vital topic. Various educational and therapeutic Waldorf, Anthroposophical, and mainstream support resources are included as well.

Movement classes include: developmental movements, hygienic and therapeutic eurythmy, Spatial Dynamics, pedagogical exercises, Move-in-Time and Extra Lesson exercises. Artistic classes include painting, drawing, clay modeling, music (singing), and speech. Therapies covered include Chiropophonics, Therapeutic Eurythmy, music therapy, Anthroposophical medical interventions, and Rhythmical Massage.

SCHEDULE

The Remedial Education Program meets three times a year over three years. Sessions are held over a four-day weekend in the spring and fall and for two weeks in the summer each year. Each session has a balance between lectures, movement exercises, artistic activities, and discussions/sharing of pertinent experiences. There are eight hours of classes a day with breaks in between; mornings usually begin with form drawing, singing, or movement followed by a lecture.

ADMISSION REQUIREMENTS

Ideally, students entering this program have concurrent or previous Waldorf teacher certification. In situations where the student has previous teaching or other professional experience working with children, Foundation Year studies (or the equivalent) is prerequisite for entering the program. Professionals with training in various anthroposophical therapies will also be considered.

To gain admission to the Remedial Education Program an applicant must:

- Submit a Program Application Form, along with transcripts of previous university course work, and a biographical statement.

- Demonstrate the ability to undertake an academic program of study; the applicant is expected to have maintained an academic grade point average of 2.0 or better in previous studies.
- Demonstrate adequate skills in spoken and written English; for admission, skills are assessed through interview and review of documents submitted.

CERTIFICATE REQUIREMENTS

Participants in the full Program are expected to practice specific observation, movement, painting and drawing activities between sessions. Reading, assessment practice, and independent research are also part of homework assignments. During the second and third years each participant in the full Program has a mentor who supervises practical work with challenged students.

Students are expected to attend all sessions of their courses. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class and/or awarding a grade of “incomplete.” No credit will be awarded for attendance below 60%. Students must also satisfactorily complete all assignments in a timely fashion.

COURSES

EDU 280 Human Development and Pedagogical Implications, Level I (3.0 credits). This course offers a background theoretical foundation to the practical classes in the first year. The causes of learning and behavior difficulties, human development from an anthroposophical perspective, the incarnation process in the first seven years, the twelve senses and movement development are important themes. Children’s drawings are discussed; an overview of anatomy and physiology provides a medical perspective. Educational support in Waldorf schools brings in practical elements and begins to give participants a connection to the actual work with challenged children.

EDU 281 Human Development and Pedagogical Implications, Level II (3.0 credits). During this second year of the Program, students explore the spiritual archetypes of the human being, as given by Rudolf Steiner, as well as an introduction to Astrosophy. Person-house-tree drawings, soul and constitutional types in children, and meditative work of the teacher elaborate important aspects of educational support work in Waldorf schools. School readiness and excess of temperament bring in pedagogical aspects of working with learning and behavior challenged students.

EDU 282 Human Development and Pedagogical Implications, Level III (3.0 credits). During this third year of the Program the spiritual background to the Extra Lesson exercises is brought into focus. The role of children’s sleep, creative tutoring and bridging to the public school system are addressed. An overview of children’s constitutional ailments, home health care, attention and compulsion disorders, autistic spectrum disorders, nutrition, and collaboration with the school doctor are medical perspectives covered in this course.

EDU 283 Observation Skills and Assessment Work, Level I (2.0 credits). Students will learn techniques for participatory observation of the four kingdoms of nature in order to develop the ability to distinguish pure observation from personal judgment and interpretation.

Developmental movement and Extra Lesson assessment exercises (to determine the sensory-motor developmental level of children) are also learned and practiced.

EDU 284 Observation Skills and Assessment Work, Level II (2.0 credits). Further assessment techniques are given with a focus on Extra Lesson assessment exercises to determine children’s developmental and academic skills level.

EDU 285 Assessment Process and Remedial Therapies, Level III (2.0 credits). This course builds on ED283 and ED284, reviewing and honing previously learned assessment activities, and introducing further assessment techniques. Topics covered include case histories, methods of record keeping, and report writing. This course introduces chirophonetics, therapeutic Eurythmy, and rhythmical massage as anthroposophical therapies for challenged children.

EDU 286 Practicum and Mentoring, Level I, Year 2 (2.0 credits). Each participant in this Program has a mentor for the second and third years. During this second year of the Program, each participant observes her/his mentor giving Extra Lesson assessments and educational support lessons to students of various ages. They also observe the mentor during assessment follow-up meetings with parents and teachers. The mentor and program participant meet and converse by phone and/or e-mail in order to discuss observations and plan individual assessments and educational support lessons. The mentor gives suggestions of how to work with particular children, reviews the Extra Lesson exercises as needed, and aids in developing assessment protocols and record-keeping methods.

EDU 287 **Practicum and Mentoring, Level II** (2.0 credits). During this third year of the Program, mentors observe the participants giving Extra Lesson assessments and educational support lessons to children of various ages, continuing to offer guidance. They also observe assessment follow-up meetings with parents and teachers. The mentor and student continue to discuss observations, plan educational support lessons, and develop record-keeping methods and report writing approaches.

EDU 288 **Therapeutic Arts, Level I** (3.0 credits). This course gives participants an introduction to the use of the arts as therapy. Students experience the therapeutic aspects of painting, sculpture, form drawing, speech, and music. These artistic classes introduce subjects for further study, teach form drawing and painting exercises for use with children, and augment the participant's personal growth.

EDU 289 **Therapeutic Arts, Level II** (2.0 credits). Participants further their experience in the use of arts as therapy. Classes include introduction to art therapy, speech therapy, moral color painting exercises, and further exercises in form drawing and handwriting.

EDU 290 **Movement Exercises for Educational Support, Level I** (3.0 credits). This course engages participants in movement for both their own development and for use with remedial students. Classes cover developmental movements, Move-in-Time and Extra Lesson exercises. Hygienic Eurythmy classes allow participants to work on their own posture and movement systems in order to enhance their presence as teachers.

EDU 291 **Movement Exercises for Educational Support, Level II** (2.0 credits). This course continues to engage participants in movement for their own development and for use with remedial students. Spatial Dynamics® classes give participants the opportunity to work on their own posture and movement systems.

EDU 292 **Movement Exercises for Educational Support, Level III** (2.0 credits). In the third year this course continues to engage participants in movement for their own development and for use with remedial students. Classes cover further variations of developmental movements and are approached from a deeper level.

EDU 300 **Research Project in Remedial/Education Support, Level I and II** (2.0 credits). In this course participants do independent research on a topic in the field of educational support/remedial education.

Participants are given choices from a list of suggested topics, but may also propose a topic for approval by instructor. This research is presented orally to peers and turned in as a written report. Case studies by practicing remedial and educational support teachers are also presented as part of this course.

EDU 310 **Research Project in Remedial/Education Support, Level III** (2.0 credits). Each participant prepares a case study of a student with whom she/he has worked weekly during a school year. This Capstone Project incorporates all aspects learned in the program and culminates with a written report and an oral presentation with samples of the student's work.

Total Credits: 35.0

Foundation Program—One-Year Full-Time Residential Program

The Foundation Program is a creative gateway into the work of Rudolf Steiner and the profound world-view of Anthroposophy (“the wisdom of becoming human”). The Foundation Program also serves as the prerequisite for all Waldorf Teacher Education Programs.

PROGRAM DESCRIPTION

The Foundation Program is a full time, 28-week program of discovery, personal growth, self-transformation, and practical activity leading toward professions that renew culture and heal the earth. **The Foundation Program has two tracks.** In the first semester, **Foundations in Anthroposophy**, all students explore the themes in classes together. In the second semester students may choose a track of advanced anthroposophical research—**Deepening Anthroposophy**—or enter into the **Teacher Education Preparation** track which serves as a first semester of the Waldorf Teacher Education Program.

The program provides insights, tools, and pathways of inner and outer work through which the individual can creatively begin to find answers to such important questions as: Who am I? What is my relationship with others? What is my mission here as a citizen of the Earth and the cosmos?

Through this exploration, the student gains greater certainty in knowing the world and experiences new perceptions and insights. The student can awaken greater sensitivity in social relationships, develop new capacities to apply in professional development, and become more clearly aligned with her/his spiritual individuality and life-task. The rich variety of classes in the Foundation Program, including history, literature, philosophy, personal biography, and the arts, offers multiple lenses through which many aspects of human development can be explored. The program prepares the student for further work in the fields of anthroposophy, Waldorf Teacher Education, biodynamic agriculture and gardening, remedial education, medicine, the social sciences, the arts, and other vocations.

The schedule of the day integrates thinking and discussion with active involvement in the visual and performing arts. Attention is given to working together with classmates to form a cohesive group, developing means of effective communication, and discovering and encouraging one another's gifts and talents. Individual initiative and creativity are valued and supported by the group.

ADMISSION REQUIREMENTS

To gain admission to the Foundation Program at the College an applicant must:

- Submit a Program Application Form, transcripts of previous university course work, and a biographical statement.
- Demonstrate ability to undertake an academic program of study. The applicant is expected to have maintained an academic grade point average of 2.0 or better in previous studies.
- Demonstrate adequate skills in spoken and written English. (See admission requirements).
- Be accepted to the Program by its Director.

PROGRAM SCHEDULE

The Foundation Program follows a nine-month schedule, September through May, with classes Monday through Wednesday, 8:15am-3:20pm, and Thursday from 8:15am-12:30pm. Elective classes and some intensives will be offered in evening sessions and may include class time on Thursday afternoon, Friday and/or Saturday sessions.

CERTIFICATE REQUIREMENT

Students are expected to attend all sessions of their courses. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class. Students must satisfactorily complete all assignments in order to graduate. Credit is awarded on a Pass/No Pass basis. To pass, students must have an 80% attendance rate, turn in all of their assignments and receive the level of "Developed" when the assignment is assessed. If assignments are missing, a grade of "Incomplete" (INC) will be issued. Assignments must be completed by the end of the semester. Incompletes that remain from the last semester must be completed in the first 6 weeks of the next semester. Variances may be granted only by the Academic Dean and must be made in writing. Individual instructors reserve the right to lower the score for late assignments.

SEMESTER ONE COURSES

I. The Path of Self Knowledge (5.0 credits).

FPFO 401.1 This course addresses six aspects of the human being's quest: 1) The quest to awaken active compassion through the hero's cosmic journey in Wolfram van Eschenbach's Parzival; 2) Biography as the expression of spirit in human life; 3) a phenomenological view of the human being through the lenses of body, soul, and spirit; 4) The world view of Anthroposophy in the light of the biography of Rudolf Steiner; 5) The path of inner development as outlined in How To Know Higher Worlds; and 6) Practice of inner work exercises and social activity in class meetings, seminars, communication skills sessions, festival life and campus care.

II. The Evolution of Consciousness and Culture.

Offered in second semester

III. An Introduction to Waldorf Education (0.5 credits).

EDFO 401.1 This course will give the students an introduction to the principles of Waldorf Education including developmental approaches, curriculum and methods of instruction.

IV. Epistemology and Phenomenology (2.75 credits).

FPFO 402 **The Philosophy of Freedom** (1.5 credits).

The student will develop understanding for the epistemology underlying Anthroposophy. Answering the question, 'Can I gain certainty in knowing the world?' affirmatively leads toward a second question: 'Can I become truly free?'

FPFO 403.1 **Phenomenology** (1.25 credits). This course introduces a way knowing nature through a Goethean approach to the observation of minerals, plants, and animals.

V. Self-Transformation through the Arts (4.0 credits).

FPFO 404.1 **Self-Transformation through the Time Arts I** (1.5 credits). Students will find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech.

FPFO 405.1 **Self-Transformation through the Visual Arts I** (2.5 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, and clay modeling. They will develop the skills necessary to each discipline.

VI. Topics in Anthroposophy (0.75 credits).

FPFO 406.1 **Spiritual Guidance of Humanity**. Students work through the three chapters in Rudolf Steiner's *Spiritual Guidance of the Individual and Humanity*, and pursue particular themes in greater detail about the nature of the human being and our relationship with spiritual beings.

Total Credits: 13.0

SEMESTER TWO COURSES

TRACK A: DEEPENING ANTHROPOSOPHY

I. The Path of Self Knowledge (1.0 credits).

FPFO 401.2 This course addresses continues exploring aspects of the human being's quest: 1) Practice of inner work exercises and social activity in class meetings, seminars, communication skills sessions, festival life and campus care.

II. The Evolution of Consciousness and Culture (3.0 credits).

FPFO 406.2 **Cosmic and Human Evolution** (1.5 credits). This course explores the stages of cosmic and human evolution from Ancient Saturn through Ancient Sun, Ancient Moon and Earth evolutionary cycles, and lays seeds to understand further stages of evolution in Future Jupiter, Future Venus and Future Vulcan stages. Texts include *Esoteric Science: An Outline and Spiritual Hierarchies and the Their Reflection in the Physical World*.

FPFO 407 **Evolution of Culture and Ideas: East and West, and Spiritual Destiny of America** (1.5 credits). This course is a survey of the evolution of consciousness beginning with the picture consciousness of indigenous cultures and culminating in post-modernism and the spiritual mission of America. Special emphasis is placed on comparing Asian and Western cultural paradigms.

III. An Introduction to Waldorf Education. Offered in first semester and Track B.

IV. Epistemology and Phenomenology. Offered in first semester.

V. Self-Transformation through the Arts (4.0 credits).

FPFO 404.2 **Self-Transformation through the Time Arts I** (2.5 credits). Students will find transformative experiences in the time arts as they delve into choir, music, eurythmy, movement, speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep social enterprise.

FPFO 405.2 **Self-Transformation through the Visual Arts I** (1.5 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

Drawing the Seven Planetary Seals. This course allows the students to enter into cosmic and human evolution as an artistic experience of metamorphosis, as they are led through the drawing of Rudolf Steiner's planetary seals.

Sacred Architecture. An overview of sacred structures from many cultures and ages.

VI. Topics in Anthroposophy (5.0 credits).

FPFO 408.1 **Spiritual Streams and Sun Initiates** (1.0 credits). This course is an exploration of the spiritual streams identified by Rudolf Steiner in *The Search for the New Isis*, selected lectures from *Karmic Relationship*, and *World History in the Light of Anthroposophy*.

FPFO 408.2 **Karma and Reincarnation** (1.5 credits). This course is an in-depth exploration of Rudolf Steiner's original insights into the nature of reincarnation and karma. Texts include *Manifestations of Karma*, *Theosophy, Reincarnation and Karma*, *World History in the Light of Anthroposophy*, and selected lectures from the 8 volumes titled *Karmic Relationships*.

FPFO 408.3 **Esoteric Christianity and Inner Realities of Evolution** (1.5 credits). This course is an in-depth exploration of the vast preparations for the event called ‘The Mystery of Golgotha.’ Texts include Rudolf Steiner’s lectures on the four gospels and the Apocalypse of St. John, as well as The Fifth Gospe and Inner Realities of Evolution.

FPFO 410 **The Project** (1.0 credit). Students choose an aspect of the year’s study to penetrate more deeply. This can be in the form of an artistic presentation, or it can be an exploration of a topic through a research paper.

Total Credits, Track A, Deepening Anthroposophy: 13.0

Total Credits, Semester One, Foundations in Anthroposophy and Track A, Deepening Anthroposophy: 26.0

SEMESTER TWO COURSES
TRACK B: FOUNDATION OF WALDORF EDUCATION

This is the foundation study semester in preparation for the Residential Full-Time Teacher Education Program in 2012-2013.

I. The Philosophical Foundations of Waldorf Education (7.5 credits). Waldorf education is based on Anthroposophy, a transpersonal and phenomenological world-view. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

FPFO 401.1C **Evolution of Consciousness** (1.5 credits). This course will take the student on a path from story via mythology to history. Taking this path the student can recognize that underlying historical evolution is the continuous change in human consciousness. This has to be taken into consideration when teaching history in order to grasp the unique manifestation of any culture.

FPFO 401.2C **Education as an Art** (3.0 credits). We will use the basic understanding that the students have received concerning the human being in body, soul and spirit, we will show in this course how this relates to child development. The students will acquire an understanding that each age has to be approached, nourished and taught differently, in order to meet the developmental steps in a healthy way. It will also make clear how this is already reflected in the whole Waldorf Curriculum.

FPFO 402C **The Inner Development of the Teacher** (1.0 credits). Becoming a self-reflective human being in order to develop order, strength, and openness in thinking, willing, and feeling is essential for anyone who works with children. Journaling, dialogue, and inner practice will be the focus here.

FPFO 403C **Social Knowledge** (2.0 credits). Developing sensitivity and understanding of the social ecology of our global situation is critical for teachers. Drawing on insights from Steiner’s threefold social order, Carl Stegmann’s *The Other America* and other authors, the social context of education will be explored and addressed.

II. The Artistic Approach in the Practice of Teaching (4.5 credits).

FPFO 404C **The Time Arts.** Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech & drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FPFO 405C **The Visual Arts.** Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

III. Curriculum: Development, Differentiation, and Delivery. Offered in the next two semesters.

IV. Applied Research (1.0 credits).

FP 410 **The Project.** Students will give an artistic or textual response to one of five topics that relate to aspects covered in the course work of the semester.

Total Credits, Semester One, Foundations in Anthroposophy and Track B, Teacher Preparation: 26.0

Waldorf Teacher Education (Training) for Single Subject Teachers

PROGRAM DESCRIPTION

Rudolf Steiner College offers a part-time Waldorf Teacher Training Program, in the sub-specialty area of handcrafts (soft and hard crafts) that is designed to meet the critical need for trained subject teachers in the national Waldorf school community. This program meets in two-week sessions for three summers and one week in spring for three years, with continuing independent study, and observation in Waldorf schools during the school year.

Foundation Studies is a pre-requisite and is offered as a leading additional one-week of intensive study each summer for three summers. These programs offer teachers a way to earn a Waldorf Teacher Training certification in a Subject through part-time intensives.

The Waldorf Teacher Training Program for Subject Teachers includes courses in:

- Conceptual foundations of Waldorf education for the subject teacher;
- The principles and practices of Waldorf education, with studies in curriculum and methodology for Subject teachers;
- Developing the creative capacities of the teacher through the performing and visual arts;
- The philosophical basis of Waldorf education as established by the founder Rudolf Steiner, with the study of selected books.

The emphasis of these programs will be on practical application of Waldorf pedagogy in the subject classroom which participants will be able to put into practice during the school year. In addition, there are courses exploring the view of the human being that is at the heart of Waldorf education.

Since the majority of the participants will be already teaching in a Waldorf school, an exciting aspect of this program is that it enables sharing among teachers from diverse school settings. Each teacher will have a mentor who will provide support and advice over the period of training. The participant also will be required to do so classroom observation of a master teacher in their subject area. For those who are not currently teaching, a practicum will be arranged in a Waldorf school.

PROGRAM OPTIONS

Students may choose to focus on specialties such as:

- Music
- Arts and Crafts (Soft or Hard Crafts)
- Foreign Language

Not all specialties may be offered in all years. Please contact admissions for more information.

CERTIFICATE REQUIREMENT

A student must attend at least 80% of class sessions and complete all assigned homework to graduate. Five to ten days in the classroom(s) observing an experienced Waldorf Subject Teacher as well as a two day Practicum must also be completed.

PEDAGOGICAL STUDIES

All courses listed are not offered every summer. They outline a course of study over 3 years.

Conceptual Foundations of Waldorf Education

Focusing on the Specialty Subjects (5 credits). These are classes that focus on the philosophical framework of the Waldorf curriculum that seeks to educate the whole child and addresses the child's changing consciousness as it unfolds through stages of development. An in-depth study of Rudolf Steiner's indications on the specialty subject that have lead to the practical, artistic and spiritual foundation for the teaching of the subject in Waldorf Schools. The development and changing consciousness of the child through the first three seven-year cycles will be the backdrop for this examination of the subject curriculum grades 1-8.

SPEC 300.1C **Inner Nature of the Curriculum, Grades 1-3** (0.5 credits).

SPEC 300.2C **Inner Nature of the Curriculum, Grades 4-6** (0.5 credits).

SPEC 300.3C **Inner Nature of the Curriculum, Grades 7-8** (0.5 credits).

SPEC 301.1C **Evolution of Consciousness through Art, Part 1** (0.5 credits). An overview of the visual arts—architecture, sculpture and painting—reflects the changing consciousness of the human being from the ancient mystery centers to the modern age

SPEC 301.2C **Evolution of Consciousness through Art, Part 2: Mother Earth and Human Cultures** (0.5 credits). A specific focus of the evolution of consciousness as seen through a survey of indigenous crafts.

SPEC 302C Evolution of Consciousness of the Human Being (0.5 credits). Introduction to Rudolf Steiner’s view of the human being and to the life journey between birth and death.

SPEC 303C Seven Planetary Soul Types (0.5 credits). A study of Max Stibbe’s book, *Seven Soul Types* and how they relate to the seven visible planets and the constitution of the human being.

SPEC 304C The Four Temperaments (0.5 credits). A study of how to recognize in the child the four temperaments and how to work with them in a supportive way.

SPEC 305C The Cycle of the Year (0.5 credits). A survey of the annual cosmic events and how they were celebrated by ancient peoples in order to better understand the major festivals of the year.

SPEC 306C Human Physiology (0.5 credits). A brief overview of Rudolf Steiner’s work on human physiology and its relationship to the work of the teacher.

Curriculum, Methods and Practical Skills (4 credits). Considerable time is spent in preparing the student with hands-on practical skills in which to implement the Waldorf specialty curriculum. Included in each of these courses is the use of songs, verses, presentation, organization and the teacher as an artist.

SPEC 318.1C Curriculum, Skills, and Techniques: Grades 1-3 (0.5 credits).

SPEC 318.2C Curriculum, Skills, and Techniques: Grades 1-3 (0.5 credits).

SPEC 319.1C Curriculum, Skills, and Techniques: Grades 4-6 (0.5 credits).

SPEC 319.2C Curriculum, Skills, and Techniques: Grades 4-6 (0.5 credits).

SPEC 320.1C Curriculum, Skills, and Techniques: Grades 7-8 (0.5 credits).

SPEC 320.2C Curriculum, Skills, and Techniques: Early Years and High School (0.5 credits).

SPEC 321 Supplemental Skills for Each Focus (0.75 credits).

SPEC 322 Review and Preview Discussion Group (0.25 credits).

Developing the Artistic Capacities of the Teacher (3 credits). An exploration of the artistic process through many different media in order for the student

to gain an experience of the arts as a path of self-transformation, knowledge and renewal. Each session will include some of the following areas: speech, painting, drawing, blackboard drawing, woodworking, spatial dynamics, singing, folk dancing, eurythmy.

FA 253.1C Fine Arts Summer Session (0.75 credits).

FA 253.2C Fine Arts Spring Session (0.25 credits).

FA 253.3C Fine Arts Summer Session (0.75 credits).

FA 253.4C Fine Arts Spring Session (0.25 credits).

FA 253.5C Fine Arts Spring Session (0.75 credits).

FA 253.6C Fine Arts Spring Session (0.75 credits).

FA 253.7C Fine Arts Summer Session (0.75 credits).

FA 253.8C Fine Arts Spring Session (0.25 credits).

FA 253.9C Fine Arts Spring Session (0.75 credits).

Special Topic Forums (1.5 credits)

A series of evening lectures over the three years of the program to bring in experts in various fields on topics of both practical and theoretical interest to the specialty subject teacher. This lectures series is grouped in three general areas:

- Curative Work
- Child, Teacher, Parent and Community
- Seasonal Festivals

SPEC 310.1C Summer Session (0.375 credits).

SPEC 310.2C Spring Session (0.125 credits).

SPEC 310.3C Summer Session (0.375 credits).

SPEC 310.4C Spring Session (0.125 credits).

SPEC 310 .5C Summer Session (0.375 credits).

SPEC 310.6C Spring Session (0.125 credits).

Foundations of Human Experience (3.0 credits).

An exploration of the threefold nature of the human being: nerve/sense, rhythmic and metabolic systems; thinking, feeling and willing. The significance of waking, dreaming and sleeping in child development; and the need for awakening the intellect though imagination will be explored. This course is divided into three segments.

EDSU 501.1 Summer Session (1.0 credits). Lectures 1-4 focus on the human being from the point of view of physiology, psychology, and learning; the task of the teacher; and the importance of the arts in education.

EDSU 501.2 Summer Session (1.0 credits). Lectures 5-9 deepen an understanding of the soul states of sympathy and antipathy; thinking, feeling, and willing.

EDSU 501.3 Summer Session (1.0 credits). Lectures 10-14 emphasize the structure of the physical body; its relationship to thinking, feeling, and willing; and to health and illness.

SPEC 325 **Curriculum Project** (2.0 credits). A final project will be required that communicates the Waldorf grades curriculum through the student's unique creative expression.

SPEC 363 **Practice Teaching, Observation and Mentoring** (4.0 credits).

Mentoring. Each student will select with the advice of the Program Coordinator a mentor who is an experienced teacher in the student's subject area.

Observation. The student will spend five to ten days (a minimum of three classes per day) in the classroom(s) observing an experienced Waldorf Subject Teacher. The observation of grades 1-8 is essential

Practice Teaching. The student is required to do two days of Practice Teaching under the supervision of a master teacher.

Total Credits: 22.5

Waldorf Teacher Education (Training)

Certification in Waldorf Teacher Preparation, AWSNA approved

PROGRAM DESCRIPTION

The Waldorf Teacher Education Program provides an option for students who wish to become certified Waldorf teachers. Students select a program emphasis in either: Early Childhood, Grades 1-8, or High School. Qualified graduates may apply for teaching positions to any Waldorf school in the world. Emphasis is on awakening the faculties of the teacher and the development of his/her creativity through study, contemplative practices and the Arts.

Child development and child observation are central to this program and courses are provided that enable the teacher to design and implement appropriate curriculum from early childhood through eighth grade and high school. Students may choose an early childhood or grades 1-8 focus, or join our part-time

high school program. These programs are currently offered at our Fair Oaks and San Francisco campuses.

INSTITUTIONAL GOALS

- Awaken independent thinking and healthy judgment about the deepest issues of human life
- School powers of perception
- Cultivate and enrich artistic faculties
- Develop social sensitivity
- Strengthen capacities for practical life

PROGRAM GOALS

- Knowledge of the developmental foundations of Waldorf Education
- Praxis of pedagogical objectives within Waldorf Education
- Praxis in applied philosophy of Waldorf Education
- Skills in artistic capacity to embody ideals within Waldorf Education
- Skills in applying imagination and creativity within Waldorf Education
- Skills in developing fundamental social capacities of a Waldorf Educator
- Skills in self-reflection and mindfulness practice of a Waldorf Educator

PROGRAM OBJECTIVES

- Candidate demonstrates the ability to effectively make subject matter comprehensible to his or her students.
- Candidate will display an ability to engage students and support their learning process.
- Candidate demonstrates the capacity to build and maintain a healthy classroom environment conducive to learning.
- Candidate demonstrates the capacity to formulate multiple measures for assessing student learning inclusive of both formative and summative assessment tools.
- Candidate will produce documents showing clear, rationale-based planning documents for the yearly, monthly, weekly and daily educational activities.
- Candidate plans personal and professional goals conducive to continual growth in his/her vocation.
- Candidate experiences transformative processes and expresses his or her responses to intrinsic internal learning.

ADMISSION REQUIREMENTS

Submit a Program Application Form along with transcripts of previous university course work, and a biographical statement.

Have completed foundation studies from an approved anthroposophical educational institution. An official transcript must be sent from the other school directly to Rudolf Steiner College.

Foundation equivalency check is available: A student who has not completed the equivalent of foundation education from an Anthroposophical educational institution may petition the director of the program for admission based on a list of pre-requisites that will be furnished upon request.

A fee of \$50 will be required from the applicant for evaluation of a foundation studies equivalency.

Demonstrate ability to undertake an academic program of study; the applicant is expected to have maintained an academic grade point average of 2.0 or better in previous studies.

Demonstrate adequate skills in spoken and written English. Foreign students must achieve 71 IBT; CBT 197 (former test score 530) on the TOEFL test. Foreign students who achieve these scores on the TOEFL test but are still not proficient in spoken and written English are strongly encouraged to enroll in intensive English classes before beginning the Waldorf Teacher Education Program.

Be accepted to the program by the director of the program after an interview

CERTIFICATION REQUIREMENT

Students are expected to attend all sessions of their courses. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class.

Students must satisfactorily complete all assignments in order to graduate. Credit is awarded on a Pass/No Pass basis. To pass, students must have an 80% attendance rate and turn in all of their assignments. If assignments are missing a grade of INC (incomplete) will be issued. Assignments must be completed by the end of the semester. Incompletes that remain from the last semester must be completed in six weeks. Variances can only granted by the Academic Dean. Requests for variance from this policy must be made in writing.

Students complete 9 weeks in field experience (SF

program is an exception to this) and provide a manual documenting this work. Capstone curriculum project is presented at the end of the final semester

PROGRAM SCHEDULES

The Waldorf Teacher Education Program offers different delivery modalities and is offered in the following formats:

Full Time Program: Begins in September and continues until May. Classes for in both Grades emphasis and Early Childhood emphasis are held between 8:15 am and 3:20 pm. Those focusing on Early Childhood have fewer classes during the week, but have courses on some weekends and evenings.

Weekend and Summer Program: Takes place on weekends from September through May for three years. It also includes three summers of three weeks each. This program design includes short weekends on the campus of the San Francisco Waldorf School, and all summer sessions, in Fair Oaks on the main campus.

Summer Program: Meets in the summers over three consecutive years. Each summer session starts in late June and continues for 3-5 weeks.

Hybrid Program: Starts Summer of 2011 in July, on the Fair Oaks Campus. Two weeks in the summer and one weekend intensive each in the Fall and Spring semesters, for two years. In-between, the class meets for synchronous and asynchronous online instruction.

CURRICULUM FOR THE FULLTIME DELIVERY MODALITY—GRADES CONCENTRATION

I. The Philosophical Foundations of Waldorf Education (7.0 credits). Waldorf education is based on Anthroposophy, a transpersonal and phenomenological world-view. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDFO 501.1C, Semester I, **Knowledge of the Human Being (1.75 credits).** This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior and morphology of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning

modalities and resident intelligences will be explored.

EDFO 501.2C Knowledge of the Human Being (1.0 credits). This is a continuation and completion of 501.1C.

EDFO 502.1C and 502.2C Inner Development of the Teacher (2.25 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher.

EDFO 503C School, Community, and Individual (2.0 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. As these concerns are still relevant today, contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations, and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to him or her self in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

II. The Artistic Approach in the Practice of Teaching (11.5 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDFO 504.1C The Time Arts (2.75 credits). In this course, the art of the spoken word, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDFO 504.2C, Semester II, The Time Arts (4.0 credits). A continuation of 504.1C.

EDFO 505.1C The Visual Arts (3.25 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will

develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology through exercises in morphology.

EDFO 505.2C, Semester II, The Visual Arts (1.5 credits). A continuation and completion of 504A. Developmental painting and drawing curriculum is presented.

III. Curriculum: Development, Differentiation, and Delivery (11.5 credits). The Waldorf curriculum is based on a developmental paradigm of body, soul and spirit. It engages head, heart and hands in all grade levels. Each Waldorf teacher is trained to differentiate modalities and styles of learning in their students, as well as to create environments wherein academic, artistic, and experiential learning can take place. This domain covers the curriculum in the early, golden, and middle school years.

All knowledge in this vital area of learning to become a teacher is grounded in practical field experience.

EDFO 506C Waldorf Pedagogy I: The Early Years (3.0 credits). Because Waldorf education is a developmental and artistic approach to education, a methodology basic to this approach will be brought in this course. The student will focus upon the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. Students will be introduced to the Waldorf Approach to educating special populations (Remedial Education).

EDFO 507C Waldorf Pedagogy II: The Golden Years (1.75 credits). The ten and eleven-year-old is no longer a young child. The child is seeking a new relationship to the world and education must take a different approach to this age group. In mathematics, fractions and decimals provide opportunities for mental development. Reading skills must advance and composition begun. The sciences of Zoology and Botany are introduced. History and Geography offer stimulating topics for this age. Students will learn the mythologies of the great cultures.

EDFO 508C **Waldorf Pedagogy III** (1.75 credits). As children approach puberty, different strategies are necessary to foster optimal learning in language arts, history, and mathematics. These strategies and accompanying resources will be introduced in this course. Problem solving through practical applications will be the approach in mathematics and critical think, creative composition the approach in language arts, history will be taught through biography. This course will include the curriculum and methodologies for teaching geography and science. Geography as an integrating subject will be taught and developed; science through a phenomenological approach and practical method will be introduced and furthered through demonstration and critical analysis.

EDFO 509C **Field Experience** (5.0 credits). Students will have 2 field experience blocks. The first block will be in the first semester during which the student will be an aide in the classroom of a master teacher for 5 consecutive weeks. In the second block the student will work with a master teacher for 4 weeks.

IV. Applied Research (2.0 credits).

EDFO 510C: **The Curriculum Project**. Students will present the curriculum of Early Childhood through High School using artistic archetypes that will include a research paper explaining the developmental rationale for the curriculum.

Total Credits: 32.0

FULL-TIME RESIDENTIAL DELIVERY MODEL (MODALITY)—EARLY CHILDHOOD CONCENTRATION

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. The Parallel courses are:

EDFO 511C **Time and Visual Arts** (1.5 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDFO 512.1C, Semester I, **Waldorf Early Childhood Pedagogy I** (2.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDFO 512.2C, Semester II (1.5 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need—at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development are examined, from pre-birth to age seven from a remedial viewpoint.

EDFO 513.1C, Semester I, **Waldorf Early Childhood Pedagogy II** (0.5 credits). Educating the child in developing health sensory motor development through movement and games provides the basis for learning skills in the grades.

EDFO 513.2C, Semester II, **Waldorf Early Childhood Pedagogy II** (1.0 credits).

EDFO 514.1C **Human Growth and Development** (5.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children.

EDFO 514.2C Continuation of Semester I (3.5 credits). Focus on understanding the dynamics of creative play and it's value in overall development

EDFO 515.1C **Child, Family, and Community** (3.0 credits). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

EDFO 515.2C Continuation of Semester 1 (0.5 credits).

Cohort Credits: 14.5

Parallel Course Credits: 17.5

Total Credits: 32.0

San Francisco Waldorf Teacher Training Program

Contact the course director for schedule as this program is offered 40% weekends on the San Francisco Waldorf School Campus and 60% on the Fair Oaks Campus in the summer.

This program includes the Foundations in Anthroposophy within the Teacher Training.

PROGRAM SCHEDULE

Weekend and Summer Program: takes place on weekends from September through May for three years. It also includes three summers of three weeks each. This program design includes short weekends on the campus of the San Francisco Waldorf School, and all summer sessions, in Fair Oaks on the main campus, followed by a single year of capstone project.

FOUNDATION COURSES, YEAR ONE

I. The Path of Self Knowledge (2.0 credits).

FSSF 401.1 This course addresses six aspects of the human being's quest: 1) The quest to awaken active compassion through the hero's cosmic journey in Wolfram van Eschenbach's Parzival and the archetype of the modern human being in Goethe's Faust; 2) The human Being and his destiny; 3) a penetrating view of the human being through the lenses of body, soul, and spirit; 4) an introduction to Anthroposophy and the biography of Rudolf Steiner; 5) The path of inner development as outlined in How To Know Higher Worlds; and 6) Practice of inner work exercises, social activity in weekly class meetings, and classes in the festivals and their meaning.

FSSF 401.1C **The Nature of the Human Being.**

FSSF 401.2C **Introduction to Anthroposophy.**

FSSF 401.3C **Rudolf Steiner's Life and Work.**

FSSF 401.4C **Parzival.**

FSSF 401.5C **The Festivals and their Meaning.**

FSSF 401.6C **Inner Work.**

II. The Evolution of Consciousness and Culture. Not offered every year.

III. An Introduction to Waldorf Education (1.5 credits).

EDSF 401.1 This course will give the students an introduction to the principles of Waldorf Education

including developmental approaches, curriculum and methods of instruction. It will include a visit to a Waldorf school where the students will observe a variety of classes.

IV. Epistemology and Phenomenology (1.5 credits).

FSSF 402 **The Philosophy of Freedom** (1.0 credits). Offered in the first summer semester. The student will develop understanding for the epistemology underlying Anthroposophy, gaining certainty in knowing the world and seeking to answer the question, Can I become truly free?

FSSF 403 **Phenomenology** (0.5 credits). Offered in the first summer semester. This course introduces a way knowing nature through a Goethean approach to the observation of minerals, plants, and animals.

V. Self-Transformation through the Arts (2.75 credits).

FSSF 404.1C **Self-Transformation through the Time Arts I** (2.0 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech & drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSF 405.1C **Self-Transformation through the Visual Arts I** (0.75 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

VI. Topics in Anthroposophy (0.75 credits).

FSFO 406.1C Two conferences on contemporary topics. Past topics include “The Karma and Destiny of America”, “Cultivation of the Voice”, and “Embryology.”

Total Credits in Year One: 8.5

FOUNDATION COURSES, YEAR TWO

I. The Path of Self Knowledge (1.5 credits). See general description in 401.1 for context.

FSSF 401.7C **Inner Work** (0.5 credits). Students will continue to pursue inner work in weekly sessions

FSSF 401.9C **Biography** (1.0 credits). The study of the archetypal rhythms in a human life.

II. The Evolution of Consciousness and Culture (1.75 credits).

FSSF 406.1C **Cosmic and Human Evolution** (1.0 credits). Through this course, students will understand the evolution of the cosmos, the kingdoms of nature, and of the human being from the standpoint of Anthroposophy.

FSSF 407.1C **The Evolution of Consciousness through Art History.** A spiritual overview of the visual arts—architecture, sculpture and painting—reflects the changing evolution of consciousness of the human being from the ancient mystery centers to the modern age. This course will offer a brief survey of some of the main themes of world art within the Post-Atlantean cultural epochs, from hierarchical cultural social structures to individual styles.

FSSF 408.1C **Fairy Tales, Myths, and Legends.** For centuries cultures have used the oral traditions as means of education. Through the study of fairy tales, fables, myths and legends students will become aware of archetypal dimensions of human development and will use them as tools for self-reflection.

III. An Introduction to Waldorf Education. Offered in year one.

IV. Epistemology and Phenomenology. Offered in first semester.

V. Self-Transformation through the Arts (2.5 credits).

FSSF 404.2C **Self-Transformation through the Time Arts I** (2.25 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSF 405.2C **Self-Transformation through the Visual Arts I** (0.25 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

VI. Topics in Anthroposophy (1.0 credits).

FSSF 406.1C Two conferences on contemporary topics. Past topics include “The Karma and Destiny of America”, “Cultivation of the Voice”, and “Embryology.”

Total Credits for Year Two: 6.75

FOUNDATION COURSES, YEAR THREE

I. The Path of Self Knowledge (1.0 credits). See general description in 401.1 for context.

FSSF 401.8C *Faust* (1.0 credits). This course explores Goethe’s Dramatic work that stands as a representative of the consciousness soul stage in human development.

II. The Evolution of Consciousness and Culture. Not offered every year.

III. An Introduction to Waldorf Education. Offered in year one.

IV. Epistemology and Phenomenology. Offered in year one.

V. Self-Transformation through the Arts (3.75 credits).

FSSF 404.3C *Self-Transformation through the Time Arts I* (2.25 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSF 405.3C *Self-Transformation through the Visual Arts I* (1.5 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

VI. Topics in Anthroposophy (2.0 credits).

FSSF 406.2C *Astronomy—Macrocosm, Microcosm* (2.0 credits). This course combines viewing the night sky, studying the constellations and rhythmic movements of the planets, and their correlations with the human form, rhythms of life, stages of consciousness and how the human individuality is related to the starry worlds and the Earth. We will discover the relationship between astronomy and the human body, astrology and the human soul, and astrosophy with the human spirit.

Total Credits for Year Three: 6.75

Total Credits, Foundation Studies Prerequisite: 22.0

CURRICULUM FOR THE PART-TIME DELIVERY MODALITY (SAN FRANCISCO)— GRADES CONCENTRATION, TEACHER EDUCATION COURSES

I. The Philosophical Foundations of Waldorf Education (4.5 credits).

Waldorf education is based on Anthroposophy, a transformative, transpersonal and phenomenological science of the spirit as articulated by Rudolf Steiner. The philosophical foundation includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDSF 501C Knowledge of the Human Being (3.5 credits).

This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning modalities and resident intelligences will be explored.

EDSF 502C Inner Development of the Teacher (1.0 credits).

In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher.

II. The Artistic Approach in the Practice of Teaching (6.0 credits).

Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDSF 504C The Time Arts (4.25 credits).

In this course, speech, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will

be practiced; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSF 505C **The Visual Arts** (1.75 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology and through exercises in morphology.

III. Curriculum: Development, Differentiation, and Delivery (19.5 credits).

EDSF 506C **Waldorf Pedagogy I: The Early Years** (5.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. An introduction to strategies for remedial education will be given.

EDSF 507C, Semester II, **Waldorf Pedagogy II: Middle School** (3.0 credits). As children approach puberty, different strategies are necessary to foster optimal learning in history, language arts and mathematics. These strategies and accompanying resources will be introduced in this course. Problem solving through practical applications will be the approach in mathematics and critical thinking and creative composition the approach in language arts.

EDSF 508C **Waldorf Pedagogy III: The Middle School** (7.0 credits). This course will include the curriculum and methodologies for teaching geography, and science. A biographical approach to history is explained and demonstrated; geography as an integrating subject is developed; science through a phenomenological method is introduced and furthered. In addition a basic knowledge in remedial education will be given. The knowledge gained in the coursework is then put into practice in a three-week practicum under the guidance of an experienced teacher.

EDSF 509C **Field Experience** (4 credits). The knowledge gained in the coursework is then put into practice into

two three-week field experiences under the guidance of an experienced teacher.

IV. Applied Research (2.0 credits).

EDSF 510C **The Curriculum Project** (2.0 credits).

Total Credits: 32.0

CURRICULUM FOR THE PART-TIME DELIVERY MODALITY (SAN FRANCISCO)—EARLY CHILDHOOD CONCENTRATION

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. Most of the course work in the parallel courses are done during the three summers but some are done during the weekends throughout the year. The Parallel courses are:

EDSF 511C **Time and Visual Arts** (2.0 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSF 511.1C **Carving a Kinderharp** (1.0 credits). Woodcarving to make a kinderharp that will be used in the classroom.

EDSF 512.1C, Summers I and II and Weekends, **Waldorf Early Childhood Pedagogy I** (3.5 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation

in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDSF 512.3 C, Summers II and III (2.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need—at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development

are examined, from pre-birth to age seven from a remedial viewpoint.

EDSF 513C **Waldorf Early Childhood Pedagogy II** (4.0 credits, over three summers). Educating the child in developing health sensory motor development through movement and games provides the basis for learning skills in the grades.

EDSF 514C **Human Growth and Development** (4.0 credits, over three summers). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. Focus on understanding the dynamics of creative play and it's value in overall development

EDSF 515C **Child, Family, and Community** (2.0 credits, over three summers). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

Cohort Credits: 13.5

Parallel Course Credits: 18.5

Total Credits: 32.0

Waldorf Teacher Education Certification Program, Hybrid

This program is delivered on the Fair Oaks campus, at regionally located school sites for field supervision and mentoring, and through online course management systems. The online portion is synchronous, offering opportunities for real-time discussions and offerings between active teachers who are teaching at the same grade level.

This is a uniquely designed program that best serves the active in-service teacher who is seeking to deepen his or her understanding and practice of Waldorf Education.

The syllabi for this program contain similar content and expectations as the 42 credit full-time residential-based Certification program and the 48 credit Masters in Waldorf Education program.

ELIGIBILITY

- This program is designed to serve the active in-service teacher who is teaching either as a main lesson class teacher (kindergarten included), a single subject teacher, in a classroom of a Waldorf School or a School inspired by Waldorf Education. A volunteer

or aide, who works a minimum of 2 days weekly in a school setting can be considered.

- The professional portfolio of the candidate and the interview with the program chair is required, especially for those who are serving schools in a less-than full-time position.
- All administrators are welcome to this program and must declare intention to audit or gain certification and/or the M.A.

Eligible Candidates for admission include:

- Full time teachers in either Public or Private schools which, are inspired by Waldorf Education.
- Candidates who can fulfill the in-service requirement of teaching in a classroom along side an active in-service teacher for a minimum of 4 hours weekly. This candidate will be required to submit evidence of on-going teaching activities as required in the various assignments of the program. This candidate is often in a voluntary, unpaid position and is accumulating the minimum necessary hours to qualify for admission in this program.

SCHEDULE OF THE PROGRAM AND ACTIVITIES

This program requires the candidates to participate in four distinct activities which serve to provide the candidate with:

- Theoretical understanding of Waldorf Education.
- Practical application of the educational theories, and methodologies, and reflective learning in a supportive cohort-based group.

The four main activities and their frequency of occurrence are:

- Summers on the Steiner College Campus. Two or three summers depending on the candidates selection of one-of-the two matriculation outcomes of this program (Certification only, or certification with the Masters Degree). The program requires a minimum of 2 summers of 2 six-day weeks. A third summer of a single week is required for those seeking the master's degree.
- Regional and School-based Practicum weekends (Friday–Sunday) three times yearly at a regional site (a school, with a cohort group of 10 or more or a region of 10 or more candidates). In conjunction with the practicum weekend, field supervisors visit the classrooms of the candidates and observe teaching skills and capacities for the purpose of coaching the

candidate's skills via the online and practicum-level activities of the program.

- Monthly Online Class Cluster discussion groups during the two-years of Course Matriculation.
- Each candidate participates in monthly, online synchronous discussion group with teachers who are engaged in working with children of a similar age/grade or ability.
- Each candidate participates in online synchronous courses. These courses are designed to extend and make more comprehensible, the thematic content of the yearly emphasis (introduced in the summer two week portion of the program).

COURSES

The following courses are taught in the four distinct activities:

- Summer Intensives on Campus
- Weekend Practicum Days in Regional Sites
- Online Large Group Webinars
- Online Class Cluster Webinars

EDHY 501. C Philosophical Foundations. Philosophical Foundations courses provide a comprehensive understanding of Waldorf Education as an Integral Approach in the emerging field of Integralism. The teacher-candidates (candidates) compare and contrast educational methodologies within the context of human conscious growth throughout four main eras, renaissance, modern, post-modern and integral.

Candidates gain an ontological understanding of major cultural eras and establish an ability to compare and contrast the basic understandings of the meaning of being human. Candidates explore the guiding concepts and images of Waldorf Education and learn to apply these within the context of teaching.

EDHY 502.C Inner Development. The Candidate explores his or her biography, intentionality in teaching, meditative/contemplative life and emotional maturity for teaching.

EDHY 503.C Child and Community. This course addresses working with parents, community members, educational team members and others in upholding the values and tenets of Waldorf Education. Celebrations of Community and the guiding imagery, addressing cultural stressors and working with changes in the child's experience of family among other topics, are addressed. Questions of English

Language Learners, special learners, and other special needs students within the context of inclusion in the Waldorf Classroom are explored. The teacher's role in interventions, and in differentiation of teaching methodologies is emphasized.

EDHY 504.C **Time Related Arts.** The teacher-candidate participates in the following arts:

- Eurythmy
- Speech
- Singing and Chorus
- Recorder and Song Flute
- Circle Activities
- Spatial Dynamics
- Acting
- Recitation and Speech

EDHY 505.C **Visual Related Arts.** The teacher-candidate participates in the following arts:

- Watercolor Painting
- Drawing
- Form Drawing
- Sculpting
- Board Drawing
- Modeling
- Free Rendering and Crafts

EDHY 506.C **Waldorf Pedagogy I and II.** The Waldorf Curriculum and instructional methodologies are presented in the core subject areas of Language Arts, History, Mathematics, Science and Arts. The epistemological understandings of the curriculum is emphasized. The relationship between the teacher and the student is a focus when addressing the specific methodology of instruction. Emphasis is placed on individual unique approaches to learning and the teacher's ability to address these.

Semester I, Module I, Summer Intensive (10.0 credits).

- EDHY 501.1C **Philosophical Foundations** (3.0 credits).
- EDHY 502.1C **Inner Development** (0.5 credits).
- EDHY 503.1C **Child and Community** (0.5 credits).
- EDHY 506.1C **Waldorf Pedagogy I and II** (3.0 credits).
- EDHY 504.1C **Time Related Arts** (1.0 credits).
- EDHY 505.1C **Visual Related Arts** (2.0 credits).

Semester II, Module II, Fall/Winter 2011-2012 (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.2C **Philosophical Foundations** (1.0 credits).
- EDHY 504.2C **Time Related Arts** (0.5 credits).
- EDHY 505.2C **Visual Related Arts** (0.5 credits).
- Online Webinars** (3 credits).
- EDHY 506.2C **Waldorf Pedagogy II** (1.0 credits).
- EDHY 506.2C **Waldorf Pedagogy III** (1.0 credits).
- EDHY 502.2C **Inner Development** (0.5 credits).
- EDHY 503.2C **Child and Community** (0.5 credits).

Semester III, Module III, Spring 2012 Dates TBA (5 credits).

- Practicum** (2 credits).
- EDHY 501.3C **Philosophical Foundations** (1.0 credits).
- EDHY 504.3C **Time Related Arts** (0.5 credits).
- EDHY 505.3C **Visual Related Arts** (0.5 credits).
- Online Webinar** (3.0 credits).
- EDHY 501.3C **Philosophical Foundations** (1.0 credits).
- EDHY 506.3C **Waldorf Pedagogy I** (0.5 credits).
- EDHY 507.3C **Waldorf Pedagogy II** (0.5 credits).
- EDHY 508.3C **Waldorf Pedagogy III** (1.0 credits).

Semester IV, Module IV, Summer 2012, Dates TBA (11.0 credits).

- Intensive** (11.0 credits).
- EDHY 501.4C **Philosophical Foundations** (1.0 credits).
- EDHY 502.4C **Inner Development** (0.5 credits).
- EDHY 503.4C **Child and Community** (0.5 credits).
- EDHY 506.4C **Waldorf Pedagogy I and II** (4.0 credits).
- EDHY 504.4C **Time Related Arts** (1.0 credits).
- EDHY 505.4C **Visual Related Arts** (2.0 credits).

Semester V, Module V, Fall/Winter 2012-2013, Dates TBA (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.5C **Philosophical Foundations** (1.0 credits).
- EDHY 504.5C **Time Related Arts** (0.5 credits).
- EDHY 505.5C **Visual Related Arts** (0.5 credits).
- Online Webinars** (3.0 credits).
- EDHY 506.5C **Waldorf Pedagogy II** (1.0 credits).

EDHY 506.5C Waldorf Pedagogy III (1.0 credits).

EDHY 502.5C Inner Development (0.5 credits).

EDHY 503.5C Child and Community (0.5 credits).

Semester VI, Module VI, Spring 2013, Dates TBA (5.0 credits).

Practicum (2.0 credits).

EDHY 501.6C Philosophical Foundations (1.0 credits).

EDHY 504.6C Time Related Arts (0.5 credits).

EDHY 505.6C Visual Related Arts (0.5 credits).

Online Webinar (3.0 credits).

EDHY 501.6C Philosophical Foundations (1.0 credits).

EDHY 506.6C Waldorf Pedagogy I (0.5 credits).

EDHY 507.6C Waldorf Pedagogy II (0.5 credits).

EDHY 508.6C Waldorf Pedagogy III (1.0 credits).

Total Credits: 42.0

TWO POSSIBLE OUTCOMES OF THIS PROGRAM

The 42-credit program provides the outcome of the successful candidate being awarded the “Initial Certification in Waldorf Education”. This is the first step toward the award of “Clear Certified Waldorf Teacher(sm)”. The Clear Certification is conferred upon those who:

- Complete the continuing education requirements (9 CEUs). The CEUs are focused to specific grade level preparation provided in the Art of Teaching Preparatory Courses offered each summer on the Rudolf Steiner College campus. Candidates may clear the CEU requirement concomitant to matriculation in the teacher-training program.
- Produce a three-year running record of successful evaluations. See overview information sheet for further explanation of exact required credits.

The 48-credit program provides the outcome of the successful candidate being awarded “Initial certification in Waldorf Education” and the Master of Arts degree in Waldorf Education. This is the first step toward the award of “Clear Certified Waldorf Teacher(sm)”. The Clear Certification is conferred upon those who:

- Complete the continuing education requirements (CEUs). The CEUs are focused to specific grade level preparation provided in the Art of Teaching Preparatory Courses offered each summer on the

Rudolf Steiner College campus. Candidates may clear the CEU requirement concomitant to matriculation in the teacher-training program.

- Produce a three-year running record of successful evaluations. See overview information sheet for further explanation of exact required credits.

COURSEWORK REQUIREMENTS, AND ASSIGNMENTS

Each of the four course components have different coursework requirements and all of these contribute toward a professional portfolio and capstone project, which are the culminating projects of the entire program. The instructors of each of the program components provide a semester-based course syllabus on which, the reading, writing, project-based assignments are outlined along with the pass-fail rubric for each of the key assignments. As this program is provided to active, in-service teachers, the assignments are designed to support the candidates in one of the three aspects of the program learning outcomes: 1.) Theoretical understanding of Waldorf Education, 2.) Practical application of Waldorf Theory and Methodologies 3.) Reflection upon teaching practice and community-building activities

- For the Summer seminars (2 weeks), candidates should plan for evening reading, in-class projects and 2-3 evenings in the library/lab with either your group or your assigned program mentor.
- For the class clusters, candidates will need to read weekly, take photos of class work and prepare short written synopsis of key learnings from the online webinars.
- For the online course work, candidates view web-linked lectures, take notes, prepare response statements and projects related to classroom work.
- For the on-site practicums, and for the candidate’s class teaching observations you will need to prepare lesson plans, reflective documents and other short classroom teaching related projects.

TOTAL time required is estimated: Approximately 1-2 hours weekly will be required during the school week and approximately 2 hours weekly on many weekends. Much of the work for this program is embedded in class teaching done by an in-service teacher in a school employing Waldorf Education and methodologies. A most accurate estimate of the time it will take each candidate to complete homework is not

possible and thus, this is only an estimate. For example, a regular part of the online class cluster meetings is a glimpse at each teacher's blackboard drawings and samples of student work. Photos sent in from the candidates serve evidence for these assignments. It is difficult to estimate the time spent on a blackboard drawing or on the various lesson plans executed by each candidate.

Candidate portfolio assembly will occur through online submissions in the student management account. Candidates will need to photograph work and upload to their own portfolio.

Parts of the Capstone project can be assembled throughout the two years of program courses, or in the year subsequent to your course completion. The Certification-only track completes courses within a two-year time frame (2 summers and 2 school years) while the MA plus Certification completes course work within a three-year time frame (3 summers and 2 school years) The year following course completion is time offered to complete the capstone project which, is the culminating project of both the Certification-only and the Certification plus MA tracks of this program.

Summer Waldorf Teacher Education Program

This program includes the Foundations in Anthroposophy within the Teacher Training, and meets in the summers over three consecutive years. Each summer session starts in late June and continues for four weeks, followed by a single year of capstone project. See Section 4 for course graduation requirements.

FOUNDATION COURSES, YEAR ONE

Prerequisite for summer elementary, early childhood and high school courses.

I. The Path of Self Knowledge (3.0 credits).

FSSU 401.1 This course addresses six aspects of the human being's quest: 1) The quest to awaken active compassion through the hero's cosmic journey in Wolfram van Eschenbach's Parzival; 2) The human Being and his destiny; 3) a penetrating view of the human being through the lenses of body, soul, and spirit; 4) an introduction to Anthroposophy and the biography of Rudolf Steiner; 5) The path of inner development as outlined in How To Know Higher Worlds; and 6) Practice of inner work exercises. Course

requires work in cohorts between during the year to complete credits.

II. The Evolution of Consciousness and Culture. Not offered in first summer.

III. An Introduction to Waldorf Education (1.5 credits).

EDSU 401.1 This course will give the students an introduction to the principles of Waldorf Education including developmental approaches, curriculum and methods of instruction. It will include a visit to a Waldorf school where the students will observe a variety of classes. Course requires work in cohorts and journaling during the year to complete credits.

IV. Epistemology and Phenomenology. Offered in year two.

V. Self-Transformation through the Arts (1.5 credits).

FSSU 404.1C **Self-Transformation through the Time Arts I** (1.0 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSU 405.1C **Self-Transformation through the Visual Arts I** (0.5 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

FOUNDATION COURSES, YEAR TWO

Prerequisite for summer elementary, early childhood and high school courses.

I. The Path of Self Knowledge (2.0 credits). See general description in 401.1 for context.

FSSU 401.2C **Nature of the Human Being II** (1.0 credits). A continuation of 401.1 focusing on the questions of destiny and biography. Course requires work in cohorts during the year to complete credits

FSSU 401.3C **Inner Work** (1.0 credits). Techniques in mindfulness practice and self-reflection. Course requires work in cohorts during the year to complete credits

II. The Evolution of Consciousness and Culture (1.0 credits).

FSSU 408.1C **Evolution of Consciousness—East**

and West (1.0 credits). This course is a survey of the evolution of consciousness beginning with the picture consciousness of indigenous cultures and culminating in post-modernism. Special emphasis is placed on comparing Asian and Western cultural paradigms.

III. An Introduction to Waldorf Education. Offered in first semester.

IV. Epistemology and Phenomenology (1.0 credits). FSSU 402.1C **The Philosophy of Freedom** (1.0 credits). The student will develop understanding for the epistemology underlying Anthroposophy, gaining certainty in knowing the world and seeking to answer the question, Can I become truly free? Course requires work in cohorts during the year to complete credits.

V. Self-Transformation through the Arts (2.0 credits). FSSU 404.2 **Self-Transformation through the Time Arts I** (1.25 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSU 505.2 **Self-Transformation through the Visual Arts I** (0.75 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

FOUNDATION COURSES, YEAR THREE

Prerequisite for summer elementary, early childhood and high school courses.

I. The Path of Self Knowledge. Not offered in year three.

II. The Evolution of Consciousness and Culture (1.5 credits).

FSSU 406.1 **Cosmology** (0.5 credits). This course explores the stages of cosmic and human evolution from Ancient Saturn through Ancient Sun, Ancient Moon and Earth evolutionary cycles, and lays seeds to understand further stages of evolution in Future Jupiter, Future Venus and Future Vulcan stages. Texts include *Esoteric Science: An Outline and Spiritual Hierarchies* and *Their Reflection in the Physical World*.

FSSU 408.2 **The Spiritual America** (1.0 credits). A course focusing on America, its intellectual roots, spiritual potential, and destiny.

III. An Introduction to Waldorf Education (1.0 credits).

EDSU 401.2 (1.0 credits). Child development and curriculum for the adolescent. Course requires work in cohorts during the year to complete credits.

IV. Epistemology and Phenomenology (1.0 credits). FSSU 402.2C **The Philosophy of Freedom** (1.0 credits). A continuation and culmination of 402.1. Course requires work in cohorts during the year to complete credits.

V. Self-Transformation through the Arts (2.0 credits). FSSU 404.3 **Self-Transformation through the Time Arts I** (1.0 credits). Students will also find transformative experiences in the time arts as they delve into music (singing, lyre and recorders), eurythmy, movement, and speech and drama. This course also includes the production of a play for the college community that emphasizes the skills of acting but is also a deep, social, enterprise.

FSSU 405.3 **Self-Transformation through the Visual Arts I** (1.0 credits). Students will experience the transformative power of the visual arts through the studio experiences in painting, drawing, form drawing, clay modeling, and handwork. They will also develop the skills necessary to each discipline.

VI. Topics in Anthroposophy (0.5 credits).

FSSU 408.3 **Karma and Reincarnation** (0.5 credits). This course is an in-depth exploration of Rudolf Steiner’s original insights into the nature of reincarnation and karma. Texts include *Manifestations of Karma*, *Theosophy, Reincarnation and Karma*, *World History in the Light of Anthroposophy*, and selected lectures from the 8 volumes titled *Karmic Relationships*.

Total Credits: 18.0

CURRICULUM FOR THE PART-TIME DELIVERY MODALITY (SUMMERS ONLY)— GRADES CONCENTRATION, TEACHER EDUCATION COURSES

I. The Ontology and Epistemology of Waldorf Education (8.5 credits). Waldorf education is based on Anthroposophy, a transformative, transpersonal and phenomenological science of the spirit as articulated by Rudolf Steiner. The philosophical foundation includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view

of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDSU 501C, Semester I, **Knowledge of the Human Being** (5.0 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior, body type, and development of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning modalities and resident intelligences will be explored.

EDSU 502C **Inner Development of the Teacher** (2.0 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher.

EDSU 503C, Semester II, **School, Community, and Individual** (1.5 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. As these concerns are still relevant today, contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations, and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to him or her self in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

II. The Artistic Approach in the Practice of Teaching (7.0 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDSU 504C **The Time Arts** (3.0 credits). In this course, speech, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced;

in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSU 505C **The Visual Arts** (4.0 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology and through exercises in morphology.

III. Curriculum: Development, Differentiation, and Delivery (16.5 credits). The Waldorf curriculum is based on a developmental paradigm of body, soul and spirit. It engages head, heart and hands in all grade levels. Each Waldorf teacher is trained to differentiate modalities and styles of learning in their students, as well as to create environments wherein academic, artistic, and experiential learning can take place. This domain covers the curriculum in the early, golden, and middle school years. All knowledge in this vital area of learning to become a teacher is grounded in practical field experience.

EDSU 506C, Semester I, **Waldorf Pedagogy I: The Early Years** (6.5 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. A basic knowledge in remedial education will be given.

EDSU 507C, Semester II, **Waldorf Pedagogy II: The Golden Years** (3.0 credits). As children approach puberty, different strategies are necessary to foster optimal learning in language arts and mathematics. These strategies and accompanying resources will be introduced in this course. Problem solving through practical applications will be the approach in mathematics and critical thinking and creative composition the approach in language arts.

EDSU 508C **Waldorf Pedagogy III: The Middle School** (7.0 credits). This course will include the curriculum and methodologies for teaching history, geography, and

science. A biographical approach to history is explained and demonstrated; geography as an integrating subject is developed; science through a phenomenological method is introduced and furthered.

Total Credits: 32.0

CURRICULUM FOR THE PART-TIME DELIVERY MODALITY (SUMMERS ONLY)—EARLY CHILDHOOD CONCENTRATION

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. Most of the course work in the parallel courses are done during the three summers but some are done during the weekends throughout the year. The Parallel courses are:

EDSU 511C Time and Visual Arts (2.0 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSU 511.1C Carving a Kinderharp (1.0 credits). Woodcarving to make a kinderharp that will be used in the classroom.

EDSU 512.1C, Summers I and II and Weekends, Waldorf Early Childhood Pedagogy I (3.5 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation

in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDSU 512.3 C, Summers II and III (2.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need—at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development

are examined, from pre-birth to age seven from a remedial viewpoint.

EDSU 513C Waldorf Early Childhood Pedagogy II (4.0 credits, over three summers). Educating the child in developing health sensory motor development through movement and games provides the basis for learning skills in the grades.

EDSU 514C Human Growth and Development (4.0 credits, over three summers). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. Focus on understanding the dynamics of creative play and its value in overall development

EDSU 515C Child, Family, and Community (2.0 credits, over three summers). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

Cohort Credits: 13.5

Parallel Course Credits: 18.5

Total Credits: 32.0

***EARLY CHILDHOOD CONCENTRATION—
IN-SERVICE***

Entrance Requirements: These students must satisfy the entrance requirements for entering into any Teacher Education program and, in addition, must submit documented proof that they have worked as a full-time assistant (or its equivalent) for at least a year in a Waldorf Early Childhood Program. Equivalency will be granted by the Academic Dean according to program criteria. Contact the program director for details. This cohort group shares core courses with the Early Childhood concentration group and also has parallel courses suitable to their experience. They are given 6 credits in lieu of field experience which they have already had due to their previous work. The Parallel courses are:

FSSU 401C Biography for Early Childhood Teachers. Explore life cycles and their impact on human development.

FSSU 406C Man as Symphony of the Creative Word. Study of book by Rudolf Steiner.

EDSU 511C Art and Music for Early Childhood Teachers. Mood of the fifth, lyre playing, singing, drawing, and painting.

**EDSU 514C Human Growth and Development—
Prenatal, Embryology and the First Three Years.**

EDSU 515C Administration, Health and Safety. Administering an Early Childhood program, health and safety topics, child abuse reporting, licensing requirements.

***CURRICULUM FOR THE PART-TIME
DELIVERY MODALITY (SUMMERS ONLY)—
HIGH SCHOOL CONCENTRATION***

I. The Ontology and Epistemology of Waldorf Education (8.5 credits). Waldorf education is based on Anthroposophy, a transpersonal and phenomenological world-view. The ontology includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDHS 501C Knowledge of the Human Being (3.0 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit and bodily nature. A phenomenological approach to this understanding will be employed where the behavior and morphology of children will form the basis of an inquiry into the nature of the development of the child is distinct developmental phases. The basis for differentiated teaching according to learning modalities and resident intelligences will be explored. Foundations of Human Experience—Session I, II, and III (1.0 credits each session).

EDHS 502C, Session 1, Inner Development of the Teacher (0.5 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that fosters the learning process. In this course, a phenomenological inquiry of self is conducted and strategies will be given that the teacher may develop the necessary attitudes of an effective teacher. Previously: High School Issues: Inner Life, Year 1 (1.0 credits), including field trip preparation. Extend to 2.0 credits with on-going journaling.

EDHS 503C School, Community, and Individual (5.0 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. These concerns are still relevant today, and contemporary

social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to him or herself in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

- **Module I: Governance in a Waldorf School** (0.5 credits).
- **Module II: Communication Skills, Generational Issues** (0.5 credits).
- **Module III: Adolescent Psychology** (3.0 credits).
 - **Session 1: Gender Issues** (1.0 credits).
 - **Session 2: Physiological Development** (1.0 credits).
 - **Session 3: Social-Emotional Development** (1.0 credits).

II. The Artistic Approach in the Practice of Teaching (4.0 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDHS 504C, Session I, **The Time Arts** (2.5 credits). In this course, the art of the spoken word, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, literature and age appropriate exercises will be given, and examples of how to engage adolescents in an invigorating and creative way will be explored.

In music, singing will be practiced. In movement, eurythmy and special dynamics (gymnastics and exercise) will be engaged.

EDHS 505C **The Visual Arts** (1.5 credits). This course includes the pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons and chalk in drawing and watercolor painting. Clay modeling will be practiced for skill and curriculum, but will also be used to support an understanding of the human being through a study of embryology through exercises in morphology. For High School program, this course includes the pedagogical approaches and skill development in painting, drawing, form drawing and clay modeling.

Students will be introduced to various art and craft forms such as stained glass, woodworking, metal work, sculpture, weaving, bookbinding, papermaking, basketry. Students may add additional drama activities to substitute for one of these art forms.

III. Curriculum Development, Differentiation, and Delivery (18.5 credits).

EDHS 506.1C, Session 1, **Seminar: Introduction to Grades 9 and 10** (0.67 credits).

EDHS 507.1C, Session 2, **Seminar: Introduction to Grade 11** (0.67 credits).

EDHS 508.1C, Session 3, **Seminar: Introduction to Grade 12** (0.67 credits).

EDHS 506.2C, Session 1, **Single Subject Course, Grades 9 and 10** (2.0 credits).

EDHS 507.2C, Session 2, **Single Subject Course, Grade 11** (2.0 credits).

EDHS508.3C, Session 3, **Single Subject Course, Grade 12** (2.0 credits).

EDHS 509.1C **Field Experience: Observation** (1.0 credits).

EDHS 509.2C **Field Experience** (3.0 credits).

EDHS 509.3C **Field Experience** (3.0 credits).

EDHS 509.4C **Mentoring** (1.0 credits).

EDHS 506.1C **Curriculum and Instruction: Methodology, Presentation, Biography** (0.5 credits).

EDHS 506.3C **Curriculum and Instruction: Methodology, Life Processes** (0.5 credits).

EDHS 506.4C **Curriculum and Instruction: Methodology, Lesson Elements** (0.5 credits).

EDHS 506.5C **Curriculum and Instruction: Methodology, Curriculum Project** (1.0 credits).

IV. Applied Research (2.0 credits).

EDHS 510C **Curriculum Project**

Total Credits: 32.0

Section Seven

Masters Degree-Granting Programs

Master of Arts— Waldorf Teaching

Includes Certification in Waldorf Teacher Preparation, AWSNA approved

ABOUT THE DESIGN OF THIS PROGRAM

This program is offered in four different delivery models or modalities:

- Full-time year round residential
- San Francisco weekends and summers
- Summers-only
- Hybrid (practicum sessions and online synchronous classes)

Not only is the course calendar different in each model but also the methodologies utilized.

The four modalities share the same domains of study, which are:

- The Philosophical Foundations of Waldorf Education
- The Artistic Approach in the Practice of Teaching
- Curriculum: Development, Differentiation, and Delivery
- Applied Research

Within each domain, instructors are free to design courses that will fulfill the credit requirements of the domain. Some courses are more finely disaggregated and as such, contain modules of curriculum focus within them.

The student may choose the model that best suits his or her life schedule, or choose a program based on course or modular offerings.

Choose a Focus Area or Concentration: all models include Early Childhood and Grades Teaching as concentrations. At this time, High School focus is only available in the Summer Teacher Education modality.

PROGRAM DESCRIPTION

The Waldorf Teacher Education Program provides an option for students who wish to become certified Waldorf teachers. Students select a program concentration in either: Early Childhood, Grades 1-8, High School. Qualified graduates may apply for teaching positions to any Waldorf school in the world. Concentration is on awakening the faculties of the teacher and the development of his/her creativity through study, praxis, contemplative practices and the Arts.

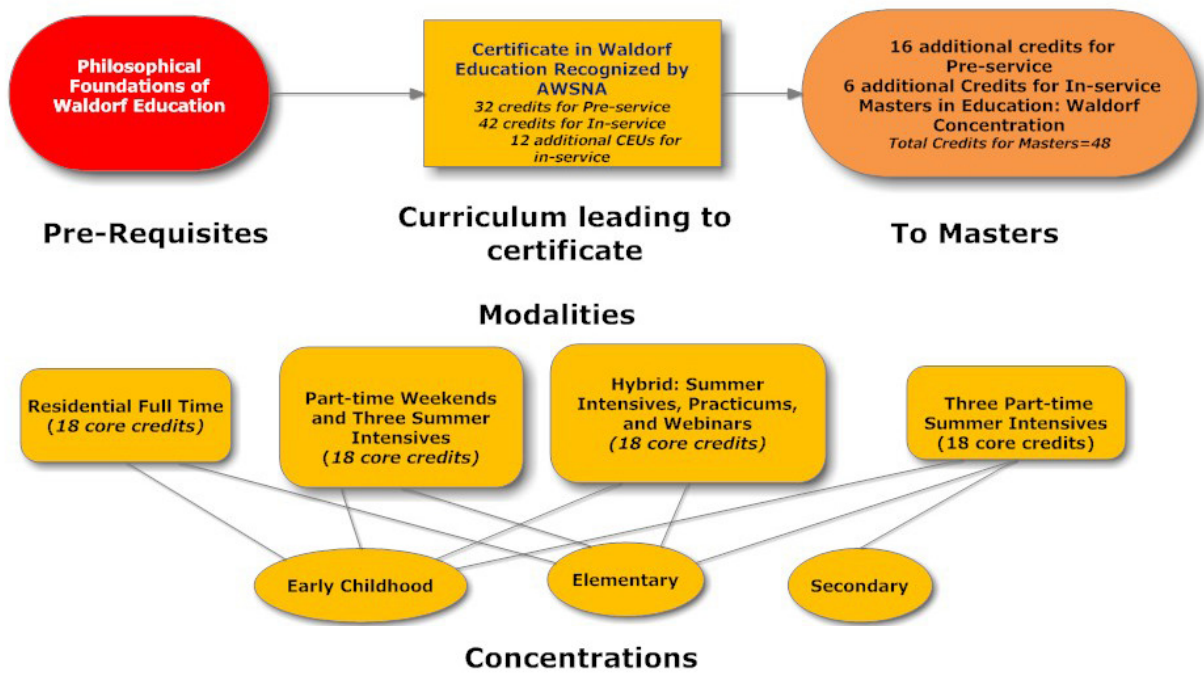
Child development and child observation are central to this program and courses are provided that enable the teacher to design and implement appropriate curriculum from early childhood through eighth grade and high school. Students may choose an early childhood or grades 1-8 focus, or join our part-time high school program. These programs are currently offered at our Fair Oaks and San Francisco campuses.

INSTITUTIONAL GOALS

- Awaken independent thinking and healthy judgment about the deepest issues of human life
- School powers of perception
- Cultivate and enrich artistic faculties
- Develop social sensitivity
- Strengthen capacities for practical life

PROGRAM GOALS

- Knowledge of the developmental foundations of Waldorf Education
- Praxis of pedagogical objectives within Waldorf Education
- Praxis in applied philosophy of Waldorf Education
- Skills in artistic capacity to embody ideals within Waldorf Education
- Skills in applying imagination and creativity within Waldorf Education
- Skills in developing fundamental social capacities of a



Master of Arts in Education: Waldorf Concentration
 Modalities and Concentrations—Basic Structure/Sequence

Waldorf Educator

- Skills in self-reflection and mindfulness practice of a Waldorf Educator

PROGRAM OBJECTIVES

- Candidate demonstrates the ability to effectively make subject matter comprehensible to his or her students.
- Candidate will display an ability to engage students and support their learning process.
- Candidate demonstrates the capacity to build and maintain a healthy classroom environment conducive to learning.
- Candidate demonstrates the capacity to formulate multiple measures for assessing student learning inclusive of both formative and summative assessment tools.
- Candidate will produce documents showing clear, rationale-based planning documents for the yearly, monthly, weekly and daily educational activities.
- Candidate plans personal and professional goals conducive to continual growth in his/her vocation.
- Candidate experiences transformative processes and expresses his or her responses to intrinsic internal learning.

ADMISSION REQUIREMENTS, ALL PROGRAM MODELS

- Submit a Program application form along with transcripts of previous university course work, and a biographical statement.
- Transcripts of B.A. degree granted from a regionally accredited institution must be sent from that institution directly to Rudolf Steiner College.
- If you are an international student who has completed a B.A. degree at a non-US institution, you will need to have an equivalency document completed by an approved organization such as Trustforte (<http://www.trustfortecorp.com/> or ERES <http://www.eres.com/>)
- You must have completed either the Foundation Studies in Anthroposophy (see course descriptions in Section Five of the catalogue) or the Philosophical Foundations in Waldorf Education Program from an AWSNA member Anthroposophical educational institution. An official transcript must be sent from the other school directly to Rudolf Steiner College.
- A student who has not completed the equivalent of foundation education from an anthroposophical educational institution may petition the director of the program for admission based on a list of

prerequisites that will be furnished upon request.

- A fee of \$35 will be required from the applicant for evaluation of a foundation studies equivalency.
- Demonstrate ability to undertake an academic program of study; the applicant is expected to have maintained an academic grade point average of 3.0 (B) or better in previous studies.
- Demonstrate adequate skills in spoken and written English. Written tests in English and in basic math are administered in the first 3 weeks of the program. Students must demonstrate an ability to write at a graduate level. For international students: see admissions requirement for TOEFL score requirements for entry into this program.
- Submit 3 letters of recommendation (Use College Form, available in Admissions Office)
- Be accepted to the program by the director of the program after an interview.

GRADUATION REQUIREMENTS

- Students must successfully complete all courses (48 credits).
- Students are expected to attend all sessions of their courses. Excessive absence, defined as less than 80% attendance, may result in the instructor dropping the student from the class.
- Students must satisfactorily complete all assignments in order to graduate. Credit is awarded on a Pass/ No Pass basis. To pass, students must have an 80% attendance rate and turn in all assignments and receive pass for each. If assignments are missing, a grade of INC (incomplete) will be issued.
- Assignments must be completed by the end of the semester.
- Incompletes that remain from the last semester must be completed in 3 months. Variances can only be granted by the Academic Dean. Requests for variance from this policy must be made in writing.
- The Associate Academic Dean will review the Capstone Project and, if acceptable, he/she will recommend to the Academic Dean that a state approved Master of Arts degree be awarded. Upon successful review, the Academic Dean will issue a diploma.
- Before a diploma is issued, all financial accounts must be in good standing.

• PROGRAM SCHEDULES

Full-Time Program: The full time residential program is a two semester program. It begins in September and continues into May. Classes are held between 8:15 am and 3:20 pm (Monday through Wednesday) and between 8:15 and 12:35 on Thursday. In addition, there are four Thursday-Friday intensives per year, a summer intensive, and three online classes that run throughout the year. Those focusing on Early Childhood have fewer classes during the week, but have courses on some weekends and evenings. See Section Four for course graduation requirements.

Weekend and Summer Program: Takes place on weekends from September through May for three years. It also includes three summers of three weeks each. This program design includes short weekends on the campus of the San Francisco Waldorf School, and all summer sessions, in Fair Oaks on the main campus, followed by a single year of capstone project. See Section 4 for course graduation requirements.

Summer Program: Meets in the summers over three consecutive years. Each summer session starts in late June and continues for four weeks, followed by a single year of capstone project. See Section 4 for course graduation requirements.

Hybrid Program: Starts summer of 2011 with two weeks on campus followed by online course work. Group meets again in fall and spring semester for one week in each practicum session. Online course work continues in-between each practicum session. This program continues this schedule for 2 consecutive years followed by a single year of capstone completion and mentored classroom teaching. See Section 4 for course graduation requirements.

FULL-TIME RESIDENTIAL MODALTY

September through May, plus one summer intensive.

I. The Philosophical Foundations of Waldorf Education (12.0 credits). Waldorf education is based on Anthroposophy, a transpersonal and phenomenological worldview. The ontology includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf Pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDFO 501.1M, Semester I, **Knowledge of the Human Being** (4.0 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior and morphology of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning modalities and resident intelligences will be explored. The main text used is Rudolf Steiner's *Study of Man*.

EDFO 501.2M, Semester II, **Knowledge of the Human Being** (2.0 credits). A continuation and completion of 501.1M. This topic is furthered through a comparative study of educational theorists in intensive IV.

EDFO 502.1M, Semester I, **Inner Development of the Teacher** (2.5 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher. Intensives I and II deepen this work through guided inquiries into mindfulness practice and forming a plan for self development.

EDFO 502.2M, Semester II, **Inner Development of the Teacher** (0.5 credits). A continuation and completion of 502.1M.

EDFO 503M, Semester II, **School, Community, and Individual** (3.0 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. As these concerns are still relevant today, contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations, and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to him or her self in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator. Intensive IV guides the students through dialogues on contemporary issues in education.

II. The Artistic Approach in the Practice of Teaching (11.5 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they

are used in Waldorf education.

EDFO 504.1M and 504.2M **The Time Arts** (6.5 credits). In this course, speech, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDFO 505.1M and 505.2M **The Visual Arts** (5.0 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology through exercises in morphology.

III. Curriculum: Development, Differentiation, and Delivery (16.5 credits). The Waldorf curriculum is based on a developmental paradigm of body, soul and spirit. It engages head, heart and hands in all grade levels. Each Waldorf teacher is trained to differentiate modalities and styles of learning in their students, as well as to create environments wherein academic, artistic, and experiential learning can take place. This domain covers the curriculum in the early, golden, and middle school years. All knowledge in this vital area of learning to become a teacher is grounded in practical field experience.

EDFO 506M, Semester I, **Waldorf Pedagogy I: The Early Years** (6.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. Students will be introduced to the Waldorf Approach to educating special populations (Remedial Education).

EDFO 507M, Semester II, **Waldorf Pedagogy II: The Golden Years** (3.75 credits). The ten and eleven-year-

old is no longer a young child. The child is seeking a new relationship to the world and education must take a different approach to this age group. In mathematics, fractions and decimals provide opportunities for mental development. Reading skills must advance and composition begun. The sciences of Zoology and Botany are introduced. History and Geography offer stimulating topics for this age. Students will learn the mythologies of the great cultures.

EDFO 508M Waldorf Pedagogy III: Science and Geography (1.75 credits). As children approach puberty, different strategies are necessary to foster optimal learning in language arts, history, and mathematics. These strategies and accompanying resources will be introduced in this course. Problem solving through practical applications will be the approach in mathematics and critical think, creative composition the approach in language arts, history will be taught through biography. This course will include the curriculum and methodologies for teaching geography and science. Geography as an integrating subject will be taught and developed; science through a phenomenological approach and practical method will be introduced and furthered through demonstration and critical analysis.

EDFO 509M Field Experience (5.0 credits). Students will have 2 field experience blocks. The first block will be in the first semester during which the student will be an aide in the classroom of a master teacher for 7 consecutive weeks. In the second block the student will work with a master teacher for 4 weeks.

IV. Applied Research (8.0 credits).

EDFO 510.1M Curriculum Project (2.0 credits). Students render the curriculum artistically and will write a paper surveying the curriculum and how it addresses the developmental stages.

Capstone Project. Students will be introduced to the discipline of critiquing and crafting literature reviews pertinent to the field of education. They will also receive guidance in selecting research methods, designing research protocol, and conducting research. A standard of writing scholarly APA style papers will be a central part of the Applied Research domain.

EDFO 510.2M Literature Review (2.0 credits). This course will orient the student to resources and databases for locating books, journals, and articles relevant to educational research and topics. It will give the student an understanding of how to assess the merits of published research and/or articles. Critiquing

and writing literature reviews in relation to specific themes relevant to the Waldorf curriculum and learning in general will help the student prepare to take the first steps toward writing a master’s level thesis or exposition paper.

EDFO 510.3M Research Methodology (2.0 credits). Research Methodology will provide students with an overview of qualitative and quantitative research methods commonly applied to the field of education and related social science topics. Students will be given an opportunity to appreciate the complexity and necessity of conducting action-based research, learn to read and evaluate research studies, analyze data, and design a research proposal.

EDFO 510.4M Capstone Project (2.0 credits). This course will orient the student to resources and databases for locating books, journals, and articles relevant to educational research and topics. It will give the student an understanding of how to assess the merits of published research and/or articles. Critiquing and writing literature reviews in relation to specific themes relevant to the Waldorf curriculum and learning in general will help the student prepare to take the first steps toward writing a master’s level thesis or exposition paper.

Total Credits: 48.0

FULL-TIME RESIDENTIAL DELIVERY MODEL (MODALITY)—EARLY CHILDHOOD CONCENTRATION

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. The Parallel courses are:

EDFO 511M Time and Visual Arts (1.5 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDFO 512.1M, Semester I, Waldorf Early Childhood Pedagogy I (2.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought

in this course, as well as the fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDFO 512.2 M, Semester II (1.5 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need – at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and

the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development are examined, from pre-birth to age seven from a remedial viewpoint.

EDFO 513.1M, Semester I, **Waldorf Early Childhood Pedagogy II** (0.5 credits). Educating the child in developing health sensory motor development through movement and games provides the basis for learning skills in the grades.

EDFO 513.2M, Semester II, **Waldorf EC Pedagogy II** (1.0 credits).

EDFO 514.1M **Human Growth and Development** (5.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children.

EDFO 514.2M, Continuation of Semester I (3.5 credits). Focus on understanding the dynamics of creative play and it's value in overall development

EDFO 515.1M **Child, Family, and Community** (3.0 credits). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

EDFO 515.2M, Continuation of Semester 1 (0.5 credits).

Cohort Credits: 29.5

Parallel Course Credits: 18.5

Total Credits: 48.0

***SAN FRANCISCO PART-TIME WEEKEND/
SUMMER DELIVERY MODALITY—
TEACHER EDUCATION COURSES***

I. The Ontology and Epistemology of Waldorf Education (14.0 credits). Waldorf education is based on Anthroposophy, a transformative, transpersonal and phenomenological science of the spirit as articulated

by Rudolf Steiner. The philosophical foundation includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology. Four intensives through the last two years, two in summers, two in consecutive spring sessions, and four online asynchronous online sessions, two in successive autumn sessions and two consecutive spring asynchronous sessions serve to deepen this work.

EDSF 501M Knowledge of the Human Being (5.5 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior and morphology of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning modalities and resident intelligences will be explored.

EDSF 502M Inner Development of the Teacher (4.0 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher.

EDSF 503M School, Community, and Individual (4.5 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. As these concerns are still relevant today, contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations, and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to oneself in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

II. The Artistic Approach in the Practice of Teaching (6.0 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDSF 504M The Time Arts (4.25 credits). In this course, speech, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSF 505M The Visual Arts (1.75 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology and through exercises in morphology.

III. Curriculum: Development, Differentiation, and Delivery (20.0 credits).

EDSF 506M Waldorf Pedagogy I: The Early Years (6.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. An introduction to strategies for remedial education will be given.

EDSF 507M, Semester II, Waldorf Pedagogy II: Middle School (3.0 credits). As children approach puberty, different strategies are necessary to foster optimal learning in history, language arts and mathematics. These strategies and accompanying resources will be introduced in this course. Problem solving through practical applications will be the approach in mathematics and critical thinking and creative composition the approach in language arts.

EDSF 508M Waldorf Pedagogy III: The Middle School (7.0 credits). This course will include the curriculum and methodologies for teaching geography, and science. A biographical approach to history is explained and demonstrated; geography as an integrating subject is developed; science through a phenomenological method is introduced and furthered. In addition a

basic knowledge in remedial education will be given. The knowledge gained in the coursework is then put into practice in a three-week practicum under the guidance of an experienced teacher.

EDSF 509M **Field Experience** (4.0 credits). The knowledge gained in the coursework is then put into practice into two three-week field experiences under the guidance of an experienced teacher.

IV. Applied Research (2.0 credits).

EDSF 510.1M **The Curriculum Project** (2.0 credits).

This course work will occur during a final summer intensive and online.

EDSF 510.2M **Literature Review** (2.0 credits).

EDSF 510.3M **Research Methods** (2.0 credits).

EDSF 510.4M **Capstone Project** (2.0 credits).

Total Credits: 48.0

SAN FRANCISCO PART-TIME WEEKEND/ SUMMER DELIVERY MODALITY— EARLY CHILDHOOD CONCENTRATION— PRE-SERVICE

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. Most of the course work in the parallel courses are done during the three summers but some are done during the weekends throughout the year. The Parallel courses are:

EDSU 511M **Time and Visual Arts** (2.0 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSU 511.1C **Carving a Kinderharp** (1.0 credits). Woodcarving to make a kinderharp that will be used in the classroom.

EDSF 512.1M, Summers I and II and Weekends, **Waldorf Early Childhood Pedagogy I** (3.5 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the

fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDSF 512.3M, Summers II and III (2.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need—at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and

the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development are examined, from pre-birth to age seven from a remedial viewpoint.

EDSF 513M Waldorf Early Childhood Pedagogy II (4.0 credits, over three summers). Educating the child in developing health sensory motor development through movement and games provides the basis for learning skills in the grades.

EDSF 514M Human Growth and Development (4.0 credits, over three summers). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. Focus on understanding the dynamics of creative play and it's value in overall development

EDSF 515M Child, Family, and Community (2.0 credits, over three summers). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

Cohort Credits: 29.5

Parallel Course Credits: 18.5

Total Credits: 48.0

**SUMMER TEACHER EDUCATION,
EARLY CHILDHOOD AND GRADES**

I. The Ontology and Epistemology of Waldorf Education (13.0 credits). Waldorf education is based on Anthroposophy, a transformative, transpersonal and phenomenological science of the spirit as articulated by Rudolf Steiner. The philosophical foundation includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The

curriculum and methods arise from an understanding of this ontology. Four intensives through the last two years, two in summers, two in consecutive spring sessions, and four online asynchronous online sessions, two in successive autumn sessions and two consecutive spring asynchronous sessions serve to deepen this work.

EDSU 501M Knowledge of the Human Being (8.0 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit, and bodily nature. A phenomenological approach to this understanding will be employed where the behavior, body type, and development of children will form the basis of an inquiry into the nature of the development of the child in distinct developmental phases. The bases for differentiated teaching according to learning modalities and resident intelligences will be explored.

EDSU 502M Inner Development of the Teacher (5.5 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that foster the learning process. In this course, a phenomenological inquiry of self is conducted and strategies given that the teacher may develop the necessary attitudes of an effective teacher.

EDSU 503M School, Community, and Individual (6.0 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. As these concerns are still relevant today, contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations, and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to oneself in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

II. The Artistic Approach in the Practice of Teaching (9.0 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf Teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDSU 504M The Time Arts (3.5 credits). In this course, speech, drama, music, and movement will be developed as teaching tools. Skills in each area will be

developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSU 505M **The Visual Arts** (5.5 credits). This course includes pedagogical approaches and skill development in painting, drawing, and clay modeling. Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons, and chalk in drawing and watercolor in painting. Clay modeling will be practiced for skill and curriculum but will also be used to support an understanding of the human being through a study of embryology and through exercises in morphology.

III. Curriculum: Development, Differentiation, and Delivery (18.0 credits).

EDSU 506M **Waldorf Pedagogy I: The Early Years** (6.0 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of teaching reading, writing, and arithmetic. In reading and writing the main artistic strategy will be presented along with the appropriate use of phonics, whole language, and composition techniques. In arithmetic an imaginative, musical and rhythmic approach will be developed to learn math processes, math facts, and basic problem solving. A basic knowledge in remedial education will be given.

EDSU 507M **Waldorf Pedagogy II: The Golden Years** (4.0 credits). As children approach puberty, different strategies are necessary to foster optimal learning in language arts and mathematics. These strategies and accompanying resources will be introduced in this course.

Problem solving through practical applications will be the approach in mathematics and critical thinking and creative composition the approach in language arts.

EDSU 508M **Waldorf Pedagogy III: The Middle School** (4.0 credits). This course will include the curriculum and methodologies for teaching history, geography, and science.

A biographical approach to history is explained and demonstrated; geography as an integrating subject is developed; science through a phenomenological method is introduced and furthered.

EDSU 509M **Field Experience** (4.0 credits). Students

will receive mentoring for 2 days (4 total) in years 3 and 4. This will include an in-classroom visit with written feedback. Students will observe a master teacher for 15 hours and keep a journal and write up observations. Students will observe children not in his/her own class and write-up observations.

IV. Applied Research (8.0 credits).

EDSU 510.1M **Curriculum Project** (2.0 credits). Students render the curriculum artistically and will write a paper surveying the curriculum and how it addresses the developmental stages.

Capstone Project. Students will be introduced to the discipline of critiquing and crafting literature reviews pertinent to the field of education. They will also receive guidance in selecting research methods, designing research protocol, and conducting research. A standard of writing scholarly APA style papers will be a central part of the Applied Research domain.

EDSU 510.2M **Literature Review** (2.0 credits). This course will orient the student to resources and databases for locating books, journals, and articles relevant to educational research and topics. It will give an understanding of how to assess the merits of published research and/or articles. Critiquing and writing literature reviews in relation to specific themes relevant to the Waldorf curriculum and learning in general will help the student prepare to take the first steps toward writing a master's level thesis or exposition paper.

EDSU 510.3M **Research Methodology** (2.0 credits). This course will provide students with an overview of qualitative and quantitative research methods commonly applied to the field of education and related social science topics. Students will be given an opportunity to appreciate the complexity and necessity of conducting action-based research, learn to read and evaluate research studies, analyze data, and design a research proposal.

EDSU 510.4M **Capstone Project** (2.0 credits). This course will orient the student to resources and databases for locating books, journals, and articles relevant to educational research and topics. It will give an understanding of how to assess the merits of published research and/or articles. Critiquing and writing literature reviews in relation to specific themes relevant to the Waldorf curriculum and learning in general will help the student prepare to take the first steps toward writing a master's level thesis or exposition paper.

Total Credits: 48.0

**SUMMER TEACHER EDUCATION,
EARLY CHILDHOOD AND GRADES—
EARLY CHILDHOOD CONCENTRATION,
PRE-SERVICE**

This cohort group shares core courses with the grades concentration group and also has Parallel courses focused upon Early Childhood. Most of the course work in the parallel courses are done during the three summers but some are done during the weekends throughout the year. The Parallel courses are:

EDSU 511M Time and Visual Arts (2.0 credits). In this course, the arts of music and art will be cultivated in order that the student will develop skills in each and an understanding of their usefulness as teaching tools. Skills in each area will be developed and honed, age appropriate literature and exercises will be given, and examples of how to engage children in an invigorating and creative way will be explored. In music, recorders and wooden flutes will be practiced skills in singing and music will be acquired; in movement, eurythmy and Spatial Dynamics (gymnastics and exercise) will be engaged.

EDSU 511.1C Carving a Kinderharp (1.0 credits). Woodcarving to make a kinderharp that will be used in the classroom.

EDSU 512.1M, Summers I and II and Weekends, Waldorf Early Childhood Pedagogy I (3.5 credits). Waldorf education is a developmental and artistic approach to education. A methodology basic to this approach will be brought in this course, as well as the fundamentals of working with young children from pre-birth to age seven.

Developmentally appropriate practices that address the specific needs of the young child will be examined. Students will learn Waldorf early childhood curriculum practices that include the domestic arts, storytelling, singing, circle and craft activities. The knowledge gained in the coursework is then put into practice in a 6 week practicum under the guidance of an experienced teacher. Preparation for the second practicum of four weeks includes planning to present a story and circle work in a classroom setting.

The young child learns primarily through imitation in the first seven years. The student in this course will gain an understanding of the spiritual, physical, social and cognitive development of the young child.

Setting up and creating both indoor and outdoor environments for the optimum growth and

development of the young child with a focus on domestic activities will be emphasized. Preparation for the second practicum of four.

A week includes planning to present a story and circle work in a classroom setting. We will also look at the fundamentals of establishing kindergartens, preschools, parent-child programs, childcare programs, and working with licensing agencies and the community at large will engender also an understanding of legal matters particular to the educator. We will develop an understanding of working with young children, discipline and classroom management.

EDSU 512.3M, Summers II and III (2.0 credits). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. What do young children really need—at home, in childcare, at school, in life? To know what they need, we must first understand the fundamentals of who they are and from whence they came? Through the insights of Rudolf Steiner, founder of Waldorf education, and other contemporary research, we will cultivate our understanding of how the child develops from pre-birth to seven, including a glimpse at the developmental cycles from birth to twenty-one.

The development of the young child is extensively addressed through lectures on movement, speech and brain development. We will also work with three R's of early childhood—rhythm/routine, repetition and reverence/respect. We will study the Twelve Senses and the Seven Life Processes. We will work with puppetry and storytelling that is appropriate in the various stages of early childhood development.

Through study of adult temperaments, further study of child development from infancy through kindergarten, and comparison of several developmental theorists, we will deepen our understanding of ourselves and the children and adults with whom we work. The pedagogical work of the Waldorf early childhood teacher is strengthened by insights from medical doctors who have had anthroposophical training. In addition a basic overview of remedial education will be presented. Various obstacles to normal development are examined, from pre-birth to age seven from a remedial viewpoint.

EDSU 513M Waldorf Early Childhood Pedagogy II (4.0 credits, over three summers). Educating the child in developing health sensory motor development through movement and games provides the basis for

learning skills in the grades.

EDSU 514M **Human Growth and Development** (4.0 credits, over three summers). This course will explore understanding the imitative nature of young children and the importance of the teacher's continuous self-development on behalf of the children. Focus on understanding the dynamics of creative play and its value in overall development

EDSU 515M **Child, Family, and Community** (2.0 credits, over three summers). Early childhood educators will be introduced to the dynamics of family and community life as it influences the child.

Cohort Credits: 29.5

Parallel Course Credits: 18.5

Total Credits: 48.0

SUMMER WALDORF TEACHER EDUCATION—MA IN WALDORF EDUCATION, HIGH SCHOOL CONCENTRATION

I. The Ontology and Epistemology of Waldorf Education (13.0 credits). Waldorf education is based on Anthroposophy, a transpersonal and phenomenological world-view. The ontology includes perspectives that view the human being as an integration of spirit, soul, and body who is placed in a natural world underlain with transcendent factors. It is necessary for the Waldorf educator to grasp this view of the human being because Waldorf pedagogy arises directly from this understanding. The curriculum and methods arise from an understanding of this ontology.

EDHS 501M **Knowledge of the Human Being** (3.0 credits). This course will explore the human being from three perspectives: the human being in its soul, spirit and bodily nature. A phenomenological approach to this understanding will be employed where the behavior and morphology of children will form the basis of an inquiry into the nature of the development of the child is distinct developmental phases. The basis for differentiated teaching according to learning modalities and resident intelligences will be explored. Foundations of Human Experience—Session I, II, and III (1.0 credits each session).

EDHS 502M, Session 1, **Inner Development of the Teacher** (2.0 credits). In Waldorf Education, tacit teaching is highly valued. This means that the teacher needs to develop self-awareness of soul tendencies in order that inner capacities are developed that fosters the learning process.

In this course, a phenomenological inquiry of self is conducted and strategies will be given that the teacher may develop the necessary attitudes of an effective teacher. Previously: High School Issues: Inner Life, Year 1 (1.0 credits), including field trip preparation. Extend to 2.0 credits with on-going journaling.

EDHS 503M **School, Community, and Individual** (8.0 credits). Historically, Waldorf education arose out of an intention to meet social concerns of the time. These concerns are still relevant today, and contemporary social issues in a macrocosmic sense are present in the microcosm of student-teacher relations, parent relations, community relations and collegial relations. It is also incumbent on the individual teacher to maintain a healthy relationship to him or herself in a spiritual and bodily sense. This course will address these issues and will engender also an understanding of legal matters particular to the educator.

- **Module I: Governance in a Waldorf School** (2.0 credits) inclusive of online work.
- **Module II: Communication Skills, Generational Issues** (2.0 credits) inclusive of online work
- **Module III: Adolescent Psychology** (4.5 credits).
 - **Session 1: Gender Issues** (22.5 hours, 1.5 credits).
 - **Session 2: Physiological Development** (22.5 hours, 1.5 credits).
 - **Session 3: Social-Emotional Development** (22.5 hours, 1.5 credits).

II. The Artistic Approach in the Practice of Teaching (7.5 credits). Fundamental to Waldorf pedagogy are the arts. Children are artists at heart and are best reached through an artistic, imaginative approach to learning. Waldorf teachers therefore need to cultivate a practical knowledge of the various arts and how they are used in Waldorf education.

EDHS 504M, Session I, **The Time Arts** (4.5 credits). In this course, the art of the spoken word, drama, music, and movement will be developed as teaching tools. Skills in each area will be developed and honed, literature and age appropriate exercises will be given, and examples of how to engage adolescents in an invigorating and creative way will be explored. In music, singing will be practiced. In movement, eurythmy and special dynamics (gymnastics and exercise) will be engaged.

EDHS 505M **The Visual Arts** (3.0 credits). This course includes the pedagogical approaches and skill development in painting, drawing, and clay modeling.

Students will use the tools of the classroom and will develop basic understanding of the use of pastels, colored pencils, crayons and chalk in drawing and watercolor painting. Clay modeling will be practiced for skill and curriculum, but will also be used to support an understanding of the human being through a study of embryology through exercises in morphology. For H.S. program- This course includes the pedagogical approaches and skill development in painting, drawing, form drawing and clay modeling.

Students will be introduced to various art and craft forms such as stained glass, woodworking, metal work, sculpture, weaving, bookbinding, papermaking, basketry. Students may add additional drama activities to substitute for one of these art forms.

III. Curriculum Development, Differentiation, and Delivery (20.5 credits).

EDHS 506.1M, Session 1, **Seminar: Introduction to Grades 9 and 10** (1.0 credits).

EDHS 507.1M, Session 2, **Seminar: Introduction to Grade 11** (1.0 credits).

EDHS 508.1M, Session 3, **Seminar: Introduction to Grade 12** (1.0 credit).

EDHS 506.2M, Session 1, **Single Subject Course, Grades 9 and 10** (2.0 credits).

EDHS 507.2M, Session 2, **Single Subject Course, Grade 11** (2.0 credits).

EDHS508.3M, Session 3, **Single Subject Course, Grade 12** (2.0 credits).

EDHS 509.1M **Field Experience: Observation** (2.0 credits).

EDHS 509.2M **Field Experience** (3.0 credits).

EDHS 509.3M **Field Experience** (3.0 credits).

EDHS 509.4M **Mentoring** (1.0 credits).

EDHS 509.1M **Curriculum and Instruction: Methodology, Presentation, Biography** (0.5 credits).

EDHS 506.3M **Curriculum and Instruction: Methodology, Life Processes** (0.5 credits).

EDHS 506.4M **Curriculum and Instruction: Methodology, Lesson Elements** (0.5 credits).

EDHS 506.5M **Curriculum and Instruction: Methodology, Curriculum Project** (1.0 credits).

IV. Applied Research (7.0 credits). This course work will occur on extra weekends or online

EDHS 510.1MA **Literature Review** (2.0 credits).

EDHS 510.2MA **Research Methods** (2.0 credits).

EDHS 510.3MA **Ed Capstone Project** (3.0 credits).

Total Credits: 48.0

WALDORF TEACHER EDUCATION CERTIFICATION PROGRAM, HYBRID

This course is designed for the busy classroom teacher who wishes to complete a job-embedded Masters degree and Waldorf Teacher Training. It is a modular approach.

This program is delivered on the Fair Oaks campus, at regionally located school sites for field supervision and mentoring, and through online course management systems. The online portion is synchronous, offering opportunities for real-time discussions and offerings between active teachers who are teaching at the same grade level.

This is a uniquely designed program that best serves the active in-service teacher who is seeking to deepen his or her understanding and practice of Waldorf Education.

The syllabi for this program contain similar content and expectations as the 42 credit full-time residential-based Certification program and the 48 credit Masters in Waldorf Education program.

Eligibility:

- This program is designed to serve the active in-service teacher who is teaching either as a main lesson class teacher (kindergarten included), a single subject teacher, in a classroom of a Waldorf School or a School inspired by Waldorf Education. A volunteer or aide, who works a minimum of 2 days weekly in a school setting can be considered.
- The professional portfolio of the candidate and the interview with the program chair is required, especially for those who are serving schools in a less-than full time position
- All administrators are welcome to this program and must declare intention to audit or gain certification and/or the M.A.
- Eligible candidates for admission include:
 - Full time teachers in either Public or Private schools which are inspired by Waldorf Education.
 - Candidates who can fulfill the in-service

requirement of teaching in a classroom alongside an active in-service teacher for a minimum of 4 hours weekly. This candidate will be required to submit evidence of on-going teaching activities as required in the various assignments of the program. This candidate is often in a voluntary, unpaid position and is accumulating the minimum necessary hours to qualify for admission in this program.

Program Schedule and Activities:

- This program requires the candidates to participate in four distinct activities which serve to provide the candidate with:
 - theoretical understanding of Waldorf Education
 - practical application of the educational theories, and methodologies, and
 - reflective learning in a supportive cohort-based group
- The four main activities and their frequency of occurrence are:
 - Summers on the Steiner College Campus. Two or three summers depending on the candidates selection of one-of-the two matriculation outcomes of this program (Certification only, or certification with the Masters Degree). The program requires a minimum of 2 summers of 2 six-day weeks. A third summer of a single week is required for those seeking the master's degree.
 - Regional and School-based Practicum weekends (Friday–Sunday) three times yearly at a regional site (a school, with a cohort group of 10 or more or a region of 10 or more candidates). In conjunction with the practicum weekend, field supervisors visit the classrooms of the candidates and observe teaching skills and capacities for the purpose of coaching the candidate's skills via the online and practicum-level activities of the program.
 - Monthly Online Class Cluster discussion groups during the two-years of Course Matriculation
 - Each candidate participates in monthly, online synchronous discussion group with teachers who are engaged in working with children of a similar age/grade or ability.
 - Each candidate participates in online synchronous courses. These courses are designed to extend and make more comprehensible, the thematic content of the yearly emphasis (introduced in the summer two week portion of the program)

Courses: The following courses are taught in the four distinct activities:

- Summer intensives on campus
- weekend practicum days in regional sites
- online large group webinars
- online class cluster webinars

EDHY 501.M Philosophical Foundations. Philosophical Foundations courses provide a comprehensive understanding of Waldorf Education as an Integral Approach in the emerging field of Integralism. The teacher-candidates (candidates) compare and contrast educational methodologies within the context of human conscious growth throughout four main eras, renaissance, modern, post-modern and integral.

Candidates gain an ontological understanding of major cultural eras and establish an ability to compare and contrast the basic understandings of the meaning of being human. Candidates explore the guiding concepts and images of Waldorf Education and learn to apply these within the context of teaching.

EDHY 502.M Inner Development. The candidate explores his or her biography, intentionality in teaching, meditative/contemplative life and emotional maturity for teaching.

EDHY 503.M Child and Community. This course addresses working with parents, community members, educational team members and others in upholding the values and tenets of Waldorf Education. Celebrations of community and the guiding imagery, addressing cultural stressors and working with changes in the child's experience of family among other topics, are addressed. Questions of English Language Learners, special learners, and other special needs students within the context of inclusion in the Waldorf Classroom are explored. The teacher's role in interventions, and in differentiation of teaching methodologies is emphasized.

EDHY 504.M Time Related Arts. The teacher-candidate participates in the following arts:

- Eurythmy
- Speech
- Singing and Chorus
- Recorder and Song Flute
- Circle activities
- Spatial Dynamics

- Acting
- Recitation and Speech

EDHY 505.M **Visual Related Arts**. The teacher-candidate participates in the following arts:

- Watercolor painting
- Drawing
- Form Drawing
- Sculpting
- Board Drawing
- Modeling
- Free Rendering and Crafts

EDHY 506.M **Waldorf Pedagogy I and II**. The Waldorf Curriculum and instructional methodologies are presented in the core subject areas of Language Arts, History, Mathematics, Science and Arts. The epistemological understandings of the curriculum is emphasized. The relationship between the teacher and the student is a focus when addressing the specific methodology of instruction. Emphasis is placed on individual unique approaches to learning and the teacher's ability to address these.

Semester I, Module I, Summer Intensive (10.0 credits).

- EDHY 501.1M **Philosophical Foundations** (3.0 credits).
- EDHY 502.1M **Inner Development** (0.5 credits).
- EDHY 503.1M **Child and Community** (0.5 credits).
- EDHY 506.1M **Waldorf Pedagogy I and II** (3.0 credits).
- EDHY 504.1M **Time Related Arts** (1.0 credits).
- EDHY 505.1M **Visual Related Arts** (2.0 credits).

Semester II, Module II, Fall/Winter 2011-2012 (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.2M **Philosophical Foundations** (1.0 credits).
- EDHY 504.2M **Time Related Arts** (0.5 credits)
- EDHY 505.2M **Visual Related Arts** (0.5 credits).
- Online Webinars** (3.0 credits).
- EDHY 506.2M **Waldorf Pedagogy II** (1.0 credits)
- EDHY 506.2M **Waldorf Pedagogy III** (1.0 credits).
- EDHY 502.2M **Inner Development** (0.5 credits).
- EDHY 503.2M **Child and Community** (0.5 credits).

Semester III, Module III, Spring 2012, Dates TBA (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.3M **Philosophical Foundations** (1.0 credits).
- EDHY 504.3M **Time Related Arts** (0.5 credits).
- EDHY 505.3M **Visual Related Arts** (0.5 credits).

- Online Webinar** (3.0 credits).
- EDHY 501.3M **Philosophical Foundations** (1.0 credits).
- EDHY 506.3M **Waldorf Pedagogy I** (0.5 credits).
- EDHY 507.3M **Waldorf Pedagogy II** (0.5 credits).
- EDHY 508.3M **Waldorf Pedagogy III** (1.0 credits).

Semester IV, Module IV, Summer 2012, Dates TBA (11.0 credits).

- Intensive** (11.0 credits).
- EDHY 501.4M **Philosophical Foundations** (1.0 credits).
- EDHY 502.4M **Inner Development** (0.5 credits).
- EDHY 503.4M **Child and Community** (0.5 credits).
- EDHY 506.4M **Waldorf Pedagogy I and II** (4.0 credits).
- EDHY 504.4M **Time Related Arts** (1.0 credits).
- EDHY 505.4M **Visual Related Arts** (2.0 credits).

Semester V, Module V, Fall/Winter 2012-2013, Dates TBA (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.5M **Philosophical Foundations** (1.0 credits).
- EDHY 504.5M **Time Related Arts** (0.5 credits).
- EDHY 505.5M **Visual Related Arts** (0.5 credits).

- Online Webinars** (3.0 credits).
- EDHY 506.5M **Waldorf Pedagogy II** (1.0 credits).
- EDHY 506.5M **Waldorf Pedagogy III** (1.0 credits).
- EDHY 502.5M **Inner Development** (0.5 credits).
- EDHY 503.5M **Child and Community** (0.5 credits).

Semester VI, Module VI, Spring 2013, Dates TBA (5.0 credits).

- Practicum** (2.0 credits).
- EDHY 501.6M **Philosophical Foundations** (1.0 credits).
- EDHY 504.6M **Time Related Arts** (0.5 credits).
- EDHY 505.6M **Visual Related Arts** (0.5 credits).
- Online Webinar** (3.0 credits).
- EDHY 501.6M **Philosophical Foundations** (1.0 credits).
- EDHY 506.6M **Waldorf Pedagogy I** (0.5 credits).

EDHY 507.6M Waldorf Pedagogy II (0.5 credits).

EDHY 508.6M Waldorf Pedagogy III (1.0 credits).

Research Requirement:

Completion of Master's Degree: Summer 2013-Spring 2014

Masters Thesis Research-Based Project (6.0 total credits).

EDHY 510.1 Literature Review (2.0 credits).

EDHY 510.2 Research Methods (2.0 credits).

EDHY 510.3 Capstone Project (2.0 credits).

Summer Practicum with Online Continuation.

Two Possible Outcomes of this Program:

- The 42-credit program provides the outcome of the successful candidate being awarded the "Initial Certification in Waldorf Education". This is the first step toward the award of "Clear Certified Waldorf Teacher". The Clear Certification is conferred upon those who:
 - complete the continuing education requirements (9 CEUs). The CEUs are focused to specific grade level preparation provided in the Art of Teaching Preparatory Courses offered each summer on the Rudolf Steiner College campus. Candidates may clear the CEU requirement concomitant to matriculation in the teacher-training program.
 - produce a three-year running record of successful evaluations. See overview information sheet for further explanation of exact required credits.
- The 48-credit program provides the outcome of the successful candidate being awarded "Initial certification in Waldorf Education" and the Master of Arts degree in Waldorf Education. This is the first step toward the award of "Clear Certified Waldorf Teacher". The Clear Certification is conferred upon those who:
 - complete the continuing education requirements (CEUs). The CEUs are focused to specific grade level preparation provided in the Art of Teaching Preparatory Courses offered each summer on the Rudolf Steiner College campus. Candidates may clear the CEU requirement concomitant to matriculation in the teacher-training program.
 - produce a three-year running record of successful evaluations. See overview information sheet for further explanation of exact required credits.

Coursework Requirements, and Assignments:

Each of the four course components have different

coursework requirements and all of these contribute toward a professional portfolio and capstone project, which are the culminating projects of the entire program. The instructors of each of the program components provide a semester-based course syllabus on which, the reading, writing, project-based assignments are outlined along with the pass-fail rubric for each of the key assignments. As this program is provided to active, in-service teachers, the assignments are designed to support the candidates in one of the three aspects of the program learning outcomes: 1.) Theoretical understanding of Waldorf Education, 2.) Practical application of Waldorf Theory and Methodologies 3.) Reflection upon teaching practice and community-building activities.

For the Summer Seminars (2 weeks) Candidates should plan for evening reading, in-class projects and 2-3 evenings in the library/lab with either your group or your assigned program mentor.

- For the class clusters, candidates will need to read weekly, take photos of class work and prepare short written synopsis of key learnings from the online webinars.
- For the online course work, candidates view web-linked lectures, take notes, prepare response statements and projects related to classroom work.
- For the on-site practicums, and for the candidate's class teaching observations you will need to prepare lesson plans, reflective documents and other short classroom teaching related projects.

TOTAL time required is estimated: Approximately 1-2 hours weekly will be required during the school week and approximately 2 hours weekly on many weekends. Much of the work for this program is embedded in class teaching done by an in-service teacher in a school employing Waldorf Education and methodologies. A most accurate estimate of the time it will take each candidate to complete homework is not possible and thus, this is only an estimate. For example, a regular part of the online class cluster meetings is a glimpse at each teacher's blackboard drawings and samples of student work. Photos sent in from the candidates serve evidence for these assignments. It is difficult to estimate the time spent on a blackboard drawing or on the various lesson plans executed by each candidate.

Candidate portfolio assembly will occur through online submissions in the student management account. Candidates will need to photograph work and upload to their own portfolio.

Parts of the Capstone project can be assembled throughout the two years of program courses, or in the year subsequent to your course completion. The Certification-only track completes courses within a two-year time frame (2 summers and 2 school years) while the MA plus Certification completes course work within a three-year time frame (3 summers and 2 school years) The year following course completion is time offered to complete the capstone project which, is the culminating project of both the Certification-only and the Certification plus MA tracks of this program.

ADVANCED STUDIES IN WALDORF EDUCATION*

**To be offered beginning in the summer of 2012.*

A course for experienced Waldorf Teachers who wish to complete a Master of Arts degree with a focus on an aspect of Waldorf Education.

Minimum requirements for enrollment: An accredited B.A. degree with a completed certificate of Waldorf Teacher Training and/or equivalent Anthroposophical certificate of training, and/or transcripts of previous Training plus experience teaching in a Waldorf School or Public School inspired-by Waldorf Education.

Program Description: This is a hybrid program with 250 hours of intensive residential contact hours valued at 16 credits and 110 hours of on-line instruction valued at 8 units. It is aimed at meeting the needs of the full-time Waldorf Teacher who wishes to deepen his/her relationship to the primary sources of Waldorf pedagogy. Students will be involved in a cohort learning group that will be engaged in individual and group learning processes. The program addresses three essential needs:

- To develop scholarly researched and publishable writing about the efficacy of Waldorf Education.
- To reevaluate the learning needs of the children of the 21st century in light of further developments needed within Waldorf pedagogy.
- To provide students with an array of professional skills for effectively participating and representing all aspects of life in a Waldorf School.

Courses:

Semester I, Philosophical and Psychological Aspects Innate to Being an Educator (6.0 credits). Philosophical orientations will be explored through the History and Philosophy of Education and the Matrix of Learning courses. It will be augmented in

the Literature Review course by focusing on literature that specifically addresses various theoretical models in education. Psychological aspects of learning and teaching will be identified in the Inner Work of the Teacher and the Matrix of Learning courses. The Arts Integrated into Academics will be focused on the themes presented throughout the semester.

EDAS 501.1M **History and Philosophy of Education** (1.5 credits).

EDAS 510.1M **Literature Review** (1.0 credits).

EDAS 502.1M **Inner Work of the Teacher** (1.5 credits).

EDAS 503.1M **Matrix of Learning** (1.0 credits).

EDAS 504.1M **Arts Integrated into Academics** (1.0 credits).

Semester II, Examining the Spiritual Dimensions within Waldorf Education (6.0 credits). The History and Philosophy of Education and Deeper Insights into Waldorf Curriculum courses will be provide a basis for a critical comparative study of recent developments in education and the distinct contributions Waldorf Education makes to the overall body of education. Both the Literature Review and Research Methodology courses will be directed to the themes of what, how, where, and when are spiritual dimensions addressed in education. Equally important to this theme is the question of why Waldorf Education has not been given the academic recognition that it certainly deserves after 89 years of success.

The Arts Integrated into Academics will be focused on the themes presented throughout the semester.

EDAS 501.2MA **History and Philosophy of Education** (1.5 credits).

EDAS 510.2MA **Literature Review** (1.0 credits).

EDAS 511.3MA **Research Methodology** (1.0 credits).

EDAS 506.1MA **Deeper Insights into Waldorf Curriculum** (1.5 credits).

EDAS 505.2 MA **Arts Integrated into Academics** (1.0 credits).

Semester III, Becoming a Master Waldorf Educator (6.0 credits). Integrated the course content of the Inner Work of the Teacher with Deeper Insights into Waldorf Curriculum will lead the students to examine his/her own leadership capacity in the Waldorf Education Movement. This topic will be reframed in the light of what comprises true mastery.

The Master Thesis Project course will be introduced as a modern path of initiation, wherein proficiency to conduct research in a number of different venues allows the individual to gain access to a greater breadth and depth of knowledge. The Arts Integrated into Academics will be focused on the themes presented throughout the semester.

EDAS 506.2MA **Deeper Insights into Waldorf Curriculum** (1.5 credits).

EDAS 512.1MA **Master Thesis Project** (2.0 credits).

EDAS 502.2MA **Inner Work of the Teacher** (1.5 credits).

EDAS 505.2MA **Arts Integrated into Academics** (1.0 credits).

Semester IV, Contributing to and Disseminating Waldorf Education (6.0 credits). Contributions to the Development of Waldorf Education will provide a pragmatic concentration of all the students' efforts to offer new directions in Waldorf Education, to promote innovative means and ways for cultivating healthy school environments, and to offer creative solutions to the dilemmas facing both private and public schools pedagogically based in the Waldorf Curriculum. Disseminating the Fruits of Waldorf Education will provide the student with the incentive and skills to represent Waldorf Education in local, national and global settings. A variety of written materials published on the topic of Waldorf Education and education in general will be reviewed and critiqued. Each student will have the opportunity to write and speak about a topic relevant to Waldorf Education of his or her choosing. The topics will reflect a diversity of subject matter and invite spirited debate among the students. The art of public speaking will be presented and augmented with a wide array of artistic and media technology tools.

EDAS 503.2M **Matrix of Learning** (2.0 credits).

EDAS 511.3M **Research Methodology** (1.0 credits).

EDAS 513.2M **Master Thesis Project** (2.0 credits).

EDAS 505.4M **Arts Integrated into Academics** (1.0 credits).

Section Eight

College Governance

BOARD OF TRUSTEES

Dale Hamad (Chair), Gayle Davis (President), Arline Monks (Secretary). Members: Patrick Wakeford-Evans, Sandy Helland, Charlene Orszag, Debi Lenny, Coleman Lyles, Shawn Sullivan, and John Wood.

PRESIDENT AND CHIEF EXECUTIVE OFFICER

Gayle Davis M.A., Barton House, Admissions Office

COLLEGE COUNCIL

Gayle Davis, Patricia Dickson, Lyn Dixon, Irène François, Brian Gray, Cynthia Chandler-Hoven, Harald Hoven, Claude Julien, Ronald Koetzsch, Arline Monks, Astrid Schmitt-Stegmann, and Patrick Wakeford-Evans.

CHIEF FINANCIAL OFFICER

Laura Randles, Administration Offices, South Campus

ACADEMIC DEAN

Patrick Wakeford-Evans, MA, Office in Stegmann Hall

ASSOCIATE ACADEMIC DEAN

William Bento, PhD, Office in Norton Library Complex

DEAN OF STUDENTS

Ronald Koetzsch, PhD
Office in South Campus Annex (see campus map)

ACCREDITATION LIAISON OFFICER

William Bento, PhD, Office in Norton Library Complex

DEVELOPMENT DIRECTOR

Arline Monks, Development Office, North Campus

ADMISSIONS/FINANCIAL AID OFFICER

Lyn Dixon, Barton House, Admissions Office

Committees and Governing Groups

EXECUTIVE COMMITTEE

Gayle Davis, President; Laura Randles, CFO; Patrick Wakeford-Evans, CAO; Patricia Dickson, Vice-President of Operations and Planning

ACADEMIC SENATE

William Bento (Chair), Ronald Koetzsch, Brian Gray, Irène François, Betty Staley, Lauren Hickman, Cynthia Chandler-Hoven, Patricia Dickson, Bonnie River, Ted Mahle, and Patrick Wakeford-Evans. Gayle Davis, President; and Lyn Dixon, Admissions Officer, are ex-officio members.

CORE FACULTY GROUP

Gayle Davis, Irène François, Brian Gray, Lauren Hickman, Cynthia Chandler-Hoven, Harald Hoven, Ronald Koetzsch, Ted Mahle, Patricia Dickson, Betty Staley, Patrick Wakeford-Evans, Bonnie River, and William Bento.

ACCREDITATION COMMITTEE TASK FORCE

Meets bi-monthly to oversee the accreditation process. Members: Gayle Davis, President; Patrick Wakeford-Evans, Academic Dean; William Bento, Associate Academic Dean (chair and ALO); Laura Randles, CFO; Bonnie River, Nicole Deusch, Student representative from the MA in Teacher Education Residential Cohort.

MARKETING / ENROLLMENT COMMITTEE

Gayle Davis, President; Jeanne DePrince Bowen, Art and Production Manager; Patricia Dickson, Vice-President of Operations and Planning; Lyn Dixon, Admissions Officer; Gabrielle Holly, Marketing Manager; Amelia MacDonald, Community Education Director; and Arline Monks, Development Director.

CAMPUS LIFE COMMITTEE

See Section Two.

Program Directors

Early Childhood Teacher Education

Lauren Hickman
lauren.hickman@steinercollege.edu

Foundation Studies Program

Brian Gray
brian.gray@steinercollege.edu

Residential Full-Time Teacher Education

Astrid Schmitt-Stegmann
astrid.schmittstegmann@steinercollege.edu

Weekend/Summer Teacher Education

Irène François
irene.francois@steinercollege.edu

Hybrid Teacher Education

Bonnie River
bonnie.river@steinercollege.edu

Raphael Garden

Harald Hoven

Remedial Education

Ingun Schneider
ingun.schneider@steinercollege.edu

Summer Waldorf High School Teacher Education

Betty Staley
betty.staley@steinercollege.edu

Summer Part-Time Waldorf Teacher Education

Patrick Wakeford-Evans
patrick.wakefordevans@steinercollege.edu

Coordinator for Waldorf Teacher Education for Subject Teachers

Patricia Dickson
patricia.dickson@steinercollege.edu

Administrative Staff

Admissions Office

Kim Hofer, Admissions/Financial Aid and Students Records Manager
Anne Boyd, Admissions Assistant
Ariella Jew, Admissions Assistant

Bookstore

Wendy Kolas, Coordinator

Campus Services and Events Management

Caroline Stave Viemeister, Manager

Community Education

Amelia MacDonald, Director

Development Office

Arline Monks, Development Director
Sandra Gill, Administrative Assistant

Finance and Business Services

Marcy Villarica, Accounting Manager, Accounts Payable/Accounts Receivable
Randall Whetstone, Accounting Assistant
Suzan Reichard, Workshop and Event Coordinator
Molly Blundon, Event Registration Assistant

Housing

Anthony Holly, Manager

Marketing

Gabrielle Holly, Manager

Office of the Academic Dean

Jeanette Arch, Assistant to the Academic Dean
Nancy Walent, Transcripts and Attendance Records

Publications and Graphics

Jeanne DePrince Bowen, Art and Production Manager

Rudolf Steiner College Press

Claude Julien, Manager

Core Faculty and Program Directors

Cynthia Aldinger Director of the LifeWays Program. Executive Director of Lifeways North America; member of the Waldorf Early Childhood Association of North America (WECAN) and the Alliance for Childhood.

William Bento, PhD Accreditation Liaison Officer, Associate Academic Dean. PhD, Institute of Transpersonal Psychology, CA, 2006. Teaches Anthroposophical Studies, Remedial Education, Research Methodology, and Philosophical Courses.

Cynthia Chandler-Hoven, MA MA, Human Development, St. Marys University, Minnesota, 2002; Curative Eurythmy Diploma, Heileurythmie Ausbildung, Stuttgart, Germany, 1982; Eurythmy Diploma, Goldridge Eurythmy School, Auburn, California, 1972; BS, Purdue University, 1972. Teaches Eurythmy and Anthroposophical Studies.

Gayle Davis, MA President. MA, Education/Organizational Leadership, Touro University, 2008. Waldorf Teacher Education Diploma, Rudolf Steiner

College, 1980; BA, California State University, Sacramento, 1970; California Elementary Teaching Credential (provisional, lapsed). Teaches Music History, Anthroposophical Studies, and Waldorf Administration.

Patricia Dickson, MA Vice President of Operations and Planning; Administrator of Waldorf Education Subject Teacher Programs. MA summa cum laude, Art and Psychology, California State University; BA, French, University of Wisconsin; 14 years vocal training; 5 years vocal study with Mary Makower of the Royal Academy of Music, London, England; certificates in arts of Ikebana and Tea Ceremony, Japan; Goetheanum Certificate in the Visual Arts and Goetheanum Certificate in part-time studies in Anthroposophy, Dornach, Switzerland. Teaches Art and Sculpting.

Irène François, MA Director of San Francisco Weekend/ Summer Teacher Education Program. MA, Philosophy, Paris-Sorbonne, 1967; Postgraduate studies, Indian Philosophy, Paris-Sorbonne; Teacher Education in Waldorf Pedagogy, Paris-Laboissieres, 1973-75; BA, Education, Université de Montréal, 1987; In process PhD in Philosophy of Education, University of Montreal and University of Sherbrooke.

Brian Gray, MArch. Director, Foundations in Anthroposophy Program. Waldorf Teacher Education Diploma, Rudolf Steiner College, 1981; MLA, University of Pennsylvania, 1972; BArch, Georgia Institute of Technology, 1967. Teaches Anthroposophical Studies and Architecture.

Lauren Hickman, MA Director, Early Childhood Education. MA, Touro University, 2008; Waldorf Teacher Education Diploma, Rudolf Steiner College; BA, University of California, Davis.

Harald Hoven Biodynamic Gardening Courses. Biodynamic horticulture education, Germany, 1978-83.

Dennis Klocek, MFA Director of Consciousness Studies Courses. Waldorf Teacher Education Diploma, Rudolf Steiner College, 1985; MFA, Tyler School of Art, Temple University, 1972; BA, Glassboro State College, New Jersey, 1966.

Ronald Koetzsch, PhD Dean of Students. PhD, Harvard University, 1981; BA, Princeton University, 1965; Research student, Kyoto National University, 1968, 1977-78. Teaches Anthroposophical Studies, Music, Projective Geometry, and World Religions.

Theodore Mahle, MFA BS, Art Education, Kutztown State University, Pennsylvania, 1963. Studied at the School of Visual Arts in New York City. Foundation Course, Emerson College, England, 1971. Completed painting course with Beppe Assenza, Goetheanum Painting School, 1976. Teaches Painting, Drawing, and Art History.

Bonnie River, MEd Director of Waldorf Teacher Education Hybrid Program. MA, Lesley University; final year of PhD studies, University of La Verne. Teaches Anthroposophical Studies and Waldorf Education.

Astrid Schmitt-Stegmann, MA Director, Full Time Waldorf Teacher Education Program, Anthroposophical Studies. BA and MA, California State University, Sacramento, 1975. Eurythmy study, Dornach, Switzerland, 1958; Drama study, Dornach and Heidelberg, 1959-60. Waldorf Teacher Education, Sacramento Waldorf School, 1974.

Ingun Schneider, MA Director, Remedial Education. MA, Stockholm University, Stockholm, Sweden; Physical Therapy Diploma, Stockholm, 1966; BA and Waldorf Teacher Education Diploma, Rudolf Steiner College, 1985.

Betty Staley, MA Director of Summer Waldorf High School Teacher Education Program. MA, Saint Mary's College of California, 1989; Waldorf Teacher Education, Michael Hall, Sussex, England, 1962; BA, City University of New York, 1961. Teaches Anthroposophical Studies and Waldorf Education.

Patrick Wakeford-Evans, MA Academic Dean; Third Year Doctorate program, California Institute of Integral Studies, San Francisco; MA, Human Development, St. Mary's University, Minnesota; BA, Science, University of New Mexico, 1978; Waldorf Teacher Education Diploma, Rudolf Steiner College, 1980. Teaches Anthroposophical Studies and Waldorf Education.

Adjunct Faculty

Prairie Adams
 Jim Anderson
 Karen Apana
 David Basile
 Michaela Bergman
 Thea Blair
 Christiaan Boele
 Antje Bojarsky
 Mikko Bojarsky
 Alex Boshell
 Kris Boshell
 Mary Bowen
 Ruth Bucklin
 Kristi Busch
 Carol Clifton
 Bruno Callegaro
 Eva Cranstoun
 Maureen Curran
 Diane David
 Simone Demarzi
 Wiep Devries
 Carol Diven
 Alecia Dodge
 Erica Eikenboom
 Joep Eikenboom
 Laura Embrey-Stine
 Mary Emery
 Nicole Fields
 Johnny Finn-Romero
 Denis Fitts
 Guillaume Francois
 Rosemary Glover
 Marianne Gray
 Miriam Greenberg
 George Hoffecker
 Charlene Kaatz
 Gosha Karpowicz
 Ina Jaehnig
 Susan Johnson
 Van James
 Barbara Klocek
 Edmund Knighton
 Rumi Kobayashi-Gant
 Gerda Kramer
 Gisele Lalonde
 Cynthia Lambert
 Trisha Lambert
 Bodo Langen
 CeCe Lathe
 Michael Leber

Merrily Lovell
 Helen Lubin
 Gila Mann
 Monica Marshall
 Jeff McClendon
 Robert McDermott
 Vince McElroen
 Myra McPherson
 Lorie Miller
 Glenda Moore
 Douglas Morkner-Brown
 Kelly Morrow
 Carol Nasr Griset
 Ida Oberman
 Yuko Okada
 Mary Jo Oresti
 Liliya Pachuliya
 John Petering
 Marisha Plotnik
 Nancy Poer
 Andrea Pronto
 Christiana Quick-Cleveland
 Anna Rainville
 Kim Raymond
 Lauren Rice
 Marcela Mejia Ronan
 Elisabeth Rubin
 Thom Schaefer
 Mark Daniel Schmit
 Jan Schubert
 Alice Stamm
 Kris Stauffer
 Maren Stott
 Iris Sullivan
 Shawn Sullivan
 Kelly Sutton
 Isabelle Tabacot
 Astrid Thiersch-Weber
 Karen Viani
 Rosario Villasana-Ruiz
 David Weber
 Diamela Wetzl
 Robin White

Section Nine

Appendix

Appendix A

TUITION AND FEES 2011-2012

The Tuition and Fees for Programs of the Academic Year 2011-2012 are found on pages 92 and 93 of this catalogue. Program dates and options are included. If you have any questions, e-mail admissions@steinercollege.edu or call 916-961-8727 extension 100.

OVERVIEW OF THE APPLICATION PROCESS:

- How to apply for a program:
 - Complete the College Program Application.
 - Semester options listed on the following pages are payment options only.
 - Pay \$50 early application fee (30 days or more before program start date) or \$70 application fee (29 days or less before program start date).
 - Have official transcripts mailed our Admissions Office at Rudolf Steiner College.
- Application Process:
 - Admissions Office and Program Director review program Application.
 - Acceptance status is (e)mailed to student.
 - Financial Aid application reviewed (if applicable, see process below).
 - Contracts mailed to student for signature (will include financial aid terms if applicable).
 - Signed contracts and payment due ten business days before program start-date.
- Financial Aid Process for the Rudolf Steiner College tuition loans and/or tuition scholarships:
 - Submit completed Rudolf Steiner College Financial Aid Application.
 - Send in latest IRS tax forms and pay stub.
 - Include letter explaining any unusual circumstances not obvious on the form or if the information in the application will be changing during or after program.

- Pay \$15 Financial Aid Fee (for credit check).
- Student notified via email of financial aid status and terms.
- Contracts are made based on approval of aid.
- Contracts mailed to student for signature.
- Signed contracts and payment due ten business days before program start-date.

The College does not discriminate on the basis, of sex, creed, nationality, in administering scholarships and financial aid.

- Assessment Process for Foundation Studies Course Exemption:
 - Complete Rudolf Steiner College Assessment Form (e-mail: admissions@steinercollege.edu to receive a form).
 - Turn in Foundation Studies transcript or a letter of completion.
 - Pay \$50 Assessment Fee.
 - Assessment Form and Fee may be submitted before applying, or with a Program Application.
 - The Academic Dean or Program Director will complete assessment of Course Equivalency. The completed Assessment will be returned to the Admissions Office and emailed to student.
 - Student must contact Admissions if additional Foundation Studies courses are required.

Rudolf Steiner College is a private, nonprofit institution that relies on tuition revenue to operate. Consequently, it is essential for students to apply, register, and pay tuition on time. The College reserves the right to withhold issuing degrees, certificates, transcripts, grade reports, or statements of recommendation to or on behalf of any student whose financial account with the college remains delinquent.

Rudolf Steiner College reserves the right to make changes in dates, tuition, fees, policy, and regulations subsequent to the publication of this material.

PENALTY FOR NON-PAYMENT OF FEES OR LATE CONTRACTS

Students may not attend classes without signing student contracts, loan contracts, or completing tuition payment. Failure to adhere to this policy will result in being charged additional late fees in \$100.00 increments every 7 days from the 1st day of class (i.e. 1st-6th days of class: late fee = \$100. On 8th day, late fee = \$200, etc.

STUDENT EXPENSES IN SUMMER

Students in the Summer Waldorf Education Programs should expect to spend \$250 for materials each year: books and other items such as Eurythmy shoes, arts supplies and musical instruments. Living expenses for a single student are approximately \$260/week.

STUDENT EXPENSES IN FALL

Students in the Waldorf Education Programs should expect to spend \$550-\$600 for materials each year: books and other items such as Eurythmy shoes, arts supplies and musical instruments. Students in other programs should expect to spend \$200-300 for materials each year: books, Eurythmy shoes and arts supplies. Living expenses for a single student are approximately \$900-\$950 per month in Fair Oaks.

ALL TEACHER TRAINING STUDENT EXPENSES

Students who are not already teaching may incur additional travel expenses associated with field experience teaching and may need to have a one-time TB test (approx. \$15-\$20) and one or two Live scans (electronic fingerprint check) costing up to \$68 each. Some states may require a physical exam. The student is responsible for contacting the Waldorf School they are assigned to for details. Students who are intern teaching or in field experience may incur telephone expenses for mentoring or faculty living and/or meal expenses for required visits for observation.

Students in the San Francisco and Peninsula Teacher Ed. Programs: 1) are required to attend a summer semester in Fair Oaks and all living expenses are the responsibility of the student (approximately \$500 per year); 2) may have weekly refreshment expenses (approximately \$50 from September-May).

BUYER'S RIGHT TO CANCEL

Students may cancel their enrollment agreement at any time. Cancellation shall be effective upon receipt of written notice. Notice of Cancellation

must be addressed to: Admissions Officer, Rudolf Steiner College, 9200 Fair Oaks Boulevard, Fair Oaks, California 95826 or by e-mailing admissions@steinercollege.edu. Students who wish to cancel enrollment are encouraged to consult with the Program Director and the Admissions Officer. Please see the Refund Policy for complete information.

Matriculating Students: See the Withdrawal Policy.

REFUND POLICY

All refunds will be processed within 30 days of cancellation notice. If cancellation occurs prior to or on the first day of instruction, a full refund will be made of all refundable fees (see fee schedule), minus a \$100 registration fee. If cancellation is made after the first day of instruction and prior to 60% completion of the program, a pro rata refund will be calculated on the basis of clock hours remaining for completion of the program minus a \$100 registration fee. If cancellation occurs after 60% of program completion, no refund will be made. Example: If a student withdraws after attending 200 clock hours of an 800 clock hour program, the refund will be based on 600 clock hours divided by 800 clock hours (75%) minus \$100 administration fee. If a student withdraws after attending 600 clock hours of an 800-clock hour program, no refund will be made.

Refunds apply to complete withdrawals only: There are no refunds for classes or courses missed within a program. Students have the option of being a part-time or custom student and will be charged at a different rate per unit. Students who do not attend classes for three consecutive weeks, without notifying the Admissions Office, will be automatically withdrawn and no refund will apply.

TRANSFERABILITY OF CREDITS AND CREDENTIALS

The transferability of credits you earn at Rudolf Steiner College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may

seek to transfer after attending Rudolf Steiner College to determine if your credits or degree, diploma or certificate will transfer.

Appendix B

See the College website: Accreditation/Data Exhibits for statistics about our students, graduates and over-all programs. Rudolf Steiner College is currently gathering data about its many graduates. We are certain that our graduates consistently place in long-term teaching positions throughout North America and internationally. The demand for trained Waldorf Teachers far surpasses the supply.

Appendix C

TB TESTING AND FINGERPRINTING FOR TEACHER EDUCATION STUDENTS

TB testing and a Live Scan (electronic fingerprinting) are now mandatory for California employees and volunteers who are in contact with minors. Because Waldorf Teacher Education students are required to practice teach in two to three field experiences, these tests are required prior to beginning the practicum.

Please note that regulations and costs for these tests vary from state to state so it is important to call the Waldorf school administrator for directions before the practicum begins.

TB Test: Any medical establishment or public health service can administer a TB test. They will need you to come back in two days, so plan accordingly. The cost is approximately \$20. Obtain a certificate documenting you have had the test. This certificate is good for 2 years and the school can take a copy from your original. State regulations regarding TB testing can be found under California Health & Safety Code No. 3454 at www.ed.gov/pubs/RegPrivSchl/californ.html

LiveScan: Contact the Waldorf School administrator for their DOJ number prior to taking this scan. The total cost for a LiveScan is approximately \$55-\$75. Part of this fee is paid at the LiveScan site (\$15-\$18) and the remaining amount is charged to the Waldorf School by the Department of Justice. It is the student's responsibility to reimburse the school. The information from this scan cannot be transmitted to anyone but the person authorized to read it at that particular Waldorf School. If you practice teach in different schools, you must have a LiveScan for each school.

For additional information about LiveScan as well as sites administering this procedure, visit <http://caag.state.ca.us/fingerprints/index.htm>

State Regulations for fingerprinting can be found under California Education Code No. 49406 at www.leginfo.ca.gov/html/edc_table_of_contents.html

Appendix D

Rudolf Steiner College has never had and does not currently have a pending petition in bankruptcy. It is not operating, nor has it ever operated, as a debtor in possession. It has never filed a petition or has had a petition in bankruptcy filed against it that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Appendix E

Rudolf Steiner College is not involved in any litigation actions. Rudolf Steiner College has never had a governmental action or judgment filed against it.

RUDOLF STEINER COLLEGE

TUITION AND DATES FOR FALL PROGRAMS 2011-2012

SEE RELEVANT FEES &
EXPENSES FOR ALL
PROGRAMS ON NEXT PAGE.

FULL-TIME PROGRAMS:

Foundation Program - Two separate semesters are being offered; some courses are available for auditing.

Mon-Wed, 8:15am – 3:20pm, Thursday 8:15-12:30pm. No classes Thursday afternoon or Friday.

Fall Semester Tues, Sept 6 – December 15 **\$5200 per semester** 13 credits at \$400 per credit
Open to anyone – these courses are part of the pre-requisites for entering any WALDORF TEACHER EDUCATION PROGRAM

Spring Semester Mon, Jan 9 – May 3

1. Foundations for Waldorf Teacher Ed **\$5850 per semester** 13 credits at \$450 per credit
These courses are for students entering a Waldorf Teacher Ed Program; Fall Foundation semester or equivalent required.¹

2. Advanced Anthroposophy **\$5200 per semester** 13 credits at \$400 per credit
Prior knowledge of Rudolf Steiner's basic books recommended.

Waldorf Teacher Education Program - Residential Tuesday, Sept 6 – May 3, 2012

Most Weeks: Mon-Wed, 8:15am – 3:20pm, Thursday 8:15-12:30pm. Some weeks have classes on Thursday afternoon & Friday.

ONE-YEAR CERTIFICATE PROGRAM • FALL & SPRING SEMESTER *Pre-requisite: completed Foundation Program Fall and Spring Semester*¹

Certificate - Early Childhood or Grades **\$12,800 per year** 32 credits at \$400 per credit

MA in Waldorf Education² **\$13,300 per year** 16 additional credits for only \$500 additional tuition is included in the \$13,300.
The \$500 is not refundable after the first MA class.

Consciousness Studies The format has changed to a sequence of two 3-week intensive workshops offered
September 12-30 and October 3-21. Further information is available in Fall/Winter Events Calendar and on website.

PART-TIME PROGRAMS:

San Francisco Weekend/Summer Waldorf Teacher Training Program

THREE-YEAR PROGRAM • FRIDAY EVENINGS & SATURDAY MORNINGS + 3 -WEEK INTENSIVE SUMMER SEMESTER EACH YEAR • BEGINS FRIDAY, SEPTEMBER 16, 2011
WEEKEND SESSIONS END SATURDAY, MAY 19, 2012 • 3-WEEK SESSION IN SUMMER 2012 DATES TBA

Full Year: Weekends and Summer Semester **\$7900 per year**
MA in Waldorf Education² Date for accepting new MA applications TBA.

Remedial Program

Session 1: Wednesday – Sunday, November 2-6, 2011

THREE-YEAR PROGRAM • 5-DAY SESSION/FALL +5-DAY SESSION/SPRING +2 WEEK INTENSIVE/SUMMER EACH YEAR (5-DAY SESSIONS RUN FROM 4PM WED TO 12:30PM SUN)

Year 2 – Cycle 10 **\$3600 per year**

Lifeways Child Care Provider Training

Session Dates: I – July 22-29; II – Oct 12-16; III – Feb 29-Mar 4; IV – Summer 2012 TBA

ONE-YEAR PROGRAM • FOUR SESSIONS

\$4280 per year

Please contact Admissions for available payment options: 916-961-2047 or admissions@steinercollege.edu

¹ See page 1, #4: *Assessment Process for Foundation Studies Course Exemption* – for course work done at RSC or courses done elsewhere.

² MA in Waldorf Education requirements - see our Catalogue, Section 6 – www.steinercollege.edu > Admissions. Date for accepting new MA applications in part-time programs TBA. For further information contact rsc@steinercollege.edu. This is a state-approved, non-accredited degree.

◇ These forms are available from the Admissions Office.

◇ Up to 65% RSC loans available. ◇ Up to 25% scholarships available. ◇ See Loan/Scholarship Section for details. ◇

NOTE: TUITION AND FEES SUBJECT TO CHANGE.

7-18-11aeb

GENERAL FEES AND EXPENSES

Fees: Due with Application (non-refundable)

Application Fee: Paid once for each program (e.g. if years are consecutive, Years 2 and 3 of Programs do not pay this fee).

Early	\$ 50	more than 30 days before first class; \$70 after that.
Credit Report Fee	\$ 15	For students applying for a loan and/or requesting a scholarship.

Fees: Due by Registration (non-refundable)

Registration Fee	\$ 100	(\$50 for tuition under \$3,000) -- paid every year or term student registers.
Loan Fee	\$ 135	On loans \$3000 and over; \$85 on loans under \$3,000.
Payment Plan Set-up Fee	\$ 50	
Materials Fee:	\$ 100	Annual fee for some programs. Handwork Program refund rated on a per week basis during summer session only.
Student Tuition Recovery Fund (STRF)	\$ 2.50	per \$1000 of tuition as of 1/10/05 (This may change). Paid by California residents only. A mandatory State tuition insurance in case an institution closes--see CA Ed.Code 94945.

General Fees (non-refundable)

Program Change Fee	\$ 50	For changing programs, adding/dropping courses. Fee is per change.
Individualized Program Fee	\$ 50	For each personalized schedule made.
Cost/Credit	\$ 400	For individual courses (+ material fees or mentoring fees if applicable)
Return Check Fee	\$ 35	
Transcript Fee†	\$ 10	Official college transcripts (\$5 for Unofficial); written request to Registrar's Office required.
Special Mailing Fee (for Fed Ex, etc.)	\$ 50	Minimum if RSC needs to special mail any of your paperwork.
Verification of Registration/Attendance	\$ 10	For auditors/participants who ask prior to beginning of classes or workshops.

Assessment Fees – mail with paperwork (non-refundable): Only for those wanting exemption from Foundation courses in RSC Programs.

Foundation Course Assessment Fee	\$ 50	Foundation Course transcript and Assessment Form are required with Program Application.
Late Foundation Course Assessment Fee	\$ 75	For paperwork submitted 30 days or less from program start date.

Late Fees (for items not received 10 business days prior to start of class)

Late Registration Fee	(additional) \$ 50	(For contracts not signed and received 10 business days prior to first day of class)
Late Tuition Payment Fee	(additional) \$ 50	(For tuition not received 10 business days prior to first day of class)
Late Loan Fee	(additional) \$ 50	(For loan contracts not signed or financial aid apps not received 10 bus. days prior to first day of class)
Credit card denials	\$ 100	(Any credit card charge denials for loans or payment plans.)

Students attending classes without signing student contracts, loan contracts, or completing tuition payment will be charged **additional late fees in \$100.00 increments** every 7 days from the 1st day of class (i.e. 1st - 6th days of class: late fee = \$100. On 8th day: late fee = \$200, etc.).

Student Expenses:

1. **TaskStream Registration** is required for all students enrolled in full-time Foundations Program, and all Teacher Education Programs. Students will access all of their syllabi, and turn in all of their key assignments through this online student/faculty communication system. New students will be given information about paying for their account. Current prices are \$42 for 1 year, 2yrs = \$69, 3yrs = \$91, additional years are \$14 each. Any computer that can access the internet can be used to logon to this program, including the computers in the library. If the college chooses another program at a future date, it will be the student's responsibility to pay for all appropriate fees.
2. **COMPUTER Requirements:** students need to have regular access to a computer with a fairly recent operating system and user-owned version of Microsoft Word 2007 or Microsoft Word 2008 for Mac (these contain the necessary tools for academic writing). Students must pay for individual IT support for their personal computers.
 - 2.1 **MA students** are required to have a laptop with a minimum wireless capability of *802.11g* for required use in class
3. **All Teacher Training Students:** Students who are not already teaching may incur additional travel expenses associated with practice teaching and may need to have a one-time TB test (approx. \$15-\$20) and one or two Livescans (electronic fingerprint check) costing up to \$96 ea. Some states may require a physical exam. The student is responsible for contacting the Waldorf School they are assigned to for details. Students who are teaching may incur telephone expenses for mentoring or faculty living and/or meal expenses for required field observation.
 - 3.1 **Summer Part-Time:** Students in the Summer Waldorf Education and Part-Time Programs should expect to spend \$270 for materials each year for books and items such as eurythmy shoes, arts supplies and musical instruments. Living expenses for a single student are approximately \$260/week.
 - 3.2 **San Francisco and CLC Teacher Ed. Programs Students:**
 - Are required to attend summer semesters in Fair Oaks and all living expenses are the responsibility of the student (approximately \$500 per year).
 - SF students may have weekly refreshment expenses (total is approx. \$60 from Sept-May).
 - 3.3 **Fall:** Students in residential programs should expect to spend \$250-\$400 for materials each year (books, eurythmy shoes, arts supplies and musical instruments). Living expenses for a single student are approximately \$1200 per month in Fair Oaks. Students in part-time programs should expect to spend \$200-300 for materials each year (books, eurythmy shoes, musical instruments and arts supplies).

NOTE: BUYER'S RIGHT TO CANCEL: Students may cancel their enrollment agreement at any time. Cancellation shall be effective upon receipt of **written notice** by completing an Add/Drop and Change of Program FORM found under Student Services on our website. Return the form to Admissions at Admissions Office, Rudolf Steiner College, 9200 Fair Oaks Boulevard, Fair Oaks, California 95628 or admissions@steinercollege.edu.

Students wishing to cancel enrollment are encouraged to consult the Program Director and Admissions Officer. Please see the Refund Policy insert for complete information.

REFUND POLICY: Please see insert for Refund Policy.

† **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS:** *The transferability of credits you earn at Rudolf Steiner College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that you attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rudolf Steiner College to determine if your credits or degree, diploma or certificate will transfer.*

*“Receive the children with reverence, educate them
with love, send them forth in freedom.”*

Rudolf Steiner, Founder of Waldorf Education

RUDOLF STEINER COLLEGE

A Center for Waldorf Teacher Education, Transformative Learning, and the Arts

9200 Fair Oaks Blvd., Fair Oaks, California 95628 • 916-961-8727 • www.steinercollege.edu
rsc@steinercollege.edu • bookstore@steinercollege.edu • housing@steinercollege.edu