

**Center for Anthroposophy
Waldorf High School
Teacher Education Program
(WHiSTEP)**

Student Handbook

2025

**Waldorf High School Teacher Education Program
(WHiSTEP)
Student Handbook 2025**

Table of Contents

Welcome

CfA Mission & DEI Commitment Statement

Who's Who at CfA

An Excursion into History:
Antioch and the Beginnings of CfA

What WHiSTEP Offers

And What About Renewal Courses?

WHiSTEP Guidelines

Prerequisites
Independent Study
Graduation Requirements
Academic Credit
Transfer of Credits
Attendance
Evaluations
Transcripts
Withdrawal
Annual Registration
Grounds for Dismissal

Financial Arrangements

Application and Registration
Tuition and Fees
Billings and Payment
Financial Aid
Cancellation and Refunds
Termination of Enrollment

Campus Guidelines

Housing
Dorm Quiet
Computers on Campus
Fire Codes
Smoking
Drugs and Alcohol
Emergency Preparedness and Crisis Management

General Policies

Non-Harassment Policies
Non-Discrimination Policy
Diversity Statement
Grievance Policy

Student Signature Page

Welcome to the Waldorf High School Teacher Education Program

In receiving this document, you have been admitted to the Waldorf High School Teacher Education Program—called WHiSTEP, for short—of the Center for Anthroposophy, or CfA (even shorter). Welcome and congratulations!

In these next pages you will find all manner of summary policies and guidelines, most of which are basically codified common sense and legally mandated practices. But before we get into all of that, we would like to tell you a little about our organization and how we came into existence. Sit back and enjoy the read — there will be no examination at the end of it.

First of all, what is CfA? As an initial response, here is our mission statement:

CfA Mission Statement

The mission of Center for Anthroposophy (CfA) is to enkindle a flame in adults

- who resolve to raise today’s children and adolescents through Waldorf education; or
- who engage in the leadership and administration of Waldorf schools; or
- who work pedagogically with the healing arts

so that they can forge new human capacities out of their practice of lifelong learning and research.

Inclusion Statement

Center for Anthroposophy embraces diverse perspectives, backgrounds, and experiences. It fosters an environment where individuals from various cultural, ethnic, religious, and socio-economic backgrounds can come together to explore anthroposophy – a philosophy that seeks to integrate spiritual insight with practical aspects of life. Through open dialogue, education, and collaborative activities, the Center promotes understanding, acceptance, and mutual respect among its instructors and course participants, thereby creating a space where everyone feels valued and included.

The Center’s directors, administrative staff, and circle of trustees commit to:

- Undertaking active research, study, and inner development as pathways for understanding the encounter with self and others.
- Including a diverse lens of learning opportunities for ourselves and our community.
- Expanding our student population to include teachers, leaders, artists, and thinkers from a variety of backgrounds.
- Conducting regular review of our program offerings and implementing changes to better serve, support, and inspire our community.

Who's Who at CfA

Next, who are the “we” who are welcoming you to this program? Here is a listing of core faculty and administrative personnel who work year-round at CfA:

- * David Barham
Executive Director, CfA and Director of the Waldorf High School Teacher Education Program
- * Milan Daler
Administrator, CfA
- * Karen Atkinson
Coordinator of Renewal Courses & Mentor Training
- * Karine Munk Finser
Director, Kairos Institute
- * Torin Finser
Director, Outreach and Program Development

Beyond the names starred above, the following additional individuals are members of CfA's Board of Trustees:

Board of Trustees

- Lisa Mahar, President & Board Chair
 - Karin Meadows, Treasurer
- Beverly Boyer, Recording Secretary
 - Randy Evans
 - Karine Munk Finser
 - Douglas Gerwin
 - Jennifer Helmick
 - Amy Lloyd
 - Jan Lyndes
 - Signe Motter
 - Jeffrey O'Brien
 - Diana Tesni

Attending Board meetings Ex Officio:

- David Barham, Executive Director
- Torin Finser, Director of Development
 - Milan Daler, Administrator

Finally, the summer faculty for 2025 include the following adjunct members:

Meg Chittenden (singing)
Cedar Oliver (physical sciences)
Debbie Spitulnik (creative speech)
Paul Gierlach (history)
Michael Holdrege (life sciences)
Jan Lyndes (Spacial Dynamics)
Laura Radefeld (eurythmy)
David Sloan (English)
Michal Noer (arts)
Marisha Plotnik (math)

Biographical details of the names listed here can be found on CfA's website:
www.centerforanthroposophy.org

An Excursion into the History of Antioch and the Beginnings of CfA

Now that you have at least a listing of our faculty and staff members, we would like to tell you a bit about how we came to be. To find our earliest beginnings, we need to spool back to the start of our sister organization with which we share our summer campus and many of our community events. We are referring, of course, to what is today called the Waldorf Teacher Education Program at Antioch University New England (AUNE), based in Keene NH.

Antioch

When Antioch College opened in Yellow Springs, Ohio, in 1852, Horace Mann became its first president. Early on, the College established itself as an independent, non-sectarian place of learning, and Horace Mann carried this banner of freedom in education to his death. He was a politician, a social reformer, an educator, and a firm—even fierce—abolitionist.

From its beginning, Antioch College was a beacon for social and educational reform. Already in 1863 it abolished race as a criterion for admission; it educated women on equal terms with men; it hired female faculty on equal basis and with equal pay with men; and it was the first co-educational college to have a woman on its Board of Directors.

And now, fast forward to 1981. By now Antioch College had become Antioch University, with five campuses across the country, including “Antioch New England Graduate School” (now Antioch University New England) in Keene, New Hampshire, home to the American transcendentalists, whose presence is lastingly felt radiating from the granite top of Monadnock, the “mountain that stands alone”, as it is called in Abenaki. Ralph Waldo Emerson and David Thoreau extolled the joys of camping atop its heights, and countless students of the transcendentalists have since clambered up its rocky paths. According to Virginia Moore (1903-1993), an American journalist and anthroposophist, Rudolf Steiner once remarked (as reported on excellent authority) that the whole of Anthroposophy “could be built up” on the essays Emerson created out of his lecture courses. Monadnock’s majestic peak stands between the two centers of operation in Keene and Wilton NH. The 17 Waldorf schools encircling CfA-AUNE are within three-to-four hours travel time.

Now we come to the specific connection between Waldorf education and Antioch University. David Sobel, a “mover and shaker” in Antioch’s Education and Environmental Studies Department, was approached by one of his students who asked if the graduate school would consider initiating a Waldorf teacher training program. David contacted Pine Hill Waldorf School and its eurythmist Danilla Rettig. The Pine Hill faculty enthusiastically approved the idea of a Pine Hill-Antioch partnership, in which Pine Hill would serve as “ombudsman” for a new Waldorf teacher training program embedded within the Antioch’s Education Department. Danilla was chosen to be the first director of this program.

Lew Feldstein, Provost of Antioch New England Graduate School, made the decision to go forward with the program in the fall of 1982, and in the summer of 1983 a first group of 14 students enrolled in the new Waldorf Teacher Training Program. In addition to Danilla Rettig and teachers from Pine Hill, the faculty included a stellar international cast including Francis Edmunds, head of Emerson College in England, and Alan Howard from Toronto and later Vancouver in Canada. For some time, Danilla and the Pine Hill faculty had already involved parents and friends in anthroposophical studies—including Carla Comey, who some 30 years later would become the first full-time eurythmist on the Antioch

faculty—and this seed initiative prepared the ground for the remarkably quick implementation of a Waldorf Teacher Training Program in this geographic area.

In February of 1983, Pine Hill’s main building in Wilton Center was destroyed by fire, and the site of Antioch’s newly formed program was moved to High Mowing School’s campus on Abbot Hill nearby. In 1985 Pine Hill relocated to a new building on a site across the road from High Mowing, which set the stage for the future use of both campuses during the weeks of Antioch’s July summer program.

The first cohort of the Antioch Waldorf Program included many Pine Hill teachers — among them Ann Pratt, a graduate of High Mowing, founder of Pine Hill, and also a eurythmist. In 1985 she became the second leader of the Waldorf Program at Antioch. When Francis Edmunds stepped back, his son-in-law Georg Locher, then director of teacher training at Emerson College in England, began teaching in Antioch’s summer program, eventually becoming the genial godfather to the program, as well as the first president of the CfA’s governing Council.

The Advent of CfA

In 1988, Pine Hill suffered another devastating fire—this one to its barely completed new building on Abbot Hill—and the faculty realized that they could no longer carry the dual responsibilities of building a school once again and overseeing a teacher training program. In any case, the Antioch Waldorf Program was suffering from low enrollment, and it seemed likely that it would have to close.

Ann Pratt called an emergency meeting of representatives from several New England Waldorf schools. Out of this meeting came a fresh resolve to preserve the Antioch program, and so the Council of the New England Waldorf Teacher Training (NEWTT) was formed to take over the “ombudsman” role previously held by the Pine Hill faculty. Founding members of NEWTT included Sue Demanett, Craig Giddens, Georg Locher, James Pewtherer, Ann Pratt, and Torin Finser, Faculty Chair at the Great Barrington Rudolf Steiner School who became the program’s third director in the spring of 1991. In the same year the Waldorf Program at Antioch, via its relationship to NEWTT, joined the Association of Waldorf Schools of North America (AWSNA).

New England Waldorf Teacher Training Inc. was now incorporated as a 501c3. Its mission was to support the Antioch Program and Waldorf teacher education. Later, expanding beyond sponsoring solely teacher education courses, the name was changed to Center for Anthroposophy (CfA).

The manner in which CfA was formed illustrates two of the key principles that have typified this organization ever since:

- It arose from a close collaboration among Waldorf schools
- It responded to perceived needs, rather than starting up without being asked

Thanks to our first ever grant award, Torin used a sabbatical year from his school to visit regional schools and ask some basic questions: What do you need? What are your children asking of you? How can we work together to prepare teachers to meet their needs? Armed with responses from parents, teachers, and administrators in these schools, Torin proposed many changes to Antioch, including the launch in 1992 of the first ever “summer sequence” program, a part-time summer offering designed for teachers already active in the classroom.

Since that time, several further programs have been introduced by the Waldorf Program at Antioch. These include a Waldorf Leadership Development program, pioneered by Torin Finser working with

Leonore Russell, herself a key player in the development of CfA's foundation studies and high school program — as well as a eurythmist and trainer of eurythmists. Antioch's Transdisciplinary Studies in Healing Education (TSHE) for anthroposophical practitioners is co-sponsored with the Camphill Academy.

In all, there are six tracks in the Waldorf Program at Antioch including TSHE, and new programs are in the process of being developed in conjunction with CfA. Most recently CfA launched a new program called "Building Bridges" for those undertaking foundational studies with the option of entering Waldorf teacher education at Antioch University New England (AUNE).

Programs Offered by CfA

In addition to its newly-launched "Building Bridges" initiative for prospective students wishing to enter the Waldorf Program at Antioch, the Center for Anthroposophy is responsible for the following programs:

a) Waldorf High School Teacher Education Program (WHiSTEP)

Like so many aspects of the Center for Anthroposophy, the Waldorf High School Teacher Education Program (WHiSTEP) rose in response to a perceived need and an accompanying question.

As far back as the 1980s, while teaching in New Hampshire, Douglas Gerwin was approached by his former eurythmy teacher and colleague at High Mowing School, Sabina Nordoff, with the suggestion of starting a training program specifically for Waldorf high school teachers. As Administrative Chair of the school, Douglas was spending a growing amount of his time trying to find teachers with the requisite background in anthroposophy and Waldorf education. They were hard to find, and the reason was easy to discern: there simply was no program anywhere in the whole of the English-speaking world specifically designed to train Waldorf high school teachers.

In the early 1990s, Douglas was able to step away from full-time teaching for the purpose of researching the start-up of such a program. As a beginning, he made the rounds of existing Waldorf adult education institutions, where his enquiries about starting a high school training program were greeted with varying levels of skepticism and rebuff. These other institutions had good reason to be cautious: at that time there were barely a dozen Waldorf high schools in all of North America—today, two decades later, that number has more than tripled to 40—and the job prospects for Waldorf high school teachers were pretty slim.

Then his quest brought him to Antioch Graduate School in Keene, New Hampshire and a turning point encounter with Torin, then the newly appointed Director of Antioch's Waldorf teacher education program. Torin immediately welcomed the idea of starting a high school training program, and by the end of an hour's conversation the elements of a new program had begun to form. By borrowing the basic format of the newly developed summer-sequence program that Torin was pioneering at Antioch, the high school program quickly took shape.

Still, there were considerable obstacles. First, Antioch was not chartered at that time to sponsor programs for high school teachers; second, there was no money to seed a new program. To solve the first problem, Torin suggested that the high school program be sponsored, not by Antioch but by New England Waldorf Teacher Training (the forerunner of CfA). To solve the second problem, Douglas wrote to various foundations, getting them to generously fund the crucial years of research and set-up before any income could be generated by tuition. For two years, Douglas crisscrossed North America gathering a faculty of a dozen teachers—half of

them are still teaching in this program a quarter-century later—and recruiting WHiSTEP’s first group of 15 trainees from the U.S. and Canada.

Since that time, the program has attracted some 10-15 new trainees each year, most of them already teaching in Waldorf schools. It is one of the defining features of this program that it draws heavily upon teachers already active in the Waldorf high school classrooms all over North America. On average, 85% of participants are teaching in Waldorf schools before they matriculate into this program.

In 2004, Douglas took over the directorship of CfA from Torin but continued as chair of WHiSTEP, a dual role he has kept since then. In 2016, the program “came of age” with the induction of its 21st new group, which for the first time included a small contingent of prospective and practicing Waldorf teachers from China. By the summer of 2017, well over 200 students had enrolled in this program; at present, WHiSTEP students or graduates are to be found in 35 of the 42 Waldorf high schools in the U.S. and Canada, as well as in a scattering of Waldorf schools around the globe.

As of Summer 2017, eligible students in the high school program were allowed to pursue a fully accredited Master’s degree awarded by Antioch as part of their Waldorf high school training.

Since 2000, the year when the high school program joined forces with CfA’s newly created Renewal Courses (described below), participants enrolled in WHiSTEP take a one-week Renewal Course each summer as part of their high school training. In this way, the high school program is closely linked to CfA’s other offerings, specifically Renewal and the prerequisite courses of foundational studies described below.

b) Explorations (formerly Foundation Studies in Anthroposophy and the Arts)

During the early 1990s, Margaret Chambers, then on the Council of the Anthroposophical Society, agreed at Torin’s suggestion to launch what would become our Foundation Studies in Anthroposophy and the Arts, beginning with individual mentorships and gradually expanding to offer clusters of part-time foundation studies at Waldorf schools in the region. For the next eleven years Margaret devoted herself to this work, personally traveling to each cluster, organizing the schedules and teaching, and finding others to help in these tasks. We started with Garden City NY, Freeport ME, Quechee VT, Lexington MA, and soon we had clusters as far away as Arizona and California — even Hawaii. Parents and friends were able to attend due to accessibility: local site, low cost, and part time studies over two years.

As the number of clusters grew from a couple each year to 10 and more, CfA appointed Barbara Richardson—again, a practicing eurythmist— in 2005 to lead this program, a position she held for 12 years. By her count, well over 1,300 participants in close to 100 clusters went through this program.

In 2018, the program was revamped with a different structure under the name of “Explorations: Workshops in the arts and contemplative practices based on the work of Rudolf Steiner”. The Explorations program combines a string of weekend workshops in regional “hub”, supported by local study seminars, webinars on Waldorf education, and the option of individual mentoring. Participants in this program interested in high school are offered supplementary seminars twice a month on specific high school topics.

c) Waldorf Leadership Development

In 2020, as an offshoot to its Explorations Program, CfA launched a separate course for Waldorf administrators and pedagogical school leaders. The program, combining online and in-person sessions, includes workshops, guided exercises, case studies, mentoring, and presentations in

areas such as group dynamics, role clarity, communication, conflict resolution, navigating change efforts, strategic vs tactical decision making, community development, among other topics brought by a series of guest presenters.

d) Renewal Courses (RC)

Inaugurated in 2000, Renewal Courses were originally the inspiration of Georg Locher, a long-time teacher trainer and Waldorf educator from England who for many years served as founding President of CfA's governing Council. Georg and his CfA colleagues approached Karine Munk Finser, asking that she fashion a new program for the rejuvenation of teachers and others who work in Waldorf schools. To this day, we consider Georg the "genial uncle" of our Renewal Courses, and many participants retain fond memories of playing music with him during the sultry summer evenings of Renewal.

From its beginning, Karine, herself a gifted artist and teacher, imbued the program with an artistic aura—every room graced with her special touch—and recruited an exceptional array of visiting faculty. As Coordinator of Renewal Courses, she expanded the program in subsequent years to include grades-specific courses — primarily for grade school teachers, but always with a special emphasis on artistic practice and the cultivation of that peaceful middle place in the soul where extremes find their balance.

During the first summer, just four courses were offered with around 50 participants. Later, Karine added a second week of courses, and soon they attracted 70 people per week. Today Renewal Courses—roughly 20 of them each year over two weeks—draw close to 400 participants, including teacher trainees in CfA's high school program and AUNE's summer part-time program. Each course, regardless of its subject, is supplemented each day with artistic activity.

Starting with an opening Sunday night ceremony, participants experience an atmosphere rich in the spirit of Renewal: gracious inaugural and closing events in the "Big Room" at High Mowing, cultural offerings in the evenings, and signature community gatherings each morning featuring a reading of the *Soul Calendar* verse in English and in German, followed by singing and eurythmy.

With Georg's passing, Karine bestowed the mantel of "genial uncle" upon Christof Wiechert, former Leader of the Pedagogical Section at the Goetheanum. More recently, Karen Atkinson joined the team as Coordinator of Renewal Courses to relieve Karine of some of the ongoing responsibilities of this program. However, Karine continues to shape and guide these courses with her ineffable artistic grace and organizational skill. Lisl Hofer serves as Manager of Renewal Courses.

e) Building Bridges (BB)

In 2016 CfA, partnering with Antioch, began a Building Bridges program intended for practicing teachers in public Waldorf and independent schools within a radius of 2-3 hours of a host site. The sessions are held over a long weekend approximately once per month, with a balance of artistic, philosophical, and practical aspects of Waldorf education. Those who complete the year and successfully apply to the Waldorf Program at AUNE may be considered for advanced standing in its summer sequence program, thus eliminating the first of three summer sessions held in Wilton, NH.

Philosophical and curricular content will often be complemented by artistic practice, and it is possible that a couple of the topics listed below may be offered in a week-long session during a mid-year school vacation week. Sample topics include:

- Research and applied anthroposophy in the life of the teacher

- Singing and recorder playing for the grades
- Human development and the sequencing of the Waldorf curriculum
- Eurythmy
- Geometry and form drawing for the development of imagination and balance
- Speech and storytelling
- Painting: from color to form

Faculty for this program are drawn from AUNE as well as from the pool of experienced teachers involved in CfA's Explorations described above.

e) Kairos Institute

The summer of 2022 marks the inauguration of a new initiative within CfA to bring together various training courses in the healing of pedagogical, racial, and social trauma. In collaboration with the Transdisciplinary Studies in Healing Education program at Antioch University New England, CfA's Kairos Institute is welcoming Bernd Ruf, Managing Director of the *Freunde der Erziehungskunst Rudolf Steiners* and head of the *Parzival Zentrum* in Karlsruhe, to launch the first North American branch of his internationally recognized "Emergency Pedagogy" training course. The name "Kairos" is a Greek word meaning "the opportune moment". It designates an action or thought that arises at just the appropriate time to meet a pressing need of the moment. Emergency pedagogy—along with other trainings intended to heal the traumas of our current times—will be the focus of this Institute.

What WHiSTEP Offers

The Waldorf High School Teacher Education Program (WHiSTEP) is comprised of three month-long sessions (one each summer for three years) plus two years in between of independent studies including a research project and 12-15 week internship or practicum in a Waldorf school. Foundation studies and a university degree are among the prerequisites for acceptance into this program.

Students register for three types of courses during the three summer sessions:

- pedagogical courses (taken by all students in a cohort) involving human development, the Waldorf curriculum, advanced studies of major texts by Rudolf Steiner, the practice of "living thinking", and practically-based "Professional Seminars"
- artistic workshops (also taken by all students in a cohort), with emphasis on the performing arts but also certain fine arts
- specialized subject seminars, in which students elect one or two from a choice of six disciplines: English language & literature, history & social science, arts & art history, life sciences & earth sciences, math & computer studies, and physics & chemistry

In addition, students take a one-week Renewal Course each summer as part of their high school training. Choice of Renewal Course will vary according to the students' specialization(s).

Each student is assigned a subject advisor, who oversees the student's independent study including her or his research project during the time between the three summer intensives in Wilton. During their second summer session, each student receives a packet of guidelines describing the details of the research project and practicum. First year courses, which have more of an introductory character, are separated from second and third year courses, some of which are shared (for instance, the upper-level subject seminars).

Each day begins with a morning assembly including eurythmy and singing. The first class of the day—akin to a “main lesson” rhythm—meets for just under two hours 5 days a week; the remaining classes through the day meet 2–4 times a week for 90 minutes per class. A few classes meet in the evening but there are no classes at the weekend. Once a week all trainees enrolled in the three levels of this program join with the students of the AUNE programs for a shared evening assembly.

And What About Renewal Courses?

Renewal Courses (RC) are intended to support soul development through the transformative powers of the arts so that participants may experience inner strength and joy in their life’s tasks. Each course runs for the entire day with a mixture of study, discussion, hands-on activity, and artistic practice. In other words, participants elect only one course for an entire week.

During the first week the courses offered are mostly grades-specific, meaning they are intended for class teachers wishing to refresh themselves as they prepare for teaching the next year of their class. During the second week, course offerings are designed for a broader group of participants, including not only practicing teachers but also administrators, trustees, counselors, and others who work to support Waldorf education. In addition, some of these Renewal Courses form part of the teacher training programs for elementary and high school teachers.

Each day begins with a brief morning assembly, including eurythmy and singing, for all participants, followed by two sessions in the morning and a further two in the afternoon with a generous break at lunchtime. The schedule allows for conversation and enjoyment, rest, and fun. A little shop on campus run by CfA sells anthroposophical books, art supplies, and gifts, and the kitchen offers delicious wholesome organic and bio-dynamic food, much of it grown locally. Evenings are reserved for optional activities where the entire population can come together for a lecture, a soiree of music and poetry, a panel discussion, or a lively contra-dance. Each week closes with a final assembly in which a sampling of each course is shared, usually through the artistic media that have informed the classes.

WHiSTEP Guidelines

Prerequisites

Students accepted into the Waldorf High School Teacher Education Program (WHiSTEP) need to fulfill the following prerequisites:

- * undergraduate degree or equivalent
- * preparatory Foundation Studies
- * experience with teenagers

Acceptance into this program will be conditional if any one of these prerequisites is not fully completed. These prerequisites are normally satisfied before entering WHiSTEP, but with the agreement of the Director they may be fulfilled in parallel—rather than in series—with this program.

Independent Studies

Expectations for independent studies, including research project and internship or practicum, are discussed in a separate document handed out during the first and second summer sessions.

Graduation Requirements

In order to receive a Certificate in Waldorf High School Teacher Education, with specialization in one or more subject areas, students need to have successfully completed the following elements:

- * fulfillment of all prerequisite requirements
- * completion of all required course work
- * successful completion of independent research project
- * successful completion of internship or practicum
- * fulfillment of all other obligations to CfA, including payment of all tuition and fees

Academic Credit

CfA is a full member of AWSNA, and our certificates of completion are recognized by Waldorf schools around the world. However, we do not grant university credit nor are we recognized by any college accrediting agency.

Transfer of Credits

CfA recognizes certificates from other Waldorf teacher training institutions and will offer applicants credit of up to one-third of courses needed to complete a CfA certificate program, provided they have completed another recognized certificate program. Students wishing to take advantage of this option need to provide proof of certification from another AWSNA-recognized training program.

Attendance

Attendance is kept in each class and students are expected to attend all classes. They are responsible for notifying their instructor in the event they may need to be absent from a class and will be required to make up any missed work. Absence of more than 20% from any one class will result in loss of credit for that class.

Evaluations

At the end of every course, each student writes a brief self-evaluation and turns it in to the instructor on the last day of the course. In turn, the instructor writes a response to this self-reflection, which is then mailed out to the student at the end of the summer. Completion of this self-evaluation is one of the preconditions for receiving credit for each course. Evaluations are based on a “pass/not pass” system.

Transcripts

Students can request partial transcripts at any point during the time they are enrolled in WHiSTEP, provided they are not carrying any past-due tuition. A full transcript is issued subsequent to the awarding of a Certificate in Waldorf High School Teacher Education.

Withdrawal

Students who withdraw from WHiSTEP before completing the program are entitled to a refund of any tuition they have paid beyond the term in which they gave official notice of their withdrawal. Students are allowed to suspend their enrollment in the program without penalty.

Annual Registration

Students who complete all course work but not some aspect of their independent studies—for instance the independent research project or the internship/practicum—are given one year from the end of their last summer of WHiSTEP courses to fulfill these obligations without further fees. After one year, students wishing to keep open their file are subject to an annual registration fee for up to seven years. After seven years, students have to take further courses, in addition to completing their independent studies, before they will be awarded a CfA certificate.

Grounds for Dismissal

An enrolled student may be dismissed from any program run by CfA on the following grounds:

- Behavior that seriously disrupts classes
- Protracted absence from classes
- Sexual or physical assault
- Inability to make satisfactory progress in a course of study
- Violation of campus or dormitory regulations
- Failure to pay tuition or honor agreed payment plan

Financial Arrangements

Application and Registration

Application All applications and supporting documents are due by February 1, together with \$75 nonrefundable application fee. Applications received after this date will be considered on a space-available basis.

Acceptance A *Letter of Acceptance* is sent to students after successful interview with the Program Director.

Registration To register officially for the program a signed *Confirmation of Enrollment* with an \$890 non-refundable registration fee has to be received by the Admissions Office by April 15 or upon acceptance into the program. This fee constitutes a special introductory tuition rate for the Summer 2025 program.

Tuition and Fees

Year I:

Summer 2025: \$ 890
Fall/Winter 2025/2026: \$3220
Spring 2026: \$3220
Total Year I: \$7330

Year II:

Summer 2026: \$3420
Fall/Winter 2026/2027: \$3420
Spring 2027: \$3420
Total Year II: \$10,260

Year III:

Summer 2027: \$3560
Total Year III: \$3560

Total: \$21,150

Tuition is subject to annual review.

Students who pay for an entire year by January 15 will be entitled to a \$150 prepayment discount for that year. By enrolling in classes, students agree to pay all charges incurred, including any late penalties assessed due to failure to pay. Students should also understand that collection costs could be added if the services of a collection agency are needed.

Billings and Payment

Since the Waldorf High School Teacher Education Program is entirely dependent on timely receipt of tuition income to meet its financial obligations, the following steps are strictly adhered to:

- Tuition bills are mailed 30 days before the due date
- Past due statements are sent 15 days after the due date
- All tuition due must be received before the first day of the summer intensive, unless otherwise arranged with the CfA administration office.

Financial Aid

Three kinds of financial assistance are available through the Center for Anthroposophy (CfA):

- Association of Waldorf Schools of North America (AWSNA) Teacher Training Fund loans:*
Upon award these funds are paid by AWSNA directly to CfA student account.
The money is considered a loan, repayable to AWSNA, until the recipient has taught for three years at an AWSNA-recognized North American Waldorf School.
- Waldorf Fellowships:* These are grants paid directly into a student's tuition account and there is no repayment obligation. Awards are based upon need and are intended to supplement other sources of tuition funding. Awards range from \$500 to \$3,000. Eligible candidates can also apply for CfA's newly formed Diversity Scholarship Fund.

- c. / *AWSNA Currently Practicing Teacher Matching Grants:* Eligible students must be teaching in an AWSNA affiliated school willing to co-sponsor the student by matching the AWSNA grant amount with a grant from the school. Applicants need to have a “Letter of Commitment” from their school on file at the Center.

The filled-out financial aid application forms are due back to the program office before the end of the first summer session. **The most recent IRS form 1040 tax return must be submitted with the application.** The awards are made by the Center’s Financial Aid Committee in June and are disbursed directly into student’s account.

Cancellation and Refunds

Students may cancel their enrollment in writing at any time and may be eligible for refund. Notice of cancellation must be addressed to the Center for Anthroposophy Business Office, P.O. Box 545, Wilton, NH 03086. Cancellation shall be taken as effective on receipt of written notice. Students who wish to withdraw from a program should consult their Program Director. All refunds will be paid by check. To receive a full refund (less the registration fee), students must cancel at least 30 days before the start of a program. Cancellations received between 10 and 30 days before the start of a program will receive a credit voucher for future attendance (less \$50 processing fee). No refund or credit voucher is given for cancellations with less than 10 days notice. Failure to attend classes and/or to make complete payment does not constitute official withdrawal.

Termination of Enrollment

Students with accounts 90 or more days overdue may receive a notice of *Intention to Terminate Enrollment* and those with continuous unpaid past due balances may have their enrollment terminated for failure to meet their financial obligations to. All tuition due up to the date of termination will remain due.

Only students with their CfA accounts in good standing will be admitted for the Summer Intensive. A student’s account balances must be paid in full in order to receive a certificate and transcript.

Campus Guidelines

Housing

CfA's summer programs are located on the conjoint campuses of High Mowing and Pine Hill Waldorf School, both in Wilton, NH. Dormitories are reserved for the entering students first, with remaining vacancies offered to returning students.

Returning students are provided with a list of local private housing opportunities available for rent and are encouraged to make their own arrangements. Because of the limited space on campus, dormitories and dining facilities are restricted to registered participants. While we warmly invite families and friends to join us for public events (such as the final evening demonstration performance or the commencement exercises during the last week of the program), we are not in a position to have children on campus for extended periods of time while classes are in session. Children using the pool need to be supervised by an adult at all times. The pool is open only when a lifeguard is on duty. Pets are not allowed on campus at any time.

Dorm Quiet

Complete quiet in the hallways, recreation areas, bathrooms, and bedrooms of the dormitories is required each evening after 10:00 p.m. and before 7:00 a.m. Relative quiet should be observed during the rest of the day out of respect for students who may wish to rest or study in their rooms.

Computers on Campus

Computer terminals are available for use on campus in the Library of High Mowing School. In addition, the School's WiFi network is available for those who bring their own portable devices.

Fire Codes

The burning of candles, incense, or other substances is not allowed in any building on the campuses of High Mowing and Pine Hill, including the dormitories, and no open fires are permitted anywhere on the two campuses, by order of the Wilton fire marshal. Violators of these regulations will be required to leave the campus.

Smoking

Smoking is not allowed anywhere on the campuses of High Mowing and Pine Hill, including the dormitories, by order of the Wilton fire marshal. Residents in the dormitories who violate this regulation will be required to move off campus without refund for any dormitory housing.

Drugs and Alcohol

The Center for Anthroposophy (CfA) endorses a drug-free, alcohol-free environment. In any case, the sale, use, or possession of alcoholic beverages or illegal substances on the campuses of High Mowing and Pine Hill, including the dormitories, is strictly forbidden under the provisions of state and federal law. Participants in programs sponsored by CfA are expected to be free of any influence of drugs or alcohol while on campus. Violators of these provisions will be required to leave the campus without refund of any kind and may be subject to immediate dismissal from the program.

Emergency Preparedness and Crisis Management

Crises, by their very nature, are emergencies; hence they are impossible to predict and hard to head off with a comprehensive plan. There are two concerns however, that can be anticipated: *care* (or safety) and *communication* (or information flow).

In the event of a crisis arising from natural disaster or medical or other kind of physical or psychological emergency, the *care* aspect of the situation will be the primary responsibility of the CfA Administrator, who will have immediate access to first aid kit and telephone contact with the local fire department and ambulance services. The *communication* aspect of this kind of crisis—who needs to be told what and when—will be the primary responsibility of the CfA Director, who will also serve as primary spokesman for the organization. In such moments, persons of responsibility “on the ground” are empowered to make decisions, though ultimate decision-making rests with the CfA Director.

In the event of a crisis of an organizational or procedural nature, decision-making responsibility rests with the Director in consultation with CfA’s Executive Committee.

General Policies

Non-Harassment Policy

CfA does not tolerate harassment on any basis, whether for reasons of race, color, ancestry, citizenship status, religion, sex, sexual orientation, marital status, national origin, age, physical or mental disability. Sexual harassment anywhere, but especially in the classroom, is unlawful.

All members of the CfA community shall be free from sex discrimination in the form of sexual harassment. Sexual harassment is a form of misconduct that undermines the integrity of the employment and student/faculty relationship. Sexual harassment includes a wide range of behaviors from actual coercing of sexual relations, including sexual assault, to the unwelcome emphasizing of sexual identity. The Center for Anthroposophy uses the definition issued by the Equal Opportunity Employment Commission in judging whether behavior constitutes sexual harassment. (Document available upon request in the Business Office.)

Non-Discrimination Policy

Center for Anthroposophy does not and will not discriminate on the basis of race, color, age sex, ancestry, religion, national origin, sexual orientation, family status, or disability in recruiting and admitting students, awarding financial aid, recruiting and hiring staff, or in operating any of its programs and activities.

Diversity Statement

The Center for Anthroposophy (CfA) welcomes students, faculty, and staff of all races and sexual orientations, and of all faiths and creeds. We respect and support each individual’s spiritual beliefs and practices. It is a fundamental goal of our education to bring students to an understanding and experience of the common humanity of all the world’s people, transcending the stereotypes, prejudices, and divisive barriers of classification by sex, race, religion, nationality, and ability.

We reject racism in all its forms, and embrace the principles of common humanity expressed by Rudolf Steiner:

[We] must cast aside the division into races. [We] must seek to unite people of all races and nations, and to bridge the divisions and differences between various groups of people.

Grievance Policy

Grievances are usually best resolved between the parties concerned. As first recourse, therefore, students are encouraged to take up their grievance directly with the relevant person or persons. A mediated conversation may be requested with a member of CfA's Executive Committee serving in that role.

If the parties to the grievance are unable to come to resolution, then the student bringing the grievance may lodge a formal complaint with the CfA Director, or if the complaint involves the Director, with the Chair of CfA's Executive Committee (EC). The Director or EC will receive the grievance orally or in writing, then review it *in camera* and respond to the employee within 15 days. The EC is the final arbiter of these matters within the organization of CfA.

—

Disclaimer

This Student Handbook provides a summary of guidelines and policies adopted by the Center for Anthroposophy (CfA). It is not intended to be an all-inclusive source of information, nor is it a binding legal document. It is subject to change as situations arise and does not necessarily represent all of CfA's policies and procedures.

While general policies and procedures have been developed over the years CfA reserves the right to change, revise, or eliminate any of the policies and/or benefits described in this handbook.

— *revised June 2025*