



STUDY AND EXAM REGULATIONS
OF THE *FREIE HOCHSCHULE STUTTGART* FOR
THE POSTGRADUATE
MASTER'S DEGREE PROGRAMME
"CLASS AND SPECIALIST SUBJECT TEACHER AT
WALDORF SCHOOLS"

course

§ 1 Aim of the degree

General remarks (§ 1 - § 4)

(1) The teaching objective of the study programme "*Class and specialist subject teacher at Waldorf schools*" is to deepen the students' knowledge and abilities as well as their methodical and didactic teaching competencies for classes 1 to 8 at Waldorf schools. The unique content and methods associated with Waldorf pedagogy form the basis of this course. These are imparted by exploring the anthropological and psychological understanding of the child and youth in a cross-curricular scientific way. In addition, the intellectual understanding of man and the corresponding relevance for pedagogical diagnostics is made accessible. Current educational questions are raised and discussed in a cross-departmental way.

(2) With its special curricular focus, the postgraduate study programme "*Class and specialist subject teacher at Waldorf schools*" enables professionally or pedagogically trained candidates a lateral entry into the field of Waldorf pedagogy. A bachelor's degree in Waldorf pedagogy is not a prerequisite. The study programme requires a one-and-a-half-year degree course during which students acquire the specialist and pedagogical qualification as a "Class and specialist subject teacher at Waldorf schools". The study programme is also offered with the following variants: a) organised in individual part-time studies (usually 3 years), b) in English. The prerequisite is a bachelor's degree with 210 credit points (in accordance with the European Credit Transfer System - ECTS) or an equivalent qualification in which the candidate has proven his ability to work in a discussion-based, pedagogical and scientific way.

(3) The study programme gives students the necessary skills and know-how to conduct lessons, which further individual learning, both independently and autonomously. Teachers at Waldorf schools need to specialise in the major subjects (German, mathematics and natural sciences, history and social sciences) and at least one minor subject (English, French, Russian, music, handicraft, crafts, fine arts or sports).

(4) The teacher training course focuses on the reciprocal interchange of anthropologic, anthroposophical, technical and social-scientific aspects with a special emphasis on education and learning at Waldorf schools. In addition to the subject-specific qualification, an emphasis is placed on imparting pedagogically constructive material and enhancing creative abilities through arts with the aim of qualifying and raising teachers' awareness for the profession they are aiming for.

(5) The Freie Hochschule Stuttgart awards the academic degree of *Master of Arts* to all students who have passed their masters examination.

§ 2 Admission requirements

(1) Requirements for admission are

a) a first university degree that qualifies the graduate for a profession (standard period of study at least seven semesters, equivalent to 210 credit points) or an equivalent qualification in at least one class-relevant subject, and

b) successful participation in the admissions process.

(2) Admission is usually only possible at the start of the summer semester.

(3) Further details are defined in the regulations of the Freie Hochschule Stuttgart regarding the college's admissions process for the *Master of Arts* degree course "*Class and Specialised Subject Teacher at Waldorf Schools*".

§ 3 Standard period of study and course structure

(1) The study programme "*Class and specialist subject teacher at Waldorf schools*" is structured in a modular way. The standard period of study to obtain the academic degree of *Master of Arts* is one-and-a-half years, including time for all necessary study and examination achievements, including the English-language variant. The standard period of study for the individually organised part-time variant is three years.

Modules are self-contained learning units in terms of both time and topics. Every module concludes with an exam. The amount of work necessary for each module is converted into credit points. Credit points are given for attending lectures and seminars, for preparation and follow-up work, for exam revision, module exams and work placements.

(2) Modules are self-contained learning units in terms of both time and topics. Every module concludes with an exam (module examination - a type of course assessment that takes place repeatedly throughout the degree). The amount of work necessary for each module is converted into credit points. Credit points are given for attending lectures and seminars, for preparation and follow-up work, for exam revision, module exams and work placements. After the students have passed their exams, they are credited the appropriate number of credit points. These are listed separately from the achieved exam grades.

(3) Participation in the individual lectures and seminars within the modules – along with the necessary examination achievements - is obligatory to obtain the specified credit points. Courses are usually offered in the following forms: Lecture, seminar, tutorial, practical exercise, artistic exercise, group work, project, colloquium, sitting in on school classes, internship, school practice, presentation, artistic presentation, performance, exhibition, written seminar paper, recital, student presentation, topic weeks, tour.

(4) The requirement for crediting a lecture or seminar through compensation is participation during at least 50% of the attendance time; for more detail please refer to the latest version of the Guidelines on the compensation of absences during lectures and seminars. Exceptions are only allowed in justified cases and must be set out in writing.

(5) As per the ECTS (European Credit Transfer System), 60 credit points are awarded per academic year and 30 credit points for each half academic year and allocated to the different modules. 90 credit points are awarded for the entire degree course. One ECTS credit point roughly equals an average work load of 25 hours. In the part-time variant, credit points are awarded according to the longer period of study.

(6) The binding participation requirements, aims, contents, number of hours and specific examination requirements are detailed for each module in the module handbook.

(7) Maternity and parental leave are not counted towards the standard period of study, as laid down by the law. In case of maternity and parental leave, all deadlines and dates set in these study and exam regulations will be postponed by the full extent of the leave as laid down by the law. Pregnant or nursing students who have informed the university of their condition are not obliged to attend lectures and seminars or examinations.

§ 4 Recognising and crediting study and examination achievements

(1) Study and examination achievements obtained by the student at a different educational institutions or in other subject areas at a university may be recognised or credited wholly or in part on request provided there is no essential difference between the competencies acquired and the performances to be substituted. Details are set out in a regulation on the crediting procedure.

(2) Study and examination achievements abroad will be credited provided these are found to be equivalent in accordance with paragraph 1. Agreements within the scope of university partnerships will be taken into account. As for the rest, the International Office (*Akademische Auslandsamt*) and the Central Office for Foreign Education (*Zentralstelle für ausländisches Bildungswesen*) can be consulted if in doubt as to the equivalence. The European Credit Transfer System (ECTS), with which Credit Points (CP) are awarded, is the basis for assessment, if this is employed by both parties.

(3) The earlier recognition or crediting of study and examination achievements by a different educational institution/university does not lead automatically to a perpetuation of the recognition or crediting; the requirements will be assessed independently by the university.

(4) Knowledge and skills acquired outside the field of higher education can be credited to a university degree course if

1. the requirements applicable for access to higher education have been met at the time of crediting,
2. the content and level of the knowledge and skills to be credited to the university degree course are equivalent to the study and examination achievements they are to replace, and

3. the crediting criteria have been reviewed thoroughly within the scope of an accreditation.

Knowledge and skills acquired outside the field of higher education may not replace more than 50 percent of the university degree course at the Freie Hochschule Stuttgart. The crediting can also be designated a placement examination. Details are set out in the regulation on the crediting procedure.

(5) At the request of a student, the Examination Board assesses the possibility of switching to the master's degree programme "Class and specialist subject teacher at Waldorf schools" by crediting the academic achievements up to this point in time to those required in the modules.

(6) The Examination Committee shall decide on the crediting of study and examination achievements.

Study structure (§ 5 - § 7)

§ 5 Study programme

(1) The master degree course "*Class and specialist subject teacher at Waldorf schools*" has an interdisciplinary character and also offers further qualification possibilities for already established teachers. The range of disciplines deepen the students' ability to work autonomously and scientifically and broaden their teaching skills. This especially applies to the specialist subjects and methods necessary for teaching classes 1 to 8. Scientific and anthroposophical fields of knowledge and the latest research on child and adolescent psychology and anthropology are critically evaluated with regards to the relevant teaching competencies. For more details, please refer to the module handbook.

(2) The students also learn to sharpen their minds in their chosen minor subject, exploring the current scientific and pedagogical and didactic discourse (methodological pluralism) and discovering Waldorf education in a broader context. Epistemological questions of increasing complexity and experiential development processes in the field of arts and science give the prospective teacher the ability to approach education issues with an open mind and enable him to position himself securely and adequately within the individual learning ability profiles of his pupils.

(3) In order to continually deepen and apply the recently acquired insights, practical periods are embedded into the degree course. The student is to become a confident Waldorf school teacher for classes 1 to 8 and thus needs to cement and broaden his specialised, pedagogical and psychological skills by testing them in the real world.

(4) For his final exam, the student will have to choose a subject area, which he would like to explore in greater detail, on a scientific and/or on an artistic level. The results will make up part of the master's thesis.

§ 6 Study aim competencies

The master's study programme "*Class and specialist subject teacher at Waldorf schools*" imparts the following competencies:

(1) Professional competence:

- a) Knowledge and assessment of anthroposophical pedagogy (Waldorf pedagogy) in the context of other pedagogic approaches, solid interdisciplinary knowledge,
- b) Understanding of evolutionary processes in nature and experiences in the area of artistic design. Consequently, a heightened awareness of individual child development processes that are apparent in the different learning aims at different ages,
- c) Comprehension of the learning environment while taking into account the specific framework conditions of Waldorf schools,
- d) Diagnosis, monitoring and enhancing sustainability of educational processes,
- e) Reflection of values that form the basis of the concept of pedagogical professionalism.

(2) Methodical competence:

- a) Creating a bridge between scientific practice and educational practice, and especially the practice of Waldorf pedagogy,
- b) Ability to openly discuss topics within the current educational context,
- c) Ability to quickly and autonomously come to grips with new theoretical and practice-oriented questions,
- d) Development of efficient learning methods and critical reflection on one's own possibilities regarding scope and applicability,
- e) Autonomous managing (hosting) of conferences, colloquiums and events,
- f) Communication of one's own work in professional circles and in public,
- g) Developing creative powers in a pedagogical-artistic sense.

(3) Social competence:

- a) Assessing the perception and interpretation patterns of sciences in a complementary relation to the profiles of Waldorf education, in this context, insight into the causal relationship of one's own thoughts and actions,
- b) Supporting and integrating changes in the school organism by being open and forward-looking with respect to own activities,
- c) Ability to communicate in a friendly way and to cooperate with regard to the development of sustainable professional relationships, assessing and designing development-furthering learning environments, overcoming conflicts and developing a self-reflexive and purposeful educational professionalism.

(4) Self-competence:

- a) Differentiated perception of individual development processes of pupils as an indicator and initiator of learning steps and using this insight for shaping lessons,
- b) Recognising one's own need for further subject-specific and pedagogical training,
- c) Incorporating reflected artistic practice experiences and features of the functional equivalent of artistic and educational practice in the intuitive action levels of class.

§ 7 Academic counselling service

For questions regarding the course, please do not hesitate to contact the administration office of the Freie Hochschule Stuttgart or the student council (general advice). For professional course-related counselling, please contact the full-time lecturers and their deputies.

Examinations (§ 8 - § 26)

§ 8 Purpose of the final examination, master's degree

(1) The degree course "*Class and Specialist Subject Teacher at Waldorf Schools*" concludes with a master's examination. Here, the student will demonstrate that he has in-depth educational, specialised and didactic insights, knowledge and skills and that he is familiar with the methods needed for teaching as a class and specialised subject teacher at Waldorf schools (years 1 to 8). The student will show that he is able to compose lessons and implement educational measures autonomously. The master's examination is to determine, whether the candidate has acquired the necessary thorough specialised and occupational competencies and has the ability to apply these insights and to recognise their prerequisites.

(2) The master's examination is composed of module exams that are carried out regularly throughout the degree course and the master's thesis, including an oral presentation of the thesis (§ 23).

(3) The Freie Hochschule Stuttgart awards the academic degree of *Master of Arts* to all students who have passed their masters examination.

§ 9 Examination Board

(1) To organise and oversee the examination of the postgraduate master's degree course "Class and Specialist Subject Teacher at Waldorf Schools", the Examination Committee of the Freie Hochschule forms an examination board. This is comprised of:

- a) a university teacher as chairman,
- b) a lecturer appointed by the college conference as vice chairman,
- c) another full-time lecturer.

Guests may attend the deliberations and votes of the Examination Board at the invitation of its chairman and are sworn to secrecy. Guests are entitled to speak but are not entitled to table applications or vote.

(2) The examiners on the examination board act independently and are not bound by any directives. They are sworn to official secrecy about all examination-related issues. The examination board constitutes a quorum when all members are present. Decisions made by the examination board need a simple majority of votes cast by those present. Resolutions can be passed by way of written circulation. The Examination Board may delegate its powers in terms of

- determining and announcing the aids allowed for the examinations,
 - appointing the examiner(s) and observer(s),
 - recognising study and examination achievements,
 - approving withdrawals from exams, authorising compensations for a disadvantage,
 - approving the preparation of a thesis in the form of a group thesis
- in general or individually to the chairman by way of a resolution. The resolution can be revoked at any time.

(3) The members of the examination board have the right to attend the examinations.

(4) The examination board makes sure that the guidelines as set out by the examination regulations are observed.

(5) The examination board assesses, whether or not a student has successfully completed his studies.

§ 10 Examination authorities

(1) The examination board appoints the examiners and observers. An examiner can only be appointed if he was an autonomous lecturer throughout the degree course – unless compelling reasons demand a different examiner.

(2) The examination board appoints two examiners to assess the master's thesis. One of the examiners needs to be the student's supervisor.

(3) The examination board appoints one examiner and, where necessary, one observer for the respective module examinations. Another examiner may be appointed (Examination Committee).

§ 11 Aim, content, scope and format of the module examinations

(1) The module examinations are there to assess whether the students have fundamentally mastered the contents and methods of the modules, have developed the desired skills and can autonomously apply the insights and skills they have gained.

(2) The examination requirements depend on the contents of the lectures and seminars and the qualifications that are envisaged for the respective module. Consequently, the examination topics and contents are determined on the basis of the contents of the modules as set out in the module handbook. Limitations of topics and predeterminations by the course lecturer are not legally binding. One exam may conclude several modules by way of exception.

(3) A module examination may take one of the following formats in particular:

1. presence at and participation in courses, in particular active involvement and responsible contribution to/assumption of areas of accountability,
2. a progressive examination in the work and reflection process,
3. a colloquium to reflect on the common approaches to social design,
4. an oral examination, also a contribution in seminars, an individual or group effort, also a chairmanship, an oral review of a course and a final discussion,
5. a presentation, e.g. a self-composed piece of writing (creative writing), an individual portfolio, one or several workpieces (also with a documentation of the work processes), a joint project, an exhibition, an internal or public performance, the preparation of a media production,
6. a written seminar paper, also in combination with an oral presentation,
7. a test or written examination, also as a reflection on one's own pedagogical activities, in the practical work and creative process,
8. a text analysis,
9. a presentation / recital,
10. a written teaching concept, also with proof of its successful implementation,
11. descriptions of pupils (learning and social behaviour, written description of the way in which one or several pupils work),
12. a written experience report on the internship, also a written reflection on the sitting in on classes, internship,
13. in the form of an external report (report by a mentor during the internship),
14. a supervised demonstration lesson with the successful implementation of various main lesson and specialist subject units,
15. a Master's thesis in the following form:
 - a. for academic thesis: Submission of the written composition; presentation of essential findings; participation in an exam colloquium about the contents of the master's thesis,
 - b. for artistic thesis: Presentation of the products or results of one's own creative process; illustration and reflection describing the development which led to the presented results; submission of a written documentation about aims, experiences and results of the creative process; participation in an exam colloquium about the presentation and the contents of the master's thesis,
16. a performance exam, i.e. a task in which practical and theoretical parts display and realise a skill (§ 17).

(4) All of the module examination formats listed in section 3 are equivalent.

(5) In the module examination, the student is to show that he recognises the context of the area examined and can integrate and dissect questions on the topic. In addition, the examiners want to find out whether the student has an adequate specialist base knowledge, can judge critically and solve problems.

§ 12 Admission to the module examination

(1) Only those actually taking the degree course or visiting students may sit the respective module exams. Admission to a module examination may be dependent on proof of academic achievements. These serve solely the evaluation of the learning process for teachers and learners. They are not graded. Academic achievements are usually stipulated in the following formats: participation in the courses, electronic evaluations of the learning process, essays, homework assignments, short presentations, protocols, reviews, position papers, recital, presentation, artistic presentation, e.g. in the speech formation, eurythmic or musical field and similar formats. The relevant prerequisites for admission to a module examination are set out in the module handbook.

(2) The module lecturer or, if in doubt, the examination board decides, whether or not a student may sit a module examination.

§ 13 Holding the module examinations

(1) The module examination should be held soon after the respective module has concluded. The examination dates and duration are announced no later than at the beginning of each module.

(2) The module examinations may also take place outside the usual seminar and lecture times.

(3) Upon request of the supervisor, the student needs to show his official ID card / passport.

(4) A module examination has only been passed when all module achievements have been passed. If an examination consists of several examination achievements, only the examination achievement that is not passed has to be retaken.

(5) The students should receive the results of their examinations within four weeks, the results of their master's theses within six weeks. It is sufficient to publish the results on the notice board.

§ 14 Written examinations

(1) A written examination should generally take 90 to 120 minutes.

(2) A written examination needs to be supervised. The examiners decide, which aids the student may use.

(3) The exam questions for a written examination are composed and assessed by the examining lecturer.

§ 15 Oral examinations

(1) Oral module examinations can be taken both individually and in groups. An oral examination takes 15 to 30 minutes per student.

(2) The observer needs to record the essential elements and the result of the oral examination in a protocol. The result is to be announced to the student directly after the module examination.

(3) Students who wish to take the same examination at a later point in time may be admitted to attend the examination as listeners, provided there is enough room and provided the examinee did not object to an audience when registering for the exam. Any listening students will have to leave while the examiners deliberate on the grade and while the grade is announced to the examinee.

§ 16 Written seminar papers

(1) Written seminar papers generally do not exceed 20 pages and may form an accompanying part to seminars or lectures.

(2) Written seminar papers are assigned by the supervising and examining lecturer. From the date the task is set, students generally have six weeks to complete their written seminar papers. The work is to be handed in to the examiner within the deadline. By handing in the work, the student assures that he has completed the paper autonomously and that he has not used any other aids than those he cited. If a written seminar paper is not submitted within the deadline, it will be classed as a "fail".

(3) In accordance with § 10 Paragraph 1, the written seminar paper will be assessed by one examiner.

§ 17 Performance examination

(1) In some cases (e.g. when producing something with artistic design, presenting a practised performance, keeping a long-term work folder, preparing a presentation or presenting results), a module examination may take the format of a performance examination. Such an examination may be composed of different parts (theoretical and practical).

(2) The performance examination is generally supervised and assessed by one person or in the presence of an experienced observer or by two examiners.

(3) Students who wish to take the same examination at a later point in time may be admitted to attend the examination as listeners, provided there is enough room and provided the examinee did not object to an audience when registering for the exam. Any listening students will have to leave while the examiners deliberate on the grade and while the grade is announced to the examinee.

§ 18 Necessary module examinations, credit points

(1) The module handbook determines the number of module examinations and the associated course assessments for the module.

(2) In accordance with the ECTS, the module handbook assigns a certain number of credit points to each module examination.

§ 19 Assessment of examinations

(1) Module examinations are to be assessed differently in graded and/or ungraded modules. The grades for the individual examinations are awarded by the respective examiner. The module handbook determines which module examinations are graded and which are ungraded.

(2) If several examiners are involved, they are to give a joint grade for the entire examination.

(3) The following grades should be used to rate the examination results:

Very good = an outstanding performance,

Good = a performance that is considerably above the average requirements,

Satisfactory = a performance that meets average requirements, Adequate = a performance which, despite its shortcomings, still meets the requirements, Failed = a performance that does not meet the requirements.

(4) Modules that are not graded are simply classed as “passed” or “failed”. The grades for these modules do not have an effect on the overall grade of the master’s examination.

§ 20 Master’s thesis

(1) The master’s thesis concludes the scientific-pedagogical degree course. With this work, the student demonstrates his ability to tackle and delve deeply into subject-specific questions in an independent, interdisciplinary, scientific and practical-technical way within a set period of time.

(2) The master’s thesis needs to be written in Arial 12 pt (2,300 characters per page including spaces) and cover a minimum of 40, and a maximum of 70 pages.

(3) The master’s thesis may be supervised and assessed by anyone who fulfils the prerequisites as stated in § 10. Upon the student’s request, the examination board may also appoint lecturers from other universities or other institutions to supervise the master’s thesis. The students are to be given the chance to suggest their own topic for their master’s thesis.

(4) The master’s thesis may also take the format of a group work (maximum of 3 students). The performance of each individual student should be clearly distinguishable and assessable, and each student’s work should meet the requirements as set out in section 1 and 2. Sections should be divided by objective criteria and be clearly different.

§ 21 Admission to write a master’s thesis

(1) Students, who have completed and passed the module examinations of their first year or delivered equivalent performances at another university, are admitted to write their master’s thesis.

(2) The chairman of the Examination Board and, if in doubt, the Examination Board itself decides, whether or not a student may attempt to write his master’s thesis. Students shall be denied admission if

a) the prerequisites stated in section 1 are not fulfilled, or

b) within the area in which the German Basic Law applies, a master’s thesis without retry option has been classed as a “fail”, or if the student has definitively failed one of the examinations listed in the module handbook.

Otherwise, admission may only be denied if, within the area in which the German Basic Law applies, the student has lost his right to sit the examination in the same study programme by failing to meet a retry deadline.

§ 22 Starting and working on the master's thesis

(1) The start date is the date on which the supervisor gives the candidate his topic. The start date is to be recorded on file.

(2) The student then has 11 weeks' time to work on his thesis. The subject and task need to be formulated in such a way that the master's thesis can be completed within the given time limit. The person supervising the master's thesis may extend this period by four weeks if the student submits a corresponding application within the set period (see also the binding Guidelines for Bachelor's and Master's Theses, P. 7).

(3) The subject of the master's thesis may be rejected only once. This needs to happen within the first four weeks of the allocated time. No reasons need to be given.

§ 23 Hand-in and assessment of the master's thesis

(1) The master's thesis needs to be handed in to the examination board within the deadline. When handing in the master's thesis, the student needs to assure in writing that he has completed the work autonomously and that he has not used any sources and aids other than those he cited.

(2) The master's thesis needs to be assessed by two examiners, one of whom should be the student's thesis supervisor. The assessment must state whether the master's thesis has been awarded a pass or fail grade and also include a detailed evaluation. The students should receive the results of their master's thesis within six weeks.

(3) If the master's thesis is not submitted within the deadline, it will be classed as a "fail".

(4) If the master's thesis has been given a pass grade, the candidate will need to defend the contents of his master's degree in front of the examination board and the members of the Freie Hochschule Stuttgart. Then, if the student has received a pass grade for his master's thesis, an examination talk (colloquium) about the topic discussed in the thesis will follow. This is an oral examination (§ 15) and will be assessed independently of the thesis but together with the presentation.

§ 24 Retries

(1) Students may re-sit a failed module examination once. The retry should take place on the next available examination date after the failed attempt.

(2) Students may retry their master's thesis once.

(3) It does not count as a failed attempt if a student's absence or withdrawal has been approved by the examination board. An approval shall only be given in case of valid arguments and if the examination board has been informed without undue delay, especially, if the student cannot attend the examination due to illness. In such a case, a doctor's certificate will need to be presented as proof. The examination board then decides whether or not any parts of the examination that have already been attempted will be taken into account.

(4) A special retry date will be set for students who are unable to attend the examination as per section 3.

§ 25 Disqualification from an examination

(1) If the student cheats or employs unapproved aids to influence his examination results, his work will be awarded a "fail". In severe cases, the examination board may exclude the student from the examination. A severe case is generally the use of technical aids and/or engaging a third party to take the examination. If the student is disqualified, the examination will count as failed. In severe cases or if the student is a repeat offender, the examination board may exclude the student from the chance to retry, i.e. he will not be able to complete the course.

(2) An examination will count as failed if the examinee disturbs the proper course of the examination and is therefore excluded from continuing the examination by the supervisor.

(3) If it later becomes apparent that the student has cheated in an examination, as described in section 1, the examination board may revoke the previous grade and award a "fail". A revocation is impossible if the examination was sat more than two years ago.

(4) If passages from published works have been copied without marking them as citations or if information about the sources used is faulty or omitted, this is classed as an attempt to deceive (plagiarism).

(5) Students are to be made aware of these regulations before their first module examination.

§ 26 Compensation for students with children, disabilities or chronic diseases

The examination board may grant compensation to students with children, disabilities or chronic diseases if the respective application has been made. When extending the deadline for written works, no more than an additional 50 per cent of the regular allotted time should be granted. The examination board may demand a statement from the public health officer.

Degree, degree certificate, final provisions (§ 27 - § 31)

§ 27 Results of the master's examination

(1) The student will be awarded his master's degree if he has received a pass grade for his master's thesis, successfully completed all modules and consequently gained a total of 90 credit points.

(2) The student will need to be notified if he does not pass his master's examination.

(3) Students, who leave the Freie Hochschule Stuttgart without a degree may apply for a certificate detailing their study and examination achievements.

§ 28 Report, overall grade, master's certificate, diploma supplement

(1) If they have passed their master's examination, the students will receive a report within two weeks of receiving the results. The report contains

- a) details of the master's degree course profile,
- b) details of the chosen minor subject (area of specialisation),
- c) the grades and credit points achieved in the module examinations,
- d) the topic of the master's thesis and the grade achieved as well as the grade achieved for the thesis presentation and examination talk as per § 23 section 4,
- e) the overall grade achieved for the degree course.

(2) The overall grade is composed of the average of all the individual exam achievements. The overall grade is indicated as follows in notifications of grades:

Average	Grade
1.0 to 1.5	very good
1.6 to 2.5	good
2.6 to 3.5	satisfactory
3.6 to 4.0	adequate
4.1 and above	failed.

The overall grade is only shown with the first decimal place. All further places after the decimal point are deleted with no rounding off.

(3) The report needs to be signed by the chairman of the examination board and bear the date of the last examination that was passed.

(4) The candidate will receive his master's certificate together with the report (same date as the report). The certificate confirms that the candidate has achieved the academic degree of *Master of Arts*. The master's certificate needs to be signed by a member of the administrative board of the Freie Hochschule Stuttgart and bear the college seal.

(5) In addition, the candidate will receive a diploma supplement with the same date as the report. This supplement contains a so-called transcript of records detailing the modules the student completed and his respective achievements, including his credit points and examination grades. The diploma supplement needs to be signed by the chairman of the examination board.

(6) The following table translates the students' achievements into ECTS grades (in case of a sufficiently high number of graduates):

A	= the best 10%
B	= the next 25%
C	= the next 30%
D	= the next 25%
E	= the next 10%
F	= failed.

(7) Degree certificates with grades can also be issued in English on justified request. The certificates for the English variant of the study programme will be issued in English.

§ 29 Revocation of an academic degree

An academic degree awarded by the university can be revoked if

The holder seriously violates the generally accepted principles of good academic practice and integrity through their current or later behaviour. The provisions of the Administrative Procedure Act concerning the withdrawal and revocation of administrative records remain unaffected.

§ 30 Final provisions

(1) Once the examination procedure is concluded, the graduates may ask the examination board to access their written examinations, the respective evaluations by the examiners and the examination protocols. Graduates will need to apply for access to the records within one year of having received their examination report / their notification regarding their failed attempt at a master's examination.

(2) Access to the examination records of a module examination may, upon request, be granted within one month of receiving the results.

§ 31 Effective date

(1) These study and exam regulations have been issued by the Freie Hochschule Stuttgart. They come into effect one day after this notification has been published.

(2) These study and exam regulations apply to all students who commence their studies in the study programme "Class and specialist subject teacher at Waldorf schools" (postgraduate) in the academic year 2020/21. The old study and examination regulations will still apply to students who commenced their studies at the Freie Hochschule Stuttgart under the old study and examination regulations at the time these exam regulations came into force, for a transitional period up to the start of the academic year 2021/22.

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