



BAY AREA CENTER
FOR WALDORF
TEACHER
TRAINING

Bay Area Center for Waldorf Teacher Training Catalog

September 1, 2019 through August 31, 2020

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Introduction

Thank you for your interest in the Bay Area Center for Waldorf Teacher Training!

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.

Finally, you are encouraged to visit our website at www.bacwtt.org , where the life and vibrancy of the program is made visible. Current opportunities for visiting the program, as well as information about special events and activities, can be found there as well.

Mission, Purpose and Objectives of the Program

The Bay Area Center for Waldorf Teacher Training offers a unique three-year program for training future Waldorf Teachers. The course of study is an in-depth study of the works of Rudolf Steiner and participation in the arts. We study the underlying principles of Waldorf education as well as teach the Waldorf curriculum. The program builds on itself and after three years the student has gained the knowledge and self-awareness necessary to be a Waldorf teacher.

Our Objectives are achieved through the following:

- Carefully structured learning programs
- Program employs experienced and currently practicing teachers who bring their knowledge directly to students
- Personal and quality face to face classroom experience with individual guidance
- Thorough Study of background and pedagogical lectures and books with reading assignments and discussion
- Teaching methods and practices that are in line with the methods and practices used in the Waldorf Classrooms
- Practicum observation and practice teaching with mentoring by experience local Waldorf teachers
- Art classes with experienced art teachers
- Individual student mentoring
- Regular and ongoing individual progress Assessment by Faculty and Director

Program Offered

We offer an independent three-year, part-time program leading to an internationally recognized certificate in Waldorf teaching. Our program provides for an in-depth study of the philosophical foundation of Waldorf education (anthroposophy), intensive experience with the arts as a path of self-development, and the opportunity to learn and practice the art and science of Waldorf pedagogy. Our teacher training meets on weekends from September through May, and daily for four weeks each summer.

Students are required to attend weekend classes September through May as well as a month-long summer intensive. Students must complete three years of this training to qualify for the certificate of completion which will enable them to teach in any Waldorf school worldwide. The total program is three years, made up of three years of weekend sessions and three month-long summer sessions following each year of weekend sessions. Any student failing to complete the three years of study will not earn a

certificate and will not be qualified to teach in a Waldorf school. Any student whose attendance falls below 80% will have one semester to make up this work and graduate. If they fail to make up this work they will not graduate.

Location of Classes

Weekend classes will be held at: The East Bay Waldorf School, 3800 Clark Road, El Sobrante, CA 94803
Summer sessions will be held at the Marin Waldorf School, 755 Idylberry Road, San Rafael, CA 94903

Facilities and Types of Equipment and Materials Used for Instruction

At the East Bay Waldorf School each weekend, we use the following facilities: A classroom that is permanently dedicated to the Teacher Training program that includes the bookstore and a dedicated library space; up to 8 of the school's classrooms for instruction as needed on any given weekend; the school's kitchen; outdoor playing fields. During the summer session, the entire Marin Waldorf School campus becomes our facility. Folding tables and chairs, and student desks and chairs are available in all classrooms, along with pianos in the Eurythmy, Choir, and Teacher Training rooms. Music classes are outfitted with music stands and piano; painting classes have painting boards, paint jars, brushes and appropriate watercolor paper. Games and movement classes have use of tumbling mats, javelins and balls of many kinds. All classrooms have blackboards, and colored chalks. Science courses use the appropriate science demonstration equipment. Summer session sculpture classes use pottery clay. The summer art history class uses a computer with a video projector attached.

Course Lists

Final course lists for the upcoming year are finalized in the summer, and are subject change. It is reasonable to use the current course list as an indication of typical course offerings.

First Year Program

In the First Year, students meet basic concepts of anthroposophy such as the evolution of consciousness; the human being as an evolving being of body, soul and spirit; thinking as a spiritual activity; the relationship of good and evil; the meaning of materialism in our time; and the ways and means for achieving self-discipline and self-knowledge. In seminar classes, particular attention is paid to thorough classroom review of weekly reading assignments. Students learn to discern the deep philosophical underpinnings of the Waldorf curriculum and to become conversant with the unique calibration of the curriculum to the development of the human being. The focus on the “why” of Waldorf education provides the important context for the “how” (methods) which comes increasingly into focus during the second and third years. Students can then benefit from self-motivated, life-long learning, a critical aspect of successful class teaching in a Waldorf school. Engagement in the arts supports the quest for inner awakening, enhanced perception and increased concentration.

Classes in the First Year include but are not limited to the following topics:

The Human Being and the Cosmos

Includes an introductory overview of anthroposophy.

Rudolf Steiner texts studied: *Becoming the Archangel Michael's Companions* (formerly *The Younger Generation*); *Self-Consciousness, the Spiritual Human Being*; and *Spiritual Guidance of Humanity*. By means of these three texts, as well as lectures and presentations, the student is introduced to a broad range of anthroposophical concerns. These courses all contain artistic practices.

The Nature of Thinking and the Potential for Ethical Individualism

The Philosophy of Freedom is one of Rudolf Steiner's seminal books, and provides the basis for a new way of thinking about thinking itself. What is true freedom? What does it mean to leave others free? Such themes form the core of this major work, which is explored through classroom conversations grounded in assigned readings.

Introduction to Waldorf Education

Local Waldorf teachers present the three domains: kindergarten, grades and high school. Rudolf Steiner's lecture cycle, *The Kingdom of Childhood*, is the basis for a thorough introduction to the principles of Waldorf pedagogy and the developmental stages on which they are based. Further considerations include but are not limited to: the four temperaments, the twelve senses, writing before reading, from the whole to the part, mood as the basis of discipline, the teacher as authority, the teacher as artist. Classroom observations take place during the Kingdom of Childhood block.

Studies in Human Culture and Evolution

Two epic stories —Faust and Parzival — provide the context for far-ranging discussions about the triumphs of individual spiritual growth, freedom and destiny, the nature of sin, and much more. *Evolution of Consciousness through Music History*— the characteristics of each period studied will illuminate the significant shifts in consciousness each type of music reveals. Taught in a combined class of all students, Faust, Parzival and Music History are taught on a three-year rotation.

Goethean Observation

This class offers an introduction to phenomenological observation that forms the basis for Waldorf education and our experience of the world of nature.

History of Art

A study of how the evolution of human consciousness can be traced in painting, sculpture and architecture from ancient Egypt to the present day. The particular contribution of Rudolf Steiner as painter, sculptor and architect is also considered. Text used: Art and Human Consciousness by Gottfried Richter. This is a summer session course.

The Arts

Each weekend includes either choir or recorder and one of the following: eurythmy, painting, form drawing, speech. Summer session arts classes include: sculpture, eurythmy, choir, creative writing as a tool for developing imagination and clarity of thought.

First Year Course List 2019-2020 and Credits

	Hours		Credits
Introduction to Waldorf Education			3.75
WE156 Kingdom of Childhood (K. Deason)	18.0	2.0	
PP182 Waldorf Observation (K. Deason) in school visits	15.0	1.75	
The Human Being and the Cosmos			10.5
AS101 Foundations of Waldorf Education (K. Smith/L. Turkel-Vose)	74.0	8.25	
AS102 Anthroposophical Medicine (J. Schmitt)	4.5	0.50	
AS103 Goethean Studies (B. Weisburn)	15.0	1.75	
Studies in Human Culture and Evolution			4.5
CE111 Social Ethics & Human Sexuality (D. Gerwin)	11.0	1.25	
CE114s History of Art & Evolving Human Consciousness (K. Smith)	30.0	3.25	
The Nature of Thinking and the Potential for Ethical Individualism			1.75
HD125 The Philosophy of Freedom (D. Alsop)	16.5	1.75	
Applied Arts for the Teacher			9.25
AA147 Art (J. Thomas, M. Haerberlin, J. Loubet, L. Turkel-Vose, C. Schaareman)	21.0	2.25	
AA143s Speech (S. Eichstaedt)	25.0	2.75	
AA141s Form Drawing (P. Marooney)	17.5	2.0	
AA145s Music Fundamentals (C. Boele/L. Sargent)	20.0	2.25	
Artistic Courses			13.75
FA131 Recorder (C. Adee)	16.0	1.75	
FA133 Singing (K. Deason)	13.5	1.5	
FA134s Singing (C. Boele/L. Sargent)	10.0	1.0	
FA135 Eurythmy (R. Lundberg)	17.0	1.75	
FA136s Eurythmy (R. Lundberg)	20.0	2.25	
FA138 Bothmer Gymnastics (K. Hammond)	8.0	1.0	
FA139s Sculpture (K. Smith)	17.5	2.0	
SP191 Special Projects	22.0	2.5	
Third Year Projects			
Festivals (Christmas, Easter, Whitsun)			
Final Weekend			
	Total		43.50

(Note: Course numbers ending in "s" are summer session courses.)

Second Year Program

The Second Year leads to a more refined and practical understanding of the self and its relationship to the world. Careful observation of phenomena in the natural world, and in human nature, support an active understanding of, and appreciation for, the interplay of teacher as artist and teacher as scientist. Rudolf Steiner's research into the laws of karma, the laws of nature, and the laws of human development provide opportunity for continuing practice of objectivity and self-knowledge. During the second year seminar classes, students are expected to assume a greater role in the academic and artistic rendering of the reading materials which expand on first year topics, especially human development and the developmental phases of the growing child. Students explore further the way in which the Waldorf curriculum uniquely supports the changing consciousness of the child. Independent projects continue with two major presentations. Each student contributes approximately 30 volunteer hours annually to a local Waldorf school, for hands-on experience of the Waldorf community. Classes in the Second Year include but are not limited to:

Karma Studies

We consider such topics as individual, historical and world karma; reincarnation and karma; free will and destiny; laws of karma.

Rudolf Steiner lectures used: Manifestations of Karma and A Western Approach to Reincarnation and Karma

The course requires an independent biography project.

Nature Studies

Consideration of topics such as phenomenology as method; the four kingdoms of nature; the four elements; the four parts of the plant and their relationship to the human being; nature as artist.

Rudolf Steiner lectures used: Harmony of the Creative Word (previously published as Man as Symphony of the Creative Word)

Presentation of an independent project on some indication in the text as it relates to the Waldorf curriculum.

Anthroposophical Medicine

Students in the first, second or third year receive an introductory overview of the holistic principles of anthroposophically-extended medicine. Taught by a practicing physician trained in both conventional and anthroposophical medicine, the course includes topics such as the four organs; the four constitutional polarities; sclerotic versus inflammatory illnesses; childhood illnesses; the karma of illness.

Studies in Human Culture

(See description of Faust, Parzival and History of Music in the previous section)

The Threefold Social Organism

How can we create viable social forms? What are the justifiable and characteristic forces at work in the economic, political and cultural spheres of all societies?

Text used: Freeing the Human Spirit by Michael Spence.

Waldorf Education Teaching Methods

Developing the “true” imagination which works out of living concepts; awakening the will; structuring the lesson; working with a learning cycle of introduction, primary presentation and recapitulation; the wisdom of the curriculum as it relates to human development of body, soul and spirit; preparation for a supervised (and carefully evaluated) three-week practicum – kindergarten, grades or high school. Courses that detail the unfolding of the Waldorf Curriculum in Early Childhood, Grades 1-8, and High School occur in this year.

Upper Elementary Grades Math and Sciences

A summer session course providing an overview of form drawing, geometry and chemistry.

Artistic Development

Each weekend includes either choir or recorder and one of the following: eurythmy, speech, blackboard drawing. Summer session art classes include: choir, eurythmy, fundamentals of music, and speech and drama. The handwork class meets for twenty sessions in the afternoon over the course of the year.

Practicum

A supervised three-week session of practice teaching in a Waldorf classroom is undertaken, informed and supported by continuing pedagogical studies. A positive evaluation by the practicum supervising teacher is required for credit to be given.

Second Year Course List 2019-2020 and Credits	Hours	Credits
Studies in Waldorf Education		11.00
PP283 Practicum Preparation and Review (Either PP 283-ece or PP 283-el or PP 283-hs) PP 283-ece Practicum Prep. Early Childhood (D. David) PP 283-el Practicum Prep. Grades (K. Deason) PP 283-hs Practicum Prep. High School (TBD)	16.5	1.75
PP285 Second Year Practicum	4 wks	4.0
WC275 Waldorf Early Childhood (K. Hammond/M. Haeberlin)	16.5	1.75
WC276 Waldorf School Grades (K. Deason)	22.5	2.5
WC277 Waldorf High School (B. Weisburn/R. Theiss)	9.0	1.0
Curriculum Studies		7.0
WC272s Geometry and Science (P. Marooney)	30.0	3.25
WC278 Crafts through the Curriculum (J. Thomas)	34.5	3.75
The Human Being and the Cosmos		6.25
AS201 Studies in Karma and Reincarnation (K. Smith)	20.0	2.25
AS204 Prayer and Meditation (Conference with Patrick Kennedy)	3.5	0.5
AS205 Man as Symphony of the Creative Word (K. Smith)	18.0	2.0
AS207 The Threefold Social Order (D. Alsop)	12.5	1.5
Studies in Human Culture and Evolution		1.25
CE211 Social Ethics & Human Sexuality (D. Gerwin)	11.0	1.25
Applied Arts for the Teacher		2.75
AA245s Music Fundamentals (C. Boele/L. Sargent)	25.0	2.75
Artistic Development		18.5
FA231 Recorder (M. Nenko/A. Oey/T. Bickley)	16.0	1.75
FA233 Singing (K. Deason)	13.5	1.5
FA234s Singing (C. Boele/L. Sargent)	10.0	1.0
FA235 Eurythmy (R. Lundberg)	17.0	1.75
FA236s Eurythmy (R. Lundberg)	20.0	2.25
FA237 Painting (C. Schaaremann)	4.0	0.5
FA238 Bothmer Gymnastics (K. Hammond)	8.0	1.0
FA237s Painting (C. Schaaremann)	35.0	4.0
HD228s Speech and Drama (S. Eichstaedt)	20.0	2.25
SP291 Special Projects	22.0	2.5
Third Year Projects Festivals (Christmas, Easter, Whitsun) Final Weekend		
SECOND YEAR TOTAL		46.75

(Note: Course numbers ending in "s" are summer session courses.)

Third Year Program

The Objective of the Third Year is to consolidate and expand on what the students have learned in the previous two years. An intensive, year-long engagement with Rudolf Steiner's key pedagogical lecture cycle, The Study of Man, provides the basis for deeper penetration of anthroposophical anthropology. Third-year students implement the philosophical foundation of the curriculum in the classroom as they take responsibility for building conscious, artistic lessons. They learn to integrate various aspects (movement, music, story, poetry, reading, math, drawing and painting) with the subjects they are teaching, and to structure the flow from one part of a lesson to another, from one lesson to another, from one subject to another. Students also work with the theory and practice of classroom management and group dynamics and, with their own growing capacity for objective self-knowledge, gain insight into working with parents and colleagues.

The Third Year Project, integral to the year's course, is a mentored, independent research project on some aspect of the curriculum, presented at the end of the year to the teacher training community and reviewed by the class and their teachers.

Third Year topics include but are not limited to:

Pedagogical stories, verse-writing, math and science (grades track), puppetry (kindergarten track), the principles of Waldorf education applied to high school subjects (high school track), the four temperaments, storytelling, block rotations, design and review of lessons, the main lesson book, class plays, birthdays and festivals, narrative reports (Waldorf report cards), parent evenings, healthy habits for the teacher inside and outside the classroom, and inner work of the teacher. Rudolf Steiner lectures used: Study of Man, Practical Advice to Teachers, Discussions with Teachers, Waldorf Education for Adolescents or Essentials of Education

Artistic Development

Each weekend includes either choir or recorder, and one of the following: eurythmy, speech, writing verses for children, painting with children, blackboard drawing, forming a morning circle, concentration exercises. Summer session art classes include: choir, eurythmy, sculpture and its use in the classroom, and instrumental and choral music and their use in the classroom.

Practicum

A second supervised three-week session of practice teaching in a working Waldorf classroom is undertaken.

Third Year Course List 2019-2020 and Credits

	Hours	Credits
Studies in Waldorf Education		10.25
PP383 Practicum Preparation and Review (Either PP383-ece or PP383-el) PP383-ece Practicum Prep. Early Childhood (D. David) PP383-el Practicum Prep. Grades (J. Loubet)	25.5	2.75
PP385 Third Year Practicum	5 wks	5.0
PP386 Curative Studies (R. Brown)	4.5	0.5
PP387 Planning for Waldorf Teachers (G. Weger)	9.0	1.0
HD325 Child Development (C. Hering)	9.0	1.0

Curriculum Studies			16.50
WC373 The First Three Years (D. David)	15.0	1.75	
WC374 Curriculum Studies			
(Either WC374-ece or WC374-el)			
WC374-ece Curriculum Studies/Early Childhood (D. David)	12.0	1.25	
WC374-el Curriculum Studies/Grades (J. Loubet)	9.0	1.0	
WC375 Curriculum Studies			
(Either WC375-ece or WC375-el)			
WC375-ece Curriculum Studies/Early Childhood (A. Pronto/A. Basque)	9.0	1.0	
WC375-el Curriculum Studies/Science (P. Carini)	12.0	1.25	
WC373s Music Curriculum (C. Boele/L. Sargent)	35.0	4.0	
WC375s Curriculum Studies	30.0	3.25	
(Either WC375s-ece or WC375s-el)			
WC375s-el Grades Curriculum Studies (K. Deason)			
WC375s-ece Kindergarten Curriculum Studies (TBD)			
SP390 Third Year Projects (K. Smith)	25.0	2.75	
SP391 Special Projects	14.0	1.5	
Festivals (Christmas, Easter, Whitsun)			
Final Weekend			
February Conference	8.0	1.0	
Studies in Human Culture			1.25
CE311 Social Ethics & Human Sexuality (D. Gerwin)	11.0	1.25	
Applied Arts for the Teacher			3.5
AA343s Creative Speech (S. Eichstaedt)	20.0	2.25	
AA345 Curative Eurythmy (M. Helland-Hansen)	11.0	1.25	
The Nature of the Cosmic Human Being			3.0
WE355 Study of Man (K. Deason/K Smith)	24.0	3.0	
Artistic Development			12.0
FA331 Recorder (M. Nenko/A. Oey/T.Bickley)	16.0	1.75	
FA333 Singing (K. Deason)	13.5	1.5	
FA334s Singing (C. Boele/ L. Sargent)	10.0	1.0	
FA335 Eurythmy (R. Lundberg)	17.0	1.75	
FA336s Eurythmy (R. Lundberg)	25.0	2.75	
FA338 Bothmer Gymnastics (K. Hammond)	8.0	1.0	
FA339s Sculpture (K. Smith)	20.0	2.25	
	THIRD YEAR TOTAL		46.50

(Note: Course numbers ending in "s" are summer session courses.)

Key to Course Numbering and Credits Required for Certification

Course Numbering:

100-199 – First Year Courses

200-299 – Second Year Courses

300-399 – Third Year Courses

00-09 – Anthroposophical Studies (AS)

10-19 – Studies in Human Culture and Evolution (CE)

20-29 – Human and Individual Development (HD)

30-39 – Fine and Performing Arts (FA)

40-49 – Applied Arts for the Teacher (AA)

50-69 – Fundamental Studies in Waldorf Education (WE)

70-79 – Waldorf Curriculum Studies (WC)

80-89 – Pedagogical Approaches and Practice (PP)

90-99 – Special Projects (SP)

Course numbers ending in “s” are summer session courses

One credit corresponds to approximately 9 hours of classroom instruction and the work assigned thereto, with adjustment for specific independent homework requirements attached to the course in question. Currently 137 credits are required for certification. Altogether, including special projects and participation in festivals, etc., the course consists of approximately 1,185 hours.

Grades are not given. Self-Evaluations by the students and a course completion form signed by the teacher are required at the end of each course. These are based on attendance, participation, and work assigned for the course. Extra work may be assigned to compensate for insufficient attendance.

INC – Incomplete: Insufficient attendance or student participated in course, but has not completed all required assignments.

NC – No Credit: Incomplete work was not made up before end of grace period. Normal grace Period is until beginning of term following that in which the course was taken. Under Extreme circumstances the grace period may be extended to one full term later.

Completion of all courses results in Bay Area Center Waldorf Teaching Certificate. For courses in which the mark of NC is recorded, no credit is given, and these courses or their equivalent must be taken again in order to earn the Certificate.

Classroom Experience Requirements

1. New Standard

- 1st year 1 week observation + 35 hours or 1 week full time assisting in a Waldorf Classroom.
2nd year 3 weeks practicum + 35 hours or 1 week full time assisting in a Waldorf Classroom.
3rd year 3 weeks practicum + 70 hours or 2 weeks full time assisting in a Waldorf Classroom.

2. Practicing Teacher for a student who is working as a full time Waldorf teacher

- 1st year 1 week observation in a different school from the one they are working in.
2nd year 1 week practicum in a different school + 1 week external mentoring in their own classroom + 3 weeks internal mentoring in their classroom.
3rd year 1 week practicum in a different school + 1 week external mentoring in their own classroom + 3 weeks internal mentoring in their classroom.

3. Assistant /Apprentice for a student working as a Waldorf classroom assistant who has a yearlong training agreement with their mentoring teacher.

- 1st year 5 days observation in a different school,
2nd year 5 days practicum in a different school + 1 year/30 weeks mentoring in their own classroom.
3rd year 10 days practicum in a different school + 1 year/30 weeks mentoring in their own classroom.

4. Owner/Operator of Licensed Waldorf Early Childhood Facility

- 1st year 5 days observation in a different Waldorf School + 8 hours external mentoring in their own classroom.
2nd year 8 days practicum in a different Waldorf School + 8 hours external mentoring in their own classroom.
3rd Year 10 days practicum in a different Waldorf School + 8 hours/2 days external mentoring in their own classroom.

Notes

- *Assisting could be made up by 1 week full time, 1 day a week for 5 weeks or ½ day a week for 10 weeks to reach 35 hours.*
- *External mentoring is not included in BACWTT tuition and will need to be paid for by the student or through an arrangement with their school. External mentors will be appointed by BACWTT and will submit a report to BACWTT.*
- *Owner/Operators must experience other age groups than their own center during practicums to complete the early Childhood Track of BACWTT.*
- *It is possible for students to change situations during the course of the 3 year training. For example a student may complete the 1st year then become an Assistant/Apprentice in the 2nd year and then become a full time teacher in their 3rd year and fulfill their.*

The Faculty

Ken Smith | Director

Ken trained in gardening and landscape design in New Zealand. He completed the sculpture training at Emerson College, England. Ken was the art teacher at the Hereford Waldorf School. He was course leader of Visual Arts and Sculpture at Emerson College. In the Bay Area Center for Waldorf Teacher Training, he teaches sculpture, anthroposophical studies, Waldorf pedagogy, painting, and he is also a Third Year Project mentor.

Diane David | Early Childhood Director

Diane received her B.A. in dramatic art from U.C. Davis and completed her kindergarten training at the San Francisco Waldorf Teacher Training of Rudolf Steiner College under Dorit Winter. Diane, a mother of six children herself, has been a kindergarten teacher at the San Francisco Waldorf School since 1988. She is a Northern California co-representative for the Waldorf Early Childhood Association of North America (WECAN) and a founding member of the Magic Lantern Marionette Theatre. She teaches in the early childhood track.

Kristine Arrigona Deason | Grades Track Coordinator

Kristine grew up in France and Germany. She has an M.A. in French Studies from the University of Brussels, an M.A. in Literature from BYU, and a High School Teaching Credential from Mills College. She taught at the university level, then worked for IBM for ten years as a technical writer and programmer before returning to teaching. She received her Waldorf teaching certificate from the Bay Area Center for Waldorf Teacher Training in 2004 and has been a class teacher at the Marin Waldorf School ever since. She is currently on sabbatical after graduating her eighth grade in June 2012. This year, Kristine will teach Chalkboard Drawing and The Kingdom of Childhood. She will also direct the choir for the Bay Area Center for Teacher Training.

Carol Adee grew up in a musical and nature loving family in California and Oregon. She began teaching music and orchestra at Marin Waldorf School in 2004 and graduated from BACWTT in 2009. Her interest in Waldorf education started with her children's enrollment at Marin Waldorf and was nurtured by many hours as a parent volunteer. At BACWTT, Carol teaches First Year Music and Recorder, introducing students to musicality through singing, dancing and an array of handmade instruments. She holds a M.M. from Yale School of Music and a B.M. from Chapman University, and has performed and recorded with professional orchestras, chamber groups and as a flute soloist throughout the Bay Area.

Dave Alsop has a B.A. in Psychology from California State University at Sacramento. In 1974, upon completion of the Waldorf Teacher Training program at Emerson College in England, he began his Waldorf career as a class teacher at the Sacramento Waldorf School. He was deeply inspired at Emerson College to take up social and organizational issues. He has served as a Waldorf school Administrative Chairman, AWSNA Development Director and Chairman, Director of Community Relations and Business Development at Rudolf Steiner Foundation, Development Director and Head of Administration at San Francisco Waldorf School. From 2008 through 2019 he was the Assistant Director at BACWTT. Dave teaches the Threefold Nature of Social Life and Philosophy of Freedom.

Tom Bickley grew up in Houston, sojourned in Washington, DC (studying music, religion, and information science) and came to California as a composer in residence at Mills College. He is on the library faculty at CSU East Bay, and has taught for the San Francisco Early Music Society. He plays with Gusty Winds May Exist, Three Trapped Tigers, and directs the Cornelius Cardew Choir. His work is available on CD at Quarterstick and Metatron Press. Tom teaches the advanced recorder class.

Christiaan Boele was born in the Netherlands in 1956. He attended a Waldorf school. After pursuing professional trumpet and voice studies, he devoted himself to Werbeck Singing, which is based on voice principles and practices stemming from the indications of Rudolf Steiner. Christiaan began offering courses in Germany, Switzerland, Denmark and Finland. He currently conducts master classes, workshops and courses in Finland, Germany, the Netherlands, Canada and the United States. He continues to perform as a soloist and also directs a performance ensemble. He teaches music and leads the summer choir.

Robyn Brown completed her Waldorf Teacher Training at Rudolf Steiner College in Fair Oaks, CA. She also trained at the Bern Kindergarten Seminar in Switzerland, and with Sunny Baldwin at the Somerset School. She took a class from Kindergarten through Grade 8 at the Marin Waldorf School, and, after some time working at Somerset, she founded the Mulberry Classroom – currently the Mulberry Farm, a Center for Curative Education. Robyn teaches Curative Education in our Third Year.

Paolo Carini, has been a high school science teacher at the San Francisco Waldorf High School since 1997. His subjects include mathematics, physics, astronomy, and chemistry. He received his Ph.D. from Stanford University, CA in 1995. He graduated from the Bay Area Center for Waldorf Teacher Training in 2002. Paolo teaches upper elementary school science curriculum.

Sibylle Eichstaedt works internationally as a free-lance speech artist and teacher. She has an M.A. in English from Bochum University, Germany, and graduated from the Speech School at Peredur Centre for the Arts, Sussex, UK, in 1989. She teaches speech in the Summer Session, and has been doing so since 1996.

Douglas Gerwin is Director of the Center for Anthroposophy in Wilton, NH, as well as Co-Director of the Research Institute for Waldorf Education. A Waldorf graduate himself, he received his Ph.D. in Psychology and Literature from the University of Dallas, in 1984. As a high school teacher he has taught history, literature, German, music and life science. He works as a mentor to Waldorf high schools throughout the United States. Douglas teaches Faust, History Through Music, and a weekend on adolescence.

Kate Hammond is a Waldorf alumni and has a Bachelor of Arts (Honors) in Adult Education. She began studying Bothmer Gymnastics in England in 1995. While teaching at the Calgary Waldorf School she completed her movement training with the Spatial Dynamics Institute in 1999. She graduated from Emerson College with a certificate in Waldorf Teacher Training specializing in Early Childhood Education and has taught kindergarten, preschool, parent and child classes and infants. She has also taught adult literacy, parent classes, children with special needs and movement workshops. She has had a life-long interest in adult education and has enjoyed living in many anthroposophical communities all over the world. She teaches a Second Year course addressing Early Childhood, and Bothmer Gymnastics.

Maria Helland-Hansen grew up in Norway. She has experience working in Camphill Communities, with bio-dynamic agriculture, and working as an assistant nurse in the “Vidarklinik” in Sweden. She completed her Eurythmy training in Sweden in 1985, and her training to become a Eurythmy therapist later in Switzerland in 1993. She has worked as a Eurythmy therapist in San Francisco Waldorf School since 1993, has a private practice, and is a core faculty member of TETNA, the Therapeutic Eurythmy Training of North America. She has been teaching courses at BACWTT since its inception, introducing Therapeutic Eurythmy and constitutional polarities.

Dr. Carmen Hering is an osteopathic and anthroposophic physician specializing in childhood development, and has been in private practice in Albany, CA since 2006. She completed her osteopathic medical training at Touro University, College of Osteopathic Medicine in 2003 and then went on to complete a 3-year residency program in New York City. Encouraged by a medical student while in residency to study anthroposophic medicine, Dr. Hering visited the Threefold Community in Spring Valley and attended a physician conference there. Once in private practice, she went on to complete a 5-year training program in anthroposophic medicine and became certified to practice AM in 2012. Dr. Hering has taught at New York College of Osteopathic Medicine and Touro University College of Osteopathic Medicine, where she continues to serve as adjunct faculty. She mentors pre-med students, trains medical students and residents in her office, serves on the board for certification in anthroposophic medicine (ACAM) and is faculty for the annual International Physician Medical Training (IPMT) program for anthroposophic medicine in the US.

Jeff Loubet graduated from Clark University with a B.A. in philosophy in 1975 and completed teacher training at Rudolf Steiner College in 1992. Jeff has been a class teacher at the East Bay Waldorf School for 24 years. He taught grades 1 – 8 twice and grades 1 – 6 before retiring in 2017. Jeff teaches Study of Man and Grades Practicum Preparation for BACWTT and Storytelling and the Imagination for Sound Circle.

Renate Lundberg received a BA in nursing school and, after working as a nurse for 10 years, she attended the Dr. Hauschka massage and external medicine courses, including the medicinal bath therapy. After that, Renate did the eurythmy training in The Netherlands including the pedagogical trimester. Since graduating in 1986, she has been teaching in schools in Holland, British Columbia and the USA. In addition to BACWTT, she has taught in teacher training programs in Vancouver, BC, and Minneapolis. She is retired from fulltime teaching at the Summerfield Waldorf School, where she taught for 10 years (grades 7-12). She currently teaches as an independent contractor at two Waldorf charter schools in Sebastopol.

Patrick Marooney met Waldorf education in 1974 when he became a board member of a new school in Colorado. He trained at Rudolf Steiner College and then became a class teacher at the Eugene Waldorf School, 1984-1992. He was the woodwork teacher at Eugene Waldorf School for 23 years, and for the past 18 years has been a faculty member of the Eugene Waldorf Teacher Education program. There, he teaches Philosophy of Freedom, Biography, Metamorphosis in Clay, Woodcarving, Form Drawing, Science seminars, and Geometry. For the Bay Area Center, he teaches Geometry, Form Drawing, Chemistry, and a course on the first Goetheanum.

Monika Nenko leads the beginning recorder class at BACWTT. She is a BACWTT graduate and works in a Waldorf nursery classroom. Before the teacher training, she was engaged in motherhood and academic studies. She has completed a B.S. (at SFSU) and MSc (at LSE) in International Relations. She was born in Krakow, Poland.

Donni O’Ryan is a graduate of Rudolf Steiner College and the Spacial Dynamics Institute, has been teaching the Movement curriculum to children in Waldorf schools for the past 23 years, and Environmental Education for 12 years. She mentors schools, both locally and internationally, to help them develop their own unique, movement programs. For the past 6 years she has been teaching at BACWTT.

Lisa Sargent joined the grade school choir five minutes after she was caught accidentally singing the descant line in Sweet Betsy from Pike in 4th grade music class. She hasn’t stopped singing since. Lisa

graduated from the University of Denver with a degree in voice. She has sung in opera and symphony choruses in Denver and joined as many Bay Area choirs as possible since moving to San Francisco in 1988. Lisa is an instructor in voice under Werbeck's School of Uncovering the Voice and is thoroughly trained by Christiaan Boele. She teaches music at the San Francisco Waldorf School, where Sweet Betsy still visits the fourth grade.

Carla Schaaremann received her BA/MA in fine arts from the Willem de Kooning Academy in the Netherlands in 1990, after having studied at several other art institutions including The Royal Academy in Den Haag and De Vrije Academie in Den Haag. Until 1998 she worked in her own studio on several commissions and developing her own personal work. Carla completed the Bay Area Center for Waldorf Teacher Training in 2006. Her teaching experience includes 3 years of printmaking, veil painting, figure drawing and stone carving at East Bay Waldorf High School and clay modeling at the Novato Charter School. She teaches 9th and 10th grade drawing, 11th grade veil painting and 11/12th grade electives in oil painting, cooking, drawing and printmaking at San Francisco Waldorf High School. She teaches painting and High School arts in the Bay Area for Waldorf Teacher Training, and LifeWays.

Jennifer Schmitt is a naturopathic doctor with a family practice specializing in anthroposophic medicine and therapies. Her practice is based in the East Bay. She serves on the boards of the Society for Physicians of Anthroposophic Naturopathy and the East Bay Waldorf School. Jennifer studied pre-med at St. Edward's University in Austin and received her BS in biology from Marymount Manhattan College in New York. She received her doctorate in naturopathic medicine from Bastyr University in Seattle. Jennifer and her husband Brian Gannon live in Richmond with their two sons. In the Bay Area Center for Waldorf Teacher Training, she teaches Anthroposophy in Action.

Oliver Steinrueck was born in Toronto, grew up in a Camphill Village in Copake, N.Y., graduated from a Waldorf high-school and received a Master's Degree in history. In 1989 Oliver entered the seminary in Stuttgart and went on to work in congregations in Freiburg, Germany, Chicago and San Francisco. Currently he is working in the congregation in Spring Valley, NY, as well as teaching and at the Seminary there. His topic in the teacher training is: the difference between prayer and meditation.

Robin Theiss is a teacher and chair of the humanities department at the Waldorf School of Orange County High School. She received her B.A. in Philosophy and Religious Studies from the University of California, Riverside and her M.A. from Claremont Graduate School of Theology. She completed the Bay Area Center for Waldorf Teacher Training program in 2004. Upon graduation, she was hired as the founding teacher at the Santa Cruz Waldorf School. She worked in that pioneering endeavor for 5 years, until she joined the Waldorf School of Orange County in 2009. Robin is also on the faculty at the Kassel Waldorf Teacher Training, where she travels each spring and the Guangzhou Waldorf Teacher Training, where she travels to in summer.

Judith Thomas received her B.A. from Mount Holyoke College in Massachusetts and a teaching credential from the University of California at Berkeley. In 1980, she was one of a group of founding parents of the East Bay Waldorf School. She was a class teacher between 1985 and 1993 and then was the Handwork teacher for Grades 1 through 8. She taught Handwork in Classes 9, 10, and 11 when the East Bay Waldorf High School was in existence.

Liz Turkel Vose is a Bay Area native who worked professionally as a theater artist and drama teacher before discovering Waldorf education and Anthroposophy. She is a graduate and former faculty member of the International School of Storytelling at Emerson College in the UK. She currently divides

her time between teaching workshops in storytelling, voice, music and drama at various locations around the Bay Area and caring for her two small boys at home.

Gail Weger began her work in Waldorf Education in 1994 through a home preschool she created out of a need in her children's community. She went on to take her first class at the Live Oak Waldorf School from first through fifth grade, and her second class from first through graduation. Gail has been a mentor and teacher of teachers since 2001, in the Midwest, and through Rudolf Steiner College and BACWTT, and served as the Pedagogical Chair at the East Bay Waldorf School in 2013-14. She is beginning her 4th year at the Marin Waldorf School. Gail is a practicing artist and holds a BFA in Printmaking and Art History. She has three grown Waldorf-educated daughters, a wonderful husband, Mathias, and just began a long career as a grandmother.

Beth Weisburn teaches at Summerfield Waldorf School and Farm in grades 7-12. She worked for five years designing communications equipment, and then earned a Ph.D. from Cornell University in 1995 for research in bioacoustics. Beth completed the Waldorf Teacher Training at the Center for Educational Renewal in 2002, and a Curative Course certificate from Mulberry Farm in 2017. In 2008, she co-founded the Center for Contextual Studies. She introduces Goethean Science, and the Art of Teaching High School for the Bay Area Center for Teacher Training.

Institutional Policies

Admissions:

Admission is open to all adults. The minimum educational requirement is a high school diploma. Students under 21 will generally not be admitted but the program director may make exceptions in individual cases. Students must show evidence of previous college level courses or a high school diploma. A completed application form, and an interview with the director, is required.

The Bay Area Center for Waldorf Teacher Training has not entered into an articulation or transfer agreement with any college or university. A maximum of 40 credits earned in other Waldorf teacher training programs may be transferrable upon review of the student's transcript and course descriptions provided by the previous institution.

Grading & Certification Policy

The Bay Area Center for Waldorf Teacher Training does not issue grades for class work. Rather, each student will be given a Credit or No Credit status for each course. Credit or No Credit status will be based on the teacher's evaluation of the required course work done by the student, including classroom participation, reading assignments, written work, and artistic presentations. Students must meet the minimum requirements for the attendance policy in each class.

To receive a certificate, students must meet the following criteria: They must have completed all three years with no incompletes on their transcripts and all outstanding tuition and loan balances must be paid in full.

Academic Paperwork:

Late Assignment/Absence Make-Up ("green sheet"): This sheet documents submission of make-up assignments for missed classes or assignments. Students may request the "green sheet" from their class secretary. A student who has not completed all assignments may ask for an extension or a deadline.

Extension dates are on the “green sheet.” Under extreme conditions, the student may ask for an additional extension. These additional extensions are also on the “green sheet.” A student who has not made up missed classes or assignments within the agreed upon time will receive an Incomplete for the course. Once a student has withdrawn from the program they will not be eligible to make up classes held after their withdrawal, with a make-up assignment.

Self-Evaluations:

All students will submit three self-evaluations each school year: one after the Christmas break, one after the Final Weekend session, and one after the Summer session. They will use the process as an exercise toward mastery of writing objective narrative reports, which they will be issuing for their own students in the future. If a self-evaluation is handed in past the date due, the teacher may not read and comment on the self-evaluation; it will simply be dated by the office and filed in the student’s files so that the student receives credit for the course. If a self-evaluation is handed in more than two weeks past the date due, the student may receive an Incomplete. Self-evaluations are necessary for course credits, so the lack of a self-evaluation may jeopardize certification. Please note that in addition to the Director, self-evaluations may be read by key faculty/staff, as well as relevant members of the Board and Care Committee when appropriate.

Student Progress Report:

This is the form which the office manager submits to the director to indicate the student’s standing in a course. Student Progress Reports are filled in after the weekend sessions (i.e. in May), and after the summer session. The director awards credit if attendance, assignments and self-evaluation, and in the case of practicums, supervising teacher evaluations are in order.

Assignment Tracking Report:

At the end of each block faculty will submit an assignment tracking report for each student indicating whether the student has completed all assignments.

Practicum: Credit for the practicum will be awarded upon the satisfactory completion of the practicum requirements, including a satisfactory evaluation by the supervising teacher.

Third Year Project:

Credit for the third year project will be given upon the satisfactory completion of the third year project requirements.

Transcript:

The office manager transfers credits from the Student Progress Report to the Transcript. This is done at the end of each academic year. A copy of the progress report is sent to each student after each year. One official transcript is sent to each student when the three years have been completed. The fee for additional transcripts will be \$25.00.

Certificate:

After completing the program, if there are no incompletes on the transcript and the student is paid in full, the student is awarded a certificate of completion (Certification in Waldorf Education).

ECC:

Students enrolled in the Bay Area Center currently cannot earn State required Early Childhood Credit. The State no longer accepts credits from our institution. We are looking for ways to amend this. Meanwhile students entering into early childhood should begin working on the required ECC units. It is the responsibility of the student to research the state requirements and comply with them.

Student Records Retention

The following policies govern the retention of student records and transcripts:

Records and transcripts of students that completed the program will be permanently retained. These files are stored in a fire-proof file cabinet in the main office.

Records and transcripts of students that withdrew after one year or more will be permanently retained. Records and transcripts of students that withdrew before completing one year will be permanently retained.

All student financial files will be retained for 10 years from the date of student departure.

Student Rules of Conduct

Students are expected to attend class regularly and to arrive in class on time.

Overnight Considerations:

It is possible for students to overnight on Friday evenings during the weekend sessions at the East Bay Waldorf School campus. If you do so, please remember that you are a guest on the East Bay Waldorf School campus. Please be respectful of their property. Please leave the room as you find it. The school should be unable to tell that you have been there. If you have questions, or if something comes up during the night, please contact the overnight student coordinator.

Drugs and Alcohol:

The Bay Area Center for Waldorf Teacher Training is a drug free, alcohol free environment. Students are required to attend class free from any influence of drugs or alcohol.

Visitors:

Visitors are welcome, but prior arrangements must be made with and agreed to by the director and your course teachers. Children may not visit our campus sites, except for specifically announced occasions like festival assemblies. For assemblies and on graduation day, when families are invited to attend, no prior approval is needed.

Practice Teaching:

As a student you will be working with local schools when you do your practice teaching. Please remember that you are a guest in these schools, and that you are representing the Bay Area Center for Waldorf Teacher Training. Professional dress and behavior are expected.

Communications Policy

At the Bay Area Center for Waldorf Teacher Training, courtesy, tact and consideration should guide each student and faculty/staff member in our relationships with our peers, colleagues and the public. It is mandatory that each member of our community show the utmost respect to every other person in the community. The purpose of communication should be to communicate our thoughts carefully and effectively, listen to the members of our community with the same care and attention that we each expect, and to ensure productive and respectful collaboration.

Please follow these general guidelines:

- Courtesy, friendliness, and a spirit of helpfulness are important and guide the program's dealings with the community.
- Differences of opinion should be handled privately and discreetly. Gossip and backbiting are to be avoided. Communicate directly with the person or persons involved to resolve differences. If this is not possible or has not resulted in any meaningful change, please then arrange a time to meet with the Director.
- All general group announcements outside the topic of coursework (such as non-BACWTT events, job positions, etc.) must be emailed to the Office Manager for approval. Once approved, the Office Manager will email the announcement to the group as a whole.
- Conservative criticism — that which will improve the organization by clarifying or instructing — should be welcomed when delivered with respect and tact. Destructive criticism — that which is designed to harm the organization or another person — is not to be practiced.
- Students and faculty/staff should strive to maintain a civil work atmosphere at all times and refrain from shouting, yelling, using vulgarities or swearing.
- BACWTT is a supportive environment free from disparaging remarks about religion, ethnicity, sexual preferences, appearance and other non-program related matters. Each employee has the responsibility to foster an understanding of others' differences in order to create an environment where those differences contribute to a better organization. Inappropriate remarks based on any of the following are not tolerated and such behavior will result in immediate termination of one's participation in the program: race, religion, ethnic origin, physical attributes, mental or physical disability, color, ancestry, marital status, pregnancy, medical condition, citizenship and/or age. Inappropriate remarks include those that treat a group of people in a uniform way, assign a behavior in a disparaging way, imply inferiority of a group, are supposedly funny at someone else's expense, and/or cause embarrassment or distress to others based on comments about a particular group of people.

Digital Media Communications

- Communications through digital media should be done with awareness of the appropriateness of the medium in relation to the sensitivity of the communication.
- Please use email primarily to convey information and to set appointments.
- Do not write an email or respond to one in the heat of the moment. Emotional topics can cause a heated exchange and can become very distracting. What one person considers informational, another may find to be emotional. If you find yourself reacting emotionally to an email, the best practice is to ask for an offline conversation at that point.
- Do not attempt to resolve disputes or conflicts by email. Arrange for a face to face meeting.
- In general face to face communications should be used for sensitive issues.

- Use appropriate language. Remember that your emails can be easily forwarded and that once in cyberspace, the message lives forever.
- Communications by group email/replying all must be conducted with care and sensitivity for all recipients to avoid misunderstanding or misinterpretation.
- Ask permission before forwarding someone else's email if the message includes personal information or thoughts.
- Do not share messages, photographs or recordings unless you have permission from all the people involved.

Student Complaints

Any student with a complaint regarding the Bay Area Center for Waldorf Teacher Training should contact the program's director, Ken Smith, or the Chairman of the Board, Afshin Jalalian. They will thoroughly review each complaint and will take any needed action to remedy the situation. If the complaint is made in writing, the Bay Area Center for Waldorf Teacher Training will respond in writing within ten days.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589, or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Probation, Suspension and Dismissal

The Bay Area Center for Waldorf Teacher Training has no probation policy. Students who substantially fall behind with class work and homework may be subject to suspension from the program until they can satisfy the director that they have the ability to keep up with the class and stay current with their homework assignments. Generally having more than three late assignments in the school year should serve as a warning to students that they may need additional help. Students who fail to attend a minimum of 60% of the classes will not be able to successfully make up the work and will be subject to dismissal from the program.

Attendance Policies: Absences, Lateness and Missed Assignments

Promptness, consistent attendance and timely completion of assignments are expected of all students.

Arriving more than ten minutes late to a class counts as being late. Three recorded late arrivals equals one absence.

In order to receive credit for a course, a student is required to attend at least 80% of the weekend sessions for that course and 90% of the summer session courses. If a student's attendance drops below 80% (90%), the student may make up the missed classes by doing an extra assignment as assigned by the teacher and documented on the "green sheet," a document used to track the completion of missed assignments, and of work assigned to make up for absences. It is the student's responsibility to find out what the make-up assignment is as soon as a class is missed. If more than three weekends have gone by after a student's absence without the student having contacted the teacher, the teacher is free to say it is too late to earn credit for the missed class.

In the case of a missed assignment, the student similarly has three weekends following the original due date in which to meet with the teacher and determine how he can satisfy the assignment requirement. (In the case of a written assignment, the student may be asked simply to turn in the missing work; in the case of an oral presentation, for instance, an alternative assignment may be indicated.) Before meeting

with the teacher, the student must obtain a “green sheet” (see above) from his or her class secretary. At the time of the meeting, the teacher will describe the pending assignment on the green sheet, and will also indicate the new due date. In general assignments originally due between September 13, 2019 and December 14, 2019 must be made up by January 10, 2020; and assignments originally due between January 10, 2020 and May 23, 2020 must be made up by June 22, 2020. The student will keep the green sheet until he or she completes the assignment.

When the assignment is ultimately completed and turned in, the student is responsible for getting the green sheet signed by the teacher and then handing it in to the class secretary.

Under certain circumstance such as illness, pregnancy or other unforeseeable extended absences a student with an incomplete in an artistic class at the end of their first or second year can appeal to the director to get credit for what was missed in the following way. At the end of the next session if the teacher agrees that the student has achieved grade level performance in the subject the student will receive credit for the previous session’s incomplete. If a student has an incomplete in an artistic class at the end of their third year they will have to re-take the class.

Excessive absences which are not made up, missing assignments or missing self-evaluations will result in the student’s receiving an Incomplete. An Incomplete automatically turns into a No Credit unless the assignment is done within the framework of allowable extensions (see “green sheet”). Once a student has received a No Credit for a course, credit can be earned only if the student re-registers for the course, pays the additional tuition and registration fees, and successfully completes the course.

Summer Attendance

Most summer session courses take place five days a week (including the fourth of July) for four weeks. If you miss more than two of the 20 classes, you will be reminded by the class secretary to talk to the teacher. Because there is more time during the summer to make up missed classes immediately, and because most of the summer courses are art courses, it is up to the teacher to evaluate the student on the basis of effort, progress and achievement, and to determine whether the student deserves credit or an Incomplete.

Exact procedures for making up for absence and tardiness and for turning in late assignments will be discussed in class during the first month of classes. A student who anticipates missing more than 2 days of the summer session must have a previously arranged agreement signed by the director.

Students who anticipate missing more than two days of the summer session may get credit for summer classes only at the discretion of the director and in consultation with summer faculty. A student who misses a summer session, or who does not get credit for a summer session will not be permitted to continue until that summer session has been made up. There is a fee to make up the summer session. A student who is pregnant or injured, and therefore unable to take a particular course during the summer, will need written permission from the director before being permitted to continue with that subject the following summer.

Leave of Absence Policies

Students requiring a leave of absence may submit a leave request in writing to the director. Generally, leaves are offered for pregnancy and other unforeseen personal reasons. Students who take a leave of absence from the program may return to the program for up to three years at the same level as they left. Tuition for returning students will be based on the year of their return. Students who must leave the program before the completion of the school year may be allowed to return mid-year. There are

costs associated with returning mid-year. Costs vary depending on the specific situation. After a three year absence, the student must apply to be re-admitted. Re-admission will occur at the level recommended by the director.

Financial Arrangements

New students enrolling in 2019-2020 must pay annual tuition of \$9,060 for this program. Please see the Schedule of Charges below. Tuition is subject to change on an annual basis, for new incoming students. Current policy is that annual tuition will not increase for enrolled students. It is possible to pay the entire tuition at the time of enrollment or to set up a monthly payment plan. Currently, that monthly payment is \$755 per month, less any amounts that are credited to the student due to scholarships or student loans (deferred tuition). Student accounts are billed every month for 12 months. Students who choose to make payments automatically via credit or debit card will incur an additional 3% fee per payment. Students who wish to avoid the 3% card fee must submit 12 postdated checks at the time of enrollment. The maximum cost for the school year 2019-20, including card fees (\$271.80 maximum) and application fees (\$185) is \$9,516.80. There are, however, additional costs including the living arrangements for the summer session as well as books and some materials.

Application Fees are as follows:

New applicants: \$185

Returning student application received on or before May 3, 2019: fee - \$0

Returning student application received after May 3, 2019: fee - \$185

The Bay Area Center for Waldorf Teacher Training is not accredited by an accrediting agency recognized by the United States Department of Education, and students enrolled in our program are not eligible for federal or state financial aid programs; however it does offer financial assistance through scholarships funded by gifts and grants to the organization. Tuition assistance may lower student payments considerably. We work with prospective students on a case-by-case basis to determine affordable payments. Scholarships, student loans (deferred tuition), stipends and work study are available. Student loans (deferred tuition) become payable upon completion or leaving of the program. Student loans have no interest charges while the student is enrolled, and will be charged \$60 for each \$1,000 outstanding on an annual basis upon completion or leaving the program. Payment schedules are based upon monthly tuition payments at the time of completion or leaving the program. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds. The student has certain rights and obligations under the Federal Lending Act. Please refer to that Act with questions.

Student Expenses

Tuition covers the cost of instruction only. Students should budget \$500-\$1000 per year for books, Eurythmy shoes, art supplies, musical instruments, lodging for the summer session, etc. Students in the Teacher Training Program may incur other expenses in connection with practice teaching and the summer session. These include food, travel and lodging expenses. The Bay Area Center for Waldorf Teacher Training does assist students in locating lodging for the summer session, however, the cost of these accommodations are the responsibility of the student.

The school provides painting, form drawing and sculpture supplies. There is no charge for this equipment.

There are no other fees.

Schedule of Total Charges for a Period of Attendance – One Year (2019-2020)

Tuition: \$9,060

New Student Application Fee: \$185

Returning student Application Fee on or before April 14: \$0

Returning student Application Fee on or after April 14: \$185

Maximum Credit/Debit Card Payment Fee (3%): \$271.80 (\$0 if postdated checks submitted)

Student Tuition Recovery Fund Assessment: \$0.00 per \$1,000 of total charges

TOTAL CHARGES 1 YEAR with card payments: \$9,516.80

TOTAL CHARGES 1 YEAR with postdated checks: \$9,245

Estimated Schedule of Total Charges for the Entire Educational Program – Three Years

Tuition: \$27,180 (\$9,060 x 3)

Application Fee First Year: \$185

Application Fee before April deadline 2 years: \$0

Application Fee after April 1 deadline 2 years: \$370 (\$185 x 2)

Maximum Credit/ Debit card Payment Fee: \$815.40 (\$271.80 x 3) (\$0 if postdated checks submitted each year)

Student Tuition Recovery Fund Assessment: \$0.00 per \$1,000 of total charges

TOTAL CHARGES 3 YEARS with card payments, application before April deadline each year: \$28,180.40

TOTAL CHARGES 3 YEARS with card payments, application after April deadline each year: \$28,550.40

TOTAL CHARGES 3 YEARS with postdated checks, application before April deadline each year: \$27,365

TOTAL CHARGES 3 YEARS with postdated checks, application after April deadline each year: \$27,735

Buying Books

As a student enrolled in the Bay Area Center for Waldorf Teacher Training, you have several options for buying books related to your course work:

Book sales: The Bay Area Center for Waldorf Teacher Training will sell books from its bookstore on most weekends during the year and at least 3 times a week during the summer. Students receive a 15% discount on most titles.

Ordering through the bookstore: If there are specific titles you know you want, you can order them through our bookstore manager. Call the office for details. Payment must be made in advance. Catalogs from the various presses are available for your use in identifying books of interest.

Direct ordering: You can order books directly from a number of catalogs and internet sources, such as Rudolf Steiner Books, Steiner Books, Rudolf Steiner College Bookstore; Amazon.com, eBay, etc.

Borrowing Books

Our library: A small (and growing) library has been established for use by students. We have an online library system that keeps track of books borrowed by students. Students who borrow books from the library are expected to return them on time and in good condition. Unreturned books will result in transcripts being withheld.

Rudolf Steiner Library in Ghent, New York is also a borrowing resource for students who are members of the Anthroposophical Society. You can arrange to borrow books by calling the library directly at (518) 672-7690.

Many books can also be found online at www.rsarchive.org or www.waldorflibrary.org .

Cancellation/ Refund Policy

You have a right to withdraw from the program at any point after signing your enrollment agreement. You have the right to cancel your enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever comes later. A full refund of all refundable charges will be made within 10 days. If cancellation is made after the seventh day of enrollment, refunds for the return of unearned institutional charges for students who have completed 60 percent or less of the period of attendance shall be a pro-rata refund. The period of attendance is the period designated on the enrollment agreement. After 60% of the program has been provided, no refunds will be made. All refunds made to students will be made within 30 days of the date of postmark or receipt of written notice of cancellation. Since most of our students pay monthly refunds are not as common as they are for institutions that require full payment in advance. The application fee is non-refundable.

Withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

If you want to withdraw and cancel your enrollment contract, you must do so via mail. A notice of cancellation was included with your agreement. Cancellations must be mailed to the attention of our Office Manager: PO Box 21265, El Sobrante, CA 94820.

Bankruptcy Statement

The institution has no pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Student Tuition Recovery Fund

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

To file a claim against the Student Tuition Recovery Fund, obtain a claim form from the Bureau's website www.bppe.ca.gov and follow the instructions found there.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Bay Area Center for Waldorf Teacher Training is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Waldorf Teaching Certificate you earn in the Waldorf Teacher Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or Waldorf Teaching 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 Bay Area Center for Waldorf Teacher Training to determine if your credits or Waldorf Teaching Certificate will transfer.

Language Proficiency Information

All classes and courses will take place using the English language.

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

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. Bay Area Center for Waldorf Teacher Training code number is 3606.

Required Internet-based Scores (IBT)

IBT-72 (minimum of 18 in each section) for Waldorf Teacher education certificate (535 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 teacher training program.

Bay Area Center for Waldorf Teacher Training does not give English courses. If the Director advises a student to take additional English classes while enrolled as a student, the fees for such classes must be paid by the student.

Foreign Students

The Bay Area Center for Waldorf Teacher Training does not admit students from other countries, and does not provide any visa services.

Experiential Credit

The Bay Area Center for Waldorf Teacher Training does not award credit for experiential learning.

Student Services

The Bay Area Center for Waldorf Teacher Training does not provide student services.

Housing

The Bay Area Center for Waldorf Teacher Training does not have any dormitory facilities under its control, and does not take responsibility for finding or assisting the student in finding housing. Some assistance in finding housing for the full-time summer session is available upon request. All housing costs are the responsibility of the student, and rents in the East Bay are expensive relative to other areas of the country (the approximate range of costs is \$1,100 for a one-bedroom apartment to \$5,000 per month for a 4 bedroom house). Availability of housing near the East Bay Waldorf School is average.

The Catalog

The Bay Area Center for Waldorf Teacher Training Catalog is published annually, with beginning and ending dates of September 1 and August 31 each year, consistent with our fiscal year. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

The Bay Area Center for Waldorf Teacher Training will provide the school catalog to a prospective student prior to enrollment, and to any interested person upon request.

Other Print materials

The Bay Area Center for Waldorf Teacher Training does not have a general student brochure, describing the Waldorf Teacher Training Program, preferring instead to post all relevant information on its website: www.bacwtt.org. Students are encouraged to visit that website prior to enrollment.

Bureau of Private Postsecondary Education

The Bay Area Center for Waldorf Teacher Training is a private institution. This institution has received approval to operate from the Bureau for Private Postsecondary Education (BPPE # 4901761). **Approval to operate means compliance with state standards as set forth in the Education Code.** Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Website: www.bppe.ca.gov toll free phone number: 888-370-7589; fax: 916-263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589, or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Non-Discrimination Policy

The Bay Area Center for Waldorf Teacher Training admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.