



BAY AREA CENTER  
FOR WALDORF  
TEACHER  
TRAINING

# Bay Area Center for Waldorf Teacher Training

## Catalog

September 1, 2023 through August 31, 2024

*2/2/24 Updated*

Bay Area Center for Waldorf Teacher Training  
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## **Introduction**

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

Students are required 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](http://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 and describe 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
- Faculty of experienced and currently practicing teachers who bring their knowledge directly to students
- Personal, quality face-to-face classroom experience with individual guidance
- Thorough study of pedagogical lectures and books with reading assignments and discussion
- Teaching methods and practices aligned with the methods and practices used in Waldorf classrooms
- Practicum observation and practice teaching with mentoring by experienced Waldorf teachers
- Art classes with experienced art teachers
- Individual student mentoring
- Regular 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 opportunities to learn and practice the art and science of Waldorf pedagogy in local schools. Our teacher training meets on weekends from September through May, and daily for four weeks over three summers.

The total program is three years, each made up of weekend sessions and a month-long summer session. Students are required to attend weekend classes mid-September through mid-May and four weeks of a summer intensive from mid-June to mid-July. 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. Any student failing to complete the three years of study will not earn a certificate.

BACWTT prepares our graduates for the following job classifications using the United States Department of Labor's Standard Occupational codes: 25-2011 (Preschool Teachers, Except Special Education); 25-2012 (Kindergarten Teachers, Except Special Education); 25-2021 (Elementary School Teachers, Except Special Education); 25-2022 (Middle School Teachers, Except Special and Career/Technical Education); and 25-2031 (Secondary School Teachers, Except Special and Career/Technical Education).

### **Location of Classes**

Weekend classes will be held at the Wildcat Canyon Community 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 Wildcat Canyon Community School each weekend, we use the following facilities: a building permanently dedicated to the teacher training program that includes an office, a bookstore and library, a kitchen, a classroom, space for files and storage; 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 many of the 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.

### **Covid-19 Pandemic Effects on Classes During 2023-2024**

During the coming academic year, we will be prepared in case disruptions to normal classes arise due to shelter-in-place and distancing restrictions.

Our intention is to have in-person classes whenever it is possible and safe to do so – at the Wildcat Canyon Community School during the weekend session and the Marin Waldorf School during the summer session. We may have to introduce distancing measures, divide into small class sizes, hold classes outdoors and wear masks, as determined by the State of California and local county guidelines.

We may also have to move to online classes at certain times and adjust our learning delivery method during the year. Students may use any desktop, laptop, phone, or tablet with basic internet access and a camera/microphone that allows them to access the Zoom videoconferencing platform. As with in-person classes, all students must submit assignments via email to the Office Manager, who then records and files the work into each student's electronic and hard copy files before forwarding the work onto the relevant faculty member for feedback. Faculty will either email individual students directly, provide feedback to the Office Manager to email to the students, or set up a phone call or Zoom meeting to discuss the work. When work is submitted to the Office Manager, the Office Manager will confirm receipt within 1-2 days. Faculty members provide responses to completed work within a month of receipt.

## 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 are introduced to the philosophical underpinnings of the Waldorf curriculum and begin 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 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 Companion* (formerly *The Younger Generation*); *Anthroposophy in Everyday Life*. By means of these texts, as well as lectures and presentations, the student is introduced to a broad range of anthroposophical concerns. These courses all include artistic practices.

### Introduction to Waldorf Education

Local Waldorf teachers present the three domains of teaching: 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 following: the four temperaments, the twelve senses, writing before reading, working from the whole to the part, mood as the basis of learning and discipline, the teacher as authority, the teacher as artist. Classroom observations in local Waldorf schools take place during this block.

### 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.

### 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. This class is taught in conjunction with the study of *The Philosophy of Freedom*.

### History of Art

This class offers a study of how the evolution of human consciousness can be traced in painting, sculpture, and architecture from prehistory to the present day. The contributions of Rudolf Steiner as painter, sculptor and architect are 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 or more of the following: eurythmy, painting, form drawing, modeling, speech. Summer session arts classes may include sculpture, eurythmy, choir, speech, drama, and creative writing.

#### First Year Course List 2023-2024 and Credits

	Hours		Credits
Introduction to Waldorf Education			4.50
WE165 Kingdom of Childhood (K. Deason, et al.)	25.0	2.75	
PP182 Waldorf Observation (K. Deason) in school visits	15.0	1.75	
The Human Being and the Cosmos			8.25
AS101 Foundations of Waldorf Education (K. Smith/L. Turkel Vose)	74.0	8.25	
Studies in Human Culture and Evolution			4.50
CE114 All Class Lecture (TBD)	11.5	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			2.75
HD125 The Philosophy of Freedom & Goethean Observation (B. Weisburn)	24.5	2.75	
Applied Arts for the Teacher			8.00
AA130s Speech (TBD)	20.0	2.25	
AA141s Form Drawing (TBD)	15.0	1.75	
AA145s Music Fundamentals (C. Boele/K. Deason)	20.0	2.25	
WC178 Handwork and Crafts(J. Thomas/D. David/K. Smith/M. Haeberlin)	16.5	1.75	
Artistic Courses			12.25
FA131 Music and Recorder (C. Adee)	14.0	1.50	
FA133 Singing (K. Deason)	11.0	1.25	
FA134s Singing (K. Deason)	10.0	1.00	
FA135 Eurythmy (K. Gallagher)	18.0	2.00	
FA136s Eurythmy (M. Leitz)	20.0	2.25	
FA138 Bothmer Gymnastics (K. Hammond)	6.0	0.75	
FA139s Sculpture (K. Smith)	15.0	1.75	
SP191 Special Projects	15.5	1.75	
<i>(Third Year Projects, Christmas/Easter/Whitsun Festivals, Final Weekend)</i>			
	Total		40.25

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

## Second Year Program

The second year of the training 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 three 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

This class considers such topics as individual, historical and world karma; reincarnation and karma; free will and destiny; laws of karma; phases of human biography. Texts used: *Manifestations of Karma* and *A Western Approach to Reincarnation and Karma*. This course requires the research and presentation of an independent biography project.

### Nature Studies

This class considers topics such as phenomenology as a 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*). This course requires the presentation of an independent project on an 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 anthroposophical 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.

### Waldorf Education through the Years and Teaching Methods

This class helps students develop the "true" imagination which works out of living concepts, so they can: awaken the will of the students; structure lessons; work with a learning cycle of introduction, primary presentation of material and recapitulation; understand the wisdom of the curriculum as it relates to human development of body, soul and spirit; and prepare for a supervised (and carefully evaluated) three-to-four-week practicum in early childhood, grades or high school.

### Upper Elementary Grades Math and Sciences

A summer session course providing an overview of 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. Handwork and craft classes meets for twenty sessions in the afternoon over the course of the year.

Practicum

A supervised three-to-four-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.

The Human Being and the Cosmos

Continues the overview of anthroposophy from First Year.  
Rudolf Steiner texts studied: *Occult Science*

<b>Second Year Course List 2023-2024 and Credits</b>	<b>Hours</b>	<b>Credits</b>
<b>Studies in Waldorf Education</b>		<b>10.50</b>
PP285 Second Year Practicum	4 wks	4.00
WW274 Practicum Studies (Either WW 274-ece or WW274-el)	25.5	2.75
WW 274-ece Early Childhood Curriculum Studies (D. David, et al.)		
WW 274-el Grades Curriculum Studies (J. Loubet/K. Deason)		
WC275 Developmental Teaching (K. Hammond/D. David/K. Deason)	33.0	3.75
<b>Curriculum Studies</b>		<b>5.75</b>
WC272s Chemistry and Geometry (TBD)	30.0	3.25
WC278 Crafts Through the Curriculum (M. Haeberlin, K. Smith, J. Thomas)	15.0	1.75
Early Childhood Conference	7.5	0.75
<b>The Human Being and the Cosmos</b>		<b>7.00</b>
AS202 The Human Being and the Cosmos (D. Robinson)	17.5	2.00
AS201 Karma & Biography (K. Smith/L. Turkel-Vose)	30.0	3.25
AS205 Man as Symphony of the Creative Word (K. Smith/M. Haeberlin)	16.5	1.75
<b>Studies in Human Culture and Evolution</b>		<b>1.25</b>
CE214 All Class Lecture (TBD)	11.5	1.25
<b>Applied Arts for the Teacher</b>		<b>2.25</b>
AA242s Speech (TBD)	20.0	2.25
<b>Artistic Development</b>		<b>16.00</b>
FA230s Light and Darkness (P. Whitman)	7.5	0.75
FA231 Recorder (M. Haeberlin/T. Bickley)	15.0	1.75
FA233 Singing (K. Deason)	10.0	1.00
FA234s Singing (C. Boele/K. Deason)	10.0	1.00
FA235 Eurythmy (M. Leitz)	19.0	2.00
FA236s Eurythmy (M. Leitz)	20.0	2.25
FA238 Bothmer Gymnastics (K. Hammond)	6.0	0.75
FA237s Painting (C. Schaareman)	22.5	2.50
FA245s Music Fundamentals (C. Boele/K. Deason)	20.0	2.25
SP291 Special Projects	15.5	1.75



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

### **Third Year Program**

The objective of the third year of the training is to consolidate and expand on what the students have learned in the previous two years.

#### **Studies in Waldorf Education**

An intensive, year-long engagement with Rudolf Steiner's introductory teacher preparation course provides the basis for deeper study of anthroposophical anthropology and for practical applications of this anthropology in teaching practices. 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, using their own capacity for objective self-knowledge, also gain insight into working with parents and colleagues.

Texts used: *Study of Man, Practical Advice to Teachers, Discussions with Teachers.*

#### **The Third Year Project**

This year-long endeavor is a mentored, independent research project on some aspect of the curriculum. It consists of a long research paper and a formal oral presentation, offered at the end of the year to the teacher training community.

Examples of Third Year topics include: 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.

#### **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 four-week session of practice teaching in a working Waldorf classroom is undertaken.

<b>Third Year Course List 2023-2024 and Credits</b>	<b>Hours</b>	<b>Credits</b>
Studies in Waldorf Education		7.50
HD325 Child Development (C. Hering et al.)	22.5	2.50
PP385 Third Year Practicum	4 wks	5.00
Curriculum Studies		13.50
WC373 The First Three Years (D. David, K. Hammond)	9.0	1.00
WC374 Curriculum Studies (Either WC374-ece <b>or</b> WC374-el)	43.5	4.75
WC374-ece Curriculum Studies/Early Childhood (D. David et al)		
WC374- el Curriculum Studies/Grades (K. Deason et al)		
WC375 Curriculum Studies/Music, Puppetry, Drama & Storytelling (K. Hammond/L. Turkel Vose)	17.0	2.00
WC375s Curriculum Studies/Storytelling & Study (TBD)	15.0	1.75
SP390 Third Year Projects (K. Smith/K. Deason)	5.0	0.50
SP391 Special Projects <i>(Christmas/Easter/Whitsun/Final Weekend/Summer/Graduation Assemblies)</i>	15.5	1.75
Early Childhood Conference	7.5	0.75
February Conference	8.0	1.0
Studies in Human Culture		1.25
CE314 All Class Lecture (TBD)	11.5	1.25
Applied Arts for the Teacher		4.50
AA343s Speech (TBD)	30.0	3.25
AA345 Curative Eurythmy (M. Helland-Hansen)	11.0	1.25
The Nature of the Cosmic Human Being		3.25
WE355 Study of Man (K. Deason/J. Loubet)	30.0	3.25
Artistic Development		14.75
FA330s Weaving (P. Townsend)	15.0	1.75
FA331 Recorder (T. Bickley/M. Haeberlin)	15.0	1.75
FA333 Singing (K. Deason)	10.0	1.00
FA334s Singing (C. Boele/K. Deason)	10.0	1.00
FA335 Eurythmy (M. Leitz)	18.0	2.00
FA336s Eurythmy (M. Leitz)	20.0	2.25
FA338 Bothmer Gymnastics (K. Hammond)	5.0	0.50
FA339s Sculpture (K. Smith)	20.0	2.25
FA345s Music Curriculum (C. Boele/K. Deason)	20.0	2.25
<b>THIRD YEAR TOTAL</b>		<b>44.75</b>

(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” indicate summer session courses.

One credit corresponds to approximately 9 hours of classroom instruction and the corresponding assignments, 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 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 the one in which the course was taken. Under extreme circumstances, the grace period may be extended one full term later.

Completion of all courses results in a 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 to earn a Certificate.

## Classroom Experience Requirements

### 1. Not a Practicing Teacher

1 <sup>st</sup> year	5 days observation in Waldorf schools
2 <sup>nd</sup> year	4 weeks practicum in a Waldorf school
3 <sup>rd</sup> year	4 weeks practicum in a Waldorf school

### 2. Practicing Teacher (a student who is working as a full time Waldorf teacher)

1 <sup>st</sup> year	5 days observation in a different Waldorf school (not their own school).
2 <sup>nd</sup> year	2 weeks practicum in a different school + 1 week external mentoring in their own classroom + ongoing internal mentoring in their classroom.
3 <sup>rd</sup> year	3 weeks practicum in a different school + 1 week external mentoring in their own classroom + ongoing internal mentoring in their classroom.

### 3. Assistant /Apprentice (a student working as a Waldorf classroom assistant who has a year-long training agreement with their mentoring teacher)

1 <sup>st</sup> year	5 days observation in a different Waldorf school (not their own school).
2 <sup>nd</sup> year	4 weeks practicum in a different school + ongoing mentoring in their classroom.
3 <sup>rd</sup> year	4 weeks practicum in a different school + ongoing mentoring in their classroom.

### 4. Owner/Operator of Licensed Waldorf Early Childhood Facility

1 <sup>st</sup> year	5 days observation in a different Waldorf School (not their own school).
2 <sup>nd</sup> year	2 weeks practicum + 1 day external mentoring in their own classroom.
3 <sup>rd</sup> Year	4 weeks practicum in a different Waldorf school.

#### Notes

- *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 fulfill the early childhood track requirements of BACWTT.*
- *Alternative approaches to fulfilling classroom experience requirements can be discussed with the director(s) and will be determined on an individual basis.*

## 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 the 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.

### Kristine Arrigona Deason | Pedagogical Director and Grades Track Coordinator

Kristine grew up in France and Germany and studied in Belgium. She has an M.A. in French Studies, an M.A. in English Literature, and a High School Teaching Credential from Mills College. She taught at the university level, then worked as a technical writer and programmer for ten years before returning to teaching. She received her Waldorf teaching certificate from the Bay Area Center for Waldorf Teacher Training in 2004 and took two classes through from 1-8 at the Marin Waldorf School. Kristine teaches anthroposophical studies, Waldorf pedagogy and curricular studies, chalkboard drawing, recorder and singing. She also supervises practicum placements in the grades.

### 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, was a kindergarten teacher at the San Francisco Waldorf School, starting in 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 and supervises practicum placements in Early Childhood.

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.

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 has offered courses around the world, notably in Germany, Switzerland, France, Finland, Taiwan, Thailand, and Quebec. He currently conducts master classes, workshops and courses in Finland, Germany, the Netherlands, France, Canada and the United States. He continues to perform as a soloist and directs multiple performance ensembles. He teaches music and leads the summer choir.

Annie Bosque earned her BA in Sociology from San Francisco State University. After graduating, she attended Dominican College for her post graduate work and there she received her Multiple Subject Clear California Teaching Credential. She recently completed a Masters in Waldorf Education from the Rudolf Steiner College with a focus on how to create and support parent teacher partnership. For the past four years she has worked as an adjunct faculty member at the Rudolf Steiner College and has presented at various conferences on the subjects of the outdoor kindergarten and parent teacher partnership. Annie is a parent at GVCS as well as a member of the Golden Valley Educational Foundation. She taught for four years in the Orange Blossom Kindergarten prior to creating the Outdoor Kindergarten program.

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 high school science curriculum.

Karen Michelle Gallagher crossed paths with eurythmy and Waldorf education in 1998, and in 2008 formal eurythmy training began at Eurythmy Spring Valley, NY through the part-time Frontier Program which she graduated from in 2014. Karen went on to earn a BA degree of study in 2015, through the eurythmy school in Oslo, Norway. The summer of 2014 marked the beginning of an ongoing relationship with the annual Waldorf Teacher training at the Centro de Desarrollo Antroposófico in Cuernavaca, Mexico. Most recently Karen accepted the invitation to teach eurythmy with those in the Auriel Eurythmy Training Program. Her first module visit began in July 2019, Mexico City and continued until February 2023. In addition to eurythmy, twenty-four years of classroom experience enriches the story through a variety of subjects: Spanish, Choir, Theater and Life Skills.

Margrit Haeblerlin was born and raised in Switzerland. After graduating from high school, she completed a 2-year teacher training and earned a BA in teaching. After a year of teaching lower grades, she began her artistic studies at Kunstgewerbeschule Basel-CH. She earned a diploma in textile design after transferring to Kunstgewerbeschule Zuerich-CH, wanting to experience the different styles of the two art schools. Leading the Design studio at Ruckstuhl AG (carpet factory in Langenthal-CH) gave her practical experience in the field of textile design. Margrit moved to the US in 1995 where she started her own textile design business in Berkeley, California, as well as taking courses exploring the creative process. She worked closely with a local interior designer as well as exhibiting and selling her designs in Swiss galleries. She studied at BACWTT receiving her Waldorf teacher certificate in 2010. Since then, she has worked as a Waldorf parent and child teacher and preschool teacher at former EBWS, has taught art and art history at SFWHS as well as home schoolers in art, math, and handwork. Margrit has been a faculty member at BACWTT since 2016.

Kate Hammond is a Waldorf alumna 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 a life-long interest in adult education and has enjoyed living in many anthroposophical communities all over the world. She teaches courses in early childhood, marionette work, 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 worked as a Eurythmy therapist in San Francisco Waldorf School from 1993-2023, 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 anthroposophical 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 anthroposophical 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 anthroposophical medicine (ACAM) and is faculty for the annual International Physician Medical Training (IPMT) program for anthroposophical medicine in the US.

Jefferson Loubet graduated from Clark University with a B.A. in philosophy in 1975 and completed teacher training at Rudolf Steiner College in 1992. Jeff was 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 Center.

Andrea Pronto holds a diploma in Special Education from the Independent Music School at Rudolf Steiner Seminar in Germany and has been the music teacher at Live Oak Waldorf School since 1986. She is on the faculty of Rudolf Steiner College, has completed singing training from the School of Uncovering the Voice, and received a diploma in Therapeutic Singing.

Anna Rainville, MA, the author of *Singing Games for Families, Schools and Communities*, lifts spirits worldwide with singing games and mentoring the creative core of the Waldorf curriculum. An experienced class teacher and kindergarten teacher for almost 40 years, she has been a well-known instructor at the Public School Institute at Rudolf Steiner College where she received her remedial training. With her mother, Betty Peck, she has co-directed the popular Kindergarten Forum for 27 years in Saratoga, California. Currently she travels, mentors and teaches widely.

Dale Robinson has successfully taught eurythmy in Waldorf schools in the San Francisco Bay Area for some 26 years. He completed the Eurythmy Therapy training from the *Training in Curative Eurythmy, England*, in 2000. As a certified Eurythmy/integrated movement therapist Dale has a private practice, working out of his home studio in Montclair, Oakland, and traveling to local Waldorf schools for blocks of ET throughout the year. Dale has recently finished a five-year term as president of the Association for Therapeutic Eurythmy in North America (ATHENA). As an ATHENA member he is also a member of the Association of the Anthroposophic Medicine and Therapies in America (AAMTA) and a member of IKAM, the international organization for the ‘Coordination of Anthroposophical Medicine’. Dale is AnthroMed certified.

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 for LifeWays.

Jennifer Schmitt is a naturopathic doctor with a family practice specializing in anthroposophical medicine and therapies. Her practice is based in the East Bay. She serves on the boards of the Society for Physicians of Anthroposophical 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 Sonoma with their two sons. In the Bay Area Center for Waldorf Teacher Training, she teaches Anthroposophy in Action.

Willow Summer has been gardening and farming since she first learned to plant a corn patch with her father at age four. After college she moved to the Bay Area, where she founded the nonprofit urban farming program City Slicker Farms, which grew from one empty lot garden in 2000 to seven urban farms and the Backyard Garden Building Program, supplying thousands of pounds of urban-grown organic produce each year. Willow went on to start The Berkeley Basket, an urban community-supported agriculture (CSA) farm. In 2011, she coauthored *The Essential Urban Farmer* and received a teaching certificate from the Bay Area Center for Waldorf Teacher Training with the goal of inspiring children and adults through farm and garden education. Willow currently runs Three Springs Community Farm, a Biodynamic CSA and educational farm with her husband Lew in Bodega, Sonoma County.

Patricia Townsend taught at San Francisco Waldorf School for 32 years—six years in kindergarten followed by 26 years coordinating the arts program in the high school. Her lifelong love of the arts, crafts, and travel has been deeply inspired by Rudolf Steiner's view of the evolution of our consciousness. She has taught bookbinding, weaving, and basketry at BACWTT.

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 currently a class teacher 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 math at the San Francisco Waldorf High School. 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 teaches *The Philosophy of Freedom*, introduces Goethean Science, and the art of teaching high school.

Pamela Whitman, M.A. received her B.S. from MIT, where she studied both science and humanities. She participated in the Light, Color and Darkness Painting Therapy training in Holland and received her certification from the Medical Section at the Goetheanum, while also completing her Master's degree in Human Development. Her career and interests span the fields of science, art, spirituality, consciousness, psychology, healing, and education, all of which she incorporates as a therapist, international adult educator, and painter.

## **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.

BACWTT does not accept ability-to-benefit students.

### **Re-Enrollment Policy**

Students must complete a Returning Student Application each year of the program to continue into the following year of the training. Completing this form is not a guarantee that a student will be accepted into the following year of the program. The Director, in consultation with the faculty, will decide and communicate with the student at the end of the Summer Program if there are any questions or concerns with the student continuing with the training.

Students must sign an Enrollment Contract, Electronic Payment Authorization, and Performance Fact Sheet prior to beginning each new school year.

## **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 addressed 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 Winter break, one after the final weekend session in May, and one after the summer session. They will use this process as an exercise toward mastery of writing objective narrative reports, which they will be creating for their own students in the future. If a self-evaluation is handed in past the due date, 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 due date, 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.

### 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. To receive their Certificate of Completion, graduates will have a maximum deadline of up to a year after graduation to complete and present their Third Year Projects. After this time, BACWTT will cease to send reminders or offer assistance in support of completing the project.

### 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 at the end of 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 interested in teaching in early childhood classrooms should work independently to obtain 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 have withdrawn after one year or more will be permanently retained.
- Records and transcripts of students that have withdrawn 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 might be possible for students to overnight on Friday evenings during the weekend sessions at the Wildcat Canyon Community School campus. If you do so, please remember that you are a guest on the Wildcat Canyon Community 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 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.
- 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 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, Rod De Rienzo. 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](http://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 can 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 equal one absence. Any late arrival that exceeds half the class time will be considered an absence.

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 15, 2023, and December 16, 2023, must be made up by January 12, 2024; and assignments originally due between January 12, 2024, and May 18, 2024, must be made up by June 17, 2024. The student will keep the green sheet until he or she completes the assignment.

When the assignment is 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 based on 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.

### **Online Attendance via Zoom Policies**

Following the need to study remotely during the Covid-19 pandemic, BACWTT (along with many other Waldorf teacher training institutes) has revised its online attendance policy. BACWTT continues to regard in-person classes as more appropriate and valuable for our program than online classes and intends to stay well below the allowable percentage of online learning set by AWSNA.

We may be offering some courses online as a part of the teacher training program – see percentage calculations below.

### **Individual Student Online Attendance Allowance**

Students may individually attend some classes via Zoom or phone when circumstances prevent them from attending in person—up to a maximum of 10% of those courses considered suitable for online participation.

Classes suitable for online participation:

- Study and lecture type classes.

Classes not suitable for online participation:

- Music, eurythmy and art classes cannot be attended via Zoom.
- Summer session classes are part of an intensive immersion program and cannot be attended via Zoom or phone.

Organizing online participation

- Students ***must receive permission from and make prior arrangements with the teacher.***
- Students must arrange with a classmate to provide a suitable device and to arrange the internet connection and Zoom link. This is not the responsibility of the teacher, nor of the BACWTT program.

### **Absences**

BACWTT requires 80% attendance in each course (90% for summer courses) for a student to receive a course credit. Class secretaries record absences, including attendance via Zoom, when appropriate. Students missing courses that are considered not suitable for online attendance will be marked absent for the class. Students may attend classes that are suitable for online attendance, with permission of

the teacher and up to a maximum of 10% of those courses. After that upper limit has been reached, they will be marked absent.

### **Course Hours Suitable for Online Participation in Addition to Planned Online Courses 2023-24**

Foundation Studies	49.5 x 10% = 4.95 hours
1 <sup>st</sup> Year (January to July)	65 hours x 10% = 6.5 hours
2 <sup>nd</sup> Year	121.5 hours x 10% = 12 hours
3 <sup>rd</sup> Year	138 hours x 10% = 13.8 hours

### **Absences Combined with Online Participation**

There is the potential for students who use the full allowance of their online participation and are at the threshold of 80% in person attendance to be considered to have not had sufficient engagement to receive a course credit. This will be addressed on an individual basis by faculty and the program directors.

It is our hope that being able to participate online will reduce absences.

### **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 2023-2024 must pay annual tuition of \$9,600 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 \$800 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 2023-24, including card fees (\$288 maximum) and application fees (\$185) is \$10,095.50. 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 April 2024: fee - \$0

Returning student application received after April 2024: 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 who wish to work at a public charter school



will also be required to obtain separate state credentials. Students enrolled in our program are not eligible for federal or state financial aid programs; however, BACWTT does offer financial assistance through scholarships funded by gifts and grants to the organization.

BACWTT's tuition assistance program is based upon relative need of all applicants, as determined by the Tuition Assistance Committee, and may lower student payments considerably. We work with prospective students on a case-by-case basis to determine affordable payments. To apply for tuition assistance, students must submit a Tuition Assistance application, which asks students to submit their most recent 1040 tax forms and detail their financial situation (including assets/liabilities and monthly income/expenses). 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, Eurhythmy 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 is the responsibility of the student.

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

There are no other fees.

### **Schedule of Total Charges for a Period of Attendance – One Year (2023-2024)**

Tuition: \$9,600

New Student Application Fee: \$185

Returning student Application Fee on or before April 2024: \$0

Returning student Application Fee on or after April 2024: \$185

Maximum Credit/Debit Card Payment Fee (3%): \$288 (\$0 if postdated checks submitted)

Student Tuition Recovery Fund Assessment: \$2.50 per \$1,000 of total charges: \$22.50

TOTAL CHARGES 1 YEAR with card payments: \$10,095.50

TOTAL CHARGES 1 YEAR with postdated checks: \$9,807.50

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

Tuition: \$28,800 (\$9,600 x 3)

Application Fee First Year: \$185

Application Fee before April deadline 2 years: \$0

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

Maximum Credit/Debit Card Payment Fee: \$864 (\$288 x 3) (\$0 if postdated checks submitted each year)

Student Tuition Recovery Fund Assessment: \$2.50 per \$1,000 of total charges: \$70

TOTAL CHARGES 3 YEARS with card payments, application before April deadline each year: \$29,919

TOTAL CHARGES 3 YEARS with card payments, application after April deadline each year: \$30,289

TOTAL CHARGES 3 YEARS with postdated checks, application before April deadline each year: \$29,055

TOTAL CHARGES 3 YEARS with postdated checks, application after April deadline each year: \$29,425

### **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 several catalogs and internet sources, such as Rudolf Steiner Books, Steiner Books, Amazon.com, eBay, etc.

### **Borrowing and Accessing Books Free of Charge**

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](http://www.rsarchive.org) or [www.waldorflibrary.org](http://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](http://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 may 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](http://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 Wildcat Canyon Community 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](http://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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818; Website: [www.bppe.ca.gov](http://www.bppe.ca.gov); Telephone: (888) 370-7589 or (916) 574-8900; 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](http://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.