



BAY AREA CENTER
FOR WALDORF
TEACHER
TRAINING

Bay Area Center for Waldorf Teacher Training Catalog

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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.

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

Classes will be held at: The East Bay Waldorf School, 3800 Clark Road, El Sobrante, CA 94803

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; a dedicated room housing the bookstore; a dedicated office space; 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 school campus becomes our facility – all of the above plus the woodworking/sculpture building. 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 writing class uses an overhead projector; 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.

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.

Studies in Human Culture and Evolution

Two epic stories — one a compelling drama of Faust's struggle to forge a new society based on freedom and love, despite the relentless temptations of evil; the other a great medieval epic about the simple knight Parzival who becomes Grail King — provide the context for far-ranging discussions about the triumphs of individual spiritual growth, freedom and destiny, the nature of sin, and much more. Taught in a combined class of first and second year students, *Faust* by Johann Wolfgang von Goethe and *Parzival* by Wolfram von Eschenbach are alternated every other year.

Language Arts in Grades 1- 8

This class offers an overview of the English curriculum, including reading, writing, grammar, poetry and literature. What do we teach, why do we teach it and how can it be taught through “living

concepts”? This is a summer session course and includes opportunities for students to make classroom presentations.

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 2012-2013

| | Credits |
|--|---------|
| Introduction to Waldorf Education | 7.5 |
| WC 170 Curriculum Overview (I. Meyers/M.Weber/D. Gerwin) | 1.0 |
| WC 171s Language Arts (P. Marooney/L. Jaquet) | 2.0 |
| WE 165 Kingdom of Childhood (K. Deason) | 3.0 |
| PP 162 Waldorf Observation (K. Deason) | 1.5 |
| The Human Being and the Cosmos | 7.5 |
| AS 101 Topics in Anthroposophy (D. Winter) | 4.0 |
| AS 102 Anthroposophy in Action (J. Schmitt) | 0.5 |
| HD 121 Spiritual Guidance of Man and Mankind (K. Kristensen) | 1.0 |
| HD 128s Creative Writing (D. Winter) | 2.0 |
| Studies in Human Culture and Evolution | 3.5 |
| CE 110 Faust (D. Gerwin) | 1.5 |
| CE 114s History of Art & Evolving Human Consciousness (K. Smith) | 2.0 |
| The Nature of Thinking and the Potential for Ethical Individualism | 3.5 |
| HD 125 The Philosophy of Freedom (D. Alsop) | 3.5 |
| Artistic Courses | 8.0 |
| FA 131 Recorder (L. Gerig/J. King/T. Bickley) | 1.0 |
| FA 133 Singing (K. Deason) | 1.0 |
| FA 134s Choir (C. Boele/E. Swisher) | 0.25 |
| FA 135 Eurythmy (V. Hall) | 1.0 |
| FA 136s Eurythmy (G. Monasch) | 1.75 |
| FA 137 Painting (D. Winter) | 0.5 |
| FA 139s Sculpture (K. Smith) | 2.0 |
| SP 191 Special Projects | 0.5 |
| Third Year Projects | |
| Festivals (Michaelmas, Christmas, Easter) | |
| Final Weekend | |
| Total | 30.0 |

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 and Parzival in the previous section)

Therapeutic Eurythmy

In addition to practicing eurythmy students also learn about therapeutic eurythmy which, when given under the supervision of a physician, can be a great help for medical patients, children in need of special care, and children with learning difficulties.

Evolution of Consciousness through Music History

From ancient Greek mythology through Medieval, Renaissance, Baroque, Classical, Romantic, and 20th century – the characteristics of each period studied will illuminate the significant shifts in consciousness each type of music reveals.

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.

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.

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 2012-2013 and Credits | Credits |
|--|----------------|
| Studies in Waldorf Education | 5.5 |
| Practicum Preparation and Review | 2.5 |
| PP 283-ece Practicum Prep. Early Childhood (D.David) | |
| PP 283-el Practicum Prep. Grades (J.Langley) | |
| PP 283-hs Practicum Prep. High School (tbd) | |
| PP 285 Second Year Practicum | 3.0 |
| Curriculum Studies | 2.0 |
| WC272s Geometry and Science (P. Marooney) | 2.0 |
| The Human Being and the Cosmos | 7.5 |
| AS 201 Studies in Karma and Reincarnation (D. Winter) | 3.0 |
| AS 205 Man as Symphony of the Creative Word (K. Smith) | 2.5 |
| AS 207 The Threefold Social Order (D. Alsop) | 1.5 |
| HD 226 Prayer and Meditation (O. Steinrueck) | 0.5 |
| Studies in Human Culture | 2.5 |
| CE 210 Faust (D. Gerwin) | 1.0 |
| CD 261 Therapeutic Eurythmy (M. Helland-Hansen) | 1.0 |
| CD 262 Introduction to Anthroposophical Medicine (Dr. Incao) | 0.5 |
| Practical Arts | 4.5 |
| AA 241 Drawing the Human Figure (W. Baschkopf) | 0.5 |
| AA 244 Chalkboard Drawing (K. Deason) | 0.5 |
| AA 245s Music Fundamentals (C. Boele/E. Swisher) | 2.0 |
| FA 237 Creative Speech (C. Burke) | 1.0 |
| PP 247 Games and Movement (D. O'Ryan) | 0.5 |
| Artistic Development | 10.0 |
| FA 231 Recorder (L. Gerig/J. King/T. Bickley) | 1.0 |
| FA 233 Singing (K. Deason) | 1.5 |
| FA 234s Choir (C. Boele/E. Swisher) | 0.25 |
| FA 235 Eurythmy (V. Hall) | 1.0 |
| FA 236s Eurythmy (G. Monasch) | 1.75 |
| FA 238s Painting (K. Smith/D. Winter) | 2.0 |
| HD 228s Speech and Drama (S. Eichstaedt) | 2.0 |
| SP 291 Special Projects | 0.5 |
| Third Year Projects | |
| Festivals (Michaelmas, Christmas, Easter) | |
| Final Weekend | |
| SECOND YEAR TOTAL | 32.0 |

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 2012-2013

Credits

| | | |
|--|------------------|------|
| Studies in Waldorf Education | | 27.0 |
| PP 382 Pedogogical Studies (I. Jaquet/C. Wiechert/J. Langley/D. David) | 5.0 | |
| Practicum Preparation and Review | 2.5 | |
| PP 383-ece Practicum Prep. Early Childhood (D.David) | | |
| PP 383-el Practicum Prep. Grades (J. Langley) | | |
| PP 384 Language Arts (D.Winter/K. Deason) | 0.5 | |
| PP 385 Third Year Practicum | 4.0 | |
| Curriculum Studies | 3.0 | |
| WC 373-ece Pre-school Curriculum (D.David) | | |
| WC 373-el Middle School Physics (P.Carini/J. Langley) | | |
| WC 373s Music Curriculum (C. Boele/E. Swisher) | 1.75 | |
| WC 375s-el Grades Curriculum Studies (P. Marooney/L. Jaquet) | 1.5 | |
| WC 375s-ece Kindergarten Curriculum Studies (TBD) | | |
| WC 375s Waldorf Curriculum Advanced Studies (D. Winter) | 0.75 | |
| WE 359 Self and School (D.Winter) | 2.0 | |
| Including New Impulse Conference | 0.5 | |
| SP 390 Third Year Projects (D. Alsop) | 4.5 | |
| SP 391 Special Projects | 1.0 | |
| Festivals (Michaelmas, Christmas, Easter) | | |
| Summer Preview | | |
| Final Weekend | | |
| Studies in Human Culture | | 0.5 |
| CE 362 Introduction to Anthroposophical Medicine | 0.5 | |
| The Nature of the Cosmic Human Being | | 5.0 |
| WE 355 The Study of Man (D. Winter/I. Jaquet/C. Wiechert) | 5.0 | |
| Artistic Development | | 9.5 |
| AA 330s Creative Speech (S. Eichstaedt) | 1.75 | |
| FA 331 Recorder (L. Gerig/J. King/T.Bickley) | 1.0 | |
| FA 333 Singing (K. Deason) | 1.5 | |
| FA 334s Choir (C. Boele/E. Swisher) | 0.25 | |
| FA 335 Eurythmy (V. Hall) | 1.0 | |
| FA 336s Eurythmy (G. Monasch) | 2.0 | |
| FA 339s Sculpture (K. Smith) | 2.0 | |
| | THIRD YEAR TOTAL | 42.0 |

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)

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 103 credits are required for certification. Altogether, including special projects and participation in festivals, etc., the course consists of approximately 1,140 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.

The Faculty

Dorit Winter | Director

Dorit began her Waldorf teaching career in 1973. She has been a class teacher, German teacher, high school teacher, and adult educator, including 12 years as Director of the San Francisco Waldorf Teacher Training of Rudolf Steiner College (1989-2001). She is herself a Waldorf high school graduate, has an M.A. in comparative literature from SUNY/Binghamton, and is a writer, translator, painter and flutist. She is the author of *Because of Yolande**, *The Art and Science of Teaching Composition* and *Sheets of White Light*. She is a Waldorf consultant and mentor. Dorit is a US representative to the Hague Circle (International Forum of Waldorf/Steiner Schools) and a member of the Teacher Education Network. In the Bay Area Center for Waldorf Teacher Training, she teaches anthroposophical studies, Waldorf pedagogy, creative writing, inner life of the teacher, painting and recorder. Dorit is also the Founder and Director of the Summer Arts Festival. *German translation: Wegen Yolande

Dave Alsop | Assistant Director

Dave 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. In 1988 he became Development Director of the Association of Waldorf Schools of North America (AWSNA). Shortly thereafter, in 1990, Dave became the Chairman of AWSNA (the Association of Waldorf Schools of North America), and he served in that capacity for eleven years. In 2002, he joined the Rudolf Steiner Foundation as its Director of Community Relations and Business Development. He joined the staff at San Francisco Waldorf School in May of 2004 as Development Director, and was named Head of Administration in 2008. He was deeply inspired at Emerson College to take up social and organizational issues. In addition to working on many administrative duties, Dave teaches the Threefold Nature of Social Life and Philosophy of Freedom. He is 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.

Janet Langley | Practicum Coordinator

Janet retired from class teaching in 2008 after taking a class 1st-8th and another 3rd-8th at Cedar Springs Waldorf School in Placerville, Ca. She majored in Social Studies Education at the University of Texas, Austin and received her B.A. in Waldorf Education from Rudolf Steiner College in 1993. Over the past thirteen years, she has taught in a number of teacher education programs, as well as supported Waldorf faculties through teacher mentoring, evaluations and workshops on consensus and classroom management.

Wendy Baschkopf received her B. A. from San Francisco State University in 1999. That same year she completed her Waldorf teacher training with the San Francisco Waldorf Teacher Training of Rudolf Steiner College under Dorit Winter. She has taken a class from first through eighth grade and worked for a year in the Kindergarten, and is currently teaching Handwork and several main lessons in grades 6, 7, and 8 at the San Francisco Waldorf School. Wendy teaches Study of Man, pedagogical studies, painting and blackboard drawing.

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.

Christine Burke Before completing a Waldorf Teacher training through Rudolf Steiner College (San Francisco) under the guidance of Dorit Winter, Christine earned a BA in Linguistics from UC Santa Barbara. Christine taught in Waldorf schools in both California and Sweden before her further training in Formative Speech (Sprak Gestaltung) and Drama at Artemis School of Speech and Drama (England) under the tutelage of Christopher Garvey. She later earned an MA in Communication Studies with an emphasis in Performance Studies through California State University, Northridge. Currently, Christine teaches Communication Studies at California State University, Channel Islands (nearly full-time) and travels to conferences, Waldorf schools and teacher trainings throughout the world to teach speech and drama. At the Bay Area Center for Waldorf Teacher Training, she teaches Creative/Formative/Speech

John Burkett teaches biology, geology and mathematics at the San Francisco Waldorf High School. He received his Ph.D. in soil science from Oregon State University, his M.S. in biology from the University of Oregon and his BA in geology from the University of Vermont. After college, John converted his family's farm in Pennsylvania to an organic grain and livestock operation while earning his teaching certificate in biology and general science. He taught for two years in a public high school. John completed the High School Teaching Program of Rudolf Steiner College in 2000. John teaches in the high school track.

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.

Cindy Chung, a native of Taiwan, began her piano studies at the age of seven. After moving to California five years later, she continued to steadily progress in her keyboard career and completed her Master's degree with UCLA Professor Walter Ponce. Chung has won several scholarships, including those of the Redlands Organ Festival and UCLA Gluck Performance Scholarship. Chung maintains a busy schedule as a recitalist, teacher, and collaborator. Cindy is our accompanist for choir and eurythmy.

Kristine Arrigona Deason 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.

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.

Lauren Gerig, born in San Francisco, received her BA with Honors in Music Composition and Studio Art from Mills College. She received her Master's and Doctor of Philosophy degrees (again in Music Composition) at the University of Glasgow. Lauren began her Steiner Teacher Training at the Edinburgh Steiner School, and during the first year was asked to lead both the Beginning Recorder Class and the Rhythmic/Singing Class. A classically trained pianist, Lauren has also been an Assistant Lecturer at the University of Glasgow, Music Teacher at The Glasgow Steiner School, and taught privately to children and adults. She is the Music Director at the East Bay Waldorf School. In the Bay Area Center for Waldorf Teacher Training she teaches beginning recorder.

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.

Paul Gierlach has worked in Waldorf schools since 1979, both as a class teacher and as a high school humanities teacher. He has undergraduate and graduate degrees from St. Vincent's College and York University, respectively, and completed his Waldorf teacher training at the Waldorf Institute of Mercy College in Detroit. Though he teaches humanities courses in the San Francisco Waldorf High School, his main task is to work there as Educational Support Coordinator. Paul teaches anthroposophical and pedagogical studies for the teacher training program.

Vasilica Hall A native Romanian, Vasilica received her eurythmy diploma from Akademie fur Eurythmische Kunst, in Dornach, Switzerland, followed by a post graduate diploma from the Eurythmy School Spring Valley. From 2001-2007 she taught eurythmy in grades 5-12 at Garden City Waldorf School, Long Island, NY. In the teacher training, she teaches weekend eurythmy classes in all 3 years.

Maria Helland-Hansen Maria Helland-Hansen, born in Norway, received her eurythmy diploma in Sweden in 1985 and has been active as a eurythmist since then. After completing her therapeutic eurythmy training in Dornach, Switzerland in 1993, she moved to San Francisco and became a therapeutic eurythmist and eurythmy teacher at the San Francisco Waldorf School. She also has a private practice and provides therapeutic eurythmy to children in the Mulberry Classroom, and lately to children in Tridhaksa Waldorf School in Bangkok during the summers. She introduces therapeutic ways of working and understanding the child.

Dr. Philip Incao received his M.D. in 1966, spent two years in Europe studying anthroposophical medicine, and was one of the first practitioners of anthroposophic medicine in the U.S. He had a busy family practice in upstate New York in a Waldorf school-and biodynamic farming community for 23 years, until 1996. He then moved to Denver to help the growth of anthroposophic medicine in the west. He founded and practiced at the Gilpin Street Holistic Center in Denver until August 2006, when he

moved to Crestone, Colorado where he continues to practice part-time in his home. He teaches the foundations of anthroposophically extended medicine.

Laurence Jaquet grew up in Paris and Switzerland where she received her degree in architecture from the Swiss Institute of Technology in 1985. She moved to New York in 1987, and settled in San Francisco eight years later. There she raised her family, enrolling her children at the San Francisco Waldorf school and joining the training herself. An assistant in Monique's Kindergarten for five years, she then took a first grade that graduated in 2012. Since then, she has been traveling and teaching in the Bay Area Center for Waldorf Teacher Training. She teaches The Study of Man and Pedagogical Studies. Laurence will become the fifth grade class teacher at San Francisco Waldorf School in January 2013.

Jennifer King has studied recorder since 1982. She taught at the San Francisco Waldorf Teacher Training of Rudolf Steiner College under Dorit Winter. She is a member of Tonal Havoc Recorder Consort and is the founding member of the San Francisco chapter of the National Recorder Society. Jennifer teaches intermediate recorder.

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.

Glenda Monasch grew up in South Africa, surrounded by the songs and rhythmic dances of the indigenous cultures. She trained in Europe, and has extensive experience in all aspects of performance, pedagogical and therapeutic eurythmy. She is a resident trainer in the international post graduate medical training (IPMT), resident artist and teacher in the Bay Area Center for Waldorf Teacher Training summer session and Summer Arts Festival, and is a co-director and eurythmy trainer of Sound Circle Eurythmy Training in Boulder CO. She is in private therapeutic eurythmy practice and teaches at Shining Mountain Waldorf School.

Peggy Rock has a BS in secondary education with a major in speech and music from the University of Illinois. She completed the San Francisco Waldorf Teacher Training under the direction of Dorit Winter in 1995. She has been a kindergarten teacher for 20 years and currently teaches at the Greenwood School. Peggy is one of our Early Childhood specialists.

Lisa Sargent studied voice and music education at the University of Denver. She was an apprentice in the kindergarten at the San Francisco Waldorf School. Lisa graduated from the Bay Area Center for Waldorf Teacher Training in July of 2006. She now teaches music and choir at the San Francisco Waldorf School, continues to sing with the San Francisco Bach Choir, and studies voice with Christiaan Boele. Lisa directs the choir for the Bay Area Center for Waldorf Teacher Training.

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.

Ken Smith 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. Currently he is a freelance artist and art teacher in the Bay of Plenty, New Zealand.

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.

Elisabeth Swisher was born in Austria and attended the Waldorf School in Stuttgart from 7th grade through high school. She studied music education at University of Vienna and completed her Waldorf teacher training in Stuttgart. She taught music in elementary and high school in Vienna and Chicago. In 2002 she opened her own Waldorf kindergarten in Chicago. Since 2007, she has taught in training modules and mentored new kindergartens in China. She continues to visit China twice a year. Elisabeth is part of the core faculty at the Arcturus Rudolf Steiner Education Program in Chicago. She has 3 children and 5 grandchildren and has lived in Chicago since 1992. In the Bay Area Center for Waldorf Teacher Training she teaches Choir and Music in the summer session.

Meg Weber received her B.A. from Occidental College with a major in Theater and a minor in English. She went on to receive her Early Childhood Education Certificate from San Francisco State University. Teaching has been her profession for over 30 years. Meg started teaching in pre-school and then assisted in private elementary school education. She graduated from the Bay Area Center for Waldorf Teacher Training in 2002. Meg began her career as a Waldorf class teacher at the Marin Waldorf School in 2002. She is currently on sabbatical with plans to return to teaching in 2012. Meg is a parent of a Waldorf graduate, now a sophomore in college. She is also an auntie to two Waldorf graduates. Meg enjoys singing, spending time in nature and is actively committed to social change.

Christof Wiechert was a pupil at the Waldorf School in the Hague, Netherlands, and after studying education and geography, he taught for 30 years at his old school. Christof co-founded the Dutch State Waldorf Teacher Training Seminar. In September 1999, he began his work for the Pedagogical Section, and in October 2001, became the head of the Educational Department of the School of Spiritual Science at the Goetheanum in Dornach/Switzerland. He is married with five children. In the Bay Area Center for Waldorf Teacher Training he teaches Study of Man and Pedagogical Studies.

Sophia van der Harst was born and raised in Holland. She has played the recorder since 1966. Since then, she has enjoyed making music with a variety of instruments. In 1985 she came to America to study dance in New York. In 2007 she graduated from the Bay Area Center for Waldorf Teacher Training, and currently owns a center in Marin County for alternative activities for children. Sophia teaches beginning recorder.

Institutional Policies

Admissions:

Admission is open to all adults. 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, are 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.

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.

If a self-evaluation is handed in more than two weeks past the date due, the student may receive an Incomplete.

Self-Evaluation:

First and second year students will submit a distinct self-evaluation with specific criteria for each credit unit of the weekend sessions. In addition there will be a self evaluation report due after the summer session. Criteria for this summer self-evaluation will be distributed in the first week of the summer session. Third Year students will submit three self-evaluations, one after the Christmas break, one after the final weekend and one after the summer. They will use the process as an exercise toward mastery of objective narrative reports which they will be issuing for their own students in the future by writing about their own experience in the third person. Self-evaluation forms with date due and specific criteria will be distributed at the beginning of each credit unit for the first and second year students. If a self-evaluation is handed in past the date due, the teacher will not read and comment on the self evaluation it will simply be dated by the office and filed in the students 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. Please note that self-evaluations are necessary for course credits- so lack of the self-evaluation may jeopardize certification.

Student Progress Report:

This is the form which the class secretary 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.

Student Complaints

Any student with a complaint regarding the Bay Area Center for Waldorf Teacher Training should contact the program's director, Dorit Winter, or the Chairman of the Board, Kate Kristensen. 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.

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 may 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 7, 2012 and December 15, 2012 must be made up by January 12, 2013; and assignments originally due between January 12, 2013 and May 4, 2013 must be made up by June 17, 2013. 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

Students must pay annual tuition of \$8,340 for this program. Please see the Schedule of Charges below. (Tuition subject to change on an annual basis.) 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 \$695 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 not to make payments automatically via credit or debit card will incur an additional \$10 per payment fee. The maximum cost for the school year 2012-13, including non-automatic payments and application fees (\$125) is \$8,585. 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:

Application received by July 31, 2012: fee - \$50

Application received after July 31, 2012: fee - \$125

The Bay Area Center for Waldorf Teacher Training does not participate in federal and 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 \$25 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.

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 in the East Bay 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 (2012-2013)

Tuition: \$8,340

Application Fee before July 31: \$50

Application Fee after July 1: \$125

Non-automatic Payment Fee: \$120 (\$0 if signed up for automatic payments)

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

TOTAL CHARGES 1 YEAR with automatic payments, application before July 1: \$8,410

TOTAL CHARGES 1 YEAR with automatic payments, application after July 1: \$8,480

TOTAL CHARGES 1 YEAR without automatic payments, application before July 1: \$8,532.50

TOTAL CHARGES 1 YEAR without automatic payments, application after July 1: \$8,602.50

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

Tuition: \$25,020 (\$8,340 x 3)

Application Fee before July 31 each year: \$150 (\$50 x 3)

Application Fee after July 1 each year: \$375 (\$125 x 3)

Non-automatic Payment Fee: \$260 (\$120 x 3) (\$0 if signed up for automatic payments each year)

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

TOTAL CHARGES 3 YEARS with automatic payments, application before July 1 each year: \$25,230

TOTAL CHARGES 3 YEARS with automatic payments, application after July 1 each year: \$25,440

TOTAL CHARGES 3 YEARS without automatic payments, application before July 1 each year: \$25,597.50

TOTAL CHARGES 3 YEARS without automatic payments, application after July 1 each year: \$25,807.50

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 will have a student librarian. 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

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: 77 Mark Drive, Suite 18, San Rafael, CA 94903

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 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. 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 has a general student brochure, describing the

Waldorf Teacher Training Program, and will provide that brochure to prospective students 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, 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, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.