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Class Teacher, Brooklyn Waldorf School

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Sunbridge Institute

About Sunbridge Institute
Sunbridge Institute is an adult learning community dedicated to the support of Waldorf Education in North America. Founded in 1967 in Detroit, Michigan, as the Waldorf Institute, Sunbridge Institute offers programs and courses inspired by the research and lifework of Rudolf Steiner (1865-1924), founder of Waldorf Education and an innovator in education, agriculture, holistic health, the arts, and esoteric studies. In a life dedicated to teaching and scholarship, Rudolf Steiner articulated a world view he called anthroposophy, which provides the spiritual and practical foundation for his theories of human development and education.

At Sunbridge Institute, the human individual—as a being of body, soul, and spirit—is central. The Institute is devoted to face-to-face exchange, hands-on artistic practice, individual learning goals, and the concept of education as service. Classes are small, and students and faculty work together in practical explorations of the world around us. All of our programs and courses offer abundant opportunities for personal transformation and artistic and spiritual renewal, supported by a rich community experience.

Mission Statement
It is the mission of Sunbridge Institute to contribute to the growth and development of Waldorf Education in service of educational and cultural renewal throughout the world.

Sunbridge Institute provides higher educational offerings that stimulate and enrich the personal and professional capacities essential for adults engaged in the education of children. Sunbridge's integrated approach—a balance of spiritual, artistic, and practical studies—fosters the development of contemplative, social, and pedagogical capacities vital to a living art of education.

Anthroposophy, the spiritual-scientific view of the human being developed by Rudolf Steiner, inspires the work of Sunbridge Institute and permeates its culture and activities.

About Anthroposophy
The name “anthroposophy” combines the Greek words for “human being” and “wisdom” to mean “the wisdom of the human being,” or the wisdom that knows what it means to be human. Anthroposophy is above all else a path of self-knowledge that connects the individual with the wider world and the cosmos. In the words of Rudolf Steiner, “Anthroposophy is a way of knowledge—a cognitive path—that leads the spiritual in the human being to the spiritual in the universe.”
About Waldorf Education

The first Waldorf school opened in Stuttgart, Germany, in 1919, after Emil Molt, owner of the Waldorf-Astoria cigarette factory, asked Rudolf Steiner to help in the creation of a school for his employees’ children. Steiner agreed to take on the task under these conditions: that the school be open to all the workers’ children; that it be coeducational; that it be artistically and culturally enriching; that it be comprehensive (that is, not split into academic and vocational tracks, as was standard at the time); and that the curriculum and program be directed by the teachers.

Few of the individuals whom Rudolf Steiner selected to teach in his school had prior training or experience in education. He called on them to approach teaching out of enthusiasm and a spiritually whole view of the human being. They were to take up the teaching of their subjects with a fresh, human interest, rather than an abstract, purely intellectual understanding. Waldorf teachers would be effective, Steiner believed, not because of what they already knew and had already achieved, but because of what they were becoming.

This inclusive and forward-thinking spirit guides Waldorf Education to this day. Rudolf Steiner challenged teachers to perceive and respond to children’s developmental needs at each stage of their lives, describing a path of education that is unhurried and holistic. Waldorf Education honors and respects children, as the curriculum and culture works to unfold each child’s latent abilities. The intended outcome is young people who are confident, independent thinkers capable of meeting the challenges of our world in creative and humane ways.

Campus

Sunbridge Institute is housed on the 140-acre campus of the Threefold Educational Center in Chestnut Ridge, New York. As one in a cluster of several anthroposophically-based institutions situated on a beautiful parcel of land settled in 1926 by students of the teachings of Rudolf Steiner, Sunbridge affords its students a unique opportunity to become part of a living community where many of Steiner’s ideas can be seen at work.

The Threelfold Community’s original farmhouse, “The Main House,” houses Sunbridge’s offices and one classroom. Classes are also held in the adjacent Brookside building and in various locations around the community. The beauty of the natural environment that surrounds the Institute—woodlands, gardens, walking trails, orchards, a farm, a swimming pond—presents an ideal backdrop for study and renewal.

More information about the history and work of the Threefold Community can be found at www.threelfold.org.
Getting to Sunbridge

Sunbridge Institute is located in the Village of Chestnut Ridge (sometimes still known as South Spring Valley) in Rockland County, New York. We are 2 miles north of the New York/New Jersey border, 11 miles west of the Tappan Zee Bridge, and 21 miles northwest of the George Washington Bridge, near the intersection of the Garden State Parkway and the New York State Thruway (Route I-87).

Detailed directions and transportation suggestions may be found at www.sunbridge.edu/about/directions.

Student Facilities

The main facilities for Sunbridge Institute are:

In the Main House, the Living Room has all the classroom supplies to meet the needs of the course content, including a chalkboard, colored chalk, a piano, and chairs.

Brookside Building contains two classrooms:
Upper Brookside has all the classroom supplies to meet the needs of the course content. The room is large enough to hold movement classes and music lessons accompanied by a piano. There is also a moveable chalkboard.

Lower Brookside is an art studio that facilitates courses in the fine arts: painting, chalkboard drawing, pastels, clay modeling. The room includes all of the necessary supplies: easels, painting boards, brushes, sponges, wet clay, water containers, colored chalk, modeling clay boards, etc.

All Sunbridge Institute facilities have handicap access. For details and information, contact the admissions office at 845-425-0055 ext. 20.

Bookstore

The Sunbridge Bookstore is located at Meadowlark Toys & Sunbridge Books, 817 Chestnut Ridge Road, Chestnut Ridge, NY 10977, 845-290-1572. The store carries a large variety of anthroposophical books, textbooks, and reading material that faculty require. To check the availability of a publication, or if you have any questions, visit www.meadowlarktoys.com, call 845-290-1572, or email info@meadowlarktoys.com.
Housing

Dormitory Accommodations
Holder House, located just behind the Main House, is the student dormitory of the Threefold Educational Center. Built in 1991 through a partnership of Sunbridge and the Threefold Educational Foundation, Holder House serves students and interns from Sunbridge Institute, the Pfeiffer Center, the Seminary of the Christian Community, and Eurythmy Spring Valley. Residents of the 40 guest rooms share the use of four kitchens, 13 bathrooms, and a coin-operated laundry facility. A Housing Manager handles day-to-day management of Holder House.

Room reservations for Holder House are handled directly through Threefold and are accepted on a first-come, first-served basis, according to opening dates as specified on the Threefold website. To request a room, go to www.threefold.org/housing and submit an online housing request form.

Holder House is alcohol-, smoke-, and substance-free. Guests who violate this policy can be asked to leave without refund and will be refused future accommodations.

Home Stays
Many families from the Threefold Community rent out guest rooms in their homes to visitors who come to campus to participate in programs, courses, and workshops. “Home Stay” accommodations vary, but most are within walking distance of campus. All arrangements are made directly between homeowner and guest; Sunbridge assumes no responsibility for Home Stays. For information on renting a room in a private home, and to download the Home Stays list of available accommodations, visit www.threefold.org/housing.

Area Hotels
If you are interested in staying in a hotel room, check out the listing of area options at www.threefold.org/housing. For further information about housing while at Sunbridge, including questions regarding Holder House or Home Stays, please contact the Threefold Student Housing Manager at 845-352-9660 or holderhouse@threefold.org.

Wireless Internet Access
Wireless internet access is available in and around the Main House, Holder House, and Threefold Auditorium. Students are encouraged to bring laptop computers during their time of residence at Sunbridge Institute.

Food

Threefold Café
Located in the Main House Dining Room, the Threefold Café is a favorite destination of Sunbridge students and faculty. Most dishes are made using locally-grown organic and biodynamic ingredients (often coming directly from the Pfeiffer Center Garden and the Duryea Farm). Diners may eat in either of the Café’s two indoor dining rooms or at an umbrella table on the outside
terrace. The Café is open for breakfast and lunch on weekdays, as well as some evenings and weekends. Hours are posted seasonally, or call 845-352-3130.

**Hungry Hollow Co-op**
Located at the corner of Hungry Hollow and Chestnut Ridge Roads, the Co-op is a fully-stocked natural foods market open to the public. The Co-op carries fresh biodynamic and organic produce, health/body care products, groceries, prepared deli foods and soups, hot breakfast wraps and oatmeal, beverages, and much more. There is limited outdoor seating. For more information go to [www.hungryhollow.org](http://www.hungryhollow.org) or call 845-356-3319.
Programs

Waldorf Early Childhood Teacher Education Program (WECTE)

The Waldorf Early Childhood Teacher Education Program is a part-time, practitioner-based diploma program that provides students with the philosophical/conceptual, artistic, and practical foundations for working with young children in a Waldorf kindergarten, nursery, parent-child class, or home program.

The Waldorf Early Childhood Teacher Education Program is fully recognized by the Waldorf Early Childhood Association of North America (WECAN) and the Association of Waldorf Schools of North America (AWSNA). Students who complete the program receive a diploma in Waldorf Early Childhood Education authorized by the State of New York and recognized by Waldorf schools and kindergartens throughout North America and worldwide.

Due to fluctuations and variations from state-to-state in the US regarding requirements for teaching credentials, it is important for students to research their state’s regulations regarding credits needed for teaching in a private or public school. As Sunbridge is not currently accredited, you may find that additional steps may be required to fulfill your state’s regulations.

This program is comprised of two tracks:

**Full Track**
This is for lead teachers and assistants who have been working with young children in a Waldorf setting for a minimum of one year.

During three three-week summer intensives, two five-day fall intensives and two five-day spring intensives taken at Sunbridge Institute over the course of 25 months, students take courses in four curricular areas:

- Anthroposophical Studies and Inner Development of the Teacher
- Waldorf Education and Early Childhood Development
- Practical Activities of Waldorf Early Childhood Education
- Arts for the Educator

Students are also assigned study material and independent projects that are completed between intensives. Each student is assigned a mentor who visits the student’s class once each semester to offer support and guidance.

**Completion Track**
This is for early childhood educators who have a minimum of five years’ of lead teaching experience in a WECAN-approved Waldorf early childhood setting, as well as 200+ hours of prior, relevant coursework or training, who seek to apply their background to become fully credentialed. The Completion Track involves eight weeks of on-campus coursework, plus independent projects and mentored teaching practice, and is designed to be completed over the course of 14 months.
Core Faculty

Susan Howard, MA, MEd
Program Director
Susan has been teaching and directing the WECTE program since 1984. She is also currently the Coordinator and Board Chair of the Waldorf Early Childhood Association of North America (WECAN). In addition, Susan works as one of three Coordinating Group members of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), based in Stockholm, Sweden (www.iaswece.org). She is a co-founder and board member of the Research Institute for Waldorf Education and is a member of the WECAN Early Childhood Teacher Training Task Force and of the IASWECE Working Group on Early Childhood Teacher Training. Susan earned her BA in German and Child Study from Tufts University, from which she graduated summa cum laude, Phi Beta Kappa. She holds an MA in German through Eberhard Karls University, Tuebingen, Germany, and an MEd in Child Study. In 1977, she received a graduate fellowship from Rotary International, to study alternative and pre-school education in Germany. In addition to serving as Program Director, Susan teaches Child Development, Music and the Young Child, Language Arts and Storytelling, Festivals and the Cycle of the Year, and The Work of the Waldorf Early Childhood Educator.

Leslie Burchell-Fox, MSEd
Completion Track Lead Advisor
Leslie teaches kindergarten at Green Meadow Waldorf School (NY) where she has been on the faculty since 2002 and currently co-chairs the Early Childhood Section, sits on the Collegium and Teacher Development Committee, and is Secretary for the Board of Trustees. She previously taught kindergarten and nursery for six years at the Waldorf School of Baltimore. Leslie is also a Lazure artist, and prior to becoming a Waldorf teacher was a professional fiber artist specializing in surface design and wearable art; she also spent several years as a speech pathologist. She holds a BS in Speech Pathology from Kent State University and an MSEd in Waldorf Education from Sunbridge College.

Ann Stahl, MA
Ann has taught and mentored Sunbridge early childhood teacher education students since Sunbridge relocated to Chestnut Ridge from Detroit in 1987. Her teaching career began in the public school systems of South Orange and Ridgewood, New Jersey, in the ’50s and 60s; she was also an instructor in the Early Childhood Department at William Paterson University in Wayne, New Jersey, from 1968–1972. Ann left public education in 1972 and became an apprentice at Green Meadow Waldorf School (NY), training in grades one through eight. She taught kindergarten at Green Meadow for eight years, beginning in 1977. From 1983, Ann first volunteered and then became a staff member of the Rudolf Steiner Foundation, where she stayed until in 2002. As a consultant with the Foundation she conducted Fund Raising Feasibility Studies, Fund Development Audits, and Enrollment Assurance Programs, as well as due-diligence for loans for various Waldorf schools throughout North America. She holds an MA in Early Childhood Education from William Paterson University.
Program Information

Program Length
The WECTE program Full Track is divided into seven terms, including seven on-site intensives as follows:

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Three weeks</td>
<td>Three weeks</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Fall</td>
<td>One week</td>
<td>One week</td>
<td>One week</td>
</tr>
<tr>
<td>Spring</td>
<td>One week</td>
<td>One week</td>
<td>One week</td>
</tr>
</tbody>
</table>

The WECTE program Completion Track is divided into four terms, including four on-site intensives as follows:

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<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Three weeks</td>
<td>Three weeks</td>
</tr>
<tr>
<td>Fall</td>
<td>One week</td>
<td>One week</td>
</tr>
<tr>
<td>Spring</td>
<td>One week</td>
<td>One week</td>
</tr>
</tbody>
</table>

Coursework
In addition to attending 13 weeks (full track) or 8 weeks (completion track) of on-campus classes, students complete study assignments and independent projects between intensives.

Mentoring
Each Early Childhood Teacher Education program student is assigned a faculty mentor—a master early childhood educator who will visit you in your work with young children twice each year (once each fall and spring during the course of the program) to offer support and guidance in practical aspects of your work and in your development as an educator. It is also possible, in consultation with the mentor, to arrange to exchange one visit by the mentor for a visit to your mentor’s kindergarten (or, if the mentor is not currently teaching, to another early childhood setting recommended by the mentor).

Program Goals
Students will be able to:

- Understand the unfolding development of the child from pre-birth to age seven in the context of broader human development.

- Create a warm and nourishing environment for the development of young children, based on love, care and deep respect for the individual dignity of each child.
• Provide young children with consistent experiences of the natural and human world through the rhythm of the day, week, seasons and year.

• Provide and engage in artistic activities such as storytelling, drawing and painting, sculpture and woodcarving, music and rhythmic games to foster creativity and imagination.

• Engage in meaningful practical work such as gardening, handwork, cooking, baking, and domestic activities that provide opportunities for young children to develop unfolding human capacities.

• Consciously create and participate in collaborative communities for the care of the young child, beginning with parents.

• Understand and work with the philosophy and contemplative practices of Rudolf Steiner in their own preparation and practice.

• Provide opportunities for self-initiated play.

• Regard (and practice) the art of the educator as a lifelong opportunity for research.

• Establish effective communication regarding Steiner’s educational philosophy with parents and the wider community.

**Brief Course Description**

WECTE Completion Track courses are noted with an asterisk (*) after the title of the course.

**Anthroposophical Studies I: Theosophy and the Image of the Human Being and Nature**

• A study of the basic constitution of the human being and its relationship to nature and spirit as described in Rudolf Steiner’s text, *Theosophy*
• Themes include: the threefold activity of thinking, feeling, and willing
• The nature of the human “I” and its connection with the various members of the human constitution
• The mineral kingdom
• The plant kingdom
• The animal kingdom
• Human Destiny and freedom

**Anthroposophical Studies II & III: Inner Life of the Teacher * **

• A study of the anthroposophical path of inner development as related to the life of the teacher
- Meditation
- Topics include teacher-to-teacher relationships, the role of the individual, and group work

**Anthroposophical Studies IV: Foundations of Human Experience**

- The principles of teaching related to the growth and development stages of childhood and adolescence
- A study of Rudolf Steiner’s child psychology
- Fundamental knowledge that provides a study of the background for Waldorf Education
- Emphasis made on relationship between child, nature, inner processes, and classroom practice

**Childhood Development I, II, III *\**

*Early Childhood Development and the Work of the Educator*

*Child Study and Development of the Senses*

*School Readiness and Transition from Kindergarten to School*

- The development of the child from pre-birth to school entrance age
- Birth to three, the nursery and kindergarten child, readiness for first grade
- The development of the senses, movement, language, and thinking
- Creating environments that support and nurture the development of the child

**Childhood Development IV: Therapeutic Education in Early Childhood**

- Focuses on remediation for children in both classroom situations and individual sessions
- Basics of child observation
- Explore causes for the differences in learning styles, and practice some general methods for increasing sensory processing
- Explore interventions such as classroom activities and therapies

**Creative Speech for the Teacher I, II *\**

- Exploration of the elements of language (consonants, vowels, rhythms, grammar) and of speaking (articulation, breathing, fluency)
- The importance of the sounds and qualities of speech in the environment of the young child
- Speech exercises and work with epic, lyric, and dramatic texts

**Early Childhood Seminar I, II**

- Open-ended discussion of issues arising from early childhood teaching practice
- Review/preview of second year coursework, including advanced child development classes

**Eurythmy I, II *\**

- An introduction to the study of expressive movement related to the sounds of speech and
elements of poetry
- Gestures related to musical tones, intervals, scales, major and minor chords, melody and rhythm
- Developing movement skills for the early childhood teacher

**Festivals and the Cycles of the Year I, II**

- A study of the cycle of the year and the practical aspects of celebrating festivals with young children in the early childhood classroom and at home

**Gardening for the Teacher** *

- How to cultivate the young child’s relationship to nature and the elements through gardening
- Introduction to bio-dynamic gardening
- Agriculture, nutrition, and the senses

**Hand Gesture and Movement Games** *

- Importance of movement experiences in the development of language
- Practice of touching games, hand gesture games, and rhythmical speech games for the young child

**Handwork and Crafts for Young Children I, II, III, IV** *

- Creating toys and play materials for and with the young child
- Working with natural materials such as wool, silk, and plant dyes
- Sewing, knitting, doll-making, puppets, wool pictures, felt-making, etc.

**Language Arts in Early Childhood** *

- Explores the child’s developing experience of language during the first seven years of life
- A wide range of activities are covered including songs, verses, singing games, and stories
- Particular emphasis is given to the pictorial language of the fairy tale and its relationship to the young child
- Students will explore the meaning of folk and fairy tales from many cultures and will practice the art of storytelling for young children

**Practical Activities of Waldorf Early Childhood Education** *

- Classroom and care group through the course of the year
- Daily, weekly, and seasonal rhythms for the classroom
- Study of the artistic and domestic activities as well as creative play for early childhood
- Study of the yearly festivals (Christmas, Michaelmas, May Day, etc.)
- Celebrating birthdays in the class
• Working with the parents of the children

**Professional and Social Aspects of Early Childhood Education I, II * **

• Education toward social renewal: social and organizational aspects of Waldorf Education
• Ways to improve collegial relationships with a focus on faculty meeting
• Forging meaningful relationships with parents through class meetings, interviews, and parent-teacher conferences
• Meeting the needs of children and families of diverse backgrounds

**Puppetry and Marionettes * **

• Development of language and imagination through creative and artistic activity
• Students develop artistic techniques in puppetry, marionette work, and creative play
• Creation of the table puppets and marionettes to portray human and animal characters from seasonal stories, folk, and fairy tales

**Rhythmic Games and Movement * **

• An introduction to group movement and music activities in the kindergarten
• Focus on seasonal songs and verses, the elements of circle games
• Learn appropriate gesture and music for the young child

**Sculpture-Clay Modeling and Woodcarving for the Teacher **

• Deepen and extend the students’ faculty for experiencing and creating forms
• Working with form as an expression of spiritual qualities
• Awakening a sensitivity for the quality and effects of form in the child’s environment
• Develop the ability to perceive soul-spiritual qualities as they manifest in the ever-changing appearance of the child

**Singing, Music and Movement for the Early Childhood Teacher I, II, III, IV, V, VI, VII **

• Developing an understanding of the children’s experience of music, with emphasis on the pentatonic scale and “mood of the fifth”
• Acquiring a repertoire of seasonal songs for early childhood
• Introduction to instruments for the kindergarten, including the children’s harp, for use in the kindergarten

**Watercolor Painting * **

• A study of Goethe's theory of color
• Watercolor painting for the schooling of artistic capacities in the teacher
• Painting with young children
Early Childhood Independent Project *

- Each student designs and completes an independent project under the supervision of the Program/Track Advisor. Students confer with faculty on appropriate research concepts, resources, and methods for their work.
- Projects are often action-research projects relevant to teaching experience with young children. An action project or artistic project is to be accompanied by an essay that frames the research question, reviews relevant literature, and summarizes the results and conclusions drawn from the experience.
- Research projects should be approximately 8,000 words (30pp). Under the supervision of the Program Director or another advisor, the student extends an area of study undertaken during the program.
- Students present their work on one of the following independent projects for discussion and peer review.

Mentored Teaching *

- Sunbridge provides each student with a mentor who is a master Waldorf early childhood educator.
- The mentor works with the student throughout the program, visiting the student in his/her classroom or early childhood work for observation, conversation, feedback and support.
- Mentor visits take place during each fall and spring session, for a total of four visits (or two for completion track). Students may visit the mentor’s classroom for one of the mentor visits each year, or, if the mentor is not currently teaching, the student may visit an experienced Waldorf early childhood educator’s class with the approval of the mentor.
- Observation records are shared by the mentor with the student and with the Program Director or Track Advisor.
Waldorf Elementary Teacher Education Program (WETE)

The Sunbridge Waldorf Elementary Teacher Education program is an integrated program of coursework, independent study, and practical work in the classroom consisting of mentored or practice teaching and classroom observation. Over the course of three summers and three school years, with a three-week session each July/August and a week-long session each November and March, students acquire a practical, artistic, and philosophical foundation for teaching in a Waldorf elementary school classroom. Recognized by AWSNA (the Association of Waldorf Schools of North America), the Sunbridge Elementary Teacher Education program provides the education necessary to teach in a Waldorf school in North America, and culminates in a Waldorf Elementary Teacher Education diploma.

Due to fluctuations and variations from state-to-state in the US regarding requirements for teaching credentials, it is important for students to research their state’s regulations regarding credits needed for teaching in a private or public school. As Sunbridge is not currently accredited, you may find that additional steps may be required to fulfill your state’s regulations.

Core Faculty

Jana Hawley, MSEd

Program Director

Jana has been program director of Sunbridge Institute’s Elementary Teacher Education program since 2009. She also directs Sunbridge’s Elementary Music Teacher Education intensive and oversees Sunbridge’s World Language Teacher Education intensive. Since 2006, Jana has been on the faculty of Green Meadow Waldorf School (NY), where she has been a class teacher and is currently the lower school music teacher; she also serves on that school’s Teacher Development Committee. Previously, she spent 14 years on the faculty of the Whidbey Island (WA) Waldorf School, teaching music and main lessons.

Jana has been a visiting faculty member at several Waldorf teacher training institutes in the US as well as at institutes abroad, including China and Australia. She has led workshops in movement, singing, and composition, and is a contributor to The Mood of the Fifth: A Musical Approach to Early Childhood, a WECAN publication. Jana earned her BFA in Music from Cornish College of the Arts, Seattle, WA, and her MSEd in Waldorf Elementary Teacher Education from Sunbridge College.

George McWilliam, BA

George attended the Kimberton Waldorf School (PA) for all twelve grades. In 1986 he helped launch the Cape Ann Waldorf School on Boston's North Shore. He took the lead class from kindergarten through eighth grade. Completing twenty years at the school after taking two further classes, George currently works supporting children in therapeutic foster care, and adults in shared living. He has been teaching at Sunbridge since 2002.
Stephen Sagarin, PhD
Steve is co-founder and faculty chair at the Berkshire Waldorf High School (MA), where he teaches history, math, and English. He is also a former teacher and administrator at the Great Barrington Rudolf Steiner School (MA) and the Waldorf School of Garden City (NY), the high school from which he graduated. The author of *The History of Waldorf Education in the United States: Past, Present and Future* and former editor of the Research Bulletin of the Research Institute for Waldorf Education, he has taught history of education at Teachers College, Columbia University, and human development at the City University of New York. Steve has a PhD in history from the Graduate School of Arts and Sciences, Columbia University, and a bachelor’s degree in art history, with a certificate of proficiency in fine art, from Princeton University.

Program Information

Program Length
This program is divided into nine terms, including nine on-site intensives as follows:

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Three weeks</td>
<td>Three weeks</td>
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<tr>
<td>Fall</td>
<td>One week</td>
<td>One week</td>
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<tr>
<td>Spring</td>
<td>One week</td>
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Program Curriculum
The program curriculum consists of class time in courses in the following areas: Waldorf pedagogy and child development, subject curriculum and methods, inner development of the teacher and anthroposophical studies, and arts for the educator.

Coursework
In addition to attending 15 weeks of on-campus classes, many courses have assignments to be completed while on campus or at home before the end of that term.

Practical Work in the Classroom
This program carries a requirement for practical experience working in a Waldorf classroom.

Mentored Teaching
Students who are currently practicing Waldorf class teachers receive a two-day visit in their classroom setting during each year of the program by a mentor who is an experienced Waldorf teacher. Ideally, this mentor will remain the same for the length of the program.
**Student Teaching**
For students who are not currently practicing Waldorf class teachers, an essential component of the program in each of years two and three will be to complete four weeks of student teaching in a Waldorf school.

**Observation**
All students are required to observe in a Waldorf classroom for 5 days. Students who are currently practicing Waldorf class or subject teachers may complete these observations over the course of the program. Students who are not currently practicing Waldorf class or subject teachers are required to observe in a Waldorf classroom for 5 days during the first year of the program.

**Program Goals**
Students will be able to:
- Design activities or lessons that address the appropriate development of children’s thinking, feeling, and willing (commonly called cognition, affect, and behavior).
- Learn to engage each child as an individual as well as a member of a community.
- Understand, interpret, and apply the philosophy and contemplative practices of Rudolf Steiner to their own preparation and practice. Demonstrate discernment for what is health-promoting for a child’s environment.
- Teach in an aesthetic manner that includes the arts to enliven and support children’s learning experiences, as well as their humanity, in developmentally appropriate ways.
- Use a range of assessment methods to evaluate student learning.
- Demonstrate the skills necessary to create healthy learning communities within a classroom, school, and learning environment, including working cooperatively and supportively with colleagues.
- Regard teaching as ongoing research and investigate questions using appropriate methods including observation, contemplative practice, and academic research skills.
- Relate the concepts and vocabulary of Waldorf Education to the concepts and vocabulary of education more broadly construed.
**Brief Course Description**
(Note: Courses also serving Waldorf World Language Teacher Education students are noted with an asterisk (*) after the course title.)

**103 Child Development and Learning (A-E) ***
- A fundamental course that provides a background for Waldorf Education
- The principles of teaching related to the growth and developmental stages of childhood and adolescence
- In-depth study of Rudolf Steiner's child psychology
- Emphasis on the relationship between child, nature, inner processes, and classroom practice

**104 Foundations of Waldorf Pedagogy (A-B)**
- Ways to build community in the classroom and the school
- Fostering inner development and contemplation
- Research methods of creating and celebrating festivals with children
- Building resilience, reflection, and resourcefulness into our pedagogical practice
- Examining Steiner’s specific approach to pedagogical professional development

**105 School Governance**
- Study of the cultural, sociological, and economic aspects of independent schools in general and Waldorf schools in particular
- The organization of Waldorf schools
- Levels and phases of school development
- Working in groups towards goals and the practical issues of a school
- Conflict resolution
- The consensus model of decision making

**106 Remedial Education (A-B)**
- This course focuses on remediation for children in both classroom situations and individual sessions
- Participants learn the basics of child observation
- Explore causes for the differences in learning styles
- Practice some general methods for increasing sensory processing
- Explore interventions such as classroom activities and therapies
110 Inner Development (A-I) *

- A study of the anthroposophical path of inner development as related to the life of the teacher
- Collegial relationships and working in a group
- Methods for cultivating daily, contemplative practice for self-development
- The effects of spiritual practice on the teacher and his/her relationships with students, parents, colleagues, and self
- Rudolf Steiner’s exercises for meditation
- Work toward developing a conscious, supportive contemplative practice

120 Teaching Language Arts (A-C)

- Focus is on examination of the Waldorf approach to literacy acquisition in grades 1-8
- Emphasis on the development of writing, reading, grammar, composition, and drama
- Integration of poetry, drama, and art are stressed
- Elucidating the teaching of writing before reading and this method’s effect on the developing child
- We will experience an explorative approach to understanding and, thus, teaching grammar
- We will focus on the health-giving importance of drama in the Waldorf grade school and the role of the class teacher as playwright, director, and producer
- Other topics include effectively using the main (or morning) lesson; fostering speaking and listening skills in children; understanding the scope of the language arts curriculum; writing and understanding the value of pedagogical stories and birthday verses as healing for children; exploring methods of assessing student learning

121 Teaching Form Drawing

- Form drawing works on bringing balance into movement through drawing
- Course explores the educational importance of freehand, artistic pattern drawing derived through movement
- Course covers how form drawing serves as a precursor and support for the learning of cursive writing and the study of geometry
- Students practice drawing various types of form drawings: ribbon, symmetry metamorphosis, geometric, and braided designs for grades one through five
- Students learn to create a form drawing lesson, encompassing developmentally appropriate ways to present a form to the students

122 Teaching Math (A-C)

Mathematics I: Arithmetic, Grades 1-8 - 1 unit
- Methodology and content of the Waldorf mathematics curriculum, grades 1-8
- Generation of cardinal and ordinal numbers
- Prime, abundant, efficient, numbers, etc.
- Number theory
• Fundamental operations with integers, fractions, decimals
• Business math, banking, introduction of capital, interest, etc.
• Literal numbers, algebra, statistics

### 123 Teaching Geometry (A-C)

Mathematics II: Methodology and content of the Waldorf geometry curriculum, grades 5-8
• Construction of geometric figures, draftsmanship with straight edge and compass, etc.
• Properties of elementary figures
• Basic Euclidean theorems
• Introduction to plane and three-dimensional geometry
• Regular polygons, angle and line bisection, spirals and geometric progressions
• Pythagorean Theorem
• Finding areas and perimeters of various polygons and irregular forms
• Three dimensional solids including the five regular solids
• Golden ratio in nature and art
• Integration with algebra, graphing, etc.
• Perspective Drawing

### 124 Teaching Science (A-E)

• Physics, chemistry, earth science and biology
• Methodology and content of the Waldorf science curriculum, grades 4 – 8
• Develop clear scientific concepts directly from demonstrations, experiments, and observation of natural phenomena
• Develop age-specific curriculum content
• Safety, equipment, lab technique

### 125 Teaching History (A-D)

• Emphasis on different methods of presentation for grades 5 - 8
• Study of biographies as a teaching tool
• History curricula from fifth through eighth grades
• Rudolf Steiner’s indications for teaching history
• Creating appropriate lesson material based on the context of child development
• Establishing a context of history and philosophy of education in the United States

### 126 Teaching Geography

• Teaching of geography in the context of its importance in the Waldorf curriculum
• Explore the geography curriculum and methods for teaching it in the classroom
• Study how this subject connects all other disciplines in the curriculum
• Includes physical geography
• Ecology
• Astronomy
• Socio-economic aspects of geography
• Building geographical imagination

130 Fine Arts (A-F)
• Develop techniques in a number of different art forms that teachers need for the classroom
• Clay modeling
• Watercolor painting
• Crayon drawing
• Blackboard drawing
• Color Theory
• Importance of art in education
• Self-expression as means to personal growth

131 Sculpture (A-B)
• Deepen and extend the student’s faculties for experiencing and creating forms
• Wood sculpture
• Working with form as an expression of spiritual qualities
• Studio course that engages the student in exercises with clay
• Modeling human and animal forms with wood and clay

132 Teaching Music (A-C)
• A practical introduction to the music curriculum in Waldorf schools
• Includes songs for the classroom appropriate for different grade levels, practice teaching songs, and working on improving one’s own voice
• Major, minor, and pentatonic scales
• Theory, notation, and note reading
• Vocal qualities and musicianship skills required of the Waldorf teacher

133 Speech (A-C) *
• Experiential course
• Speech techniques and abilities are applied to storytelling and the recitation of verses and poetry
• Speech exercises for the teacher
• Choral recitation
• Lyric poetry and drama
• The artistic use of speech in the classroom

134 Handwork (A-C)
• An understanding of the handwork curriculum and how it is practiced in the Waldorf school
• Basic skills are practiced
- Knitting, sewing and craft techniques are applied in making a variety of simple soft toys.
- Fostering skills and capacities through the creation of simple handwork projects

135 Gardening

- Discussion of how to cultivate the young child's relationship to nature and the elements through gardening
- Hands-on lessons accompanied by a study of understanding basics of life processes in the rhythms of the earth, the planets, plants and animals
- Cosmic as well as terrestrial factors influencing plant life
- Introduction to landscaping principles as pertaining to creating a school garden
- When crops can be planted
- Planting
- Weeding and thinning plants
- Composting
- Preparing beds
- Organic/Biodynamic fertilizing, planting, harvesting, and tending to growing cultures

136 Spacial Dynamics (A-C)

- A movement class exploring the interplay between the human being and space
- Bothmer Gymnastics games and exercises
- How the Waldorf curriculum relates to these exercises
- Experience the sense of self within the context of community
- Games are learned for each grade of the elementary school

137 Eurythmy (A-F) *

- An introduction to the study of expressive movement
- Eurythmy’s relationship to the sounds of speech and elements of poetry
- Sounds of speech and the study of colors in movement
- Gestures for musical tones
- Intervals, scales, major and minor chords
- Melody and rhythm
- Geometric forms
- Concentration exercises and rod exercises
- Students experience the eurythmy curriculum through the grades, and pedagogical eurythmy is addressed

138 Chorus & Recorder (A-H)*

- Communal and Baroque choral singing
- Musical repertoire appropriate for community and classroom singing in a Waldorf school, reflecting the cycle of the year (seasons, festivals)
- Family of Baroque recorder (soprano, alto, tenor, bass)
• Pedagogical purposes of playing these instruments in the Waldorf classrooms
• Students will learn technique worthy of imitation and explore appropriate repertoire and methods
• Learn techniques for introducing the flutes to each grade level including stories, games, and songs

139 Music and Movement for Morning Warm-Up

• Students will experience circle activities and come to understand pedagogical applications of such activities in the classroom in order to learn to create and use them appropriately
• Experiences will include rhythmic movement, fine and gross motor, speech, music, integration of skill sets, dynamics such as expansion/contraction, outer activity/inner activity, speed, and volume.
• Students will be introduced to a variety of materials appropriate to the classroom setting

140 Observation *

• Observe for five days in a Waldorf school
• Experience the teaching of respected Waldorf teachers in a Waldorf school
• Reflect on their questions and responses to the children and teachers
• Observations include:
  • One day in the kindergarten
  • Three days in the elementary school
  • One day in the high school

141 Student Teaching Advising (A-B): The student-teaching requirement for non-practicing teachers (see 142 for currently practicing teachers)

• The student will accompany a Waldorf class for four weeks, attending the children’s various classes throughout each day, helping teachers and students wherever possible, and presenting individual lessons.
• The student will design and teach as much of a main lesson block as possible
• Apply the philosophy and contemplative practices of Rudolf Steiner to their teaching, including teaching in an aesthetic way
• Learn to engage each child as an individual as well as a member of a community
• Demonstrate discernment for what is health-promoting for a child’s environment
• Design activities or lesson that address the appropriate development of children’s thinking, feeling, and willing
• Use a range of assessment methods to evaluate student learning

142 Mentored Teaching Advising (A-C): The student-teaching requirement for currently practicing teachers (see 141 for non-practicing teachers)

• Each year of the program during which the student is teaching, he or she will be visited by a professional mentor for two days
• The visit is designed to be a support for the student, not a formal evaluation
• The mentor observes lessons taught and shares impressions, answers questions, and offers guidance in daily meetings

151 Teaching World Languages (A-F)* (for World Language students only)

• How to teach world languages in accordance with Waldorf Education. This instruction is not meant to focus on a specific language; but, rather, on teaching world languages in general
• The anthroposophical basis for learning new languages and why learning and acquiring a new language is so important to child development
• How to address the challenge world language teachers face in the classroom, including time management, classroom management, curriculum development, and lesson planning

Specialized Waldorf Teacher Education Intensives

Sunbridge offers short-term intensives in specialized studies for practicing or aspiring Waldorf school subject teachers. These intensives are offered in alternate years. Following is a description of the 2015 Waldorf Grades 1-12 World Language Teacher Education intensive. The Elementary Music Teacher Education intensive, first offered in 2014, will be offered again in 2016. Graduates of these specialized intensives receive certificates upon completion.

Waldorf World Language Teacher Education

Intensive Information

During their three-week campus study, Sunbridge World Language students focus on the theoretical considerations and practical aspects of world language teaching through the grades. There is additional daily coursework in child development, inner development, Waldorf pedagogy, and the arts. Reading fundamental texts by Rudolf Steiner and receiving instruction in developing a meditative practice is included in the experience, as is a one-week observation of an experienced Waldorf world language teacher that takes place during the following school year. Students in the World Language intensive study alongside students enrolled in Sunbridge’s three-year Elementary Teacher Education program, many of whom are practicing Waldorf teachers. This academic environment provides the World Language students with the additional benefits of developing colleagueship among fellow Waldorf educators.
Faculty

Ingeborg Boesch
Intensive Director
Ingeborg is the Faculty Pedagogical Chair and German Mentor at the Emerson Waldorf School (NC). Born and raised in Marbach, Germany, Ingeborg was a student in the original Waldorf school in Stuttgart, Germany. She later graduated from the University of Munich, did her Waldorf Teacher Training at Emerson College in England, and taught at the Edinburgh Waldorf School before moving to Chapel Hill in 1998 to teach at Emerson. Over her nearly 40-year career, Ingeborg has been a teacher of German and handwork, a teacher-trainer and mentor to schools in the UK and US, and grades 1-8 class teacher. Ingeborg “officially” retired in 2012 but continues to mentor German teachers at Emerson Waldorf School and to teach middle school students after school.

Jana Hawley, MSEd
Program Director
Jana has been program director of Sunbridge’s Elementary Teacher Education program since 2009 and also directs Sunbridge’s Elementary Music Teacher Education intensive. Since 2006, Jana has been on the faculty of Green Meadow Waldorf School (NY), where she has been a class teacher and is currently the lower school music teacher; she also serves on that school’s Teacher Development Committee. Previously, she spent 14 years on the faculty of the Whidbey Island (WA) Waldorf School, teaching music and main lessons.

Jana has been a visiting faculty member at several Waldorf teacher training institutes in the US as well as at institutes abroad, including China and Australia. She has led workshops in movement, singing, and composition, and is a contributor to The Mood of the Fifth: A Musical Approach to Early Childhood, a WECAN publication. Jana earned her BFA in Music from Cornish College of the Arts, Seattle, WA, and her MSEd in Waldorf Elementary Teacher Education from Sunbridge College.

Entrance Requirements
This intensive is designed for those currently teaching world languages in Waldorf grades 1-12 or those who aspire to become Waldorf world language teachers. Applicants must complete an application form and submit all required application materials, including a letter of reference from someone qualified to speak to their suitability for the vocation of Waldorf world language teacher and their ability to be successful in this intensive. Applicants must possess a high school diploma; a bachelor’s degree is not required.

Intensive Length
The World Language intensive is comprised of a three-week on-campus intensive, plus a one-week observation of an experienced Waldorf World Language teacher. The observation week must take place by June 2016.
Intensive Curriculum

The Waldorf World Language Teacher Education intensive is designed to give world language teachers an informed understanding of the Waldorf curriculum and an anthroposophical view of child development, enabling them to more fully integrate into their Waldorf community and meet their students through the lens of a Waldorf educator.

Brief Course Description

Most World Language course descriptions are available on pages 24 – 30 of this catalog and are listed below.

103 C Child Development and Learning
110 C Inner Development
133 A Speech I
137 Eurythmy
138 Chorus and Recorder
140 Observation
151 A-F Teaching World Language

Auditing

Sunbridge has a limit of two courses in one intensive that may be audited by any one person. All course audits must be pre-approved by the Director of Education. To audit a course, the student must fill out a Course Audit Agreement Form, with the appropriate fee, at least one week before the beginning of the intensive. Audited courses do not receive course hours on the student’s transcript.

Master of Education Degree

In March 2015 Sunbridge Institute entered into a partnership with the State University of New York (SUNY) Empire State College. This partnership enables Sunbridge program students to earn a fully-accredited Master of Education degree (MEd) with a concentration in Waldorf Education from SUNY Empire State College School for Graduate Studies. All Sunbridge early childhood and elementary teacher education program students and graduates who hold a bachelor’s degree from a regionally-accredited institution are eligible to apply to this degree program.

Program Components/Requirements

The SUNY Empire MEd Program with Waldorf concentration is made up of a total of twelve courses (36 credits). Five of these courses (15 credits) comprise the SUNY Empire requirement for a concentration in Waldorf Education; this requirement is fulfilled through: (1) Demonstrating, to the satisfaction of SUNY Empire, and by means of an Individualized Prior Learning Assessment (iPLA), successful learning in one of Sunbridge’s teacher education programs and (2) Successfully earning a Sunbridge teacher education program diploma or certificate.
The remaining seven courses (21 credits) are to be fulfilled through successful completion of SUNY Empire coursework. Of these seven SUNY Empire courses, four constitute core requirements for the MEd degree and the remaining three comprise the research, design, and final capstone project. The seven SUNY Empire courses are conducted fully online.

**Schedule**

The SUNY Empire portion of the MEd program (that is, the seven SUNY Empire courses) is comprised of six terms of coursework (spring/summer/fall) that are typically undertaken over the course of two years.

**Admissions**

Application and acceptance to the SUNY Empire State College MEd program is separate from application and acceptance to Sunbridge Institute’s early childhood and elementary teacher education programs.

**Tuition/Financial Aid**

All SUNY Empire State College *tuition and fees* apply and are in addition to Sunbridge tuition. Financial Aid is available from each institution separately.

**Additional Benefits**

All Sunbridge students who are enrolled in the SUNY Empire MEd Program with concentration in Waldorf Education are eligible to receive SUNY Empire State College Corporate and Community Partnership (“CCP”) benefits, amounting to: (1) Waiver of orientation fee ($50 for degree program) at time of submission of online admissions application; and (2) A one-time, $100 Presidential Scholarship (Note: students must be enrolled past day 28 of the term to remain eligible for the scholarship).

**Inquiries**

Inquiries regarding the MEd program should be addressed to:

Sunbridge Institute  
285 Hungry Hollow Road  
Chestnut Ridge, NY 10977  
Attn: Anna Silber, Director of Education  
asilber@sunbridge.edu  
845-425-0055 x10
Summer Courses in Professional Development and Continuing Adult Education

The summer courses are offered for individuals interested in beginning or continuing their studies of Waldorf teaching and related subjects, as well as those interested in learning more about Waldorf Education. Courses are open to experienced and new Waldorf teachers, as well as other interested persons. There are no specific admissions requirements for Sunbridge Summer Series courses, except for The Art and Craft of Storytelling. See details in course descriptions below.

Brief Course Description

Introduction to Waldorf Early Childhood Education

- Basics for early childhood classrooms
- Explore handwork projects including puppetry
- Appropriate music choices for the developing child
- Presentations from experienced, kindergarten classroom teachers
- Group discussions exploring early childhood topics that arise from the content covered during the course of the week

Approaching Grade 1

- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the first grade year
- Learn and practice music, movement, and artistic activities that support the first grader
- Learn about the first grade curriculum and how it can be brought in an artistic way

Approaching Grade 2

- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the second grade year
- Learn and practice music, movement, and artistic activities that support the second grader
- Learn about the second grade curriculum and how it can be brought in an artistic way

Approaching Grade 3

- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the third grade year
- Learn and practice music, movement, and artistic activities that support the third grader
- Learn about the third grade curriculum and how it can be brought in an artistic way
Approaching Grade 4
- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the fourth grade year
- Learn and practice music, movement, and artistic activities that support the fourth grader
- Learn about the fourth grade curriculum and how it can be brought in an artistic way

Approaching Grade 5
- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the fifth grade year
- Learn about the fifth grade curriculum and how it can be brought in an artistic way
- Learn and practice music, movement, and artistic activities that support the fifth grader

Approaching Grade 6
- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the sixth grade year
- Learn ways to teach sixth grade history, sciences, language arts, and mathematics
- Learn and practice music, movement, and artistic activities that support the sixth grader

Approaching Grade 7
- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the seventh grade year
- Learn ways to teach seventh grade history, sciences, language arts, and mathematics
- Learn and practice music, movement, and artistic activities that support the seventh grader

Approaching Grade 8
- Open to experienced and new teachers
- Hands-on immersion into the daily, weekly, and monthly activities of the eighth grade year
- Learn ways to teach eighth grade history, sciences, language arts, and mathematics
- Learn and practice music, movement, and artistic activities that support the eighth grader

Collaborative Leadership
- Build leadership capacity, gain practical skills, and develop strategic plans, all guided by a group of peers and leadership experts
- The course content draws from participant contributions, each bringing their own expertise that is incorporated into the learning process
• Through each participant’s questions, “Action Learning” will be explored as a method for supportive peer-learning for creative thinking and problem solving
• Topics of organizational development will include Horizontal or Process Leadership, which is the holistic approach suitable for Waldorf School and non-profits

Exploring Waldorf Elementary Class Teaching

• Child development and the ways in which the Waldorf curriculum responds to and supports each stage
• The role of the class teacher
• How the arts enhance education
• How fairy tales, legends, mythologies, and historical biographies accompany the growing child
• The Waldorf approach to literacy
• How the science and math curriculum moves through the grades

Teaching Literacy in the Early Grades

• Moving from oral to written tradition
• Learning a structured, yet flexible, way to teach reading skills
• Decoding and encoding the English language through a linguistic understanding
• Working with different types of learners
• Using a multi-sensory approach for all
• Developing scope and sequence of a literacy curriculum
• Ways of assessing and tracking reading progress
• Working with parents on literacy questions

Teaching Science in the Middle School

• Address important themes in middle school science, including topics in physics, chemistry, and human anatomy
• Learn how the Waldorf science curriculum supports the developing adolescent
• Discover how phenomenological-based science can enhance all teaching, in and out of the sciences

Art and the Adolescent

• Hone your own skills in various media, including painting, chalkboard drawing, and Morning Lesson book illustrations (including portraiture, perspective drawing, and scientific drawing)
• Learn how to develop your students’ artistic skills
• Examine the role of the arts in the grades 6-8 curriculum
• Discover color theory based out of anthroposophy
• Study child development of the developing adolescent
Bringing Puppetry to Life

- Explore the roots of puppetry
- Create and bring to life beautiful yet simple puppets
- Explore puppet use in seasonal puppet storytelling
- Discover ways to bring puppet delight to home life
- Create and share puppetry in peaceful outdoor campus settings
- Explore music using simple percussive instruments, the pentatonic lyre, chori flutes, enchanting melodies, and simple harmonies
- Eurythmy sessions will deepen the puppetry journey through joyful exploration of archetypal characters and storytelling with gesture

The Art and Craft of Storytelling

- A course for currently practicing and/or experienced Waldorf Early Childhood educators
- Weave stories to help children navigate small and large challenges
- Develop plot lines and characters
- Attune your intuition and imagination to the needs of the children
- Strengthen your voice and creative courage to meet the moment
- Inspire parents to become storytellers at home

Course Cancellations

Sunbridge Institute reserves the right to cancel any offering at any time. If Sunbridge cancels, all registrants will be notified and will receive a full refund. If the registrant cancels, he or she will receive a full refund less any non-refundable registration fee. Sunbridge reserves the right to make faculty substitutions when necessary.
Academic Calendar (June 2015-May 2016)

Definitions:

*Intensive* - the period of on-campus study, usually three times per year

*Term* – the period beginning with each intensive and ending the day before the beginning of the next intensive

**Waldorf Early Childhood Teacher Education Program (WECTE)**

**Summer 2015**
June 15-July 3 Intensive: Class of 2016 and Completion Track 2016
WECTE Summer term runs from June 15-November 15

**Fall 2015**
November 16-20 Intensive: Class of 2016 and Completion Track 2016
WECTE Fall term runs from November 16-March 13

**Spring 2016**
March 14-18 Intensive: Class of 2016 and Completion Track 2016
WECTE Spring term runs from March 14-June 19

**Waldorf Elementary Teacher Education Program (WETE)**

**Summer 2015**
July 6-24 Intensive: Class of 2016, 2017 and 2018
WETE Summer term runs from July 6-November 8

**Fall 2015**
November 9-13 Intensive: Class of 2016, 2017 and 2018
WETE Fall term runs from November 9-March 6

**Spring 2016**
March 7-11 Intensive: Class of 2016, 2017 and 2018
WETE Spring term runs from March 7-July 11

**Waldorf World Language Teacher Education Intensive**

**Summer 2015**
July 6-24 Intensive: 2015 Cohort
World Language Summer term runs from July 6-November 8
(Two additional WETE terms [Fall and Spring] are allowed for the completion of the observation week.)
**Summer Series**
See website for individual course and workshop schedules.

The following holidays are observed during the academic year 2015-2016:

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<td>Dr. Martin Luther King, Jr. Day</td>
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<td>February 15, 2016</td>
<td>Monday</td>
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<tr>
<td>March 25, 2016</td>
<td>Friday</td>
<td>Good Friday /Passover</td>
</tr>
<tr>
<td>March 28, 2016</td>
<td>Monday</td>
<td>Easter Monday/Passover</td>
</tr>
<tr>
<td>May 30, 2016</td>
<td>Monday</td>
<td>Memorial Day</td>
</tr>
</tbody>
</table>
Programs Enrolling in 2015-2016

- **Waldorf Early Childhood Teacher Education Completion Track**  
  Application Deadline: May 11, 2015

- **Waldorf Elementary Teacher Education**  
  Application Deadline: June 1, 2015

- **Waldorf World Language Teacher Education Intensive**  
  Application Deadline: June 1, 2015
Application Process

1. Online applications and downloadable applications for all programs enrolling this summer are available on the Sunbridge website, www.sunbridge.edu. Prospective students may request to have a paper application sent to them by contacting the admissions office at info@sunbridge.edu or 845-425-0055 x20. **Note:** The Waldorf Early Childhood Teacher Education Completion Track Program is a two-tiered application process. Tier One is an eligibility review to confirm that prior experience meets program requirements. After Tier One, eligible applicants will be invited to apply.

2. Complete the application form for the program of your interest and submit it, along with the separate sheet(s) containing biographical and other requested information, to the address below.

3. A completed application includes:
   - Application form: completed, signed, and dated
   - Non-refundable $50 application fee (Total of $100 for WECTE Completion Track). Applications received without this fee will not be processed. Applications submitted less than five weeks before the program begins must include a $50 late fee.
   - Current resumé
   - Personal statement
   - Letter(s) of Recommendation. Letters should be sent from the recommenders directly to the Sunbridge Institute Admissions Office.
   - If applicable, an official transcript bearing the signature and seal of your degree-granting institution, or any college attended, sent directly to the Sunbridge Institute Admissions Office. Otherwise, a high school transcript or diploma.

4. If applying for Financial Aid, all appropriate paperwork should be sent with application and non-refundable $50 application fee to:

   **Sunbridge Institute Office of Admissions**
   **285 Hungry Hollow Road**
   **Chestnut Ridge, NY 10977**

5. Once a completed application is received, it will be forwarded to the appropriate Program Director. Applicants to the Early Childhood Teacher Education program Completion Track, the Elementary Teacher Education program, and the specialized Waldorf Teacher Education intensives will then be contacted by the Program Director/Program Advisor to arrange for a phone interview. (Interviews are not part of the application process to the Early Childhood Teacher Education program Full Track.) Admissions decisions are sent out soon thereafter, on a rolling basis.

Admissions applications may be submitted at any time, and admissions decisions are made throughout the year. The general deadline for application is five weeks before the start of the program; applications submitted after that date are considered on a space-available basis.

Occasionally, applicants are admitted to Sunbridge Institute provisionally. This means that students could be accepted into a program with the proviso that they meet specific conditions as indicated in their letter of acceptance.
All students whose first language is not English or who have taken their prior education in a non-English-speaking college or university must demonstrate oral and written proficiency in English during the admissions process (through a handwritten personal statement and phone conversation). Taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) may be required.
Entrance Requirements

Waldorf Early Childhood Teacher Education Program

Our **Full Track** Waldorf Early Childhood Teacher Education program welcomes applicants who have been actively working in a Waldorf early childhood setting for one school year prior to enrollment in Sunbridge. This requirement includes lead teachers, assistant teachers, parent-child group leaders, and regular volunteers and substitutes. It is also expected that our Early Childhood Teacher Education students will continue to work actively with children in a Waldorf setting throughout the length of the program. (Please note that students who are not working within a well-established Waldorf early childhood setting may be required to do an additional practicum placement before receiving their Sunbridge diploma.)

Applicants are expected to be familiar with Waldorf Education and anthroposophy through faculty study and other study groups, workshops, and conferences. A bachelor’s degree is not required for admission to this program, but a high school diploma is required.

Our **Completion Track** Waldorf Early Childhood Teacher Education program applicants are expected to be familiar with Waldorf Education and anthroposophy through faculty study and other study groups, workshops, and conferences. A bachelor’s degree is not required for admission to this program, but a high school diploma is required. The Completion Track is intended to serve Waldorf early childhood educators with both significant experience and prior, relevant coursework. Candidates must have a minimum of 5 years of lead-teaching experience in a WECAN-affiliated Waldorf setting, and 200+ hours of relevant coursework. This coursework may include, but is not limited to, trainings such as Waldorf Elementary Teacher Education, LifeWays, Sophia’s Hearth, or Foundation Studies, and should include studies in Anthroposophical studies, Birth-to-age-three, Arts for the educator, Child development and Waldorf Education. Applicants must be actively working in a Waldorf early childhood setting both at the time of their application and during their enrollment in our program. A high school diploma is required.

Waldorf Elementary Teacher Education Program

Our Waldorf Elementary Teacher Education program welcomes applicants who either already possess a bachelor’s degree or who are enrolled in a bachelor’s degree program and are on track to complete that degree prior to completion of the Sunbridge program. It is also expected that applicants have some familiarity with Waldorf Education.

It is also expected that applicants will be able to work actively with children in a Waldorf elementary school throughout the length of the program in one of the following ways:

- Class teacher, subject teacher, assistant or intern
- Volunteer regularly in a Waldorf elementary education classroom
• Waldorf kindergarten teacher or assistant if you are able to observe regularly in the grade school and can fulfill the practice teaching requirements
• Lead teacher in another school where you can implement Waldorf principles and methods

Specialized Waldorf Teacher Education Intensives

Waldorf Grades 1-12 World Language Teacher Education

Our World Language Teacher Education intensive is designed for those currently teaching world languages in Waldorf grades 1-12 or those who aspire to become Waldorf world language teachers. Applicants must complete an application form and submit all required application materials, including a letter of reference from someone qualified to speak to your suitability for the vocation of Waldorf world language teacher and your ability to be successful in this intensive. Applicants must possess a high school diploma; a bachelor’s degree is not required.

Waldorf Elementary Music Teacher Education

Our Waldorf Elementary Music Teacher Education intensive is designed for practicing Waldorf teachers who are experienced musicians or experienced musicians who wish to become Waldorf music teachers. Applicants must be proficient musicians (either instrumentalists or vocalists), be able to read music, and possess an understanding of music theory. A high school diploma is required for admission; a bachelor’s degree is not required. (NOTE: Not Offered in 2015-16)

Enrollment Deferral

Accepted program students who have paid a non-refundable registration fee (which is applied toward tuition) may defer enrollment for up to one enrollment cycle (one year for WETE and two years for WECTE). Individuals interested in seeking an enrollment deferral should contact the Admissions Office to begin the process.

Before returning, the student must have a phone conversation with the Director of Education. If significant changes in life circumstance have occurred, the Director of Education will refer the student to the Program Director for a follow-up conversation. Students must also complete an enrollment agreement along with meningitis and photo release forms before being considered officially enrolled.

Deferments may not be extended; if you choose not to matriculate in the next enrollment cycle, you must re-apply to be considered for admission in a future cycle and pay all pertinent fees (including application and registration fees).
Program Completion Rates & Graduate Follow-Up
The NYSED BPSS requires licensed private career schools to include in their catalog data regarding student completion and job placement for the two most recent reporting periods.

Waldorf Early Childhood Teacher Education Program

Reporting Period July 1, 2012 – June 30, 2013
This program did not enroll a new class during this reporting period.

<table>
<thead>
<tr>
<th>Part 1: Admissions: Applications, Acceptances &amp; Denials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications:</td>
</tr>
<tr>
<td>Applications Accepted:</td>
</tr>
<tr>
<td>Applications Denied:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Current Year Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollment:</td>
</tr>
<tr>
<td>Still Enrolled/Continuing from Previous Year:</td>
</tr>
<tr>
<td>Total Students in Program for Reporting Period:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: Status of 2011 – 2012 Enrollment as of June 30, 2012:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Enrolled/Continuing to Next Reporting Period:</td>
</tr>
<tr>
<td>Non-completers</td>
</tr>
<tr>
<td>Graduates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Graduate Follow-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No class graduated during this reporting period.</td>
</tr>
</tbody>
</table>

Reporting Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>Part 1: Admissions: Applications, Acceptances &amp; Denials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications:</td>
</tr>
<tr>
<td>Applications Accepted:</td>
</tr>
<tr>
<td>Applications Denied:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Current Year Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollment:</td>
</tr>
<tr>
<td>Still Enrolled/Continuing from Previous Year</td>
</tr>
<tr>
<td>Total Students in Program for Reporting Period:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: Status of 2013 – 2014 Enrollment as of June 30, 2014:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Enrolled/Continuing to Next Reporting Period:</td>
</tr>
<tr>
<td>Non-completers</td>
</tr>
<tr>
<td>Graduates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Graduate Follow-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in a related field</td>
</tr>
</tbody>
</table>
Waldorf Elementary Teacher Education Program

Reporting Period July 1, 2012 – June 30, 2013

<table>
<thead>
<tr>
<th>Part 1: Admissions: Applications, Acceptances &amp; Denials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications: 11</td>
</tr>
<tr>
<td>Applications Accepted: 9</td>
</tr>
<tr>
<td>Applications Denied: 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Current Year Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollment: 14</td>
</tr>
<tr>
<td>Still Enrolled/Continuing from Previous Year: 24</td>
</tr>
<tr>
<td>Total Students in Program for Reporting Period: 38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: Status of 2011 – 2012 Enrollment as of June 30, 2012:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Enrolled/ Continuing to Next Reporting Period: 22</td>
</tr>
<tr>
<td>Non-completers: 6</td>
</tr>
<tr>
<td>Graduates: 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Graduate Follow-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in a Related Field: 8</td>
</tr>
<tr>
<td>Working in Unrelated Field: 2</td>
</tr>
</tbody>
</table>

Reporting Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>Part 1: Admissions: Applications, Acceptances &amp; Denials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications: 12</td>
</tr>
<tr>
<td>Applications Accepted: 11</td>
</tr>
<tr>
<td>Applications Denied: 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Current Year Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Enrollment: 9</td>
</tr>
<tr>
<td>Still Enrolled/Continuing from Previous Year: 20</td>
</tr>
<tr>
<td>Total Students in Program for Reporting Period: 29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: Status of 2013 – 2014 Enrollment as of June 30, 2014:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Enrolled/ Continuing to Next Reporting Period: 18</td>
</tr>
<tr>
<td>Non-completers: 0</td>
</tr>
<tr>
<td>Graduates: 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Graduate Follow-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in a Related Field: 9</td>
</tr>
<tr>
<td>Working in Slightly Related Field: 1</td>
</tr>
</tbody>
</table>
## Summer Series Courses

### Reporting Period July 1, 2012 – June 30, 2013

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number of New Students Enrolled 7/1/12 – 6/30/13</th>
<th>Number of Course Non-completers 7/1/12 – 6/30/13</th>
<th>Number of Course Graduates 7/1/12 – 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Grade 3</td>
<td>22</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Approaching Grade 4</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Approaching Grade 5</td>
<td>19</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Approaching Grade 6</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Approaching Grade 7</td>
<td>17</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Approaching Grade 8</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Intro to Waldorf Early Childhood Education</td>
<td>33</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Leading Parent Child Classes</td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Experiential Math</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Farm &amp; Forest Kindergarten</td>
<td>30</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

### Reporting Period July 1, 2013 – June 30, 2014

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number of New Students Enrolled 7/1/13 – 6/30/14</th>
<th>Number of Course Non-completers 7/1/13 – 6/30/14</th>
<th>Number of Course Completers 7/1/13 – 6/30/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Grade 1</td>
<td>49</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>Approaching Grade 2</td>
<td>31</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Approaching Grade 3</td>
<td>31</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Approaching Grade 4</td>
<td>18</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Approaching Grade 5</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Approaching Grade 6</td>
<td>15</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Approaching Grade 7</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Approaching Grade 8</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>21</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Experiential Math</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Intro to Waldorf Early Childhood Education</td>
<td>26</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Healthy Development in the Early Childhood Years</td>
<td>17</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial Aid Information

Please note: Sunbridge Institute is a licensed school with the New York State Department of Education and our students are not eligible for Federal Financial Aid.

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Sunbridge Institute scholarships: Averaging between $700 and $1850 per year depending on program and demonstrated student need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is eligible?</td>
<td>Any student admitted and enrolled into Sunbridge Institute teacher education programs.</td>
</tr>
<tr>
<td>Comments</td>
<td>Financial Aid cannot be awarded until you have been accepted into the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Association of Waldorf Schools in North America (AWSNA) Loans: Amount varies between $450-700/year. Forgiven through full-time work in an AWSNA affiliated school for 3 years after graduation from Sunbridge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is eligible?</td>
<td>Students enrolled in Waldorf Teacher Education programs.</td>
</tr>
<tr>
<td>How do I apply?</td>
<td>Complete the AWSNA Loan application.</td>
</tr>
<tr>
<td>Comments</td>
<td>AWSNA application must be completed before loan allocations are made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Association of Waldorf Schools in North America (AWSNA) Matching Grants</th>
</tr>
</thead>
</table>
| Who is eligible?                         | • Currently practicing teachers in an AWSNA affiliated school.  
• The school MUST commit to paying a portion of the tuition for the student to be eligible.                            |
| How do I apply?                          | Complete the AWSNA Matching Grant application and include a letter from the school that commits a specific amount towards your studies at Sunbridge Institute.|
| Comments                                 | Letter from school must be received before award can be made. Grant amount depends on the amount available and may be lower than the school commitment. |

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Tuition Management Systems (TMS) Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is eligible?</td>
<td>Any student enrolled in a Sunbridge Institute teacher education program.</td>
</tr>
<tr>
<td>How do I apply?</td>
<td>• phone 1-800-722-4867 or visit their website at <a href="http://www.afford.com/sunbridge">www.afford.com/sunbridge</a></td>
</tr>
<tr>
<td>Comments</td>
<td>Sunbridge Institute has a relationship with TMS where you may set up a payment plan. There is no interest charged, but there is a $60 setup fee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Vermont Student Assistance Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is eligible?</td>
<td>Students from Vermont may qualify for aid from Vermont Student Assistance Corporation.</td>
</tr>
<tr>
<td>How do I apply?</td>
<td>• For details, go to <a href="http://www.vsac.org">www.vsac.org</a></td>
</tr>
</tbody>
</table>

Disclaimer: Sunbridge Institute does not endorse any scholarship aid services provided via the Internet. Students are cautioned to research Internet services that seek compensation for scholarship searches.
Transfer of Course Hours for Previous Education

Students may request "transfer course hours" for courses completed at teacher education institutions and programs recognized by the Association of Waldorf Schools of North America. The transfer course hours may not exceed 50% of the courses required for completion of the Sunbridge certificate program. Transfer students must provide documentation for courses completed at the previous place of education; this may include transcripts, syllabi, and course descriptions, a portfolio of completed work, and references from the previous place of education. All transfer requests must be discussed with the Program Director, and the amount of transferred course hours awarded is at the discretion of Sunbridge Institute. Course hours accepted for transfer do not necessarily alter Sunbridge tuition amounts (or the Sunbridge tuition schedule). A complete “Transfer Course Hours Approval Form” must be submitted to the Registrar before the student receives credit.
Directed Study

A Directed Study should be utilized when a student needs to make up outstanding academic work or courses. A student may require a Directed Study Agreement when he/she has:

- missed any course(s) during the program
- taken a leave of absence during the course of a program

A Directed Study is not an option for students to make up a missed summer intensive. Three-week-long intensives can only be made up by returning to the Institute the very next time the missed courses are available again, which may be up to three years after the missed intensive.

Procedures and guidelines for the student:

- The student’s account must be in good standing (no outstanding debt)
- All Directed Studies are at the discretion of the Program Director
- The Program Director will coordinate the selection of an Instructor to oversee each Directed Study course; she will also fill out the “Directed Study Agreement” and the “Directed Study Learning Contracts,” all of which the student must sign. These forms will be filed with the Registrar upon completion
- The Sunbridge Finance Department will invoice the student for the additional coursework reflected on the Directed Study Learning Contract after submission of the forms to the Registrar. (*Fees will vary according to course. Most Directed Study fees are similar to tuition costs, but may be higher.) Payment is due prior to the beginning of each Directed Study component
- Each Instructor will converse with the student to clarify his/her individual needs and present him/her with options
- When each Directed Study course is completed, the Instructor and student will fill out a Directed Study Completion form which the Instructor will file with the Registrar
- The Directed Study Agreement, Directed Study Learning Contracts, and the Directed Study Completion forms must be signed and returned to the Registrar before the student receives credit for each course. All completed forms will be included in a student’s record (paper file).
- Please note that the Directed Study must be completed by the agreed-upon date in order for the student to be eligible to receive a diploma at the end of the program.

A Directed Study may be completed either at Sunbridge Institute or at another institution depending on the coursework to be completed. Fees and payment for any Directed Study completed at Sunbridge Institute will be required. Directed Study completed at other institutions requires no Sunbridge fee.
Standards of Academic Progress

Overview

Once enrolled, students are expected to attend all classes, student teaching placements, and observations. Participation is viewed as an essential aspect of a student’s coursework.

If a student is absent due to illness or emergency, the student must inform the instructor and/or advisor, who will determine how the student will complete the missed work.

The Institute respects individuals’ observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors of this at the beginning of the intensive.

Students are also responsible for working with faculty to develop alternative means of fulfilling missed courses and field assignments.

Evaluation of Course Work

At Sunbridge Institute, students’ work is evaluated at the end of each term. For a complete layout of the academic year see the section Academic Calendar.

Each course is evaluated on a Pass/Not Pass (P/NP) basis. All courses (including practicum courses) contain assignment information and criteria for completion of the course.

A “P” is given to a student whose work would be the equivalent of a 70% if a numerical evaluation was given.

<table>
<thead>
<tr>
<th></th>
<th>Pass:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>- all course requirements are successfully completed by term’s end, including a passing grade on all written assignments;</td>
</tr>
<tr>
<td></td>
<td>- at least 80-85%* attendance of classroom sessions for each course (measured by clock hours) [*per course absences allowed: 20% excused absence or 15% unexcused absence]</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete, course work yet to be completed</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal; student did not attend course</td>
</tr>
<tr>
<td>Au</td>
<td>Audit, no clock hours earned</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
If a student does not complete the course work, he/she may be assigned a **Directed Study** from the Program Director or receive an NP for the course.

**Satisfactory Academic Progress**

All students enrolled at Sunbridge Institute must receive, for each term, an evaluation of P (pass) in at least 75% of the courses in which they are enrolled. Grades of I (incomplete), IP (in progress), or W (withdrawn) do not constitute a passing grade.

A student’s academic progress is evaluated after each term. Students failing to maintain satisfactory academic progress in a term will be placed on probation during the following term. Students failing to maintain satisfactory academic progress while on probation will not be allowed to enroll in the following term. In order to be removed from probation a student must pass at least 75% of the courses taken to date, as well as those in which they are enrolled.

A student with exceptional circumstances may appeal their probationary status. Appeals must be in writing and include a detailed description of the student’s circumstances, and addressed to the Program Director. Appeals will be reviewed by the Program Director and the Executive Director.

**Requirements for Graduation**

In order to graduate, a student must have attended all intensive weeks, and all classes within each intensive (with the allowable absences outlined in “Evaluation of Coursework”). All requirements for the program must have been met, and 75% of all classes have a passing grade.

**Plagiarism**

All work submitted by Sunbridge Institute students is expected to be the student’s own work. In the preparation of all papers and written work, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term “sources” includes not only published primary and secondary material, but also information and opinions gained directly from other people. The responsibility for learning the proper form of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be fully cited and properly documented. Students are expected to record honestly and accurately the results of their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and is considered a serious violation of academic honesty.

If a student is suspected of plagiarism or dishonesty, the Instructor and the Program Director will meet with the student. At this meeting, the student will be asked to clarify his/her actions and intentions. The Instructor and the Program Director will then confer to determine consequences, if any. Consequences may include additional required work, a “no pass” grade for the assignment or for the course, a request for the student to withdraw from the program, or
expulsion from the program. Consequences may vary in each case, depending on the severity of the offense and the findings of the Instructor and the Program Director.

Both students and faculty are recommended to check the following website to obtain more information about this topic: www.plagiarism.org.

**Student Withdrawal**

A student voluntarily withdrawing from the Institute must notify the Registrar in writing, including the reason for withdrawal, at least one week prior to the next intensive. Proper notification in this manner allows the student to receive a prompt refund (if applicable), and proper “W” (Withdrawn) assessments as a part of his/her permanent transcript records.

The failure of a student to notify the Registrar in writing of withdrawal will have the following consequences:

- Possible delayed refund of tuition due (pursuant to Section 5002 of Educational Law)
- The student’s permanent transcript record will have the last term’s assessments recorded as “NP” (Not Pass)

The student is responsible for his/her total tuition and fees until a Tuition Refund is calculated (if applicable). Refer to the section **Tuition Refund Policy** for information regarding tuition refunds for withdrawing students.

Please note that the following actions do not constitute official withdrawal:

- Failure to attend classes
- Failure to make or complete payments
- Failure to notify the Registrar

Unofficial withdrawals (students who leave the Institute without notifying the registrar) will be handled in the following manner:

- Registrar will flag any student who completes a term with 0 clock hours earned
- Faculty members may be contacted to determine the last day a student was in class, completed an assignment, or participated in an academic activity
- When the last date of attendance is before 60% of the intensive has passed, the Institute will perform a refund calculation

If a student wishes to continue their studies at Sunbridge Institute after withdrawing, they must re-apply or re-enroll* to the program and pay all associated fees.

*If two years or less have passed since the completion of the last intensive, a student can have a shortened re-enrollment process rather than re-applying. This involves updating the original application and submitting a $25 re-application fee.
Leave of Absence

With the approval of the Program Director, a one-time leave of absence may be granted in extenuating circumstances, such as an accident, prolonged illness, maternity leave, or the death of a relative. A student cannot request to be excused from any more than one intensive, and the student must plan to make up that intensive by the very next time that it is offered in the Sunbridge schedule.

In order to qualify for a leave of absence, a student must obtain a Leave of Absence Form from the Registrar, fill it out completely, including the signature of the Program Director, and return it to the Registrar at least one week prior to the begin-date of the intensive in question.

After the leave of absence, and at least one month prior to the following intensive, the student must check in with the Program Director to obtain his/her options for making up the coursework that was missed. In most cases, the student will be able to make up the intensive by adding an intensive on to his/her program at the time that it is offered again in the Sunbridge schedule (which can be up to three years after the leave of absence date). In some cases, the student will be able to make up the intensive coursework earlier by entering into a Directed Study Agreement (see page 53). Directed Studies are charged at a rate that is similar to tuition rates, but may be higher. Independent Studies are also an option in some cases. The preferred plan of coursework make-up will be determined by the Program Director.

A student who wishes to take a leave of absence for a length of time longer than one intensive must withdraw from the program and re-apply or re-enroll to the program before his/her anticipated return. At this time, the Program Director will perform a review of the student’s file, and will outline a plan for the student to accomplish the entire curriculum.

If a student fails to return from the leave of absence on the agreed date, he/she will be considered withdrawn, and, if applicable, a tuition refund will be calculated. If the student would like to continue their studies at Sunbridge Institute after having been withdrawn, they must re-apply or re-enroll to the program and pay any associated fees.

Delayed Release of Diploma

If a student has reached the end of his/her on-campus program and there are still requirements to fulfill (such as incomplete assignments, incomplete practicum work, or unmet degree prerequisites), the student will not receive his/her diploma at the graduation ceremony.

If the student needs to return to campus for a future intensive in order to meet his/her requirements, then he/she must apply for a Leave of Absence well before his/her graduation ceremony date. The return date must be the first available offering of the needed intensive in the Sunbridge schedule. Please see above for more details about Leave of Absence.

For any remaining unmet requirements which can be completed independently, the student will receive up to one year of extended enrollment. During this time the requirements must be
completed and submitted to the Program Director for review. If the submissions are approved, then the diploma will be released to the student.

If the student is granted extended enrollment and does not submit satisfactory paperwork within the allotted timeframe, then the student will be withdrawn from the program. After withdrawal, the student can still submit the rest of their requirements without having to re-enroll, but a $100 document review fee will be assessed before the submissions can be reviewed by the Program Director.

**Medical Disability Policy**

Students who have a medical situation (injury, illness or pregnancy, etc.) that makes it difficult or impossible for them to participate in a physically demanding Sunbridge course which is required for completion of their program may be eligible for alternative learning. If such a situation exists, the student should contact their Program Director on or before the first day of the class to explore and discuss potential options for completion, preferably observation of the classes and submission of a written paper, the length of which will be decided by the Program Director. This policy also covers situations that arise during the duration of the course. In some cases, a signed letter from a medical doctor or midwife will be required for initial eligibility.
**Student Conduct and Dismissal Policy**

Sunbridge Institute has the right to dismiss students for the following reasons:

- The student does not make satisfactory academic progress as explained in the Satisfactory Academic Progress Policy.
- The student has engaged in academic misconduct.
- The student has engaged in illegal, fraudulent, or unethical behavior.

The Institute may dismiss students for situations other than those specified above. When doing so, the Institute will notify the student in writing of the possibility of dismissal. If it is possible for the student to rectify the situation, he/she will be given a description of the actions that must be taken, within a specified time period, to alleviate the problem. These expectations must be reasonable and consistent with expectations held for all students in the program. If the student does not meet the requirements within the time frame specified, he/she may be dismissed from the program with notification.

If the situation cannot be rectified, the student will be notified in writing of the grounds for dismissal and the date when the dismissal will be effective. This will normally be the end of the intensive in which the student is enrolled, but the circumstances of the dismissal will be important in determining this date.

Students may appeal their dismissal following the procedures outlined in the **Student Grievance Policy**.

**Alcohol and Illegal Drugs**

These policies apply to all Sunbridge Institute employees and students as well as visitors to the Institute. Violators will be subject to suspension, dismissal, or escort off the premises.

Intoxication and/or disorderly conduct resulting from consumption of alcoholic beverages will be considered a serious violation of campus regulations and will result in disciplinary action. The possession or sale of drugs is a violation of the law. Sunbridge Institute will, therefore, make every effort to uphold the law and render assistance and support to law enforcement agencies legally and ethically pursuing their objectives, while at the same time render assistance to students when needed or necessary.
Tuition and Program Fees

Tuition Policy

- Students will be billed prior to the start of each intensive.
- Students will be ineligible to attend classes if payment is not received by the start of an intensive.
- Students applying for financial aid or setting up a payment plan must have all paperwork completed and received by Sunbridge Institute two weeks prior to the beginning of the summer intensive.
- Sunbridge scholarships will be granted on an annual basis. They will be credited against the tuition for each intensive on a proportional basis. AWSNA grants and loans will be credited against tuition for the summer intensive.
- Tuition liability is limited to the intensive during which the student withdraws or is terminated and any previous intensives completed.
- Sunbridge Institute reserves the right to deny registration and withhold all academic records of any student who is in arrears in the payment of tuition or other charges. No course completion statement will be issued until all financial obligations have been met.
- Accounts in arrears may be sent to a collection agency.

Tuition Refunds

1. Tuition refunds are determined by intensive.

2. There is no liability for intensives not attended if written notice is given at least one week prior to the commencement of an intensive with the exception of the non-refundable enrollment deposit.

   A. A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.

   B. Thereafter, a student will be liable for:
      1. The non-refundable registration fee plus
      2. The cost of any textbooks or supplies accepted plus
      3. Tuition liability as of the student’s last date of physical attendance. Tuition liability is determined by the percentage of the program offered to the student.

<table>
<thead>
<tr>
<th>If Termination Occurs at:</th>
<th>Sunbridge Institute May Keep:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 15% of the intensive</td>
<td>0%</td>
</tr>
<tr>
<td>16 - 30% of the intensive</td>
<td>25%</td>
</tr>
<tr>
<td>31 - 45% of the intensive</td>
<td>50%</td>
</tr>
<tr>
<td>46 - 60% of the intensive</td>
<td>75%</td>
</tr>
<tr>
<td>After 60% of the intensive</td>
<td>100%</td>
</tr>
</tbody>
</table>
Program Fees

Waldorf Early Childhood Teacher Education Program Completion Track 2015-2016
(Enrolling Summer 2015: Completion Track Only)

<table>
<thead>
<tr>
<th>Program</th>
<th>Waldorf Early Childhood Teacher Education Program Completion Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>8 Week Track: 320</td>
</tr>
<tr>
<td>Tuition</td>
<td>$12,635</td>
</tr>
<tr>
<td>Books</td>
<td>$400</td>
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<tr>
<td>Registration Fee</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>$13,135</td>
</tr>
</tbody>
</table>

Refund Policy: Please refer to Refund Policy which applies to all intensives of program.

Method and Schedule of Payment

<table>
<thead>
<tr>
<th>1st Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-refundable Registration Fee</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Summer 2015, three-week intensive</td>
<td>4,620</td>
</tr>
<tr>
<td></td>
<td>Fall 2015, one-week intensive</td>
<td>1,575</td>
</tr>
<tr>
<td></td>
<td>Spring 2016, one-week intensive</td>
<td>1,575</td>
</tr>
<tr>
<td></td>
<td>Total Due</td>
<td>$ 7,870</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2016, three-week intensive</td>
<td>4,865</td>
</tr>
<tr>
<td></td>
<td>Total Due</td>
<td>$4,865</td>
</tr>
</tbody>
</table>
Waldorf Early Childhood Teacher Education Program 2014-2016

<table>
<thead>
<tr>
<th>Program</th>
<th>Waldorf Early Childhood Teacher Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>540</td>
</tr>
<tr>
<td>Tuition</td>
<td>$20,275</td>
</tr>
<tr>
<td>Books</td>
<td>$400</td>
</tr>
<tr>
<td>Reg. Fee</td>
<td>$100</td>
</tr>
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<td>Total</td>
<td>$20,775</td>
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Refund Policy: Please refer to Refund Policy which applies to all intensives of program.

Method and Schedule of Payment

<table>
<thead>
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<th>Year</th>
<th>Description</th>
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<tr>
<td>1st</td>
<td>1st Year Tuition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-refundable</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Registration Fee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2014, three-week intensive</td>
<td>4,480</td>
</tr>
<tr>
<td></td>
<td>Fall 2014, one-week intensive</td>
<td>1,530</td>
</tr>
<tr>
<td></td>
<td>Spring 2015, one-week intensive</td>
<td>1,530</td>
</tr>
<tr>
<td></td>
<td>Total Due</td>
<td>$7,640</td>
</tr>
<tr>
<td>2nd</td>
<td>2nd Year Tuition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2015, three-week intensive</td>
<td>4,720</td>
</tr>
<tr>
<td></td>
<td>Fall 2015, one-week intensive</td>
<td>1,575</td>
</tr>
<tr>
<td></td>
<td>Spring 2016, one-week intensive</td>
<td>1,575</td>
</tr>
<tr>
<td></td>
<td>Total Due</td>
<td>$7,870</td>
</tr>
<tr>
<td>3rd</td>
<td>3rd Year Tuition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2016, three-week intensive</td>
<td>4,865</td>
</tr>
<tr>
<td></td>
<td>Total Due</td>
<td>$4,865</td>
</tr>
</tbody>
</table>
## Waldorf Elementary Teacher Education Program 2013-2016

<table>
<thead>
<tr>
<th>Program</th>
<th>Waldorf Elementary Teacher Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Practicing Teachers 688&lt;br&gt;Pre-Service Teachers* 1,014</td>
</tr>
<tr>
<td></td>
<td>*This option requires 326 additional teaching hours during the program.</td>
</tr>
<tr>
<td>Tuition</td>
<td>$22,685</td>
</tr>
<tr>
<td>Books</td>
<td>$400</td>
</tr>
<tr>
<td>Reg. Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td>$23,185</td>
</tr>
</tbody>
</table>

Refund Policy: Please refer to Refund Policy which applies to all intensives of program.

## Method and Schedule of Payment

<table>
<thead>
<tr>
<th>1st Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Non-refundable</strong>&lt;br&gt;Registration Fee</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Summer 2013</strong>, three-week intensive</td>
<td>4,265</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2013</strong>, one-week intensive</td>
<td>1,455</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2014</strong>, one-week intensive</td>
<td>1,455</td>
</tr>
<tr>
<td><strong>Total Due</strong></td>
<td></td>
<td><strong>$7,275</strong></td>
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<table>
<thead>
<tr>
<th>2nd Year Tuition</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td><strong>Summer 2014</strong>, three-week intensive</td>
<td>4,580</td>
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<tr>
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<td><strong>Fall 2014</strong>, one-week intensive</td>
<td>1,530</td>
</tr>
<tr>
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<td><strong>Spring 2015</strong>, one-week intensive</td>
<td>1,530</td>
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<tr>
<td><strong>Total Due</strong></td>
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<td><strong>$7,640</strong></td>
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<table>
<thead>
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<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td></td>
<td><strong>Summer 2015</strong>, three-week intensive</td>
<td>4,720</td>
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<td></td>
<td><strong>Spring 2016</strong>, one-week intensive</td>
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</tr>
<tr>
<td><strong>Total Due</strong></td>
<td></td>
<td><strong>$7,870</strong></td>
</tr>
</tbody>
</table>
Waldorf Elementary Teacher Education Program 2014-2017

Program | Waldorf Elementary Teacher Education Program
---|---
Hours | Practicing Teachers 688
Pre-Service Teachers* 1,014
*This option requires 326 additional teaching hours during the program.
Tuition | $23,515
Books | $400
Reg. Fee | $100
Total | $24,015
Refund Policy: Please refer to Refund Policy which applies to all intensives of program.

Method and Schedule of Payment

<table>
<thead>
<tr>
<th>1st Year Tuition</th>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
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<td>1,530</td>
<td></td>
</tr>
<tr>
<td>Total Due</td>
<td>$7,640</td>
<td></td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
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<td>Spring 2016, one-week intensive</td>
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<td>Total Due</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>3rd Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016, three-week intensive</td>
<td>4,865</td>
<td></td>
</tr>
<tr>
<td>Fall 2016, one-week intensive</td>
<td>1,620</td>
<td></td>
</tr>
<tr>
<td>Spring 2017, one-week intensive</td>
<td>1,620</td>
<td></td>
</tr>
<tr>
<td>Total Due</td>
<td>$8,105</td>
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</table>
Waldorf Elementary Teacher Education Program  2015-2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Waldorf Elementary Teacher Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>652</td>
</tr>
<tr>
<td>Tuition</td>
<td>$24,220</td>
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<tr>
<td>Books</td>
<td>$400</td>
</tr>
<tr>
<td>Reg. Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td>$24,720</td>
</tr>
</tbody>
</table>

Refund Policy: Please refer to Refund Policy which applies to all intensives of program.

Method and Schedule of Payment

<table>
<thead>
<tr>
<th>1st Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Spring 2016, one-week intensive</td>
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</tr>
<tr>
<td>Total Due</td>
<td></td>
<td>$7,870</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2016, three-week intensive</td>
<td>4,865</td>
</tr>
<tr>
<td></td>
<td>Fall 2016, one-week intensive</td>
<td>1,620</td>
</tr>
<tr>
<td></td>
<td>Spring 2017, one-week intensive</td>
<td>1,620</td>
</tr>
<tr>
<td>Total Due</td>
<td></td>
<td>$8,105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Year Tuition</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2017, three-week intensive</td>
<td>5,005</td>
</tr>
<tr>
<td></td>
<td>Fall 2017, one-week intensive</td>
<td>1,670</td>
</tr>
<tr>
<td></td>
<td>Spring 2018, one-week intensive</td>
<td>1,670</td>
</tr>
<tr>
<td>Total Due</td>
<td></td>
<td>$8,345</td>
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</tbody>
</table>
## Waldorf World Language Teacher Education Intensive 2015

<table>
<thead>
<tr>
<th>Program</th>
<th>Waldorf World Language Teacher Education Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>150</td>
</tr>
<tr>
<td>Tuition</td>
<td>$3,660</td>
</tr>
<tr>
<td>Reg. Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td>$3,760</td>
</tr>
<tr>
<td></td>
<td>One week off-campus observation included</td>
</tr>
</tbody>
</table>

Refund Policy: Please refer to Refund Policy.

## Summer Courses Fees 2015

<table>
<thead>
<tr>
<th>Program/Summer Course</th>
<th>Hours</th>
<th>Tuition*</th>
<th>Books</th>
<th>Reg. Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Waldorf Elementary Class Teaching</td>
<td>17</td>
<td>$465**</td>
<td>N/A</td>
<td>N/A</td>
<td>$465</td>
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<tr>
<td>Introduction to Waldorf Early Childhood</td>
<td>30</td>
<td>$775* (includes material fee)</td>
<td>N/A</td>
<td>N/A</td>
<td>$775</td>
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<tr>
<td>Teaching Literacy in the Early Grades</td>
<td>17</td>
<td>$465**</td>
<td>N/A</td>
<td>N/A</td>
<td>$465</td>
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<tr>
<td>Bringing Puppetry to Life</td>
<td>17</td>
<td>$480** (includes material fee)</td>
<td>N/A</td>
<td>N/A</td>
<td>$480</td>
</tr>
<tr>
<td>Approaching Grade 1</td>
<td>35</td>
<td>$750*</td>
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<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 2</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 3</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 4</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 5</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 6</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 7</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Approaching Grade 8</td>
<td>35</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>32</td>
<td>$815* (includes material fee)</td>
<td>N/A</td>
<td>N/A</td>
<td>$815</td>
</tr>
<tr>
<td>Teaching Science in the Middle School</td>
<td>30</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>Art and the Adolescent</td>
<td>30</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
<tr>
<td>The Art and Craft of Storytelling</td>
<td>30</td>
<td>$750*</td>
<td>N/A</td>
<td>N/A</td>
<td>$750</td>
</tr>
</tbody>
</table>

* Includes $50 Non-refundable Reg. Fee  
** Includes $45 Non-refundable Reg. Fee
Licensure and Affiliation

The Bureau of Proprietary School Supervision (BPSS)

The Bureau of Proprietary School Supervision (BPSS) oversees and monitors non-degree granting proprietary schools in New York State. The Bureau is responsible for ensuring that the overall educational quality of the programs offered will provide students with the necessary skills to secure meaningful employment and for protecting students' financial interests while attending proprietary schools. BPSS licenses/registers proprietary schools and credentials proprietary school teachers to ensure that appropriate standards are met. The Bureau investigates student complaints and conducts comprehensive investigations of schools to assure compliance with Education Law and Commissioner's Regulations.

New York State Education Department
Bureau of Proprietary School Supervision
89 Washington Avenue, EBA 560
Albany, NY 12234
(518) 474-3969
bpss@nysed.gov

The Association of Waldorf Schools of North America (AWSNA)

The Association of Waldorf Schools of North America was founded in 1968 to assist Waldorf schools and institutes in working together to nurture Waldorf Education so that it can manifest more widely in the world.

Sunbridge Institute is a member of AWSNA’s Teacher Education Network (TEN), which is charged with overseeing the practice of Waldorf adult education in North America.

Leader of Association Outreach and Development
Beverly Amico
bamico@awsna.org
515 Kimbark, Suite 103
Longmont, CO 80501
TEL: 612-870-8310 x106
FAX: 720-633-9543
awsna@awsna.org
Waldorf Early Childhood Association of North America (WECAN)

The Waldorf Early Childhood Association of North America (WECAN) was founded in 1983. WECAN’s mission is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. Sunbridge Institute is a full member of the Waldorf Early Childhood Association of North America.

Waldorf Early Childhood Association of North America
285 Hungry Hollow Road
Chestnut Ridge, NY 10977
TEL: 845-352-1690
FAX: 845-352-1695
info@waldorfearlychildhood.org
Student Complaint Process

A student with a complaint—a concern that a policy or procedure of the Institute has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person’s behavior—has recourse through complaint procedures. In most instances, complaints can be resolved through an informal process beginning with talking to the individual and that individual’s supervisor if necessary.

The Informal Complaint Process

If one has a complaint against a person, please try to bring it directly to the person. One may talk to the person or write a letter or e-mail. Please be clear regarding what happened and what one would like to change. If one does not receive an adequate response, one can then move on to a more formal complaint.

Use the table below as a guide for whom you should contact:

<table>
<thead>
<tr>
<th>Complaint Against (About)</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Staff Person or the Executive Director</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty member, then the Program Director</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Executive Director or Board President</td>
</tr>
<tr>
<td>Grade</td>
<td>Instructor, then the Director of Education</td>
</tr>
<tr>
<td>Security/Safety</td>
<td>Executive Director</td>
</tr>
</tbody>
</table>

The Formal Complaint Process

If one has followed the Informal Complaint Process but the issue has not been resolved, a formal complaint in writing can be filed with the Executive Director, Director of Education, or Program Director. No action will be taken against an individual filing a formal complaint. A letter should be written to one of the above detailing the complaint. Please be specific. List the dates, times, and any circumstances regarding your complaint.

The Executive Director will call a meeting of the Executive Committee, which the student is welcome to attend, but not required to. The Executive Director will then respond in writing about the Executive Committee’s decision regarding the complaint. If declined, the student may ask the Executive Committee to reconsider their decision. This must be done in writing. To make a formal complaint about Sunbridge Institute contact The Bureau of Proprietary School Supervision (BPSS).
Other Policies

Academic Freedom

It is the policy of Sunbridge Institute to encourage and support student and faculty freedom of inquiry, research, and teaching, as possible within the law.

Non-Discrimination Statement

It is the policy of Sunbridge Institute not to discriminate on the basis of race, ethnicity, color, creed, national origin, age, sex, sexual orientation, religion, or physical handicaps in its admissions, educational programs, or employment policies.

Disclosure Statement

Students should review the approved catalog for factual information.

Immunizations and Student Health

Meningococcal Meningitis Vaccination

New York State Public Health Law requires that all college and university students enrolled for at least six (6) semester hours or the equivalent per semester, or at least four (4) semester hours per quarter, complete and return the form titled Meningitis Vaccination Response Form to the Admissions office prior to enrollment.

Health and Safety

Students attending Sunbridge programs and courses are expected to be mindful of and fully responsible for their health and safety while on campus and should seek immediate medical attention if any issues arise during their stay. There is no health clinic on the campus. Emergency contact information for a nearby clinic and hospital as well as ambulance services are posted around campus. After seeking proper care, all injuries must be reported to Ayla Dunn, Admissions & Summer Series Coordinator, as soon as possible. Her phone number is 845-425-0055 ext. 20. All students are encouraged to purchase travel health insurance.
Privacy

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

The right to inspect and review the student's education records within 45 days of the day the Institute receives a request for access. Students should submit a written request to the Registrar that identifies the record they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will make arrangements for the records to be made accessible to the student.

The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the Institute to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institute decides not to amend the record as requested by the student, the Institute will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff; a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Students have the right to file a complaint with the U. S. Department of Education concerning alleged failures by the Institute to comply with FERPA requirements: Family Policy Compliance Office, U. S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

All requests for information about students should be referred to the Registrar at (845) 425-0055 x16.

What is an educational record?
Educational records are records that are directly related to the student and maintained by Sunbridge Institute or by a party acting for Sunbridge Institute.
What is directory information?
Directory information is information that, if released, is generally considered not to be harmful or an invasion of privacy.

Sunbridge Institute may disclose any directory information without prior written consent of the student. Students may request in writing that Sunbridge Institute not disclose directory information. Directory information at Sunbridge Institute consists of:

- Student name, address, telephone number and e-mail address.
- Student’s enrollment status, dates of enrollment, program enrolled in by student, and certificate and date that it was awarded.