



CATALOG
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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), the 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 and 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 Threefold 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.threefold.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.

Facilities and Student Life

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. 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.

Camping

For information on camping options while studying at Sunbridge, contact our Admissions and Summer Series Coordinator at info@sunbridge.edu or 845-425-0055 x20.

Computers/Printing/Internet Access

A computer with internet and printer access is available for student use during office hours. As sharing is necessary and there may be waiting times, students are encouraged to bring their own laptop and memory stick. Free wireless is available at the Main House, Threefold Café, Holder House dorm, and Threefold Auditorium.

Food

Threefold Café

Located adjacent to the Main House, the Threefold Café is a favorite destination of Sunbridge students and faculty. Most dishes are made using locally-grown organic and biodynamic ingredients, and diners may eat in either of the Café's two indoor dining rooms or at an umbrella table on the outside terrace. Hours are posted seasonally. For more information, visit www.threefold.org/community/threefold_cafe 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. For more information go to www.hungryhollow.org or call 845-356-3319.



Children and Babies

Sunbridge Institute recognizes and supports the value of family life for our students, and we welcome students to bring their families during the course of study.

However, it is the responsibility of this Institute to provide an adult learning environment that offers the best opportunity for students to engage in the coursework. Therefore we ask that students not bring infants, babies or children into the classroom while class is in session. We recommend arranging care in a separate location from the classroom with either a family member or other care provider.

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-affiliated 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 Co-Director

Susan has been teaching and directing the WECTE program since 1984. She is also currently the Coordinator and a Board member 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.

Nancy Blanning

Program Co-Director

Nancy has been a member of the WECTE faculty since 1994 and assumed the title of Co-Director in 2015. She has also been on the faculty of The Denver Waldorf School (CO) for the past 30 years, where she has served as lead Kindergarten teacher and Educational Support Teacher, and also travels to schools in the US and Canada to provide teacher mentoring and evaluation and conducts developmental observations. Nancy's main focus is therapeutic education with a special emphasis on developmental movement as supporting young children's physical incarnation and sensory development. A member of the Board of WECAN, she is a frequent presenter at national and international Early Childhood conferences, is the Editor of WECAN's First Grade Readiness and the WECAN Journal, a regular columnist for Lilipoh, and co-author, with Laurie Clark, of *Movement Journeys and Circle Adventures*, a collection of original movement imaginations for the classroom. Nancy holds a BA from the University of Colorado in English, with teaching credentials. She also earned a certificate as Extra Lesson provider and therapeutic educator from Gradalis Seminars, where she attended four-year anthroposophical therapeutic/remedial training in Extra Lesson and supplementary therapies and academic support strategies.

Leslie Burchell-Fox, MEd

Program Co-Director and Completion Track Lead Advisor

Leslie teaches kindergarten at Green Meadow Waldorf School (NY) where she has been on the faculty since 2002 and sits on the Collegium and Teacher Development Committee. 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 MEd in

Waldorf Education from Sunbridge College. Leslie has been teaching at Sunbridge since 2004 and assumed the title of WECTE Co-Director in 2015.

Program Information

Program Length

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

	Summer	Fall	Spring
1st Year	Three weeks	One week	One week
2nd Year	Three weeks	One week	One week
3rd Year	Three weeks		

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

	Summer	Fall	Spring
1st Year	Three weeks	One week	One week
2nd Year	Three weeks		

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 the student in his/her 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 his/her 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 the 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 Descriptions

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*

Topics 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

Topics include:

- Teacher-to-teacher relationships
- The role of the individual Meditation
- Group work
- Meditation

Anthroposophical Studies IV: Foundations of Human Experience

Fundamental knowledge that provides a study of the background for Waldorf Education

Topics include:

- The principles of teaching related to the growth and development stages of childhood and adolescence
- A study of Rudolf Steiner's child psychology
- Emphasis made on the 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

Topics include:

- 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

Remediation for children in both classroom situations and individual sessions

Topics include:

- Basics of child observation
- Causes for the differences in learning styles
- General methods for increasing sensory processing
- 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
- Learning and practicing speech exercises

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 *

Exploring the child's developing experience of language during the first seven years of life

Topics include:

- Activities including songs, verses, singing games, and stories
- The pictorial language of the fairy tale and its relationship to the young child
- The meaning of folk and fairy tales from many cultures
- Practicing the art of storytelling for young children

Practical Activities of Waldorf Early Childhood Education *

- Classroom care 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 Celebrating birthdays in the class
- Working with the parents of the children

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

Topics include:

- 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
- Developing artistic techniques in puppetry, marionette work, and creative play
- Creating 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. Topics include:

- Seasonal songs and verses
- Elements of circle games
- Appropriate gestures and music for the young child

Sculpture-Clay Modeling and Woodcarving for the Teacher *

- Deepening and extending 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
- Developing 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, 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 a Program Director/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 a 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 a 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, MEd

Program Director

Jana has been teaching in Sunbridge's Elementary Teacher Education since 2002 and has been program director 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 lower school music teacher and a member of the 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 MEd 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 (now the Waldorf School at Moraine Farm) and 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. A graduate of Wesleyan University, 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. He has been teaching at Sunbridge since 2000.

Program Information

Program Length

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

	Summer	Fall	Spring
1st Year	Three weeks	One week	One week
2nd Year	Three weeks	One week	One week
3rd Year	Three weeks	One week	One week

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 full-time Waldorf class teachers (“in-service”) receive a two-day visit in their classroom setting during each year of the program by a Sunbridge mentor who is a highly experienced Waldorf elementary teacher. Ideally, this mentor will remain the same for the length of the program. These mentor visits are intended to support new teachers while they are in our program and are not intended as evaluations.

Student Teaching

For students who are not yet practicing Waldorf teachers (“pre-service”), an essential component of the program in each of years two and three is to complete four consecutive

weeks of student teaching in an AWSNA-affiliated Waldorf school with an experienced Waldorf Elementary teacher.

Observation

All students (pre-service and in-service) are required to observe in a Waldorf classroom for a minimum of 5 days: 1 in early childhood, 3 in elementary, and 1 in high school. In-service students may complete these observations over the course of the 3-year program. Pre-service students are also 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 Descriptions

Waldorf World Language Teacher Education courses are noted with an asterisk (*) after the title of the course.

103 Child Development and Learning (A-E) *

A fundamental course that provides a background for Waldorf Education

Topics include:

- The principles of teaching as related to the growth and developmental stages of childhood and adolescence
- An in-depth study of Rudolf Steiner's child psychology
- The relationship between child, nature, inner processes, and classroom practice

104 Foundations of Waldorf Pedagogy (A-B)

Students will learn how to:

- Build community in the classroom and the school
- Foster inner development and contemplation
- Research methods of creating and celebrating festivals with children
- Build resilience, reflection, and resourcefulness into pedagogical practice
- Examine Steiner's specific approach to pedagogical professional development

105 School Governance

A study of the cultural, sociological, and economic aspects of independent schools in general and Waldorf schools in particular

Topics include:

- Organization of Waldorf schools
- Levels and phases of school development
- Working in groups towards goals
- Practical issues of a school
- Conflict resolution
- The consensus model of decision-making

106 Remedial Education (A-B)

Remediation for children in both classroom situations and individual sessions

Students will:

- 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

Topics include:

- 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
- Working toward developing a conscious, supportive contemplative practice

120 Teaching Language Arts (A-C)

An examination of the Waldorf approach to literacy acquisition in grades 1-8

Topics include:

- The development of writing, reading, grammar, composition, and drama
- The integration of poetry, drama, and art
- The teaching of writing before reading, and this method's effect on the developing child
- An explorative approach to understanding and, thus, teaching grammar
- The health-giving importance of drama in the Waldorf grade school and the role of the class teacher as playwright, director, and producer
- Plus: 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

Topics include:

- How form drawing works on bringing balance into movement through drawing
- The educational importance of freehand, artistic pattern drawing derived through movement
- How form drawing serves as a precursor and support for the learning of cursive writing and the study of geometry
- Practicing drawing various types of form drawings: ribbon, symmetry metamorphosis, geometric, and braided designs for grades 1-5
- How to create a form drawing lesson, encompassing developmentally appropriate ways to present a form to the students

122 Teaching Math (A-C)

Mathematics I: Methodology and content of the Waldorf mathematics curriculum, grades 1-8

Topics include:

- 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

Topics include:

- 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)

Methodology and content of the Waldorf science curriculum, grades 4-8

Topics include:

- Physics, chemistry, earth science, and biology
- How to develop clear scientific concepts directly from demonstrations, experiments, and observation of natural phenomena
- How to develop age-specific curriculum content
- Safety, equipment, and lab technique

125 Teaching History (A-D)

Methodology and content of the Waldorf history curriculum, grades 5-8

Topics include:

- Different methods of presentation
- Biographies as a teaching tool
- 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

Topics include:

- Teaching of geography in the context of its importance in the Waldorf curriculum
- The geography curriculum (including physical geography, ecology, and astronomy) and methods for teaching it in the classroom
- How this subject connects all other disciplines in the curriculum
- Socio-economic aspects of geography
- Building geographical imagination

130 Fine Arts (A-F)

Topics include:

- Developing techniques in a number of different art forms teachers need for the classroom, including
 - Clay modeling
 - Watercolor painting
 - Crayon drawing
 - Blackboard drawing
- Color theory
- The importance of art in education
- Self-expression as a means to personal growth

131 Sculpture (A-B)

Topics include:

- How to deepen and extend the student's faculties for experiencing and creating forms
- Using wood and clay, working with form as an expression of spiritual qualities
- Modeling human and animal forms with wood and clay

132 Teaching Music (A-C)

A practical introduction to the music curriculum in Waldorf schools

Topics include:

- Songs for the classroom appropriate for different grade levels
 - Practice teaching songs
 - Practice 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) *

Topics in this experiential course include:

- Speech techniques and abilities 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

How to cultivate the young child's relationship to nature and the elements through gardening

Topics include:

- 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 and 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

Topics include:

- Bothmer Gymnastics games and exercises
- How the Waldorf curriculum relates to these exercises
- Experiencing the sense of self within the context of community
- Games for each grade of the elementary school

137 Eurythmy (A-F) *

An introduction to the study of expressive movement

Topics include:

- 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
- Pedagogical eurythmy
- Experiencing the eurythmy curriculum through the grades

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
- Techniques for introducing the flutes to each grade level including stories, games, and songs
- Students will learn technique worthy of imitation and explore appropriate repertoire and methods

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 experienced Waldorf teachers in a Waldorf school
- 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 pre-service teachers (see 142 for in-service 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:
 - In coordination with the class teacher, 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 in-service teachers (see 141 for pre-service 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 an 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; rather, on teaching world languages in general
- The anthroposophical basis for learning new languages and why learning and acquiring a new language supports healthy child development
- How to address the challenges 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 2017 Waldorf Grades 1-12 World Language Teacher Education intensive. The Elementary Music Teacher Education intensive, first offered in 2014, will be offered again in 2018. 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, all of which take place in combined courses with the Waldorf Elementary Teacher Education program students. This academic environment provides the World Language students with the additional benefits of developing collegiality among fellow Waldorf educators. 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.

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, MEd

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 lower school music teacher and a member of the 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 MEd 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 2018.

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 Descriptions

Brief Course Descriptions are available for World Language in the Waldorf Elementary Teacher Education program section of this catalog and are also listed below.

103C Child Development and Learning
110C Inner Development

133A Speech I
137 Eurythmy
138 Chorus and Recorder
140 Observation
151A-F Teaching World Language

Auditing

Sunbridge has a limit of two courses per 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.

Substitutions

Sunbridge Institute reserves the right to make faculty or course substitutions when necessary.

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 Waldorf teacher education program students to apply their Sunbridge studies toward earning a fully-accredited Master of Education degree (MEd) with a self-designed concentration in Waldorf Education, conferred by SUNY Empire State College School for Graduate Studies. Currently-enrolled students and graduates of Sunbridge early childhood and elementary teacher education programs 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) are electives which fulfill the SUNY Empire requirement for a concentration in Waldorf Education. These five electives are the equivalent of one complete Sunbridge Waldorf teacher education program. Credit for these five electives will be granted through: (1) Satisfactorily demonstrating successful learning in a Sunbridge Waldorf early childhood or teacher education program by means of an Individualized Prior Learning Assessment (iPLA) and (2) Successfully earning a Sunbridge Waldorf early childhood or elementary 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 courses 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

Applications to Sunbridge's Waldorf teacher education programs and SUNY Empire's MEd program are completely separate and are assessed individually by each institution.

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 Series

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.

Please refer to our [website](#), for course descriptions of our 2017 Summer Series.

Course Cancellations & Substitutions

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 2017-May 2018)

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 2017

June 19-July 7 Intensive: Class of 2018

WECTE Summer term runs from June 19- November 12

Fall 2017

November 13-17 Intensive: Class of 2018

WECTE Fall term runs from November 13-March 18

Spring 2018

March 19-23 Intensive: Class of 2018

WECTE Spring term runs from March 19-June 17

Waldorf Elementary Teacher Education Program (WETE)

Summer 2017

July 10-28 Intensive: Class of 2018, 2019 and 2020

WETE Summer term runs from July 10-November 5

Fall 2017

November 6-10 Intensive: Class of 2018, 2019 and 2020

WETE Fall term runs from November 6-March 4

Spring 2018

March 5-9 Intensive: Class of 2018, 2019 and 2020

WETE Spring term runs from March 5-July 8

Waldorf World Language Teacher Education Intensive

Summer 2017

July 10-28 Intensive: 2017 Cohort

World Language Summer term runs from July 10-November 5

(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 2017-2018:

September 4, 2017	Monday	Labor Day
October 9, 2017	Monday	Columbus Day
November 23, 2017	Thursday	Thanksgiving
November 24, 2017	Friday	Day after Thanksgiving
December 23, 2017 – January 3, 2018		Holiday Break
January 15, 2018	Monday	Dr. Martin Luther King, Jr. Day
February 19, 2018	Monday	President’s Day
March 30, 2018	Friday	Good Friday /Passover
April 2, 2018	Monday	Easter Monday/Passover
May 28, 2018	Monday	Memorial Day

Programs Enrolling in 2017-2018

- **Waldorf Early Childhood Teacher Education Completion Track**
Application Deadline: May 15, 2017
- **Waldorf Elementary Teacher Education**
Application Deadline: June 5, 2017
- **Waldorf World Language Teacher Education Intensive**
Application Deadline: June 5, 2017

Application Process

1. Online applications and downloadable applications for all programs enrolling this summer are available on the Sunbridge [website](#). 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 provision 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 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. Students whose prior or current experience is not in an established Waldorf early childhood setting, such as a WECAN-member program, may be required to do a practicum in an established WECAN-member early childhood program for a minimum of five weeks before completing the requirements for the diploma. The location for the practicum will be determined in consultation with the student's advisor and/or program director(s).

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.

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. (*NOTE: this program is offered every 2 years*)

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 Summer 2017*)

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.

Waldorf Elementary Teacher Education Program:

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.

Waldorf Early Childhood Teacher Education Program:

Before returning, the student must submit an updated personal statement including what their current teaching experience is. If the student's work situation has changed, a new letter of

recommendation from the new lead teacher or supervisor is required. Students must also complete an enrollment agreement along with meningitis and photo release forms before being considered officially enrolled.

Both programs:

Deferments may not be extended; if the student chooses not to matriculate in the next enrollment cycle, he/she must re-apply to be considered for admission in a future cycle and pay all pertinent fees (including application and registration fees).

Deferring enrollment does not secure the older tuition rates. When students enroll, they will be paying tuition rates of the current cycle.

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, 2014 – June 30, 2015

This program did not enroll a new class during this reporting period.

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	2
Applications Accepted:	0
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	1
Still Enrolled/Continuing from Previous Year:	31
Total Students in Program for Reporting Period:	32
Part III: Status of 2014 – 2015 Enrollment as of June 30, 2015:	
Still Enrolled/ Continuing to Next Reporting Period:	24
Non-completers:	3
Graduates:	0
Part IV: Graduate Follow-up:	
No class graduated during this reporting period.	

Reporting Period July 1, 2015 – June 30, 2016

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	27
Applications Accepted:	24
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	21
Still Enrolled/Continuing from Previous Year:	25
Total Students in Program for Reporting Period:	46
Part III: Status of 2015 – 2016 Enrollment as of June 30, 2016:	
Still Enrolled/ Continuing to Next Reporting Period:	21
Non-completers:	1
Graduates:	24
Part IV: Graduate Follow-up:	
Working in a Related Field:	23
Seeking Employment:	1

Waldorf Elementary Teacher Education Program

Reporting Period July 1, 2014 – June 30, 2015

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	10
Applications Accepted:	12
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	10
Still Enrolled/Continuing from Previous Year:	18
Total Students in Program for Reporting Period:	28
Part III: Status of 2014 – 2015 Enrollment as of June 30, 2015:	
Still Enrolled/ Continuing to Next Reporting Period:	19
Non-completers:	0
Graduates:	9
Part IV: Graduate Follow-up:	
Working in a Related Field:	8
Working in Slightly Related Field:	1

Reporting Period July 1, 2015 – June 30, 2016

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	14
Applications Accepted:	14
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	12
Still Enrolled/Continuing from Previous Year:	18
Total Students in Program for Reporting Period:	30
Part III: Status of 2015 – 2016 Enrollment as of June 30, 2016:	
Still Enrolled/ Continuing to Next Reporting Period:	19
Non-completers:	3
Graduates:	8
Part IV: Graduate Follow-up:	
Working in a Related Field:	8
Working in Slightly Related Field:	0

Summer Series Courses

Reporting Period July 1, 2014 – June 30, 2015

Course Name	Number of New Students Enrolled 7/1/14 – 6/30/15	Number of Course Non-completers 7/1/14 – 6/30/15	Number of Course Graduates 7/1/14 – 6/30/15
Approaching Grade 4	13	0	13
Approaching Grade 5	14	2	12
Approaching Grade 6	13	1	12
Approaching Grade 7	11	0	11
Approaching Grade 8	8	0	8
Intro to Waldorf Early Childhood Education	47	1	46
Collaborative Leadership	14	3	11
Experiential Math	7	1	6
Farm & Forest Kindergarten	20	1	19
Exploring Waldorf Elementary Class Teaching	7	0	7
Teaching Literacy in the Early Grades	32	1	3

Reporting Period July 1, 2015 – June 30, 2016

Course Name	Number of New Students Enrolled 7/1/15 – 6/30/16	Number of Course Non-completers 7/1/15 – 6/30/16	Number of Course Graduates 7/1/15 – 6/30/16
Approaching Grade 1	24	0	24
Approaching Grade 2	20	0	20
Approaching Grade 3	19	1	18
Approaching Grade 4	15	0	15
Approaching Grade 5	31	2	29
Approaching Grade 6	16	1	15
Approaching Grade 7	9	1	8
Approaching Grade 8	5	0	5
Intro to Waldorf Early Childhood Education	22	0	22
Collaborative Leadership	9	0	9
Recognizing Learning Challenges	7	0	7
Considering First Grade Readiness	6	0	6

Teaching Science in the Middle School	8	0	8
Art and the Adolescent	9	2	7
Bringing Puppetry to Life	11	1	10
The Art and Craft of Storytelling	8	0	8

Financial Aid Information

Relationships—whether between students and faculty or students and administration—are at the core of the success of all our endeavors at Sunbridge Institute. We understand that finding ways to afford quality Waldorf teacher education often requires this same collaborative effort.

Our Finance Office works proactively with you and the school at which you work (if applicable) to make you aware of all available options for financing your Waldorf teacher education; moreover, we offer discounts to schools that support four or more students in any teacher education program in the same academic year. Our Finance Director is available before every intensive to consult with you to discuss practical, manageable tuition payments options, including monthly payment plans, and to offer confidential, individual guidance where necessary.

Financial aid packages that reduce tuition costs by up to one third—and, in some cases, by up to 40%—are available to those who qualify. We strive to ensure that levels of aid awarded to you as an incoming student remain constant throughout the length of your Sunbridge studies. Aid is awarded based on students' needs and monies available.

Assistance comes in the form of:

- Sunbridge scholarships
- AWSNA loans and grants
- Funding from the student's Waldorf school *[Students are encouraged to talk to the Waldorf schools at which they work to explore their options there.]*

When applying for Financial Aid, please be sure to include your financial aid application with your admissions application. Although aid will not be awarded until you are accepted into a program, an estimate of the amount available may be given early in the acceptance process based on demonstrated need and potential availability of funds.

Below are the current forms of aid available:

Sunbridge Institute scholarships

Who is eligible?

Any student admitted and enrolled in a Sunbridge Institute teacher education program

How do I apply?

- Complete the Sunbridge Financial Aid Application.
The application can be found on our [website](#) and may be filled out online or mailed to the Finance Office. *[Financial Aid cannot be awarded until you have been accepted and enrolled in the program.]*

NOTE: *The Sunbridge Scholarship Committee asks that each applicant for financial aid apply for an AWSNA loan, as it is expected that every available source of financial support is utilized. Failure to apply for an AWSNA loan may affect the amount of aid granted by the Committee.*

Association of Waldorf Schools in North America (AWSNA)

Find more information about AWSNA loans and matching grants on our [website](#) on the Financial Aid page.

AWSNA Loans

The AWSNA loan will be fully forgiven if any of the following conditions are met:

- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for one full year after your Sunbridge graduation IF you also taught 3/4 to full-time for two consecutive years in an AWSNA- or WECAN-member school leading up to your Sunbridge graduation
- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for two full, consecutive years after your Sunbridge graduation IF you also taught for one full year in an AWSNA- or WECAN-member school in the preceding year leading up to your Sunbridge graduation
- Teach 3/4 or full-time in an AWSNA- or WECAN-member school for three full, consecutive years immediately after your Sunbridge graduation

NOTE: Because circumstances may change—necessitating repaying of the loan—students must be in a secure financial position to receive an AWSNA loan.

Who is eligible?

Anyone enrolled in a Sunbridge program who meets the above criteria.

How do I apply?

- Complete the AWSNA Loan application online. It can be found on our [website](#).

AWSNA application must be completed before loan allocations are made.

AWSNA Matching Grants

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 online on our [website](#) and include a letter from the school that commits a specific amount towards your studies at Sunbridge Institute.

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.

Vermont Student Assistance Corporation

Students who live in Vermont may qualify for Non-Degree Grants from the Vermont Student Assistance Corporation. Please note that the VSAC academic year begins on July 1 of each year and runs through June 30. Students who begin their studies before July 1 are eligible to receive awards for the fall through the following summer intensive. Awards are granted for two intensives per academic year. For more information, please go to www.vsac.org.

Michael Foundation

The Michael Foundation is a private fund dedicated to supporting the education of Waldorf teachers. Applications must be received before February 1 in order to qualify for grants to be applied to the June 1- May 31 academic year. For more information, please go to www.Michaelfound.org.

Payment Plan Information

Tuition Management Systems

Sunbridge Institute has a relationship with Tuition Management Systems where you may set up a payment plan. There is no interest charged, but there is an \$80 setup fee.

Who is eligible?

Any student admitted and enrolled in a Sunbridge Institute teacher education program

How do I apply?

- call Tuition Management Systems at 1-800-722-4867 or
- visit their website at www.afford.com

Questions

If you have any questions about affording or paying for your Sunbridge education, please contact Bette Shertzer, our Finance Director, at 845-425-0055 X 25 or bshertzer@sunbridge.edu

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.

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 from 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 (AWSNA). The transfer course hours may not exceed 50% of the course hours required for completion of the program. Transfer students must provide documentation for courses completed at the previous place(s) of education; this must include transcripts and syllabi and/or course descriptions. It may also include a portfolio of completed work, and/or references from the previous place of education. All transfer requests must be discussed with the Program Director during the application process, and the amount of transferred course hours awarded is at the discretion of Sunbridge Institute. Course hours accepted for transfer may not necessarily alter the Sunbridge tuition schedule—see Tuition Refunds for further detail. A complete “Transfer Course Hours Approval Form” must be completed and signed by the Program Director and submitted to the Registrar before the student receives credit.

Directed Study

A Directed Study may be utilized, when recommended by the Program Director, in cases where a student needs to make up outstanding academic work or courses, such as the following:

- missed course(s) during the program
- missed course(s) due to misalignment of cohort schedule after return from leave of absence
- 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 (see also [Excused Absences](#) for further information about illness/emergency).

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

P	<u>Pass:</u> -all course requirements are successfully completed by term’s end, including a passing grade on all written assignments; -at least 80-85%* attendance of classroom sessions for each course (measured by clock hours) [<i>*per course absences allowed: 20% excused absence or 15% unexcused absence</i>]
NP	Not Pass
I	Incomplete, course work yet to be completed
W	Withdrawal; student did not attend course
Au	Audit, no clock hours earned
IP	In Progress

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 ("Not Pass") 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 95% of the courses in which they are enrolled. Grades of I (incomplete), IP (in progress), W (withdrawn), or NP (not pass) 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 95% 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 Course Work). All requirements for the program must have been met (including all practicums), 95% of all classes have a passing grade, and all Sunbridge tuition and fees have been paid.

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) status 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 [Tuition Refunds](#) 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 seven terms 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 request is approved, and at least one month prior to the following intensive, the student must consult 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). Depending on the coursework, Independent study or [Directed Study](#) may sometimes be used. 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 at least one month 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 his/her studies at Sunbridge Institute after having been withdrawn, they must re-apply or re-enroll to the program and pay any associated fees.

Students should be aware that complications may arise from taking time off and getting out of sync with her/his cohort. Some coursework is difficult to make up, so there may be a delay of up to 3 years in obtaining a diploma. Sometimes unavoidable schedule changes may make it difficult to replace coursework that was previously missed. In these cases, students will either have to return to Sunbridge the next time the course is available (up to 3 years later), or the coursework may need to be made up outside of Sunbridge and at the student's own expense.

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 [previous section](#) 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, and the diploma issued.

Excused Absences Policy

In rare cases, an Excused Absence may be requested by a student for a class, course or whole day, in any of the following circumstances:

- Extenuating personal circumstances
- Illness or injury
- Family Emergency
- Pregnancy (in the case of Eurythmy or other physically demanding class time)

In order to receive approval for an excused absence, the student must submit a request for excused absence, in writing (via email or paper), to the Program Director or Instructor *prior to the beginning of the course or class*. Approval for Excused Absence is up to the *discretion of the instructor or a Program Director*. The student may be required to make up work for the missed time in class, and all students with excused absence must obtain the notes of a classmate for the classes missed.

In some cases, a signed letter from a medical doctor will be required for 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 Complaint Process.

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.
- Intensives are billed as a whole, and the courses contained in the intensive are not “a la carte” options. If a student is exempt from a course for any given reason, Sunbridge's refund policy applies (see below). Any refund due to the student would be calculated based on the whole intensive tuition, and not allocated by course.

Tuition Refunds

1. Tuition refunds are determined by intensive.
2. A student who cancels, in writing, at least 7 days before instruction begins receives all monies returned with the exception of the non-refundable registration fee.
3. Thereafter, a student will be liable for:
 - a. The non-refundable registration fee, plus
 - b. The cost of any textbooks or supplies accepted, plus
 - c. 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.

If Student Attends:	Sunbridge Institute May Keep:
0 - 15% of the intensive	0%
16 - 30% of the intensive	25%
31 - 45% of the intensive	50%
46 - 60% of the intensive	75%
After 60% of the intensive	100%

Program Fees

Waldorf Early Childhood Teacher Education Program Completion Track 2017-2018 (Enrolling Summer 2017: Completion Track Only)

Program	Waldorf Early Childhood Teacher Education Program Completion Track
Hours	8 Week Track: 320
Tuition	\$13,730
Books	\$400
Registration Fee	\$100
	\$14,230
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2017 , three-week intensive	5,015
	Fall 2017 , one-week intensive	1,700
	Spring 2018 , one-week intensive	1,700
Total Due		8,515

2 nd Year Tuition	Description	Amount
	Summer 2018 , three-week intensive	5,315
Total Due		\$5,315

Waldorf Early Childhood Teacher Education Program 2016-2018

Program	Waldorf Early Childhood Teacher Education Program
Hours	542.5
Tuition	\$ \$21,915
Books	\$400
Reg. Fee	\$100
Total	\$ \$22,415
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of program.	

Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2016 , three-week intensive	4,815
	Fall 2016 , one-week intensive	1,635
	Spring 2017 , one-week intensive	1,635
Total Due		\$8,185

2nd Year Tuition	Description	Amount
	Summer 2017 , three-week intensive	5,115
	Fall 2017 , one-week intensive	1,700
	Spring 2018 , one-week intensive	1,700
Total Due		\$8,515

3rd Year Tuition	Description	Amount
	Summer 201 , three-week intensive	5,315
Total Due		\$5,315

Waldorf Elementary Teacher Education Program 2017-2020

Program	Waldorf Elementary Teacher Education Program
Hours	652
Tuition	\$26,480
Books	\$400
Reg. Fee	\$100
Total	\$26,980
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2017 , three-week intensive	5,015
	Fall 2017 , one-week intensive	1,700
	Spring 2018 , one-week intensive	1,700
Total Due		\$8,515

2nd Year Tuition	Description	Amount
	Summer 2018 , three-week intensive	5,315
	Fall 2018 , one-week intensive	1,770
	Spring 2019 , one-week intensive	1,770
Total Due		\$8,855

3rd Year Tuition	Description	Amount
	Summer 2019 , three-week intensive	5,530
	Fall 2019 , one-week intensive	1,840
	Spring 2020 , one-week intensive	1,840
Total Due		\$9,210

Waldorf Elementary Teacher Education Program 2016-2019

Program	Waldorf Elementary Teacher Education Program
Hours	652
Tuition	\$25,455
Books	\$400
Reg. Fee	\$100
Total	\$25,955
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2016 , three-week intensive	4,815
	Fall 2016 , one-week intensive	1,635
	Spring 2017 , one-week intensive	1,635
Total Due		\$8,185

2nd Year Tuition	Description	Amount
	Summer 2017 , three-week intensive	5,115
	Fall 2017 , one-week intensive	1,700
	Spring 2018 , one-week intensive	1,700
Total Due		\$8,515

3rd Year Tuition	Description	Amount
	Summer 2018 , three-week intensive	5,315
	Fall 2018 , one-week intensive	1,770
	Spring 2019 , one-week intensive	1,770
Total Due		\$8,855

Waldorf Elementary Teacher Education Program 2015-2018

Program	Waldorf Elementary Teacher Education Program
Hours	652
Tuition	\$24,220
Books	\$400
Reg. Fee	\$100
Total	\$24,720
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of program.	

Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2015 , three-week intensive	4,620
	Fall 2015 , one-week intensive	1,575
	Spring 2016 one-week intensive	1,575
Total Due		\$7,870

2nd Year Tuition	Description	Amount
	Summer 2016 , three-week intensive	4,865
	Fall 2016 , one-week intensive	1,620
	Spring 2017 , one-week intensive	1,620
Total Due		\$8,105

3rd Year Tuition	Description	Amount
	Summer 2017 , three-week intensive	5,005
	Fall 2017 , one-week intensive	1,670
	Spring 2018 , one-week intensive	1,670
Total Due		\$8,345

Waldorf Grades 1-12 World Language Teacher Education Intensive 2017

Program	Waldorf Elementary Music Teacher Education Intensive
Hours	150
Tuition	\$3,965
Reg. Fee	\$100
Total	\$ \$4,065
	One week off-campus observation included
Refund Policy: Please refer to Tuition Refunds	

Summer Courses Fees 2017

Program/Summer Course	Hours	Tuition*	Books	Reg. Fee	Total
Circle Activities and Handcrafts for Early Childhood Educators	30	\$810* (includes material fee)	N/A	N/A	\$810
Approaching Grade 1	30	\$795*	N/A	N/A	\$795
Approaching Grade 2	30	\$795*	N/A	N/A	\$795
Approaching Grade 3	30	\$795*	N/A	N/A	\$795
Approaching Grade 4	30	\$795*	N/A	N/A	\$795
Approaching Grade 5	30	\$795*	N/A	N/A	\$795
Approaching Grade 6	30	\$795*	N/A	N/A	\$795
New Approaches for Grades 7 & 8	30	\$795*	N/A	N/A	\$795
Introduction to Early Childhood Education	30	\$825* (includes material fee)	N/A	N/A	\$825
Exploring Waldorf High School Education	30	\$795*	N/A	N/A	\$795
Collaborative Leadership	30	\$875** (includes material fee)	N/A	N/A	\$875
* Includes \$75 Non-refundable Reg. Fee					
** Includes \$85 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)

Sunbridge Institute is a full member of the Teacher Education Network (TEN) of the Association of Waldorf Schools of North America (AWSNA).

AWSNA 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. AWSNA provides leadership to schools by facilitating resources, networks and research as they strive towards excellence and build healthy school communities.

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)

Sunbridge Institute is a full member of the Waldorf Early Childhood Association of North America (WECAN).

WECAN was founded in 1983. Membership is open to early childhood programs, kindergartens, child care centers, home programs, and teacher training centers committed to the ideals and practices of Waldorf early childhood education, and to individuals who wish to support and contribute to Waldorf early childhood education in North America.

WECAN Coordinator

Susan Howard

showard@waldorfearlychildhood.org

285 Hungry Hollow Road

Spring Valley, NY 10977

Office 845-352-1690

Fax 845-352-1695

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:

Complaint Against (About)	Contact
Staff	Staff Person or the Executive Director
Faculty	Faculty member, then the Program Director
Executive Director	Executive Director or Board President
Grade	Instructor, then the Director of Education
Security/Safety	Executive Director

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

In all of its dealings, including its admissions, educational, and employment practices, it is the policy of Sunbridge Institute, its Trustees, officers, employees and other duly authorized agents not to discriminate against any individual or group for reasons of race, color, creed, gender, age, culture, ethnicity, national origin, marital status, sexual orientation or identification, or mental or physical handicap.

Disclosure Statements

Students should review the approved catalog for factual information.

Policies in this catalog can change without prior notice.

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 Penelope Voss, 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.