

CATALOG

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Governing Body

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Jason Child

Music Director, Emerson Waldorf School

Kelly Church '17

Director of Philanthropy, St. Elizabeth's School

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Keelah Helwig '09

Kindergarten Teacher and Early Childhood Chair, The Waldorf School of Garden City

Christopher Sargente '23

Attorney

Winnie Stern '14

High School History Teacher, Green Meadow Waldorf School

Director, Waldorf Elementary Teacher Education Program

Linda Williams '87

Grades Coordinator / Faculty Chair Emerita, Detroit Waldorf School



Administrative Staff

David Chin

Registrar / Data Management Assistant

Christopher Costa

Staff Accountant

Meggan Gill '10

Director of Education and Organizational Culture

Ivy Greenstein

Director of Communications and Outreach

Jessica Major

Admissions, Summer, and Finance Assistant

Tamara Photiadis

Data and Operations Manager

Barbara Vitale

Admissions and Summer Coordinator

Jessica Heffernan Ziegler

Executive Director



Licensure and Affiliation

The Bureau of Proprietary School Supervision

Sunbridge Institute is licensed under the New York State Department of Education within The Bureau of Proprietary School Supervision ([BPSS](#)).

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

Sunbridge Institute is a full member of the Teacher Education Delegates Circle (TEDC) 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.

Rebecca Moskowitz
Executive Director, Advancement
rmoskowitz@awsna.org
255 Weaver Park Rd. Suite 206
Longmont, CO 80501
Office 720-633-9543



Waldorf Early Childhood Association of North America

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 Co-Directors

Susan Howard, MA, MEd

showard@waldorfearlychildhood.org

Heather Church

hchurch@waldorfearlychildhood.org

285 Hungry Hollow Road

Spring Valley, NY 10977

Office 845-352-1690

Fax 845-352-1695

The State University of New York Empire State University

Sunbridge Institute is a partner of the State University of New York Empire State University ([SUNY ESU](#)).

SUNYESU was established in 1971 as a distinctive statewide SUNY institution focused on nontraditional teaching and learning, where college faculty mentors guide learners through designing an individual degree program. Accredited by the [Middle States Commission on Higher Education](#), the college serves mostly working adults pursuing associate, bachelor's and master's degrees onsite at 35 locations in New York state and abroad, as well as online everywhere.

Chair, Teacher Education

A. Tina Wagle, PhD

Tina.Wagle@esc.edu

2 Union Avenue

Saratoga Springs, NY 12866

Office 716-686-7800 x3862

New York State Education Department Approved Sponsor of Continuing Teacher and Leader Education

Sunbridge is a New York State Education Department Approved Sponsor of Continuing Teacher and Leader Education ([NYSED CTLE](#)).

285 Hungry Hollow Road, Chestnut Ridge, NY 10977

845-425-0055 | 845-425-1413 fax

www.sunbridge.edu | info@sunbridge.edu



US Immigrations and Customs Enforcement Student and Exchange Visitors Program

Sunbridge Institute is approved by the US Immigrations and Customs Enforcement's Student and Exchange Visitor Program (SEVP) to [invite foreign students](#) into the United States to study at our Institute.



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 the programs and courses at Sunbridge Institute 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.

Guiding Principles

Relationship

Sunbridge Institute promotes relationships that support and deepen human connection and transformational learning. These are relationships that are responsive and humanizing, which are based on respect for the dignity of each person, and which reflect each individual’s attempts to bring their best self to each interaction.



Diversity

Diverse perspectives and voices are integral components of a vigorous educational community, and Sunbridge Institute is committed to increasing and attending to the number of diverse Waldorf teacher education graduates—including diversity of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, or political beliefs—fully prepared to take on educational and leadership roles in classrooms, schools generally, and elsewhere in the world.

Cultural Renewal

Recognizing the original impulse for Waldorf education to be an education toward peace and justice, born of a dedication to inner freedom, Sunbridge Institute is committed to a living pedagogy of inquiry and research that responds to, confronts, and aims to heal the conditions of our world.

Learning

Sunbridge Institute is a learning organization that is committed to constant re-evaluation to ensure it continues to better itself and can respond to new challenges. Sunbridge actively seeks and seriously considers feedback from all constituents and holds itself accountable for operating in a morally, legally, and fiduciarily responsible manner.

Diversity Statement

At Sunbridge Institute we are committed to serving and being a diverse, inclusive community. We are striving collectively to ensure the continued growth and development of our curriculum and program offerings to reflect these values. As we deepen our own relationship to Diversity, Equity, and Inclusion, we ask for your honest feedback and perspective, understanding that we wish to widen our lens and that this work is, and will always be, in process. If anything arises for you regarding our efforts, please contact our director of education and organizational culture, Meggan Gill, at DEI@sunbridge.edu.

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.

The same 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, two miles north of the New York/New Jersey border, 11 miles west of the Tappan Zee Bridge (aka Gov. Mario M. Cuomo 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 [here](#).

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 classroom is also used as an art studio that facilitates courses in the fine arts: painting, chalkboard drawing, pastels, clay modeling, handwork and craft activities. 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.

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 Educational Center 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. Minors are not permitted to stay in Holder House. During the summer



months, limited family housing is available in Orchard House; children must be accompanied by an adult.

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

Students interested in staying in a hotel room should refer to 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, contact the Threefold Student Housing Manager at 845-352-9660 or holderhouse@threefold.org.

Camping

Camping is limited locally and is not allowed on Threefold property. The homestay list at www.threefold.org/housing will indicate if any local homeowners offer a camping option on their property. Within 15 miles of Sunbridge is Beaver Run Campground, a well-run campground operated by New York State and situated in a beautiful setting in Harriman State Park.

Computers/Printing/Internet Access

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

Food

Threefold Café

Located adjacent to the Main House, Threefold Café is a favorite destination of Sunbridge students and faculty. Many 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, weather-permitting, on the outdoor terrace. Hours are posted seasonally, and discounted gift cards are available for students. For more information, visit <https://www.threefoldcafeny.org/> 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 its students and welcomes 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, out of respect for all students and faculty, infants, babies, and children may not be brought into the classroom while class is in session. Arranging child care in a separate location from the classroom with either a family member or other care provider is instead recommended.

Programs and Offerings

Sunbridge Institute's teacher education programs work out of an understanding of education and human development as a process of self-education in community. Our teacher education classes are designed to provide opportunities for self-education in a supportive social, collegial context.

Teacher education at Sunbridge Institute includes a deep exploration of child and human development; development of a teacher's contemplative capacities; exploration of pedagogical approaches and skills; studies in the arts; courses that develop abilities for working in a group of colleagues; and practical learning or mentored teaching in the classroom with experienced teachers.

As per our Diversity statement, our programs continue to actively promote teaching for inclusivity, diversity, and social justice in their programs and practices. These themes are explicit and central, both in ongoing programs and in specific workshops.

Waldorf Early Childhood Teacher Education Program (WECTE)

The Sunbridge Waldorf Early Childhood Teacher Education program is a low-residency 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. WECTE students and graduates who hold a bachelor's degree from a regionally accredited institution are eligible to apply their Sunbridge education toward earning a fully-accredited [MEd or MALS degree](#) with a self-designed concentration in Waldorf education through Sunbridge's partnership with the State University of New York Empire State University.

Please note that Sunbridge diplomas are not credit-bearing degrees, as they reflect clock hours, not credits. Due to fluctuations and variations from state-to-state in the U.S. regarding requirements for teaching credentials, it is important for students to research the state's regulations regarding requirements to be licensed to teach in a private or public school. As Sunbridge is not currently accredited, additional steps may be required to fulfill a state's regulations.

During three three-week summer sessions, two five-day fall sessions and two five-day spring sessions 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 sessions. Each in-service student is assigned a mentor who visits the student's class once each academic year to offer support and guidance.

This program enrolls in alternate years and is next offered in 2024.

Completion Track

The Completion Track of the Early Childhood program is intended to serve Waldorf early childhood educators with both significant lead teaching experience and prior relevant coursework who are seeking to fulfill required WECAN credentialed training. The Completion Track involves eight weeks of on-campus coursework, plus a final research project and mentored teaching practice, and is designed to be completed over the course of 13 months. Enrolls in alternate years; next enrolls in 2025.

Core Faculty

Nancy Blanning

Program Co-Director

A member of the Sunbridge early childhood program faculty since 1994, Nancy assumed the title of co-director in 2015. Nancy is retired from decades at the Denver Waldorf School, where she served as lead kindergarten teacher and educational support staff. She also acts as consultant to schools in the U.S. and Canada. 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 past longtime Board member of [WECAN](#), Nancy is a speaker at national and international conferences. Her writing credits include serving as contributor to *Gateways*, contributor and collaborator to "You're Not the Boss of Me" (WECAN publication), editor of WECAN's *First Grade Readiness*, editor of *WECAN Journal*, 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 a four-year anthroposophical therapeutic/remedial training in Extra Lesson and supplementary therapies and academic support strategies.



Leslie Burchell-Fox, MEd '96

Program Co-Director

Leslie has been a member of the Sunbridge early childhood program faculty since 2004 and assumed the title of co-director in 2015. Leslie currently facilitates parent-child classes and has also taught kindergarten at Green Meadow Waldorf School since 2002 and has sat on that School's 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 whose work graces Sunbridge's Upper Brookside classroom, and, prior to becoming a Waldorf teacher, was a professional fiber artist specializing in surface design and wearable art and continues to practice her craft 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 Early Childhood Education from Sunbridge College.

Program Information

Program Length

The WECTE program is divided into seven terms, including seven in-person sessions 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's Completion Track is divided into four terms, including four in-person sessions as follows:

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

Coursework

In addition to attending 13 weeks of on-campus classes, students complete study assignments and independent projects between sessions. Occasional online classes will also be required.

Fieldwork

NOTE: For the purpose of our fieldwork requirements, "in-service" refers to Early Childhood Sunbridge students who are:

- Working as lead or assisting teachers AND
- Actively working at least three days a week AND

- Working in a WECAN/AWSNA-affiliated early childhood setting (including WECAN-affiliated home-based programs)

Students who do not fall into the above definition of “in-service” - including those who work in early childhood settings that are Waldorf-inspired but not WECAN-affiliated - are considered “pre-service.”

Sunbridge students who are in-service lead teachers are required to complete a total of two weeks of fieldwork in addition to 5 days of observation. In-service assisting teachers are required to complete a total of two weeks of fieldwork in addition to 10 days of observation during the length of the Sunbridge program. Sunbridge students who are pre-service teachers are required to complete a total of six weeks of fieldwork in addition to 10 days of observation. Your advisor will discuss a plan for the optimum student teaching experience.

Mentoring

Each in-service Early Childhood Teacher Education program student is assigned a faculty mentor—an experienced early childhood educator who will visit the student in their work with young children for two consecutive days each year to offer support and guidance in practical aspects of their work and in their development as an educator. These visits are accompanied by two hours of telephone conferences as a precursor and/or follow-up to the visit.

It is recommended, but not required, that students endeavor to observe other experienced teachers in Waldorf early childhood settings throughout the course of the program.

Enrollment Requirement for Pre-Service Teachers

In order to provide these individuals with an essential foundation for their Sunbridge studies, all incoming pre-service teachers are required to attend a Waldorf early childhood “primer” prior to the start of their classes. The primer consists of three, 1.5-hour modules containing both live Zoom instruction and pre-recorded videos. A link to register for the modules is provided, and the \$100 fee is applied to the first tuition payment.

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, clay modeling and woodworking, 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.
- Recognize the importance of, and provide opportunities for self-initiated movement and 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

Anthroposophical Studies I

A study of the basic constitution of the human being and its relationship to nature and spirit as described in Rudolf Steiner's writings and lectures.

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 kingdoms of nature
- Human destiny and freedom

Anthroposophical Studies II

A study of the anthroposophical path of inner development as related to the life of the teacher

Topics include:

- Understanding and creating a practice of self-development in light of anthroposophy

Anthroposophical Studies III

- Understanding how the human being comes into relationship with the world
- A deep study of the twelve senses as pathways to life experiences

Anthroposophical Studies IV Child Development in Light of Anthroposophy

Fundamental knowledge that provides a study of the background for Waldorf education through the study of education lectures from Rudolf Steiner

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 is 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

Childhood Development II

Child Study and Development of the Senses and understanding individual differences

Childhood Development III

School Readiness and Transition from Kindergarten to School

The development of the child from pre-birth to school entrance age

Topics include:

- Pre-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

Supporting 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, III, IV, V, VI

- 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

Contemporary Topics in Early Childhood Education I

- Open-ended discussion of issues arising from early childhood teaching practice
- Building relationships with adults: parents/colleagues
- Strategies for coping with unexpected circumstances: emergency drills, etc.
- Representing Waldorf Education to the world
- Self-care -

Eurythmy I, II, III, IV, V

- 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
- Designing and presenting a festival for the classroom
- Deepening the repertoire of content to be culturally diverse and inclusive

Gardening - Strengthening Relationships with the Natural World

- Cultivating the young child's relationship to nature and the elements through gardening
- Introducing bio-dynamic gardening, agriculture and nutrition

Hand Gesture and Movement Games

- Learning touching games, hand gesture games, and rhythmical speech games for the young child
- Exploring the important relationship between speech development and movement
- Using these games to enhance the bond between the adult and the young child beginning at birth through age 7

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

- Exploring the pedagogical importance of handcrafted toys and natural materials
- 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, wet-felting, table top puppetry, etc.
- Exploring the world of nature's colors and plants for dyeing natural fabrics

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 traditional tales from diverse cultures and its relationship to the young child
- The meaning of folk and fairy tales from many cultures
- Understanding archetypes and their value
- 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
- Awakening a sensitivity for the quality and effects of form in a child's environment

Professional and Social Aspects of Early Childhood Education I, II

Topics include:

- Social and organizational aspects of Waldorf schools
- Integrating diversity, equity, and inclusion as an educator and colleague
- Collegial work
- Representing Waldorf education in the world

Marionette Puppetry

- Development of language and imagination through creative and artistic activity
- Developing artistic techniques in marionette work and creative play

- Creating 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

- Deepening and extending the students' faculty for experiencing and creating forms in the study of embryological development (connecting to Child Development I)
- Working with form as an expression of spiritual qualities

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
- Singing and developing vocal qualities, reading and composing music, and practicing Verbeck exercises

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. 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, the student extends an area of study undertaken during the program.

The student may also choose to consult with an advisor in the area of study.

- Students present their work for discussion and peer review.

Fieldwork

Fieldwork experiences are comprised of the following observation and student teaching requirements:

Observation Requirement: In-Service Teachers

During the length of the Sunbridge program, in-service students are required to observe in a WECAN/AWSNA affiliated Waldorf school for five days: three in the three early childhood classrooms (Birth-3, Nursery, and Kindergarten), one in a grade school classroom (1-8), and one in a high school classroom. Students may choose to observe all five days in one school, or to observe in different schools. The five days need not be consecutive, but three of those days must occur in the first year. All observations must take place in classrooms other than the student's own. Students are encouraged to visit and experience other Waldorf schools as often as possible.

Observation Requirement: Pre-Service Teachers

During the length of the Sunbridge program, pre-service students are required to observe 10 days in a WECAN/AWSNA affiliated Waldorf school, five days of which must occur during the first year; these observations must include at least five days in the early childhood classrooms (Birth-3, Nursery, and Kindergarten), two in a grade school (one in grades 1-4, 1 in grades 5-8) and one in a high school classroom. The observation days need not be consecutive. Students may choose to observe in one school, or in different schools. In addition to the required observations, students are encouraged to visit and experience Waldorf schools as much as possible and especially to have regular exposure to a WECAN/AWSNA early childhood setting.

NOTE: As a prerequisite for admission, in-service students who are working in home-based programs and all pre-service students are also required to have observed five days in an early childhood setting of an WECAN/AWSNA affiliated Waldorf school within two years prior to beginning their Sunbridge studies.

All students are required to keep a journal of their observations and submit the journal to their advisor for review. All observation experiences must include Birth-3, Nursery, and Kindergarten.

Student Teaching Requirement: In-Service Teachers

Over the course of their studies, in-service students who are currently practicing as lead teachers are required to complete two weeks of student teaching. Each week (made up of five consecutive days) needs to be in a classroom other than their own. In-service students who are currently practicing as assisting teachers are required to complete two weeks of student teaching: one week (five consecutive days) in their own class and one week (five consecutive days) in a class other

than their own. In addition, in-service assisting teachers are required to complete one week (five days, which need not be consecutive) of observations in an early childhood classroom/s other than their own; this observation week is in addition to the five observation days required during the first year.

Student Teaching Requirement: Pre-Service Teachers

Over the course of their studies, pre-service students are required to do a total of six weeks of student teaching under the guidance of an accomplished teacher in a WECAN/AWSNA affiliated school.

All students may complete the fieldwork requirements the year following the fulfillment of the required coursework.

Certificates for completion of coursework will be issued at commencement and the final certificate will be issued upon completion of the fieldwork work.

Overview of School Year Commitments for Pre-Service Early Childhood Students		
	Year One	Year Two
Weeks on Sunbridge Institute Campus	<ul style="list-style-type: none"> • 3 summer • 1 fall • 1 spring 	<ul style="list-style-type: none"> • 3 summer • 1 fall • 1 spring • 3 summer
Observation: Total of 10 days: minimum 5 EC, 2 elementary, 1 high school	5 days non-consecutive	5 days non-consecutive
Student Teaching Total of six weeks (can be completed the year following the fulfillment of the required coursework)	3 weeks at least 1 consecutive week	3 weeks at least 1 consecutive week

Overview of School Year Commitments for In-Service Early Childhood Teachers		
	Year One	Year Two
Weeks on Sunbridge Institute Campus: All Teachers	5 weeks: <ul style="list-style-type: none"> • 3 summer • 1 fall • 1 spring 	8 weeks: <ul style="list-style-type: none"> • 3 summer • 1 fall • 1 spring • 3 summer
Observation: Lead Teachers 5 days total: 3 EC, 1 elementary, 1 high school	Minimum 3 days non-consecutive	2 days non-consecutive
Observation: Assisting Teachers 10 days total: 8 EC, 1 elementary, 1 high school	Minimum 3 days non-consecutive	7 days non-consecutive
Student Teaching -All Teachers Total of two weeks, minimum of one consecutive week at another school	1 consecutive week	1 consecutive week
At-School Mentoring: All Teachers	2 full consecutive days	2 full consecutive days

Mentored Teaching

- Sunbridge provides each in-service student with a mentor who is an experienced Waldorf early childhood educator.
- The mentor works with the student throughout the program, visiting the student in their classroom or early childhood work for observation, conversation, feedback, and support
- Mentor visits take place once each academic year for two consecutive days, for a total of four days (or two for completion track). 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 in-person and online coursework assignments, and practical work in Waldorf classrooms consisting of mentored or practice teaching and classroom observation. This program (exclusive of fieldwork experiences) meets the minimum standards set by the Association of Waldorf Schools of North America ([AWSNA](#)) for teacher training and provides a nationally-recognized practical, artistic, and philosophical foundation for teaching in a Waldorf grades one-eight elementary classroom. The program culminates in a Waldorf Elementary Teacher Education diploma.

WETE students and graduates who hold a bachelor's degree from a regionally accredited institution are eligible to apply their Sunbridge education toward earning a fully-accredited [MEd or MALS degree](#) with a self-designed concentration in Waldorf education through Sunbridge's partnership with the State University of New York Empire State University.

Please note that Sunbridge diplomas are not credit-bearing degrees, as they reflect clock hours, not credits. Due to fluctuations and variations from state-to-state in the U.S. regarding requirements for teaching credentials, it is important for students to research the state's regulations regarding requirements to be licensed to teach in a private or public school. As Sunbridge is not currently accredited, additional steps may be required to fulfill a state's regulations.

NOTE: This program enrolls every year.

Completion Track

The Completion Track of the Elementary program is intended to serve Waldorf elementary educators with both significant lead teaching experience and relevant prior coursework who wish to apply their background to become fully AWSNA-credentialed. The Completion Track involves on-campus and online coursework, plus assignments and mentored teaching practice, and is designed to be completed over the course of 13 months. The program enrolls every year.

Core Faculty

Winnie Stern '14 MA

Program Director

Winnie assumed the directorship of our Elementary program in 2022. After having completed taking her class of students from first through eighth grade at Green Meadow Waldorf School in 2021, she transitioned to teaching history in Green Meadow's high school. Winnie initially became interested in exploring the foundations and goals of education through a philosophical lens, and discovered Waldorf education while seeking to answer the question "What kind of education helps to create a happy and healthy human being?" She holds a double-major BA in philosophy and education from Brooklyn College, an MA in philosophy and education from Columbia University



Teachers College, a NYS teaching license in grades 1-6 education, and her Waldorf teacher certification from Sunbridge Institute.

Rebecca Nelson, MEd '07

Program Director

Rebecca currently teaches eighth grade at the Waldorf School of New Orleans, where she has taught since 2010 and is a middle school specialist. Prior to joining that school's faculty, she took a class from sixth-eighth grade at Green Meadow Waldorf School. In recent years, Rebecca has also been an instructor in and leading force behind Sunbridge's Summer Series middle school grades courses. A graduate of the College of William and Mary, where she majored in English and anthropology, Rebecca discovered Waldorf education while studying Mayan archaeology at Tulane University, from which she earned an MA in anthropology. She also holds an MEd in Waldorf elementary education from Sunbridge College.

Jana Hawley, MEd '05

Jana began teaching in Sunbridge's Elementary Teacher Education program in 2002 and was program director from 2009 to 2022. Since 2006, Jana has also been on the faculty of Green Meadow Waldorf School, where she has been a class teacher, music teacher, member of the Teacher Development Committee and the Collegium, and Lower School chair; currently, she teaches sixth grade and music, and co-chairs the Festival Committee. Previously, she spent 14 years on the faculty of the Whidbey Island Waldorf School, teaching music and main lessons.

Jana has been a visiting faculty member at several Waldorf teacher training institutes in the US and 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.

Stephen Sagarin, PhD

Steve has been a Sunbridge program faculty member since 2002 and launched our High School program in 2022. He is co-founder and faculty chair at the Berkshire Waldorf High School, where he teaches history and art. He is also a former teacher and administrator at the Great Barrington Rudolf Steiner School and The Waldorf School of Garden City, the high school from which he graduated. The author of *The History of Waldorf Education in the United States: Past, Present and Future*, Steve has taught history of education at Teachers College, Columbia University, and human development at the City University of New York. He is the former editor of the *Research Bulletin* of Research Institute for Waldorf Education and writes, lectures, mentors teachers, and consults with Waldorf schools on teaching and administration. He holds a PhD in history from the Graduate School of Arts and Sciences, Columbia University, and a bachelor's degree in art history, with a certificate of proficiency in fine art, from Princeton University.

Program Information

Program Length and Format

The program runs as follows:

	Summer	Fall-Winter	Spring
1st Year	Three weeks on campus	Online sessions	One week on campus
2nd Year	Three weeks on campus	Online sessions	Online sessions
3rd Year	Three weeks on campus		

Program Curriculum

The WETE program curriculum consists of courses in the following areas:

- Waldorf Pedagogy and Child Development
- Subject Curriculum and Methods
- Inner Development of the Teacher
- Fundamentals for the Teacher (including Diversity, Equity, and Inclusion)
- Anthroposophical Studies
- Arts for the Educator

Practical Work in the Classroom

This program carries requirements for practical experiences working and observing in Waldorf classrooms. See the [Field Work](#) section of Brief Course Descriptions.

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 and parents
- 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

Course Title: History and Philosophy of Education in the United States

- This course is a thematic examination of the history and philosophy of education in the United States.
- The political aims of the common school movement
- Economism of "No Child Left Behind"
- This course will show that the history and philosophy of education provide the foundation of a practical understanding of education today.

Homework assignments:

1. Complete assigned reading.
2. Write 3 brief response papers (2-3 paragraphs) to the readings.

Class assignments:

1. Make a presentation on an assigned reading.

Course Title: Morning Lectures: Child Development and Learning

- This is a fundamental course that provides a background for Waldorf education.
- The principles of teaching related to the growth and developmental stages of childhood and adolescence.
- In depth study of Rudolf Steiner's child psychology.
- The emphasis is on the relationship between child, nature, inner processes and classroom practice.

Homework assignments:

1. Complete the assigned reading and prepare a presentation to be made in class.

Class assignments:

1. Write a 500- word paper on a topic chosen from the readings and lectures relevant to your teaching

2. Complete reading each night and write one question down based on the reading to be shared with the class during discussion.

Course Title: Morning Lectures: Foundations of Waldorf Pedagogy

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

Homework assignments:

1. Write essays on readings of lectures as assigned
2. Create a journal throughout the year describing how your contemplative life responds to the cycle of the year. May include writing, drawing, pictures etc. Try to make at least one entry per week. Prepare to share your journal with your advisor and optionally your classmates.

Class assignments:

1. Complete daily reading assignments and responses to class discussions

Course Title: Morning Lectures: School Governance

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

Homework Assignment:

1. Write a 3-5 page paper describing either your school's administrative structure or your idea of an ideal Waldorf school administrative structure.

Course Title: Morning Lectures: Remedial Education

- This course focuses on remediation for children in both classroom situations and individual sessions.
- Participants learn the basics of child observation,
- And explore causes for the differences in learning styles,
- And practice some general methods for increasing sensory processing.
- Interventions such as classroom activities and therapies are also explored.

Homework assignments:

1. Written child study on a child in your school or work place.

Course Title: Inner Development

- 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 their relationships with students, parents, and colleagues and self.
- Rudolf Steiner's exercises for meditation
- Work toward developing a conscious, supportive contemplative practice.

Class assignments:

1. Observe a living plant for 10 minutes each day. Handwrite a one-page paper, contemplating what you learned from this experience and be prepared to share one thing you learned on the last day of class

Course Title: Curriculum Courses: Teaching Language Arts

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

Homework assignments:

1. 300 word paper, chosen from topics given to students.
2. 800-1000 word paper chosen from two topics given to the students.

Class assignments:

1. Approximately 20 pages of reading a night.
2. Work on a character from a scene to share with the class at the end of the session.

Course Title: Curriculum Courses: Teaching Form Drawing

- Form drawing works on bringing balance into movement through drawing

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

Homework assignments:

1. Do one form drawing for five consecutive days.
2. Write 800 - 1000 word paper on your experience of doing a form drawing a day. What does it do for your own development and capacities?

Class assignments:

1. During the course, create a form drawing book, no smaller than 8" x 11", with the best drawings that you can do. Give at least one example of the various types of form drawings appropriate for each of the grades, one through four.
2. Present a 15 minute form drawing lesson, using an imagination and movements for the class.

Course Title: Curriculum Courses: Teaching Math

Mathematics I: Arithmetic, Grades 1-8 - 1 unit

- Methodology and content of the Waldorf mathematics curriculum, grades one through eight.
- 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

Homework assignments:

1. Research one major development in the history of mathematics, and show its importance, development, and impact on society. For example, "decimals," "zero," or "negative numbers." Use your insights to discuss the schooling of judgment in the 7th-8th grades. Develop one example for the classroom.
2. Research a local business and write its "business history/biography," "the story of a business," including milestones, ideas, risks taken, decisions, financing, profits, etc. and use insights from your reading to comment on the business and its history.

Class Assignments

1. Complete assigned problem sets. Read assigned texts. Prepare solutions for classroom presentation at grade level.

Course Title: Curriculum Courses: Teaching Geometry

- Mathematics II: Methodology and content of the Waldorf geometry curriculum, grades five through eight.
- 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.

Class assignments:

1. Compile a book of the many geometrical constructions done in class.

Homework assignment:

1. Research a proof of the Pythagorean theorem, and prepare a class presentation.
2. Paper constructions of the five platonic solids.

Course Title: Curriculum Courses: Teaching Science

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

Homework assignments:

1. Build a simple working motor.
2. Research and manufacture lye soap.
3. Produce and illustrate a book of plant species.
4. Research and write a biography of a scientist or scientific development.

Class assignments:

1. Prepare and present classroom experiments.
2. Fieldwork notes and reflections.
3. Prepare, develop, and present key scientific concepts and laws of nature.

Course Title: Curriculum Courses: Teaching History

- Emphasis on different methods of presentation for fifth through eighth grades.
- The course includes the study of biographies as a teaching tool.
- Explore the history curriculum from fifth through sixth grades
- To explore Rudolf Steiner's indications for teaching history
- Creating a basis for understanding any topic in history in the context of child development and for students to be able to create appropriate lesson material based on this understanding

Homework assignments:

1. Create and document a three-week block plan overview for one area in the History Curriculum in Grades 5 or 6.
2. Create and document a two-day lesson plan for teaching one specific topic, event or biography in an area of history within your block. (For example, the biography of Siddhartha/Buddha)
3. Describe how you would assess the student's work: how will you know that they have learned what you are teaching?

Class assignments:

1. Complete daily reading assignments of approximately 20 pages.

Course Title: Curriculum Courses: Teaching Geography

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

Homework assignments:

1. Written description of place in nature that you experienced strongly as a child (age 9-12), an exploration in nature that you made as a child. Answer the questions: what did you learn from this exploration? How are you a representative of the home that gave birth to you?

Class assignments:

1. Complete daily reading assignments of approximately 20 pages.
2. Draw a map of the area where you live.

Course Title: Art Courses: Fine Arts

- Develop techniques in a number of different art forms that teachers need for the classroom.
- Clay modeling
- Watercolor painting
- Perspective drawing
- Calligraphy
- Crayon drawing
- Blackboard drawing
- Color theory
- Importance of art in education
- Self-expression as means to personal growth

Class assignments:

1. The students are required to research visual material as it might be used for their immediate project and for future use in the classroom, and to establish a visual library.

Homework assignment

1. Students make a portfolio of their best work. Samples from each artistic experience should be included. Write a one-page reflection on each piece—these reflections should include your personal experience/feelings about the piece and the technique as well as your sense of how you will use each technique with children.
2. Response Journal—each class students will have assigned readings. With each reading assignment you will be asked to keep a reading response journal.

Course Title: Art Courses: Sculpture

- This workshop is intended to deepen and extend the student's faculties for experiencing and creating forms.
- Working with form as an expression of spiritual qualities
- Studio course that engages the student in exercises with clay
- Modeling human and animal forms with wood and clay

Class assignments:

1. Students produce two clay sculptures and one wooden object such as a spoon or a bowl

Course Title: Art Courses: Teaching Music

- A practical introduction to the music curriculum in Waldorf schools.
- The course includes songs for the classroom appropriate for different grade levels, practice teaching songs, and work 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.

Homework assignments:

1. Each student will submit 3 songs found outside of class for each grade level.
2. Prepare and teach their songs to the class in a presentation.

Course Title: Art Courses: Speech

- Experiential course
- Speech techniques and abilities are applied to storytelling and the recitation of verses and poetry.
- Speech exercises for the teacher
- Choral recitation
- Lyric poetry and drama
- The artistic use of speech in the classroom

Class assignments:

1. Each student will bring one thought relating to one of the morning verses
2. Teach 2 speech/movement exercises appropriate for the younger grades to the class.

Homework assignments:

1. Each student will memorize their part in the Shakespeare play.
2. Each student will memorize their part of the story.
3. Each student will prepare 2 speech/movement exercises to teach.

Course Title: Art Courses: Handwork

- 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

Class assignments:

1. Complete one project during the session

Homework assignments:

1. Complete one project for each grade level.
2. Response Journal—for each project.

Course Title: Art Courses: Gardening

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

Class assignment:

1. Creating an age-appropriate gardening curriculum for children

Homework assignments:

1. Create two verses: one for ploughing and one for threshing for the 3rd grade farming block

Course Title: Art Courses: Spacial Dynamics

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

Course Title: Art Courses: Eurythmy

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

Homework assignments:

1. Two drawings of the planetary circle showing two different heptagrams

2. Description of the movement process of the 12 consonants and the mood of each gesture.
3. Regular practice of exercises between sessions.

Course Title: Art Courses: Chorus and Recorder

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

Homework assignments:

1. Assemble a reference packet for Choro flute playing for your Waldorf curriculum library

Course Title: Art Courses: Circle Work

- 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.

Field Work

In addition to its coursework, and in accordance with minimum expectations set by AWSNA, the Sunbridge Elementary program carries requirements for students to engage in practical experiences in Waldorf classrooms during the course of their studies. The specific requirements for these experiences—consisting of observation, student teaching, and/or mentored teaching—will vary according to your work status as a Waldorf teacher.

In Service Students

Those Sunbridge students already working as full-time class teachers in a Waldorf school must complete six weeks of pedagogical observation and teaching practice across the length of their program (with an additional one-year post graduation grace period for fieldwork completion). In-service students in good academic and financial standing will be assigned a Sunbridge-appointed mentor. Mentor visits and reports are required for in-service students' graduation.



Pre-service Students

All other Sunbridge students must complete twelve weeks of pedagogical observation and teaching practice across the length of their program (with an additional one-year post graduation grace period for fieldwork completion).

Please see your advisor for specific details.



Waldorf High School Teacher Education Program (WHSTE)

Sunbridge Institute's Waldorf High School Teacher Education program provides appropriate credentials and practical, philosophical, and artistic foundations for successful Waldorf teaching in a wide variety of subjects in grades 9 through 12. Graduates are conferred a diploma in Waldorf High School Teacher Education. Curriculum includes coursework in the following areas: educational principles, methods, and curricula; adolescent development; anthroposophy, including inner development; and artistic development. This program carries requirements for students to engage in practical experiences in classrooms during the course of their Sunbridge studies. The specific requirements for these practica will vary according to each student's work and experience status.

Please note that Sunbridge diplomas are not credit-bearing degrees, as they reflect clock hours, not credits. Due to fluctuations and variations from state-to-state in the U.S. regarding requirements for teaching credentials, it is important for students to research the state's regulations regarding requirements to be licensed to teach in a private or public school. As Sunbridge is not currently accredited, additional steps may be required to fulfill a state's regulations.

NOTE: This program enrolls every year.

Core Faculty

Stephen Sagarin, PhD

Program Director

Steve has been a Sunbridge program faculty member since 2002. He is co-founder and faculty chair at the Berkshire Waldorf High School, where he teaches history and art. He is also a former teacher and administrator at the Great Barrington Rudolf Steiner School and The Waldorf School of Garden City, the high school from which he graduated. The author of *The History of Waldorf Education in the United States: Past, Present and Future*, Steve has taught history of education at Teachers College, Columbia University, and human development at the City University of New York. He is the former editor of the *Research Bulletin* of Research Institute for Waldorf Education and writes, lectures, mentors teachers, and consults with Waldorf schools on teaching and administration. He holds 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.

Gary Banks, MS, MEd

Gary is high school faculty chair and high school math and science teacher at the Rudolf Steiner School of Ann Arbor, where he has been on the faculty since 2007; he is also a member of the School's College of Teachers and a Board trustee. Gary is also a presenter in the Teaching Sensible Science course and has taught in a number of teacher training programs and foundation studies

courses. From 1993-2001, he took a class from first to eighth grade at the Denver Waldorf School, then worked as a high school science teacher at High Mowing School and a class teacher at Pine Hill Waldorf School before moving to Michigan. Gary earned his bachelor’s and master’s degrees in aerospace engineering and worked as a research engineer on the NASA Space Station project before entering teaching. He completed his MEd at Antioch New England Graduate School and is an enthusiastic hiker, gardener, and musician.

Heather Scott, MA

Heather joined the faculty of the Waldorf School of Lexington as pedagogical director in 2023. Previously she worked at The Waldorf School of San Diego for 17 years, where she taught high school humanities and graduated two eighth grade classes. Her teaching experience also includes a year spent at The Community School for Creative Education, a public, Waldorf-inspired charter in Oakland, CA. Heather’s interests are in diversifying Waldorf middle- and high-school curricula. She is passionate about supporting anti-racism through a grounding in history and biography and has a decades’ long interest in African-American culture and literature, especially attuned to Black women writers. Heather earned her BA from Sarah Lawrence College and her MA from The University of New Hampshire, Durham.

Program Information

Program Length

The program combines in-person coursework with synchronous remote instruction. The program is divided into two-week terms of on-campus study for each of three summers, supported by five remote Saturday workshops that take place during each of the two interim academic years, for a total of six weeks of in-person classes and ten online workshops.

	Summer	Fall /Winter/Spring
1st Year	Two weeks	5 online weekends
2nd Year	Two weeks	5 online weekends
3rd Year	Two weeks	

Program Curriculum

The WHSTE program curriculum consists of class time in courses in the following areas:

- Educational principles, methods, and curricula
- Adolescent development
- Anthroposophy, including inner development
- Practical work in a high school
- Artistic development

Coursework

In addition to attending 6 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 requirements for practical experience working in a Waldorf classroom.

FIELD WORK

Mentored teaching, student teaching, and observations are divided into two categories, one for those already teaching in high school (in-service teachers) and those not yet teaching in high school (pre-service teachers).

In-Service Teachers:

Mentored teaching (40 hours)

1 week in fall, 1 week in spring, for 2 years. Conducted by a school-assigned mentor or coach.

Pre-Service Teachers:

Apprenticeship, including student teaching (30 hours minimum)

One seminar (main lesson, morning lesson) block of 3-5 weeks or equivalent number of hours (approximately 30-50), depending on subject area and schedule. School approved by Core Faculty.

Both In-Service and Pre-Service Teachers:

Observation (18 hours minimum)

- Three observations of 3-5 consecutive days each, at least two class hours per day.
- Two of these three observations should be in one's own school and one at another school, ideally a non-Waldorf school. Based on our experience, it is beneficial to observe in non-Waldorf schools to better understand what aspects of our work are common to all teachers who work with high school students and what aspects are relatively unique to Waldorf school.
- Additionally, two of the three observations should be within a student's own discipline; one should be in a different discipline. Similarly, understanding teaching in our own disciplines and subjects benefits from seeing how teachers of other subjects and disciplines parallel or diverge from ours.

Advising (5 hours minimum)

Teacher education faculty are available in-person and remotely for advising throughout the course of the program. In addition, core faculty meets with sections or disciplines—math; science; languages; history and literature; others as necessary—for lunch to discuss relevant topics.

Program Goals

It is expected that this program will prepare students to:

- Design lessons and courses that address appropriate development of students' thinking, feeling, and willing (cognition, affect, and behavior).
- Understand, interpret, and apply the philosophy and contemplative practices of Rudolf Steiner to their own preparation and practice.
- Teach creatively, regardless of subject matter, to enliven and support student learning and human development in developmentally appropriate ways.
- Demonstrate the skills necessary to create healthy learning communities within a classroom, school, and learning environment, including work with colleagues and parents.
- Regard teaching as ongoing research, and to further develop practices using appropriate methods, including observation, contemplative practice, and academic research skills.

Brief Course Descriptions

Principles & Methods of Waldorf Education

How can Rudolf Steiner's lecture courses for teachers, including Foundations of Human Experience (formerly, Study of Man), Balance in Teaching, and Education for Adolescents, inform high school teaching in a Waldorf school today? How do we apply Steiner's concepts of the human soul, spirit, and physical body to growing and developing adolescents today? How are humanities, arts, and sciences integrated healthfully, and how do they mutually support healthy human development? What principles underlie the subjects we teach, and how do we interpret and embody these for contemporary students? Through reading, brief written responses, introductory lecture, and class discussion, participants will engage with Steiner's fundamental educational texts. Further, how does Steiner's image of a developing human being inform our methods, from day to day, course to course, block to block, and year to year? This practical course will give teachers examples and tools to use regardless of subject areas. Participants will examine how their courses and subjects fit into a high school as a whole, then work collaboratively on practical aspects of their work, developing integrated, cross-grade curricula and subject-specific block plans. This course will also address a palatable, openminded, ongoing study of Steiner's work as a foundation for Waldorf high school teaching.

Practical Work in a High School

The practical details of working in a high school, including governance and administration, are myriad. Among them are these: How is admissions handled? Educational support? Duties outside the classroom? What are the intricacies of a daily or weekly schedule, or of a block plan? How many meetings should a school have, with what constituents, and with what agendas? What is a healthy relationship of a high school to the middle school; to the rest of the school? Is a Waldorf high school college preparatory, and what does this mean? How can Waldorf high schools best

market themselves, both to their own middle schools and to those coming from elsewhere? How may teachers and schools best address student health, including mental health? How can a Waldorf high school represent practical ideals of diversity, equity, inclusion, and justice? The course will be built on shared experience and documents furnished by participants. How does each of us address these questions, and what can we learn from each other?

Curriculum & Teaching Science/Math Track

Teaching Math: Methodology and content of Waldorf mathematics curricula in grades 9-12

Topics include algebra, geometry (including Euclidean, projective, and analytic), precalculus, and calculus. Methodology focuses on an approach to teaching and learning that emphasizes practical application, demonstration of principles and proofs, and the generation of insight and discovery.

Teaching Life Science: Methodology and content of Waldorf life science curricula in grades 9-12

Topics include human anatomy and physiology; cell biology; embryology; botany; zoology; evolution; and genetics. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school. Techniques for doing observing phenomena in nature and in the laboratory will be developed.

Teaching Physics: Methodology and content of Waldorf physics curricula in grades 9-12

Topics include thermodynamics, kinematics, electromagnetism, the atomic theory, visual physics, and astronomy. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school.

Teaching Chemistry: Methodology and content of Waldorf chemistry curricula in grades 9-12

Themes for each year will be developed, including organic chemistry, chemistry of salts, acids, and bases, understanding elements in the periodic table, and biochemistry. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school. Techniques for approaching chemical demonstrations and student experiments will be presented.

Humanities Track

Teaching Language Arts in Grades 9-12

This course introduces high school language arts teaching, focusing on fiction and non-fiction writing for adolescents, addressing their growth and development through age-appropriate and increasingly complex assignments, including the short story, personal essay, journalistic writing, research papers, poetry, and other forms of writing.

Teaching Literature in Grades 9-12

This course introduces literature as an evolution of consciousness, from the ancient world, beginning with the earliest texts (in translation), through the world in the Middle Ages, to modern

world literature. Methodology includes consideration of works of literature as "symptomatic" or symbolic of their time and place--each a lens through which larger movements of and changes in literature may be examined. Although the focus is on English literature, world literature and historical literature in translation, including Gilgamesh, The Odyssey, Beowulf, Dante's Divine Comedy, and many others.

Teaching History in Grades 9-12

This course introduces history as an evolution of consciousness, from the ancient world, beginning with prehistory, through the world in the Middle Ages, to modern world history. Methodology includes consideration of historical events and actors as "symptomatic" or symbolic of their time and place--each a lens through which larger themes of history may be examined.

Teaching Cultural History in Grade 9-12

This course introduces history as an evolution of consciousness, from the ancient world, beginning with prehistory, through the world in the Middle Ages, to modern world history. Methodology includes consideration of historical events and actors as "symptomatic" or symbolic of their time and place--each a lens through which larger themes of history may be examined. This course differs from general history in that it considers culture as a central theme, taking in turn art and sculpture, language, drama, music, and architecture, among other forms of expression.

Contemplative Practice

A study of the anthroposophical path of contemplative practice as it relates to the life of a teacher. Topics include: Collegial relationships and working in a group; methods for cultivating daily contemplative practice for self-development; effects of spiritual practice on a teacher and relationships with students, parents, colleagues, and self; Rudolf Steiner's exercises for meditation; and working toward developing a conscious, supportive contemplative practice.

Arts

Waldorf high school teachers are called on to be artists in their disciplines. While this mostly requires creative teaching, it also calls frequently on artistic skill—in chalkboard drawing, in speech, and in encouraging creative projects among students. Further, the arts assist in the balanced, healthful development of each teacher as a well-rounded person. Arts courses introduce those skills and techniques necessary for success in Waldorf high school classrooms, and also assist with the personal development of each teacher.



Specialized Waldorf Teacher Education Certificate Programs

Sunbridge offers short-term certificate programs in specialized studies for practicing or aspiring Waldorf subject teachers. Offered in alternate years, the programs are designed to provide subject teachers with an informed understanding of the Waldorf curriculum and the anthroposophical view of child development, enabling them to be more fully integrated members of their school community and to meet their students through the lens of a Waldorf educator. Graduates receive certificates upon completion.

Waldorf Elementary Music Teacher Education

Jana Hawley

Program Coordinator

The Sunbridge Waldorf Elementary Music Teacher Education certificate program is designed for practicing Waldorf teachers who are experienced musicians or experienced musicians who wish to become Waldorf music teachers. Enrolls every other year; next enrolls 2025.

Waldorf Grades 1-8 World Languages & Cultures Teacher Education

Constanza Ontaneda

Program Coordinator

The Sunbridge World Languages & Cultures Teacher Education certificate program is designed for current Waldorf world language teacher or those who aspire to become Waldorf world language teachers. Enrolls every other year; next enrolls this summer.

Summer Series

Meggan Gill

Coordinator

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 and to non-teachers. There are no specific admission requirements unless otherwise indicated.

Please refer to our [website](#) for course descriptions of our 2024 Summer Series.



Master of Education or Liberal Studies Degree

In March 2015 Sunbridge Institute entered into a partnership with the State University of New York (SUNY) Empire State College (now, University). This partnership enables Sunbridge Waldorf teacher education program students to apply their Sunbridge studies toward earning a fully-accredited Master of Education degree (MEd) (and, since 2020, a fully-accredited Master of Arts in Liberal Studies MALS degree) with a self-designed concentration in Waldorf education, conferred by SUNY Empire State University School for Graduate Studies. Currently-enrolled and prospective 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 these degree programs.

Program Components/Requirements

The SUNY Empire MEd program is made up of a total of ten courses (30 credits). The SUNY Empire MALS program has a ten-course (30 credit) or twelve-course (36 credit) option. Four courses (12 credits) in either program are electives which fulfill the SUNY Empire requirement for a concentration in Waldorf education (these four electives being considered by SUNY Empire to be the equivalent of one complete Sunbridge Waldorf teacher education program). Credit for these four electives will be granted through documentation of having successfully completed a Sunbridge Waldorf Early Childhood or Elementary Teacher Education program.

The remaining credits are to be fulfilled through successful completion of SUNY Empire coursework, which consists of core degree requirements, including—if applicable—the research, design, and final capstone project. The SUNY Empire courses are conducted fully online.

Schedule

The SUNY Empire portion of the MEd or MALS programs (that is, the core SUNY Empire courses) is comprised of six terms of coursework (spring/summer/fall) that are typically undertaken over the course of two years. Students have up to six years to complete either degree.

Admissions

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

Tuition/Financial Aid

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



Additional Benefits

All Sunbridge students/graduates who are enrolled in the SUNY Empire MEd or MALS program with concentration in Waldorf education are eligible to receive SUNY Empire State University 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 or MALS program should be addressed to:

Sunbridge Institute
285 Hungry Hollow Road
Chestnut Ridge, NY 10977
Attn: Meggan Gill, Director of Education and Organizational Culture
mgill@sunbridge.edu
845-425-0055 x12

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, they will receive a full refund less any non-refundable registration fee. Sunbridge Institute also reserves the right to make faculty or course substitutions when necessary.



Academic Calendar (June 2024-May 2025)

Definitions

Session – the period of on-campus or online coursework.

Term – Summer Term: June 1-August 31

Fall/Winter/Spring Term: September 1-May 31

Waldorf Early Childhood Teacher Education Program (WECTE)

Summer 2024 Term

June 17-July 5 Session: Class of 2024

June 16-July 5 Session: Class of 2026

WECTE Summer term runs from June 1-August 31

Fall 2024/Winter 2025/Spring 2025 Terms

November 17-22 Session: Class of 2026

March 16-21 Session: Class of 2026

WECTE Fall/Winter/Spring terms run from September 1-May 31

Waldorf Elementary Teacher Education Program (WETE)

Summer 2024 Term

July 8-26 Session: Class of 2025 and 2026

WETE Summer term runs from June 1-May 31

Fall 2024-/Winter 2025/Spring 2025 Terms

Online Sessions: October 25-26, December 6-7, January 24-25 Class of 2025 and 2026

March 3-7 Session: Class of 2025 and 2026

WETE Fall/Winter/Spring terms run from September 1-May 31



Waldorf World Languages & Cultures Teacher Education Certificate Program (WWLTE)

Summer 2024 Term

July 8-26 Session: 2024 Cohort

Waldorf World Languages & Cultures Teacher Education Certificate Program Summer Term runs from July 8-July 26

(The entire academic year is allowed for the completion of the observation week.)

Waldorf High School Teacher Education Program (WHSTE)

Summer 2024 Term

July 15-26 In-person Session: Class of 2024, 2025 and 2026

WHSTE Summer Term runs from June 1-August 31

Fall 2024/Winter 2025/Spring 2025 Terms

Online sessions: October 25-26, November 15-16, February 7-8, March 21-22, April 25-26,
Class of 2025 and 2026

WHSTE Fall/Winter/Spring terms run from September 1-May 31

Summer Series

See [website](#) for individual course and workshop schedules.

The following holidays are observed during the academic year 2024-2025:

September 2, 2024	Monday	Labor Day
October 14, 2024	Monday	Indigenous Peoples Day
November 28, 2024	Thursday	Thanksgiving
November 29, 2024	Friday	Day after Thanksgiving
December 20, 2024 – January 1, 2025		Holiday Break
January 20, 2025	Monday	Dr. Martin Luther King, Jr. Day
February 17, 2025	Monday	President's Day
April 18, 2025	Friday	Good Friday /Passover
April 20, 2025	Monday	Easter Monday/Passover
May 26, 2025	Monday	Memorial Day

Programs Enrolling in 2024-2025

- **Waldorf Early Childhood Teacher Education**
Regular Application Deadline: June 1, 2024
- **Waldorf Elementary Teacher Education (including Completion Track)**
Regular Application Deadline: June 1, 2024
- **Waldorf World Languages & Cultures Teacher Education Certificate Program**
Regular Application Deadline: June 1, 2024
- **Waldorf High School Teacher Education Program**
Regular Application Deadline: June 1, 2024

Application Process

Online applications for all enrolling programs are available on the Sunbridge [website](#) by October 1 prior to the summer of enrollment.

1. Complete the application form for the program of interest containing biographical and other requested information and submit it.
2. A completed application includes:
 - Application form: completed, signed, and dated
 - Non-refundable \$50 application fee. *Applications received without this fee will not be processed. Applications submitted after June 1 must include a \$50 late fee.*
 - Current résumé
 - Personal statement included on the application form
 - Work Profile & Teaching Status Form
 - Recommendation Waiver & Instructions Form
 - Letter(s) of recent professional or personal recommendation, sent from the recommender directly to the Sunbridge Institute Admissions Office.
 - Order Official Transcripts Form, if applicable
 - If applicable, an official transcript bearing the seal of a degree-granting institution, indicating your highest degree earned (or credits earned), sent from the granting institution directly to the Sunbridge Institute Admissions Office. Otherwise, a high school transcript or diploma.
3. If applying for Financial Aid, all appropriate paperwork should be submitted concurrently with the program application and the same non-refundable \$50 application fee reference above.
4. Once a completed application is received and completed, it will be forwarded to the appropriate program director. Applicants will then be contacted to arrange for a phone interview. 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 June 1; applications submitted after that date will be 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.

Applicants 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.

Transfer of Course Hours from Previous Education

Students may request “transfer course hours” for coursework completed at teacher education institutions and programs recognized by the Association of Waldorf Schools of North America ([AWSNA](#)), or the international equivalent. The transfer course hours may not exceed 50% of the course hours required for completion of the Sunbridge program. Documentation must be provided, including transcripts and syllabi and/or course descriptions. Transfer course hours are not necessarily granted on a one-to-one basis, and will vary according to course length, syllabi and description.

All transfer requests must be reviewed and approved by 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.

International Students

Sunbridge Institute is approved by the US Immigrations and Customs Enforcement’s Student and Exchange Visitor Program (SEVP) to invite the transfer of foreign students into the United States to study at our Institute.

Please read below to learn about the step-by-step visa and application process for international students.

Application and Visa Process for International Students

- Apply to the Sunbridge program of your choice as early as possible, preferably by October of the prior calendar year, to allow plenty of time for the visa process.
- Once admitted, fill out a [Sunbridge I-20 Eligibility Form](#), where you will provide documentation supporting your financial ability to pay tuition and living expenses while present in the US, and proficiency in English. Please allow 2 weeks for this submission to be processed.
- The I-20 Eligibility Form will be reviewed by the Sunbridge Institute registrar. If approved, an I-20 Form will be generated and emailed directly to you. Upon receiving your I-20, you will pay a government’s I-901 fee of approximately \$350, and make your interview appointment with your local American Consulate, where you will interview for a visa.
- Bring the I-20 Form and your acceptance letter to the Consulate interview.
- If the Consulate approves the visa, they will issue it to you directly, at which time you can make travel arrangements to get to the U.S. for your first in-person session.

[See a pictorial guide to the I-20 process.](#)

Important Things to Know

- The Sunbridge Institute M1 visa is *noncontinuous*, meaning that the I-20 is granted only for *one term at a time*. This means that an international student must:
 - apply for the I-20 *each and every time there is an in-person session*, and pay the \$350 governmental fee each time (if this is a financial hardship, please apply for financial aid)
 - return to their home country between each session
- The I-20 is a form provided by Sunbridge which tells the Consulate that the student has been accepted to Sunbridge Institute and deemed fit to be self-supporting financially while in the US. It is a factor in the Consulate's decision about whether or not to grant a visa, but is not a guarantee that a visa will be granted.
- Whether a visa can be issued for a year or more at a time is at the discretion of your consulate, and is by no means guaranteed.
- Due to the noncontinuous nature of our I-20 program, an international student cannot be guaranteed that every session can be attended consecutively. If any sessions must be missed due to denied visa, the student must make up the session the very next time that it is offered in the program schedule, in order to graduate.
- When making travel arrangements, plan to arrive no more than 30 days prior to the session start date, and depart no more than 30 days after the session end date.
- Students using an M1 visa are not allowed to work during their stay, even as a volunteer. Therefore, any student teaching (practicum) requirements for the program must be fulfilled at Waldorf schools *in the student's home country*.
In order to maintain visa status through the program, the student must be in class attendance for the duration of the session, and must not remain in the US any longer than 30 days prior to, nor 30 days past, the dates of the session at hand.
- All applicants 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 admission process (through a hand written 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

The Waldorf Early Childhood Teacher Education program welcomes applications from both in-service teachers (individuals who are actively working a minimum three days a week as lead or assisting teachers in a WECAN/AWSNA-affiliated or Waldorf-inspired early childhood setting, including home-based programs) and pre-service teachers (all other individuals). In-service applicants who are working in home-based programs, and all pre-service applicants, are required to have five days documented observation in an early childhood setting of a WECAN/AWSNA affiliated Waldorf school within two years prior to beginning their Sunbridge studies.

The program holds requirements for all students to observe and work with children in a Waldorf early childhood setting during the program; these requirements vary according to a student's work status.

Applicants are expected to be familiar with Waldorf education and anthroposophy through faculty study and other study groups, workshops, and conferences. As anthroposophical Foundation Studies are embedded in the program curriculum, previous Foundation Studies coursework is not a prerequisite for admission; however, applicants are strongly encouraged to engage in Foundation Studies either prior to or concurrent with their Sunbridge study. A bachelor's degree is not required for admission to this program, but applicants must have completed, at minimum, a high school education (or equivalent for international study).

The Completion Track of the Waldorf Early Childhood Teacher Education program welcomes applicants who bring a minimum of five years of lead-teaching experience in a WECAN-affiliated Waldorf setting and 200+ hours of prior, relevant coursework. This coursework should include studies in anthroposophical studies, birth-to-age-three, arts for the educator, child development and Waldorf education. Acceptance and allocation of previous coursework as satisfying the 200-hour requirement will be at the discretion of the program directors. Applicants must be actively working in a Waldorf early childhood setting both at the time of their application and during their enrollment in the program. A bachelor's degree is not required for admission to this program, but applicants must have completed, at minimum, a high school education (or equivalent for international study).

Waldorf Elementary Teacher Education Program

The Waldorf Elementary Teacher Education program welcomes applicants who either already possess a minimum of 60 bachelor degree credits earned at an accredited college or university (or the equivalent for international study), or are enrolled in a bachelor's degree program and are on track to complete at least 60 credits of that degree prior to completion of the Sunbridge program. Foundation Studies coursework is embedded in the program curriculum and is not a separate prerequisite; however, applicants are expected to have some familiarity with Waldorf education.



Accepted students must be able to complete requirements for fieldwork experiences in Waldorf classrooms once enrolled in the program. These requirements are determined by the student's pre-service or in-service work status.

The Completion Track of the Waldorf Elementary Teacher Education program welcomes applicants who bring a minimum of five years of lead-teaching experience in a Waldorf elementary (grades 1-8) classroom, and 200+ hours of prior, relevant coursework in the following categories: anthroposophical studies and human development, child development and Waldorf education, curriculum coursework, arts and practical activities for the Waldorf elementary classroom, and arts and practical activities for the educator

Applicants must be actively teaching or be on sabbatical both at the time of their application and during their enrollment in the program. Additionally, Completion Track applicants must have completed a minimum of 60 bachelor's degree credits at an accredited college or university (or the equivalent for international study) or be enrolled in a bachelor's degree program and on track to complete these minimum 60 credits prior to their Sunbridge graduation.

Waldorf High School Teacher Education Program

Sunbridge's Waldorf High School Teacher Education program welcomes applicants who hold a bachelor's degree from an accredited college or university (or the equivalent for international study). Candidates who hold a master's degree are preferred; current Waldorf school employment is a plus.

Foundation Studies coursework is embedded in the program curriculum and is not a separate prerequisite; however, you are expected to have some familiarity with Waldorf education.

Accepted students must be able to complete requirements for fieldwork experiences in Waldorf classrooms once enrolled in the program. These requirements are determined by the student's pre-service or in-service work status.

Specialized Waldorf Teacher Education Certificate Programs

Waldorf Grades World Languages & Cultures Teacher Education

The Waldorf Grades World Language & Cultures Teacher Education certificate program is designed for those currently teaching world languages in Waldorf grades 1-8 or those who aspire to become Waldorf world language teachers. Applicants must have completed, at minimum, a high school education (or equivalent for international study; a bachelor's degree is not required).

Waldorf Elementary Music Teacher Education

The Waldorf Elementary Music Teacher Education certificate program is designed for practicing Waldorf teachers who are experienced musicians or experienced musicians who wish to become Waldorf grades 1-8 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 (or the equivalent for international study) a bachelor's degree is not required.

Enrollment Deferral

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

Before returning, the student must submit an updated personal statement and resume including a listing of their current teaching experience. If significant changes in life circumstances have occurred, the director of education and organizational culture or the program director will have a follow-up conversation with the student. Students must then complete a new enrollment agreement, along with all enrollment documents, including meningitis and photo release forms (unless previously signed), before being considered officially enrolled.

Deferments may not be extended beyond two enrollment cycles; if the student chooses not to matriculate in the above timeframe (two years for WETE and WHSTE and four years for WECTE and the specialized programs), they 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.

Auditing

Sunbridge program graduates in good standing may return to visit any course(s) of their same program without charge. Forms are not required, but please contact the program director with your intentions ahead of time.

For all others, course auditing is available with a limit of two classes per day per person. Prior approval by the director of education is required. To audit a course, a Course Audit Agreement Form must be completed and submitted, along with the appropriate fee, to the director of education at least one week before the beginning of the course(s). Audited courses are for information and personal enrichment only. No course credit or course hours will be accrued toward any certificate or degree.



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, 2021 – June 30, 2022

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	40
Applications Accepted:	34
Applications Denied:	2
Part II: Current Year Enrollment:	
New Enrollment:	25
Still Enrolled/Continuing from Previous Year:	20
Total Students in Program for Reporting Period:	45
Part III: Status of 2021 – 2022 Enrollment as of June 30, 2022:	
Still Enrolled/ Continuing to Next Reporting Period:	27
Non-completers:	1
Graduates:	17
Part IV: Graduate Follow-up:	
Working in a Related Field:	15
Status Unknown:	2

Reporting Period July 1, 2022 – June 30, 2023

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	6
Applications Accepted:	4
Applications Denied:	02
Part II: Current Year Enrollment:	
New Enrollment:	3
Still Enrolled/Continuing from Previous Year:	24
Total Students in Program for Reporting Period:	27
Part III: Status of 2022 – 2023 Enrollment as of June 30, 2023:	
Still Enrolled/ Continuing to Next Reporting Period:	20
Non-completers:	6
Graduates:	0
Part IV: Graduate Follow-up:	
Working in a Related Field:	0
Additional Education:	0



Waldorf Elementary Teacher Education Program

Reporting Period July 1, 2021 – June 30, 2022

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	19
Applications Accepted:	15
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	10
Still Enrolled/Continuing from Previous Year:	25
Total Students in Program for Reporting Period:	35
Part III: Status of 2021 – 2022 Enrollment as of June 30, 2022:	
Still Enrolled/ Continuing to Next Reporting Period:	21
Non-completers:	5
Graduates:	9
Part IV: Graduate Follow-up:	
Working in a Related Field:	6
Working in Unrelated Field:	2
Status Unknown:	1

Reporting Period July 1, 2022 – June 30, 2023

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	22
Applications Accepted:	20
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	28
Still Enrolled/Continuing from Previous Year:	20
Total Students in Program for Reporting Period:	48
Part III: Status of 2022 – 2023 Enrollment as of June 30, 2023:	
Still Enrolled/ Continuing to Next Reporting Period:	32
Non-completers:	6
Graduates:	10
Part IV: Graduate Follow-up:	
Working in a Related Field:	6
Seeking Employment:	1
Unavailable for Employment:	1
Status Unknown:	2



Waldorf High School Teacher Education Program

Reporting Period July 1, 2022 – June 30, 2023

The first year for this program was July 2022

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	12
Applications Accepted:	10
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	11
Still Enrolled/Continuing from Previous Year:	0
Total Students in Program for Reporting Period:	11
Part III: Status of 2022 – 2022 Enrollment as of June 30, 2023:	
Still Enrolled/ Continuing to Next Reporting Period:	11
Non-completers:	0
Graduates:	0
Part IV: Graduate Follow-up:	
Working in a Related Field:	0
Working in Unrelated Field:	0
Status Unknown:	0



Summer Series Courses

Reporting Period July 1, 2021 – June 30, 2022

Course Name	Number of New Students Enrolled	Number of Course Non-completers	Number of Course Graduates
Approaching Grade 1	34	0	34
Approaching Grade 2	34	0	34
Approaching Grade 3	25	0	25
Approaching Grade 4	35	0	35
Approaching Grade 5	25	0	25
Approaching Grade 6	0	0	0
Approaching Grade 7	23	0	23
Approaching Grade 8	12	0	12
Intro to Waldorf Early Childhood Education	48	0	48
Collaborative Leadership	17	0	17

Reporting Period July 1, 2022 – June 30, 2023

Course Name	Number of New Students Enrolled	Number of Course Non-completers	Number of Course Graduates
Approaching Grade 1	36	0	36
Approaching Grade 2	35	0	35
Approaching Grade 3	36	0	36
Approaching Grade 4	22	0	22
Approaching Grade 5	34	0	34
Approaching Grade 6	27	0	27
Approaching Grade 7	23	0	23
Approaching Grade 8	23	0	23
Intro to Waldorf Early Childhood Education	78	0	78
Collaborative Leadership	23	0	23

Tuition and Program Fees

Tuition Policies for Programs

- Payment is due no later than 10 days prior to the start of classes within each term.
- Students will be ineligible to attend classes if payment is not received by the due date.
- 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 term.
- Sunbridge scholarships will be granted on an annual basis. They will be credited against the tuition for each term on a proportional basis. AWSNA grants and loans will be credited against tuition for the summer term.
- Tuition liability is limited to the term during which the student withdraws or is terminated and any previous terms completed.
- Sunbridge Institute reserves the right to deny registration, mentor calls and visits and withhold all academic records of any student who is in arrears in the payment of tuition or other charges. No course completion statement or transcript will be issued until all financial obligations have been met.
- Accounts in arrears may be sent to a collection agency.
- Terms are billed as a whole, and the courses contained in the term are not “a la carte” options. If a student is exempt from a course for any given reason, Sunbridge’s [refund policy](#) applies. Any refund due to the student would be calculated based on the whole term’s tuition, and not allocated by course.

Tuition Policies for Courses/Workshops

- Registrants will pay by cash, check, credit card, or purchase order in advance of the course/workshop, at the time of registration.
- Registrants will be ineligible to attend classes if payment is not received by the start of the course/workshop.
- Sunbridge Institute does not offer payment plans or financial aid toward course or workshop tuition.

Tuition Refunds

1. Tuition refunds are determined by term or course/workshop.
2. A student who cancels, in writing, at least seven 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:	Student is liable for:
0 - 15% of the term	0%
16 - 30% of the term	25%
31 - 45% of the term	50%
46 - 60% of the term	75%
Over 60% of the term	100%



Program Fees

Waldorf Early Childhood Teacher Education Program 2022-2024

Program	Waldorf Early Childhood Teacher Education Program
Hours	485
Tuition	\$27,700
Books	\$400
Reg. Fee	\$100
Total	\$28,200
Refund Policy: Please refer to Tuition Refunds which applies to all Terms of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2022 , Term	6,120
	Fall 2022 , Term	2,070
	Spring 2023 , Term	2,070
Total Due		\$10,360
2 nd Year Tuition	Description	Amount
	Summer 2023 , Term	6,470
	Fall 2023 , Term	2,150
	Spring 2023 , Term	2,150
Total Due		\$10,770
3 rd Year Tuition	Description	Amount
	Summer 2024 , Term	6,670
Total Due		\$6,670



Waldorf Early Childhood Teacher Education Program 2024-2026

Program	Waldorf Early Childhood Teacher Education Program
Hours	485
Tuition	\$29,870
Books	\$400
Reg. Fee	\$100
Total	\$30,370
Refund Policy: Please refer to Tuition Refunds which applies to all Terms of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2024 , Term	6,570
	Fall 2024 , Term	2,225
	Spring 2025 , Term	2,225
Total Due		\$11,120
2 nd Year Tuition	Description	Amount
	Summer 2025 , Term	6,937
	Fall 2025 , Term	2,314
	Spring 2026 , Term	2,314
Total Due		\$11,565
3 rd Year Tuition	Description	Amount
	Summer 2026 , Term	7,285
Total Due		\$7,285



Waldorf Elementary Teacher Education Program 2022-2025

Program	Waldorf Elementary Teacher Education Program
Hours	670
Tuition	\$32,150
Books	\$400
Reg. Fee	\$100
Total	\$32,650
Refund Policy: Please refer to Tuition Refunds which applies to all terms of the program.	

Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non- refundable Registration fee	100
	Summer 2022 , Term	6,120
	Fall 2022 , Term	2,070
	Spring 2023 , Term	2,070
Total Due		\$10,360

2nd Year Tuition	Description	Amount
	Summer 2023 , Term	6,470
	Fall 2023 , Term	2,150
	Spring 2024 , Term	2,150
Total Due		\$10,770

3rd Year Tuition	Description	Amount
	Summer 2024 , Term	6,670
	Fall 2024 , Term	2,225
	Spring 2025 , Term	2,225
Total Due		\$11,120

Waldorf Elementary Teacher Education Program 2023-2026



Program	Waldorf Elementary Teacher Education Program
Hours	670
Tuition	\$33,355
Books	\$400
Reg. Fee	\$100
Total	\$33,855
Refund Policy: Please refer to Tuition Refunds which applies to all terms of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2023 , Term	6,370
	Fall 2023 , Term	2,150
	Spring 2024 , Term	2,150
Total Due		\$10,770

2nd Year Tuition	Description	Amount
	Summer 2024 , Term	6,670
	Fall 2024 , Term	2,225
	Spring 2025 , Term	2,225
Total Due		\$11,120

3rd Year Tuition	Description	Amount
	Summer 2025 , Term	6,937
	Fall 2025 , Term	2,314
	Spring 2026 , Term	2,314
Total Due		\$11,565

Waldorf Elementary Teacher Education Program 2024-2026

Program	Waldorf Elementary Teacher Education Program
Hours	454
Tuition	\$28,900
Books	\$400



Reg. Fee	\$100
Total	\$29,400
Refund Policy: Please refer to Tuition Refunds which applies to all Terms of the program.	

Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non- refundable Registration fee	100
	Summer 2024 , Term	6,610
	Fall/Winter/Spring 2024-25 Term	3,914
Total Due		\$10,624

2nd Year Tuition	Description	Amount
	Summer 2025 , Term	6,978
	Fall/Winter/Spring 2025-26 Term	4,071
Total Due		\$11,049

3rd Year Tuition	Description	Amount
	Summer 2026 , Term	7,327
Total Due		\$7,327

Waldorf High School Teacher Education Program 2022-2024

Program	Waldorf High School Teacher Education Program
Hours	310
Tuition	\$18,225
Books	\$400
Reg. Fee	\$100
Total	\$18,725
Refund Policy: Please refer to Tuition Refunds which applies to all terms of the program.	



Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2022 , Term	3,440
	Fall 2022 , virtual workshops	1,812
	Spring 2023 , virtual workshops	1,812
Total Due		\$7,164

2nd Year Tuition	Description	Amount
	Summer 2023 , Term	3,663
	Fall 2023 , virtual workshops	1,853
	Spring 2024 , virtual workshops	1,853
Total Due		\$7,369

3rd Year Tuition	Description	Amount
	Summer 2024 , Term	3,792
Total Due		\$3,792



Waldorf High School Teacher Education Program 2023-2025

Program	Waldorf High School Teacher Education Program
Hours	310
Tuition	\$18,859
Books	\$400
Reg. Fee	\$100
Total	\$19,359
Refund Policy: Please refer to Tuition Refunds which applies to all terms of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2023 , Term	3,563
	Fall 2023 , virtual workshops	1,853
	Spring 2024 , virtual workshops	1,853
Total Due		\$7,369

2nd Year Tuition	Description	Amount
	Summer 2024 , Term	3,792
	Fall 2024 , virtual workshops	1,927
	Spring 2025 , virtual workshops	1,927
Total Due		\$7,646

3rd Year Tuition	Description	Amount
	Summer 2025 , Term	3,944
Total Due		\$3,944



Waldorf High School Teacher Education Program 2024-2026

Program	Waldorf High School Teacher Education Program
Hours	310
Tuition	\$20,550
Books	\$400
Reg. Fee	\$100
Total	\$21,050
Refund Policy: Please refer to Tuition Refunds which applies to all Terms of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2024 , Term	4,526
	Fall/Winter/Spring 2024-25 Term	3,020
Total Due		\$7,646

2nd Year Tuition	Description	Amount
	Summer 2025 , Term	4,811
	Fall/Winter/Spring 2025-26 Term	3,141
Total Due		\$7,952

3rd Year Tuition	Description	Amount
	Summer 2026 , Term	5,052
Total Due		\$5,052



WALDORF WORLD LANGUAGES & CULTURES TEACHER EDUCATION 2024

Program	Waldorf World Languages Teacher Education Term
Hours	150
Tuition	\$5,265
Reg. Fee	\$100
Total	\$5,365
	One week off-campus observation included
Refund Policy: Please refer to Tuition Refunds	

Summer Courses Fees 2024

Program/Summer Course	Hours	Tuition	Books	Reg. Fee	Total
Approaching Grade 1	20	\$560	N/A	\$55	\$615
Approaching Grade 2	20	\$560	N/A	\$55	\$615
Approaching Grade 3	20	\$560	N/A	\$55	\$615
Approaching Grade 4	20	\$560	N/A	\$55	\$615
Approaching Grade 5	20	\$560	N/A	\$55	\$615
Approaching Grade 6	20	\$560	N/A	\$55	\$615
Approaching Grade 7	20	\$560	N/A	\$55	\$615
Approaching Grade 8	20	\$560	N/A	\$55	\$615
Virtual: Introduction to Waldorf Early Childhood Education	20	\$560	N/A	\$55	\$615
In-person: Introduction to Waldorf Early Childhood Education	30	\$865	N/A	\$80	\$945
Collaborative Leadership	20	\$605 (includes material fee)	N/A	\$60	\$665

Financial Aid Information

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

The Sunbridge Finance Office works proactively with Sunbridge students and the schools at which they work (if applicable) to make everyone aware of all available options for financing a Sunbridge teacher education program; moreover, Sunbridge offers discounts to schools that support two or more students in any teacher education program in the same academic year. The staff accountant is available before every term 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. Sunbridge strives to ensure that levels of aid awarded to incoming students remain constant throughout the length of their program. Aid is awarded based on students' needs and monies available.

Assistance comes in the form of:

- Sunbridge scholarships (need-based)
- Sunbridge Diversity Fund Scholarships (non-need-based)
- 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.]*

Financial aid applications should be submitted at the same time as admissions applications. Although aid will not be awarded until acceptance 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.

For current students who are returning, eligibility for aid is dependent on coursework, homework, and fieldwork being up to date.

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.
- Financial Aid must be applied for every year.



- Current students must be in academic and financial good standing to be eligible for further financial aid.

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 students have been accepted in a 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.

Sunbridge Diversity Fund Scholarships

Who is eligible?

To be considered for a Sunbridge Diversity Fund Scholarship, you must:

- Identify as a person of color
- Be accepted or already enrolled in a Sunbridge Early Childhood, Elementary Teacher Education, or High School Teacher Education diploma program (including Completion Tracks)
- Be currently working in, or intending to work in, an AWSNA- or WECAN-affiliated school.

How do I apply?

- Complete the Sunbridge Diversity Fund Scholarship application.
- Returning students need not re-apply

The application can be found on our [website](#) and may be filled out online or mailed to the Finance Office.

Association of Waldorf Schools in North America (AWSNA)

Find more information about AWSNA loans and matching grants on the Sunbridge [website](#).

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 online AWSNA Loan application found on the Sunbridge [website](#).

AWSNA application must be completed before loan allocations are made.

AWSNA Grants

Who is eligible?

- Currently practicing teachers in an AWSNA-affiliated school.

How do I apply?

- Complete the online AWSNA Currently Practicing Teacher Grant application found on the Sunbridge [website](#) and provide a letter from your school specifying the amount of funds (if any) your school is pledging towards your studies at Sunbridge Institute. *NOTE: While schools are not required to contribute funds toward their teachers' teacher education studies, AWSNA strongly encourages them to do so.*
- The letter from your 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 session. Awards are granted for two terms per academic year. For more information, 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 to May 31 academic year. For more information, go to www.Michaelfound.org.

Payment Plan Information

Sunbridge Institute offers extended financing options, including plans for extending tuition payments for up to nine months post-graduation. Plans will be noted on your Student Financial Agreement, or you are welcome to speak with our finance office for details.

Who is eligible?

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

How do I apply?

Please discuss this with our staff accountant during your initial conversation, which will be scheduled after your financial aid application is submitted.

Questions

For questions about affording or paying for your Sunbridge education, please contact the Finance Office at 845-425-0055 X 17.

Please note: Sunbridge Institute is a school licensed by the New York State Department of Education; Sunbridge 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.

Standards of Academic Progress

Overview

Once enrolled, students are expected to attend all classes and complete all fieldwork requirements. Participation is viewed as an essential aspect of a student's coursework.

If a student will be absent, prior to the absence 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).

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 outline 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 <i>by term's end</i> , 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 cannot complete the course work due to circumstances beyond their control, they may be assigned [make-up work](#) by the program director or receive an NP ("Not Pass") for the course.

Assignments must be finished every term to get credit for that term's coursework. If a student does not complete required assignment(s) for a given course by term's end, the student will 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 – including handing in all assignments and/or having an agreed-upon plan in place for assignment completion - will receive a probation warning letter, and if satisfactory academic progress is not attained within the term, the student will be placed on academic 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 extraordinary 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, the director of education, and the executive director.

Requirements for Graduation

In order to graduate, all requirements for the program must have been met:

- *The student must have attended all [required courses](#)*
- *95% of all course hours must have been completed with a passing grade*
- *The student must have completed all fieldwork requirements*
- *All Sunbridge tuition and fees must have been paid.*

Waldorf Elementary Teacher Education program students must have completed their minimum 60 bachelor's degree credits prior to graduation.

Interruptions in Enrollment Cycle

Sometimes a student must interrupt their schooling due to unforeseen circumstances. Students should be aware that complications may arise from taking time off and getting out of sync with their cohort. Some coursework is difficult to make up, so there may be a delay of up to three years in obtaining a diploma. Sometimes unavoidable schedule changes 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 two years later), or the coursework may need to be made up outside of Sunbridge and at the student's own expense.

Excused Absences

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
- Religious observance
- 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 *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 a classmate's hand-written notes for all missed classes.

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

For all cases, excused absence is only allowable for a maximum of 20% of the course. If the absence must continue beyond 20%, then the course or class must be made up. See [Evaluation of Course Work](#) and [Make-up Work](#) for more details.

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 more than one term, and in most cases the student must plan to make it up by the very next time that it is offered in the Sunbridge schedule. This can cause a delay in graduation for up to two years.

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 obtaining the signature of a program director, and return it to the registrar *at least one week prior to the begin-date* of the term in question.

After the request is approved, and at least one month prior to the following term, the student must consult with the program director to obtain their options for [making up](#) the coursework that was missed.

In the case of unavoidable scheduling changes arising during the return term, additional costs may be incurred after taking a leave of absence, depending on the options available for making up the remaining graduation requirements. Further details can be found in the Sunbridge catalog under "[Make-up Work](#)."

Rates of tuition on the enrollment agreement will be locked in only if the student continues the program with no further leaves of absence.

Extended Leave of Absence

A student who wishes to take a leave of absence for longer than one term must [withdraw](#) from the program and [re-apply](#) to the program (under the new rates of tuition) at least one month before their 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 [make up](#) the missing requirements.

The request of a second leave of absence, under any circumstances, also requires withdrawal and later re-application to the program.

Late Return

If a student fails to return from the leave of absence on the agreed date, they will be [withdrawn](#), and, if applicable, a [tuition refund](#) will be calculated. If the student would like to continue their studies at a later date, they must [re-apply](#) to the program (under the new rates of tuition) and pay any associated fees.

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 term. Proper notification in this manner allows the student to receive a prompt [refund](#) (if applicable), and an accurate "Withdrawn" (W) matriculation status on their permanent transcript record.

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 last term's course assessments may be recorded as "NP" (Not Pass) on their permanent transcript record

The student is responsible for their total tuition and fees until a [tuition refund](#) is calculated (if applicable).

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 determined 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
- If the last date of attendance occurs before 60% of the term has taken place, the Institute will perform a refund calculation (see [Refund Policy](#)).

If a student wishes to continue their studies at Sunbridge Institute after withdrawing, they must [re-apply](#) to the program and pay all associated fees.

Re-application

If two years or less have passed since the completion of the last term, a student can re-apply by updating the original application and submitting a \$25 re-application fee, and will not require an additional registration fee. All others must go through the initial application process as described [here](#) and will include a registration fee of \$100. Re-application is automatically shortened due to the retention of information in the student portal.

Completion of Graduation Requirements After Commencement

Occasionally, a student may participate in their Commencement ceremony but not actually receive a diploma because of unmet [graduation requirements](#). Any such student who completes these [requirements](#) within one year of Commencement will receive their diploma with no additional fee imposed; otherwise, a \$250 document review fee is charged for post-graduate document review and diploma issuance.

If the student needs to complete coursework in order to meet their graduation requirements, then their matriculation status converts to [Leave of Absence](#) until that coursework is completed. Such completion must occur during the next available offering of that course, as approved by the program director. If the student does not return for the next available offering, then the student will be withdrawn and must [re-apply](#) when the corresponding course becomes available in the future, at a new rate of tuition,

Make-up Work

When a student has an interruption in their enrollment cycle, or must miss coursework during the term for any reason, they must work with the program director to plan how the missed work

will be made up. Several options exist as outlined below. The preferred plan will be determined by the program director.

Return for Future Term

The optimal method for a student to make up work is to simply (re-apply if applicable, and) attend class the next time the same course or session is being offered. For a student that needs to make up a 3-week-long summer session, then this is the only option. This may delay graduation up to two years.

If the student has fully paid for all terms of their program, then the coursework of the term will be free of charge. If not, or if they previously paid and chose to have the original payment refunded, then the student must pay according to their original enrollment agreement.

If it is impossible to make up an session by returning for classes within two years, then the student must officially [withdraw](#), and [re-apply](#) when the corresponding session becomes available in the future, at a new rate of tuition.

Transfer Credits

If a student finds a course or program at another recognized institution which appears to match the content of a course that needs to be made up, it can be proposed to the program director before enrolling, to see if credit would be given. If approved, the student can enroll in the course/program and submit the completion paperwork to the program director for credit. Please see [Transfer of Course Hours from Previous Education](#) for more details. There is no charge for the student to receive transfer credit. Note: Transfer credits are an option only for missed course work, not for missed sessions.

Independent Study

An independent study may be assigned by your program director for certain courses that are conducive to this method. It may involve book-reading and writing a response paper of a given length, or in-person training, or a combination of the two. There is no Sunbridge charge for independent study, but the student is responsible for any costs (which will vary) this may incur.

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 (including, but not limited to, [plagiarism](#)).
- The student has engaged in illegal, fraudulent, or unethical behavior.
- The student's account is in arrears.

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, they 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, they 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 term 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 or other substances 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.

Plagiarism

All work submitted by Sunbridge Institute students is expected to be the student's own original 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

use of generative artificial intelligence (AI) software or tools such as ChatGPT must be indicated and may not replace students' original work. Use of ChatGPT must be limited to accommodation measures. 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 their 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 Complaint Process

A student with a complaint—a concern that a policy or procedure of the Institute has been incorrectly or unfairly applied in their 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
Academic Status	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 \(BPSS\)](#).

For more information on student rights see the [Student Disclosure Rights \(BPSS\)](#) document.

To file a complaint, please use the [Complaint Form \(BPSS\)](#).

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 disability.

DEI Statement

At Sunbridge Institute we are committed to serving and being a diverse, inclusive community. We are striving collectively to ensure the continued growth and development of our curriculum and program offerings to reflect these values. As we deepen our own relationship to Diversity, Equity, and Inclusion, we ask for your honest feedback and perspective, understanding that we wish to widen our lens and that this work is, and will always be, in process. If anything arises for you regarding our efforts, please contact our director of education and organizational culture, Meggan Gill, at DEI@sunbridge.edu.

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 the admissions and summer coordinator as soon as possible at 845-425-0055 ext. 20.

Medical Insurance

Sunbridge's institutional insurance covers student injuries caused by accidents that occur on campus, but not student illnesses or off campus injuries. Please note that Sunbridge's insurance coverage is secondary to the student's primary insurance. If you do not have health insurance or your health insurance does not cover you in New York, we strongly recommend that you purchase traveler's insurance that will protect you, especially for illness and/or any off-campus accidents.

Privacy

The Family Educational Rights and Privacy Act (FERPA) affords 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 their 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 on behalf of 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, certificate, and date that it was awarded.