CATALOG
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Governing Body

Board of Trustees

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Director of Philanthropy, St. Elizabeth’s School

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High School Faculty Chair and Math Teacher, Toronto Waldorf School

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

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Faculty Chair Emerita, Detroit Waldorf School

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Registrar / Data Management Assistant

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Director of Education and Organizational Culture

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Director of Communications and Outreach

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Program Assistant

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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
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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.

Beverly Amico
Interim Executive Director, Advancement
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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
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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
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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).

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 strive 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.

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.

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 Foundation 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

NOTE: Sunbridge Institute is not directly involved in and carries no responsibility for student housing or other accommodations.

Dormitory Accommodations
Holder House, located just behind the Main House, is the student dormitory of the Threefold Educational Foundation. 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 the Threefold Educational Foundation 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 Home Stay 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 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) - Hybrid

The Sunbridge Waldorf Early Childhood Teacher Education program is a low-residency 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.

This 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 as meeting minimum expectations set by WECAN and AWSNA.

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.

This program enrolls every year.

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. Enrolls every year.

Directors

Nancy Blanning

A member of the Sunbridge early childhood program faculty since 1994, Nancy assumed the title of co-director in 2015. Now retired from a nearly forty-year career at The Denver Waldorf School, where she served as a kindergarten teacher and member of the educational support staff, 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 frequent keynote speaker and presenter at national and international early childhood conferences and workshops, including serving as a faculty member at Denver's Nurturing the Roots Therapeutic Course, Nancy's writing credits include serving as serving as contributor and editor of *Gateways*, the WECAN publication; contributor and collaborator to "You're Not the Boss of Me" (WECAN publication); editor of WECAN's *First Grade Readiness;* 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, MSEd '96

Leslie has been a member of the Sunbridge early childhood program faculty since 2004 and assumed the title of co-director in 2015. Until recently, Leslie served various teaching roles in the early childhood section of Green Meadow Waldorf School, whose faculty she joined in 2002 and where she sat on the Collegium and Teacher Development Committee. She previously taught kindergarten and nursery for six years at the Waldorf School of Baltimore.

Leslie is also a Lazure artist 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 MSEd in Waldorf Early Childhood Education from Sunbridge College.

See website for other program faculty.

Program Information

Length

The 25-month WECTE – Hybrid 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 13-month 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		

Components

In addition to on-campus instruction and occasional online classes, students complete assignments and independent projects between sessions and engage in fieldwork experiences.

Goals

It is expected that this program will prepare students to 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.

Coursework

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

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
- The relationship between child, nature, inner processes, and classroom practice

Childhood Development

Childhood Development I
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)

Topics include:

- 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

Topics include:

- 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

Topics include:

- 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

Topics include:

- 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

In addition to coursework, and in accordance with minimum expectations set by WECAN, the Sunbridge Early Childhood program carries requirements for students to engage in practical experiences ("fieldwork") in Waldorf classrooms during the course of their studies. The specific requirements for fieldwork will vary according to the student's work status as a Waldorf teacher. Sunbridge program directors/advisors guide each student through their fieldwork to ensure an optimum experience. All students are encouraged to visit and experience Waldorf early childhood settings as often as possible.

Fieldwork components:

- **Observation**: Observing an experienced teacher in a WECAN/AWSNA-affiliated classroom setting other than the student's own. Students are required to keep a journal of their observations and submit the journal to their advisor for review.
- **Student teaching**: Creating and delivering curriculum content in a WECAN/AWSNA early childhood classroom setting under the guidance of an experienced teacher.
- **Mentored teaching/advising**: Each student in good academic and financial standing will be assigned a mentor, a highly accomplished Waldorf early childhood educator matched according to the student's individual needs to support and guide that student in practical aspects of their work and in their development as an educator.

  For the purpose of determining fieldwork requirements, WECTE students are divided into three categories:

- **In-service lead**: Those students who are actively working at least three days a week as lead teachers in a WECAN/AWSNA-affiliated early childhood setting (including WECAN-affiliated home-based programs)
- **In-service assisting**: Those students who are actively working at least three days a week as assisting teachers in a WECAN/AWSNA-affiliated early childhood setting (including WECAN-affiliated home-based programs)

- **Pre-service**: Those students who do not fall into either of the above definitions of in-service, including those who work in early childhood settings that are Waldorf-inspired but not WECAN- or AWSNA-affiliated as well as those who work in a non-early childhood capacity in an AWSNA-affiliated school.

NOTE: If a student's work category changes during the course of the program, their fieldwork category (and requirements) will change accordingly.

Fieldwork Requirements for **In-Service Students Who are Lead Teachers**:

- Observation:
  - Over the course of their studies, students will spend 5 days total observing in a WECAN/AWSNA-affiliated school.
    - 3 days in the three early childhood classrooms (Birth-3, Nursery, and Kindergarten)
    - 1 day in a grade school (grades 1-8) classroom
    - 1 day in a high school (grades 9-12) classroom
    - Students may observe all five days in one school or observe in different schools. The five days need not be consecutive, but three of the days must occur in the first year. All observations must take place in classrooms other than the student's own.

- Student teaching:
  - Over the course of their studies, students will perform a total of two weeks of student teaching.
  - Each week (made up of five consecutive days) needs to be in a classroom other than the student's own.

- Mentored teaching:
  - Each student will receive three hours of phone/Zoom conversations with their mentor per year. As a graduation requirement, they will also receive one two-day, in-person visit by their mentor in their workplace setting, for a total of six hours of virtual mentoring and two days of in-person mentoring over the course of the program.

Fieldwork Requirements for **In-Service Students Who are Assisting Teachers**:

- Observation:
  - Over the course of their studies, students will spend 10 days total observing in a WECAN/AWSNA-affiliated school.
    - 8 days (at least 3 of which must occur in the first year) in the three early childhood classrooms (Birth-3, Nursery, and Kindergarten)
    - 1 day in a grade school (grades 1-8) classroom
    - 1 day in a high school (grades 9-12) classroom
    - All observations must take place in classrooms other than the student's own. The days do not have to be consecutive.

- Student teaching:
  - Over the course of their studies, students will perform a total of two weeks of student teaching
    - One week (five consecutive days) in their own class
    - One week (five consecutive days) in a class other than their own

- Mentored teaching:
  - Each student will receive three hours of phone/Zoom conversations with their mentor per year. As a graduation requirement, in their second year of training they will also receive one two-day, in-person visit by their mentor in their workplace setting, for a total of six hours of virtual mentoring and two days of in-person mentoring over the course of the program.

Fieldwork Requirements for **Pre-Service Teachers**:

- Observation:
  - Over the course of their studies, students will spend 10 days total observing in a WECAN/AWSNA-affiliated school.
    - 5 days minimum in the three early childhood classrooms (Birth-3, Nursery, and Kindergarten)
    - 1 day in a grade 1-4 classroom
    - 1 day in a grade 5-8 classroom
    - 1 day in a high school (grades 9-12) classroom
    - Students may observe all ten days in one school or observe in different schools. Five days must occur in the first year and five days in the second year. The days need not be consecutive. All observations must take place in classrooms other than the student's own.

- Student teaching:
  - Over the course of their studies, students will perform a total of six weeks of student teaching.
    - 3 weeks (including at least one set of five consecutive days) in the first year
    - 3 weeks (including at least one set of five consecutive days) in the second year

- Mentoring:
  - Each student will receive three hours of phone/Zoom conversations with their mentor per year, for a total of six hours of virtual mentoring over the course of the program.

Sunbridge aims to be flexible with and supportive of each student as they fulfill their fieldwork requirements. Students have a one-year, post-graduation grace period for fieldwork completion. Students requiring this grace period will be issued a completion of coursework certificate at commencement, with their final diploma issued upon completion of their fieldwork requirements.

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 prerecorded videos. A link to register for the modules is provided, and the $100 fee is applied to the first tuition payment.

Waldorf Elementary Teacher Education Program (WETE) - Hybrid

The Sunbridge Waldorf Elementary Teacher Education program is a low-residency program that provides a nationally-recognized practical, artistic, and philosophical foundation for teaching in a Waldorf grades one-eight elementary classroom.

Students who complete the program receive a diploma in Waldorf Elementary Teacher Education authorized by the State of New York and recognized by Waldorf schools throughout North America and worldwide as meeting the minimum standards set by the Association of Waldorf Schools of North America (AWSNA) for teacher training.

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.

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 program enrolls every year.

Directors

Rebecca Nelson, MSEd '07

Rebecca is a class teacher 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 MSEd in Waldorf elementary education from Sunbridge College.

Justin Trombly

A Waldorf educator since 2004, Justin is currently grades pedagogical chair, faculty chair, and upper grades math and art teacher at Detroit Waldorf School, where he has been on the faculty since 2016 and where he guided the class of 2024 from first-eighth grade. Prior to joining Detroit Waldorf, Justin taught in the early childhood section and in grades 1-8 at Swallowtail Waldorf School and Farm, where he graduated his first eighth grade class. He earned a BA in Elementary Education and Philosophy from Loyola University in Chicago and received his Waldorf teaching certification from the Micha-el Institute.

See website for other Elementary program faculty.

Program Information

Length and Format

The 25-month WETE – Hybrid program integrates in-person and online instruction and runs as follows:

	Summer	Fall / Winter / Spring
1st Year	Three weeks on campus	Five online weekends
2nd Year	Three weeks on campus	Five online weekends
3rd Year	Three weeks on campus	

The WETE program's 13-month Completion Track runs as follows:

	Summer	Fall / Winter / Spring
1st Year	Three weeks on campus	Five online weekends
2nd Year	Three weeks on campus	

Components

In addition to nine weeks of on-campus instruction, ten weekends (Friday evening-Saturday afternoon) of synchronous online instruction, and asynchronous online coursework, students complete assignments and projects between sessions and engage in fieldwork experiences.

Program Goals

It is expected that this program will prepare students to 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.

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

Brief Course Descriptions

History and Philosophy of Education in the United States

A thematic examination of the history and philosophy of education in the United States

Topics include:

- Political aims of the common school movement
- Economism of “No Child Left Behind”
- A practical understanding of education today

Child Development and Learning

This fundamental course provides a background for Waldorf education.

Topics include:

- 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 relationship between child, nature, inner processes, and classroom practice

Foundations of Waldorf Pedagogy

An examination of Steiner's approach to pedagogical professional development

Topics include:

- How to build community in the classroom and the school
- How to foster inner development and contemplation
- How to create and celebrate festivals with children
- How to build resilience, reflection, and resourcefulness in our pedagogical practice

School Governance

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

Topics include:

- 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

Remedial Education

Remediation for children in both classroom situations and individual sessions

Topics include:

- Basics of child observation
- Exploring causes for the differences in learning styles
- Practicing some general methods for increasing sensory processing
- Interventions such as classroom activities and therapies

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, colleagues, and self
- Rudolf Steiner's exercises for meditation
- Working toward developing a conscious, supportive contemplative practice

Curriculum Courses

Teaching Language Arts

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

Topics include:

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

Teaching Form Drawing

An exploration of the educational importance of freehand, artistic pattern drawing, derived through movement

Topics include:

- How form drawing works on bringing balance into movement
- Practicing various types of form drawings: ribbon, symmetry, metamorphosis, geometric, and braided designs for grades one through five
- Creating a form drawing lesson encompassing developmentally appropriate ways to present a form to the students
- How form drawing serves as a precursor and support for the learning of cursive writing and the study of geometry

Teaching Math

Mathematics I: Arithmetic

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

Topics include:

- Generation of cardinal and ordinal numbers
- Prime, abundant, efficient, numbers, etc.
- Number theory
- Fundamental operations with integers, fractions, decimals
- Business math, banking, introduction of capital, interest etc.
- Literal numbers, algebra, statistics

Teaching Geometry

Mathematics II: Geometry

Methodology and content of the Waldorf geometry curriculum, grades five through eight

Topics include:

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

Teaching Science

Methodology and content of the Waldorf science curriculum, grades four through eight

Topics include:

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

Teaching History

Methodology and content of the Waldorf history curriculum, grades five through eight

Topics include:

- Methods of presentation through the grades
- The study of biographies as a teaching tool
- Rudolf Steiner's indications for teaching history
- Creating a basis for understanding any topic in history in the context of child development and creating appropriate lesson material based on this understanding

Teaching Geography

Methodology and content of the Waldorf geography curriculum

Topics include:

- The importance of geography in the Waldorf curriculum
- How geography connects all other disciplines
- Socio-economic aspects of geography
- Building geographical imagination
- Physical geography, ecology, and astronomy

Art Courses

Fine Arts

An exploration of techniques in a variety of art forms used by teachers in the classroom

Topics include:

- Clay modeling
- Watercolor painting
- Perspective drawing
- Calligraphy
- Crayon drawing
- Blackboard drawing
- Color theory
- The importance of art in education
- Self-expression as means to personal growth

Sculpture

Topics include:

- Deepening and extending faculties for engaging with clay and experiencing and creating forms
- Working with form as an expression of spiritual qualities
- Modeling human and animal forms with wood and clay

Teaching Music

A practical introduction to the music curriculum in Waldorf grades one-eight

Topics include:

- Vocal qualities and musicianship skills required of the Waldorf teacher
- Practice in teaching songs and working on improving one's own voice
- Major, minor, and pentatonic scales
- Theory, notation, and note reading
- Songs for the classroom appropriate for different grade levels

Speech

Topics include:

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

Handwork

Topics include:

- Understanding the handwork curriculum and how it is practiced in the Waldorf school
- Acquiring basic handwork skills
- Knitting, sewing, and craft techniques for making a variety of simple soft toys
- Fostering skills and capacities through the creation of simple handwork projects

Gardening

Topics include:

- Cultivating 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 and terrestrial factors influencing plant life
- Introduction to landscaping principles in creating a school garden
- Gardening basics including planting, weeding and thinning plants, composting, and preparing beds
- Organic/Biodynamic fertilizing, planting, harvesting, and tending to growing cultures

Spacial Dynamics

Topics include:

- Exploring the interplay between the human being and space
- Bothmer Gymnastics games and exercises and how these exercises relate to the Waldorf curriculum
- Experiencing the sense of self within the context of community
- Games for grades one-eight

Eurythmy

An introduction to the study of expressive movement and its relationship to the sounds of speech and elements of poetry

Topics include:

- 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
- Eurythmy curriculum through the grades
- Pedagogical eurythmy

Chorus and Recorder

Topics include:

- Communal and Baroque choral singing
- Musical repertoire reflecting the cycle of the year (seasons, festivals) appropriate for community and classroom singing in a Waldorf school
- The family of the Baroque recorder (soprano, alto, tenor, bass)
- Pedagogical purposes and appropriate repertoire and methods for playing these instruments in Waldorf classrooms
- Techniques for introducing the flutes (recorders) to each grade level including stories, games, and songs

Circle Work

- Pedagogical applications of circle activities and creating and using them appropriately in the classroom
- Rhythmic movement; fine and gross motor skills; speech, music, and integration of skill sets
- Dynamics such as expansion/contraction, outer activity/inner activity, speed and volume
- Materials appropriate to the classroom setting

Fieldwork

In addition to coursework, and in accordance with minimum expectations set by AWSNA, the Sunbridge Elementary program carries requirements for students to engage in practical experiences (“fieldwork”) in Waldorf classrooms during the course of their studies. The specific requirements for fieldwork will vary according to the student’s work status as a Waldorf teacher. The program director/advisor will guide each student through their fieldwork for an optimum experience.

Fieldwork components:

- **Observation**: Observing an experienced teacher (other than the student's own lead or mentor teacher) in the classroom. Students are required to keep a journal of their observations and submit the journal to their advisor for review.
- **Student teaching**: Creating and delivering curriculum content under the guidance of an experienced teacher.
- **Mentored teaching/advising**: Each student in good academic and financial standing will be assigned a mentor/advisor, a highly accomplished Waldorf educator matched according to the student's individual needs, to support and guide that student in practical aspects of their work and in their development as an educator. All students engage in conversations with their mentor/advisor over phone/Zoom three hours per year (or six hours total across the length of the program). In their second year of training, in-service students also receive one two-day visit by their mentor in the student's teaching classroom.

For the purpose of determining fieldwork requirements, WETE students are divided into two categories:

- **In-service**: Those students who are actively working as full-time lead class teachers in an AWSNA-affiliated school
- **Pre-service**: Those students who do not fall into the definition of in-service, including assistant or support teachers, non-Waldorf teachers, and non-teaching students

NOTE: If a student's work category changes during the course of the program, their fieldwork category (and requirements) will change accordingly.

Fieldwork Requirements for **In-Service Students:**
In-service students must complete six weeks of pedagogical observation and teaching practice across the length of their program. Mentor visits and reports are required for in-service students' graduation.

Fieldwork Requirements for **Pre-Service Students:**
Pre-service students must complete twelve weeks of pedagogical observation and teaching practice across the length of their program. NOTE: Pre-service students who are working in a Waldorf school as a support/assistant teacher may apply some aspects of their daily teaching duties toward the twelve week requirement. Please see your advisor or the program director for more details.

Component	**In-Service (6 weeks total)**	**Pre-Service (12 weeks total)**
Observation beyond own school	≥1 full day	Across ≥2 schools
Lead Teaching – Current Class	≥3 consecutive weeks	≥3 consecutive weeks under supervision

Lead Teaching – Other Grade	≥3 consecutive days	At least 1 skills lesson under supervision
Assisting / Participation	As appropriate	Observation + assisting + full school life
Mentoring / Advising	≥2 days of mentor observation+ feedback, plus phone/Zoom advising	Phone/Zoom advising

Sunbridge aims to be flexible with and supportive of each student as they fulfill their fieldwork requirements. Students requiring a one-year, post-graduation grace period for fieldwork completion will be issued a completion-of-coursework certificate at commencement, with the final diploma issued upon completion of their fieldwork requirements.

Waldorf High School Teacher Education Program (WHSTE) - Hybrid

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.

Students who complete the program receive a diploma in Waldorf High School Teacher Education authorized by the State of New York and recognized by Waldorf schools throughout North America and worldwide as meeting the minimum standards set by the Association of Waldorf Schools of North America (AWSNA) for teacher training.

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.

This program enrolls every year.

Director

Stephen Sagarin, PhD

Steve has been a Sunbridge program faculty member since 2002. He is co-founder and executive director of the Berkshire Waldorf High School, where he teaches history, art, and math. 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.

See website for other High School program faculty

Program Information

Length and Format

The 25-month WHSTE – Hybrid program integrates in-person and online instruction and runs as follows.

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

Components

In addition to six weeks of on-campus instruction and ten weekends (Friday evening-Saturday afternoon) of synchronous online instruction, students complete assignments between sessions and engage in fieldwork experiences.

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.

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

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?

Students will choose between the two (2) tracks (science / math or humanities) listed below.

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.

Curriculum & Teaching: 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 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.

Fieldwork

In addition to its coursework, and in accordance with minimum expectations set by AWSNA, the Sunbridge High School program carries requirements for students to engage in practical experiences ("fieldwork)") in Waldorf classrooms during the course of their studies. The specific requirements for fieldwork will vary according to a student's work status as a Waldorf teacher. The program director/advisor will guide each student through their fieldwork for an optimum experience.

Fieldwork refers to:

- **Observation**: Observing a class other than the student's own. All students are required to keep a journal of their observations and submit the journal to their advisor for review.
- **Student teaching**: Creating and delivering curriculum content under the guidance of an accomplished teacher in an AWSNA-affiliated school
- **Mentored teaching**: A student visited in their own teaching classroom by a highly experienced Waldorf high school teacher for observation, conversation, and feedback to support and guide the student in practical aspects of their work and in their development as an educator. The mentor's observation records are shared with the student and with the WHSTE program director.

For the purpose of determining fieldwork requirements, WHSTE students are divided into two categories:

- **In-service**: Those students who are actively working as high school teachers in an AWSNA-affiliated school.
- **Pre-service**: Those students who do not fall into the definition of in-service.

NOTE: If a student's work category changes during the course of the program, their fieldwork category (and requirements) will change accordingly.

Fieldwork Requirements for **In-Service Students**:

- 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.
    - Two of these 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.
- Mentored teaching: (40 hours)
  - Students receive one week of mentoring in the fall and one week in the spring for two years. Mentoring is conducted by a school-assigned mentor or coach.

Fieldwork Requirements for **Pre-Service Students**:

- 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.
    - Two of these 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.
- 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 director/core faculty.

Sunbridge aims to be flexible with and supportive of each student as they fulfill their fieldwork requirements. Students have a one-year, post-graduation grace period for fieldwork completion. Students requiring this grace period will be issued a completion of coursework certificate at commencement, with their final diploma issued upon completion of their fieldwork requirements.

Advising *all students* (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—over lunch to discuss relevant topics.

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 Grades 1-8 World Languages & Cultures Teacher Education

Constanza Ontaneda '15
Program Coordinator

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

Waldorf Elementary Music Teacher Education

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 summer 2027.

Summer Series

Meggan Gill '10, MSEd
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 2026 Summer Series.

Course Cancellations & Substitutions

Sunbridge Institute reserves the right to cancel any offering at any time. If Sunbridge cancels, all registrants will be notified and will receive a full refund. If the registrant cancels, 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.

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 Early Childhood, Elementary, and High School Teacher Education program graduates to apply their Sunbridge diploma toward earning a fully-accredited Master of Education (MEd) degree or 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. Students and graduates of Sunbridge programs who hold a bachelor's degree from a regionally accredited institution are eligible to apply to these degree programs.

Program Information

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, Elementary, or High School 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 regarding the SUNY MEd or MALS program partnership should be addressed to:

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

Academic Calendar (June 2026-May 2027)

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) - Hybrid

Summer 2026 Term
June 14-July 3 Session: Class of 2026, Class of 2027 and Class of 2028
WECTE Summer term runs from June 1-August 31

Fall 2026/Winter 2027/Spring 2027 Terms
November 15-20 Session: Class of 2026, 2027 and 2028
March 14-19 Session: Class of 2026, 2027 and 2028
WECTE Fall/Winter/Spring terms run from September 1-May 31

Waldorf Elementary Teacher Education Program (WETE) - Hybrid

Summer 2026 Term
July 5-24 Session: Class of 2026, 2027 and 2028
WETE Summer term runs from June 1-May 31

Fall 2026-/Winter 2027/Spring 2027 Terms
Online Sessions: - October 16-17, November 20-21, January 22-23, February 26-27 and April 16-17 Class of 2026, 2027 and 2028

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

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

Summer 2026 Term
July 5-24 Session: 2026 Cohort
Waldorf World Languages & Cultures Teacher Education Certificate Program Summer Term runs from July 5-July 24
(The entire academic year is allowed for the completion of the observation week.)

Waldorf High School Teacher Education Program (WHSTE) - Hybrid

Summer 2026 Term
July 12-24 In-person Session: Class of 2026, 2027 and 2028
WHSTE Summer Term runs from June 1-August 31

Fall 2026/Winter 2027/Spring 2027 Terms
Online sessions: October 16-17, November 20-21, January 22-23, February 26-27, April 16-17, Class of 2026, 2027 and 2028
WHSTE Fall/Winter/Spring terms run from September 1-May 31

Summer Series

See website for individual course schedules.

The following holidays are observed during the academic year 2026-2027:

September 7, 2026	Monday	Labor Day
October 12, 2026	Monday	Indigenous Peoples Day
November 26, 2026	Thursday	Thanksgiving
November 27, 2026	Friday	Day after Thanksgiving
December 24, 2026 – January 1, 2027		Holiday Break
January 18, 2027	Monday	Dr. Martin Luther King, Jr. Day
February 15, 2027	Monday	President's Day
March 26th, 2027	Friday	Good Friday /Passover
March 28th, 2027	Monday	Easter Monday/Passover
May 31, 2027	Monday	Memorial Day

Programs Enrolling in 2026-2027

- **Waldorf Early Childhood Teacher Education - Hybrid (including Completion Track)**
  Regular Application Deadline: June 1, 2026

- **Waldorf Elementary Teacher Education - Hybrid (including Completion Track)**
  Regular Application Deadline: June 1, 2026

- **Waldorf World Languages & Cultures Teacher Education (Certificate Program)**
  Regular Application Deadline: June 1, 2026

- **Waldorf High School Teacher Education - Hybrid**
  Regular Application Deadline: June 1, 2026

Application Process

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

1. 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.

2. If applying for Financial Aid, all appropriate paperwork should be submitted concurrently with the program application.

3. Once an 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. Applications submitted after the regular application deadline of June 1 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), the Waldorf Early Childhood Association of North America (WECAN),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 - Hybrid Diploma Program

The Waldorf Early Childhood Teacher Education program welcomes applicants who have completed, at minimum, a high school education (or equivalent for international study). *While a bachelor's degree is not required for admission, it is important to note that when hiring faculty—especially for lead positions—many Waldorf early childhood settings seek candidates who possess a bachelor's degree and/or college credits in early childhood development.*

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.

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. Students must also have regular access to a device with internet connection, camera and microphone; an email account; and enough technological skill to join virtual classes, communicate by email, complete assignments electronically, and navigate the Sunbridge learning management system.

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, but applicants must have completed, at minimum, a high school education (or equivalent for international study).

Waldorf Elementary Teacher Education - Hybrid Diploma 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. Students must also have regular access to a device with

internet connection, camera and microphone; an email account; and enough technological skill to join virtual classes, communicate by email, complete assignments electronically, and navigate the Sunbridge learning management system.

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. Acceptance and allocation of previous coursework as satisfying the 200-hour requirement will be at the discretion of the program director. Applicants must be actively teaching as lead Waldorf class teachers 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 - Hybrid Diploma 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. Students must also have regular access to a device with internet connection, camera and microphone; an email account; and enough technological skill to join virtual classes, communicate by email, complete assignments electronically, and navigate the Sunbridge learning management system.

Specialized Waldorf Teacher Education Certificate Programs

Waldorf World Languages & Cultures Teacher Education

The Waldorf World Languages & 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 be proficient in the language they currently or intend to teach. A high school diploma (or the equivalent for international study) is required for admission; a bachelor's degree is not required.

Waldorf Elementary Music Teacher Education

The Waldorf Elementary Music Teacher Education certificate program is designed for those currently teaching music in Waldorf grades 1-8 or those who aspire to become Waldorf music

teachers. Applicants must be proficient musicians (either instrumentalists or vocalists), be able to read music, and possess an understanding of music theory. A high school diploma (or the equivalent for international study) is required for admission; 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 WECTE, WETE, and WHSTE and four years for the specialized certificate programs). Individuals interested in seeking an enrollment deferral should contact the Admissions Office to begin the process.

At least two months before the program next starts, the student must submit an updated application, personal statement, and work profile. 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, they must re-apply to be considered for admission in a future cycle and pay all pertinent fees (including application fees).

Deferring enrollment does not secure the older tuition rates. Newly enrolled students pay the 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.

Student Benefits

Summer Course Benefits

To support their learning process, Sunbridge Institute offers returning students and recent graduates of our teacher education diploma programs complimentary* tuition to our online

Summer Series professional development courses. We encourage each student to take advantage of this opportunity to augment their learning with coursework immediately relevant to their current teaching year or that supports areas of growth. Please contact Meggan Gill with any questions.

*Conditions:

- To qualify for complimentary Summer Series course tuition, students must have completed their first Sunbridge year, be currently enrolled or have graduated within the last 12 months, and cannot be on leave of absence.
- Students/graduates must be in good financial and academic standing and up-to-date on any outstanding financial agreements.
- One complimentary course may be taken per summer, up to a maximum of a total of three courses over three years.
- Courses not taken do not accumulate and do not roll over to subsequent summers.
- Students/graduates must pay a non-refundable registration fee (currently $55) per course.
- If a student/graduate is registered but the non-refundable registration fee is not received two weeks before the course start date, registration will be cancelled.

Workshop Benefits

Also to support their learning process, Sunbridge Institute offers current teacher education program students in good financial and academic standing complimentary* or highly discounted tuition to our weekend workshops. *Non-refundable registration fees will be charged. Consult your program director or our website for upcoming offerings.

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 - Hybrid

Reporting Period July 1, 2023 – June 30, 2024

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	35
Applications Accepted:	26
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	21
Still Enrolled/Continuing from Previous Year:	24
Total Students in Program for Reporting Period:	45
Part III: Status of 2023 – 2024 Enrollment as of June 30, 2024:	
Still Enrolled/ Continuing to Next Reporting Period:	25
Non-completers:	1
Graduates:	19
Part IV: Graduate Follow-up:	
In Occupation (Waldorf teaching)	17
Working in a Related Field:	1
Status Unknown:	1

Reporting Period July 1, 2024 – June 30, 2025

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	18
Applications Accepted:	15
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	14
Still Enrolled/Continuing from Previous Year:	25
Total Students in Program for Reporting Period:	39
Part III: Status of 2024 – 2025 Enrollment as of June 30, 20254:	
Still Enrolled/ Continuing to Next Reporting Period:	30
Non-completers:	6
Graduates:	3
Part IV: Graduate Follow-up:	
In Occupation (Waldorf teaching)	27
Working in a Related Field:	23
Unrelated Field:	4
Seeking Employment	5
Unavailable for Employment	1

Waldorf Elementary Teacher Education Program - Hybrid

Reporting Period July 1, 2023 – June 30, 2024

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	14
Applications Accepted:	11
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	12
Still Enrolled/Continuing from Previous Year:	25
Total Students in Program for Reporting Period:	37
Part III: Status of 2023 – 2024 Enrollment as of June 30, 2024:	
Still Enrolled/ Continuing to Next Reporting Period:	21
Non-completers:	8
Graduates:	8
Part IV: Graduate Follow-up:	
In Occupation (Waldorf Education):	6
Working in Related Field:	1
Status Unknown:	1

Reporting Period July 1, 2024 – June 30, 2025

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	20
Applications Accepted:	17
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	5
Still Enrolled/Continuing from Previous Year:	21
Total Students in Program for Reporting Period:	26
Part III: Status of 2024 – 2025 Enrollment as of June 30, 2025:	
Still Enrolled/ Continuing to Next Reporting Period:	4
Non-completers:	4
Graduates:	18
Part IV: Graduate Follow-up:	
In Occupation (Waldorf Education)	25
Working in a Related Field:	1

Waldorf High School Teacher Education Program - Hybrid

Reporting Period July 1, 2023 – June 30, 2024

The first year for this program was July 2022

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	7
Applications Accepted:	8
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	7
Still Enrolled/Continuing from Previous Year:	11
Total Students in Program for Reporting Period:	18
Part III: Status of 2023 – 2024 Enrollment as of June 30, 2024:	
Still Enrolled/ Continuing to Next Reporting Period:	14
Non-completers:	4
Graduates:	0
Part IV: Graduate Follow-up:	
In Occupation (Waldorf Education)	0
Working in Unrelated Field:	0
Status Unknown:	0

Reporting Period July 1, 2024 – June 30, 2025

Part 1: Admissions: Applications, Acceptances & Denials:	
Total Applications:	10
Applications Accepted:	9
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	5
Still Enrolled/Continuing from Previous Year:	13
Total Students in Program for Reporting Period:	18
Part III: Status of 2024 – 2025 Enrollment as of June 30, 2025:	
Still Enrolled/ Continuing to Next Reporting Period:	8
Non-completers:	0
Graduates:	10
Part IV: Graduate Follow-up:	
In Occupation (Waldorf Education)	18
Working in a Related Field:	0
Status Unknown:	0

Summer Series Courses

Reporting Period July 1, 2023 – June 30, 2024

Course Name	Number of New Students Enrolled	Number of Course Non-completers	Number of Course Graduates
Approaching Grade 1	0	0	0
Approaching Grade 2	0	0	0
Approaching Grade 3	66	0	66
Approaching Grade 4	57	0	57
Approaching Grade 5	21	0	21
Approaching Grade 6	26	0	26
Approaching Grade 7	26	0	26
Approaching Grade 8	17	0	17
Intro to Waldorf Early Childhood Education	55	0	55
Collaborative Leadership	9	0	9
Dynamics of Play	42	0	42
EC Insights	32	0	32
Phenomenology	9	0	9

Reporting Period July 1, 2024 – June 30, 2025

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	62	0	62
Approaching Grade 3	0	0	0
Approaching Grade 4	0	0	0
Approaching Grade 5	36	0	36
Approaching Grade 6	23	0	23
Approaching Grade 7	25	0	25
Approaching Grade 8	41	0	41
Intro to Waldorf Early Childhood Education	43	0	43
Collaborative Leadership	19	0	19

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 mentor calls and visits of any student who is in arrears in the payment of tuition or other charges. No course completion statement will be issued until all financial obligations have been met.
- Accounts in arrears may be sent to a collection agency.
- 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, direct debit, 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 - Hybrid 2024-2026

Program	**Waldorf Early Childhood Teacher Education Program**
Hours	495
Tuition	$29,870
Books/Supplies	$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

1st 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**

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

3rd Year Tuition	**Description**	**Amount**
	Summer 2026, Term	7,285
Total Due		**$7,285**

Waldorf Early Childhood Teacher Education Program - Hybrid 2025-2027

Program	**Waldorf Early Childhood Teacher Education Program**
Hours	495
Tuition	$31,259
Books/Supplies	$400
Reg. Fee	$100
Total	$31,759
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 2025, Term	6,837
	Fall 2025, Term	2,314
	Spring 2026, Term	2,314
Total Due		**$11,565**

2nd Year Tuition	**Description**	**Amount**
	Summer 2026, Term	7,285
	Fall 2026, Term	2,430
	Spring 2027, Term	2,430
Total Due		**$12,145**

3rd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	7.649
Total Due		**$7,649**

Waldorf Early Childhood Teacher Education Program - Hybrid 2026-2028

Program	**Waldorf Early Childhood Teacher Education Program**
Hours	495
Tuition	$32,500
Books/Supplies	$400
Reg. Fee	$100
Total	$32,900
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 2026, Term	7,185
	Fall 2026, Term	2,430
	Spring 2027, Term	2,430
Total Due		**$12,145**

2nd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	7,649
	Fall 2027, Term	2,550
	Spring 2028, Term	2,550
Total Due		**$12,749**

3rd Year Tuition	**Description**	**Amount**
	Summer 2028, Term	7.606
Total Due		**$7,606**

Waldorf Elementary Teacher Education Program - Hybrid 2024-2026

Program	**Waldorf Elementary Teacher Education Program**
Hours	454
Tuition	$25,664
Books/Supplies	$400
Reg. Fee	$100
Total	$26,164
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	5,735
	Fall/Winter/Spring 2025-26 Term	3,365
Total Due		**$9,100**

3rd Year Tuition	**Description**	**Amount**
	Summer 2026, Term	6,040
Total Due		**$6,040**

Waldorf Elementary Teacher Education Program - Hybrid 2025-2027

Program	**Waldorf Elementary Teacher Education Program**
Hours	454
Tuition	$24,900
Books/Supplies	$400
Reg. Fee	$100
Total	$25,400
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 2025, Term	1,650
	Fall/Winter/Spring 2025-26 Term	7,350
Total Due		**$9,100**

2nd Year Tuition	**Description**	**Amount**
	Summer 2026, Term	6,040
	Fall/Winter/Spring 2026-27 Term	3,520
Total Due		**$9,560**

3rd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	6,340
Total Due		**$6,340**

Waldorf Elementary Teacher Education Program - Hybrid 2026-2028

Program	**Waldorf Elementary Teacher Education Program**
Hours	454
Tuition	$25,650
Books/Supplies	$400
Reg. Fee	$100
Total	$26,150
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 2026, Term	5,940
	Fall/Winter/Spring 2026-27 Term	3,520
Total Due		**$9,560**

2nd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	6,340
	Fall/Winter/Spring 2027-28 Term	3,696
Total Due		**$10,036**

3rd Year Tuition	**Description**	**Amount**
	Summer 2028, Term	6,154
Total Due		**$6,154**

Waldorf High School Teacher Education Program - Hybrid 2024-2026

Program	**Waldorf High School Teacher Education Program**
Hours	350
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

1st 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 High School Teacher Education Program - Hybrid 2025-2027

Program	**Waldorf High School Teacher Education Program**
Hours	350
Tuition	$21,506
Books	$400
Reg. Fee	$100
Total	$22,006
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 2025, Term	1,650
	Fall/Winter/Spring 2025-26 Term	6,202
Total Due		**$7,952**

2nd Year Tuition	**Description**	**Amount**
	Summer 2026, Term	5,052
	Fall/Winter/Spring 2026-27 Term	3,298
Total Due		**$8,350**

3rd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	5,304
Total Due		**$5,304**

Waldorf High School Teacher Education Program - Hybrid 2026-2028

Program	**Waldorf High School Teacher Education Program**
Hours	350
Tuition	$22,150
Books	$400
Reg. Fee	$100
Total	$22,650
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 2026, Term	4,952
	Fall/Winter/Spring 2026-27 Term	3,298
Total Due		**$8,350**

2nd Year Tuition	**Description**	**Amount**
	Summer 2027, Term	5,304
	Fall/Winter/Spring 2027-28 Term	3,460
Total Due		**$8,764**

3rd Year Tuition	**Description**	**Amount**
	Summer 2028, Term	5,136
Total Due		**$5,136**

Waldorf World Languages & Cultures Teacher Education - 2026

Program	**Waldorf World Languages Teacher Education Term**
Hours	150
Tuition	$5,815
Reg. Fee	$100
Total	$5,915
	One week off-campus observation included
Refund Policy: Please refer to Tuition Refunds	

Summer Courses Fees 2026

Program / Summer Course	Hours	Tuition	Books	Reg. Fee	Total
Approaching Grade 1	20	$590	N/A	$55	$645
Approaching Grade 2	20	$590	N/A	$55	$645
Approaching Grade 3	20	$590	N/A	$55	$645
Approaching Grade 4	20	$590	N/A	$55	$645
Approaching Grade 5	20	$590	N/A	$55	$645
Approaching Grade 6	20	$590	N/A	$55	$645
Approaching Grade 7	20	$590	N/A	$55	$645
Approaching Grade 8	20	$590	N/A	$55	$645
Introduction to Waldorf Early Childhood Education	20	$590	N/A	$55	$645

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. Our 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
- Sunbridge Pathways to Waldorf Scholarships
- AWSNA loans and grants
- AWSNA Beck Scholarships
- 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 being in good standing both academically and financially.

If a student misses or defaults on a tuition payment while on a leave of absence (LOA) or prior to taking one, their financial aid for that term will be cancelled. When they make up the term later, they'll need to reapply for financial aid.

Below are the current forms of aid available:

Available Aid

Sunbridge Institute scholarships

Who is eligible to apply?

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. *(Financial Aid cannot be awarded until students have been accepted in a program.]*

IMPORTANT: The Sunbridge Scholarship Committee asks that each applicant for financial aid who is intending to work in an AWSNA- or WECAN-member school and who is legally authorized to work in North America at the time of their financial aid application, applies for an AWSNA Loan-to-Grant as part of their Sunbridge financial aid application. Failure on the part of these individuals to apply for an AWSNA Loan-to-Grant may affect the amount of aid granted by the Committee. (NOTE: Only those individuals who meet the above two eligibility criteria may apply for an AWSNA loan.)

Sunbridge Pathways to Waldorf Scholarships

Who is eligible to apply?

To be considered for a Sunbridge Pathways to Waldorf Scholarship, you must:

• Be accepted or already enrolled in a Sunbridge Early Childhood, Elementary, or High School Teacher Education diploma program (including Completion Tracks)
• Be currently working in, or intending to work in, a Waldorf school.

How do I apply?

- Complete the Sunbridge Pathways to Waldorf Scholarship application.
- Returning students need not re-apply

  The application can be found on our website.

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 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.

BECK SCHOLARSHIP, RISING TEACHERS FUND

Who is eligible?

Applicants must be:

- Employed in an AWSNA/WECAN member school as an assistant or part-time (no greater than 75% of a full-time position) grades, high school, early childhood, or subject teacher during their training
- Accepted or newly-enrolled (summer 2026) in an AWSNA/WECAN-recognized full member teacher training institute early childhood, elementary, or high school teacher education program
- Legally authorized to work in the United States or Canada

HOW DO I APPLY?

- Complete the Beck Scholarship trainee application found on the Sunbridge website.
- Have your school complete the Beck Scholarship school application found on the Sunbridge website.

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 eighteen 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 course 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).

Sunbridge respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors at the beginning of the session.

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

Evaluation of Coursework

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	Pass: -all course requirements are successfully completed *by term's end*, including a passing grade on all written assignments; -at least 80-85%* attendance of classroom sessions for each course (measured by clock hours) *[*per course absences allowed: 20% excused absence or 15% unexcused absence]*
NP	Not Pass
I	Incomplete, coursework 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 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 course. 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 Coursework 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

A student can re-apply by updating the original application and submitting the application fee, and will not require an additional registration fee. 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 a 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. There is no charge for the student to receive this "transfer" credit. Note: Such transfer credits are an option only for missed coursework, not for missed sessions.

For transfer information regarding applicants (not missed coursework), please see Transfer of Course Hours from Previous Education.

Independent Study

In very rare circumstances, an independent study for ONE missed course may be permitted by the program director. This may involve reading, and writing a response paper of a given length, or in-person training, or a combination of the two. Students should speak to their program director.

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 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 legal or illegal drugs will be considered a serious violation of campus regulations and will result in disciplinary action. The possession or sale of illegal 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.

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.