



CATALOG
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Governing Body

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Kindergarten Teacher, The Waldorf School of Garden City

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Finance and Advancement Assistant

David Chin

Registrar / Data Management Assistant



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
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bpss@nysed.gov

The Association of Waldorf Schools of North America

Sunbridge Institute is a full member of the Teacher Education Delegates Circle (TEDC) of the Association of Waldorf Schools of North America ([AWSNA](#)).

AWSNA was founded in 1968 to assist Waldorf schools and institutes in working together to nurture Waldorf Education so that it can manifest more widely in the world. AWSNA provides leadership to schools by facilitating resources, networks and research as they strive towards excellence and build healthy school communities.

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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 Coordinator

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The State University of New York Empire State College

Sunbridge Institute is a partner of The State University of New York Empire State College ([SUNY ESC](#)).

SUNY ESC 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

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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 the transfer of 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.

About Anthroposophy

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

About Waldorf Education

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

Few of the individuals whom Rudolf Steiner selected to teach in his school had prior training or experience in education. He called on them to approach teaching out of enthusiasm and a spiritually whole view of the human being. They were to take up the teaching of their subjects

with a fresh, human interest, rather than an abstract, purely intellectual understanding. Waldorf teachers would be effective, Steiner believed, not because of what they already knew and had already achieved, but because of what they were becoming.

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

Campus

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

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

More information about the history and work of the Threefold Community can be found at www.threefold.org.

Getting to Sunbridge

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

Detailed directions and transportation suggestions may be found at <http://www.sunbridge.edu/contact-us/directions>.

Facilities and Student Life

The main facilities for Sunbridge Institute are:

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

Brookside Building contains two classrooms:

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

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

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

Housing

Dormitory Accommodations

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

Room reservations for Holder House are handled directly through Threefold Educational Center and are accepted on a first-come, first-served basis, according to opening dates as specified on the Threefold website. To request a room, go to www.threefold.org/housing and submit an online housing request form. Minors are not permitted to stay in Holder House. During the summer

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

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

Home Stays

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

Area Hotels

Students interested in staying in a hotel room should refer to the listing of area options at www.threefold.org/housing. For further information about housing while at Sunbridge, including questions regarding Holder House or Home Stays, contact the Threefold Student Housing Manager at 845-352-9660 or holderhouse@threefold.org.

Camping

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

Computers/Printing/Internet Access

A computer with internet and printer access is available for student use during office hours; sharing is necessary and there may be waiting times. Printing costs are \$0.10/page in black and white, or \$0.25/page in color. Students are encouraged to bring their own laptop and memory stick; additional memory sticks are available for borrowing. Free wireless 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 and a prepaid meal plan is available for students in the summer months. For more information, visit <https://www.threefoldcafeny.org/> or call 845-352-3130.

Hungry Hollow Co-op

Located at the corner of Hungry Hollow and Chestnut Ridge Roads, the Co-op is a fully-stocked



natural foods market open to the public. For more information go to www.hungryhollow.org or call 845-356-3319.

Hand and Hoe

On Fridays from 12-5, lunch is available at the Hand and Hoe, located at the entrance of the Fellowship Community on Hungry Hollow Road. There you will find organic local foods including soups, salads, pizza, ice cream, produce grown at Pfeiffer Center and the Fellowship Community, and dairy products from Duryea Farm. For more information go to <https://www.fellowshipcommunity.org/hand-and-hoe>.

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

Waldorf Early Childhood Teacher Education Program (WECTE)

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

The Waldorf Early Childhood Teacher Education program is fully recognized by the Waldorf Early Childhood Association of North America ([WECAN](#)) and the Association of Waldorf Schools of North America ([AWSNA](#)). Students who complete the program receive a diploma in Waldorf Early Childhood Education authorized by the State of New York and recognized by Waldorf schools and kindergartens throughout North America and worldwide. WECTE students and graduates who hold a bachelor's degree from a regionally accredited institution are eligible to apply their Sunbridge education toward earning a fully-accredited [MEd or MALS degree](#) with a self-designed concentration in Waldorf Education through Sunbridge's partnership with the State University of New York Empire State College.

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

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

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

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

This program is offered in alternate years and is next offered in 2022.

Completion Track (offered in alternate years)

The Completion Track of the Early Childhood program is intended to serve Waldorf early childhood educators with both significant experience and prior relevant coursework who wish to apply their background to become fully credentialed. The Completion Track involves eight weeks of on-campus coursework, plus independent projects and mentored teaching practice, and is designed to be completed over the course of 13 months.

Core Faculty

Nancy Blanning

Program Co-Director

A member of the Sunbridge early childhood program faculty since 1994, Nancy assumed the title of co-director in 2015. For the past 25 years, Nancy has also been on the faculty of The Denver Waldorf School, where she was a longtime lead kindergarten teacher and currently serves as educational support teacher; she also travels to schools in the US and Canada to provide teacher mentoring and evaluation and conducts developmental observations. Nancy's main focus is therapeutic education with a special emphasis on developmental movement as supporting young children's physical incarnation and sensory development.

A longtime Board member of [WECAN](#), Nancy is a frequent keynote speaker at national and international early childhood conferences. Her writing credits include serving as contributor to *Gateways*, contributor and collaborator to "You're Not the Boss of Me" (WECAN publication), editor of WECAN's *First Grade Readiness*, editor of *WECAN Journal*, regular columnist for *Lilipoh*, and co-author, with Laurie Clark, of *Movement Journeys and Circle Adventures*, a collection of original movement imaginations for the classroom. Nancy holds a BA from the University of Colorado in English, with teaching credentials. She also earned a certificate as Extra Lesson provider and therapeutic educator from Gradalis Seminars, where she attended a four-year anthroposophical therapeutic/remedial training in Extra Lesson and supplementary therapies and academic support strategies.

Leslie Burchell-Fox, MEd

Program Co-Director and Completion Track Lead Advisor

Leslie has been a member of the Sunbridge early childhood program faculty since 2004 and assumed the title of co-director in 2015. Leslie has also taught kindergarten at Green Meadow Waldorf School since 2002 and has sat on that School's Collegium and Teacher Development Committee. She previously taught kindergarten and nursery for six years at the Waldorf School of Baltimore.

Leslie is also a Lazure artist whose work graces Sunbridge's Upper Brookside classroom, and, prior to becoming a Waldorf teacher, was a professional fiber artist specializing in surface design and wearable art; she also spent several years as a speech pathologist. She holds a BS in Speech Pathology from Kent State University and an MEd in Waldorf Early Childhood Education from Sunbridge College.

Susan Howard, MA, MEd
Program Director Emeritus

Susan directed and taught in the Sunbridge Early Childhood Teacher Education Program from 1984-2018. She is also currently the coordinator and a Board member of WECAN and is one of three Coordinating Group members of [IASWECE](#) (the International Association for Steiner/Waldorf Early Childhood Education, based in Dornach, Switzerland). She is also a co-founder and former Board member of Research Institute for Waldorf Education and is a member of the WECAN Teacher Education Committee and the IASWECE Working Group on Teacher Education.

Susan has served as editor for *The Developing Child: The First Seven Years of Life* (WECAN Publications, 2004), *Working with the Angels: The Young Child and the Spiritual World* (WECAN Publications, 2003), and *The Young Child in the World Today*, WECAN Publications, 2003), and as co-editor for *Research Bulletin* of Research Institute for Waldorf Education (1996-2000). Among her published articles are "The Essentials of Waldorf Early Childhood Education," "Mentoring in Waldorf Early Childhood Education" (WECAN Publications, 2007; reprinted in *Renewal* magazine, 2008), and "New Research on the Power of Play," *Research Bulletin*, Spring 2007, Vol. XII, Number 2, Research Institute for Waldorf Education).

Susan earned her BA in German and Child Study from Tufts University, from which she graduated summa cum laude, Phi Beta Kappa. She holds an MA in German through Eberhard Karls University, Tuebingen, Germany and an MEd in Child Study. In 1977, she received a graduate fellowship from Rotary International, to study alternative and pre-school education in Germany.

Program Information

Program Length

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

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

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

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

Coursework

In addition to attending 13 weeks of on-campus classes, students complete study assignments and independent projects between intensives.

Practica

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

Working as lead or assisting teachers AND
Actively working at least three days a week AND
Working in a WECAN/AWSNA-affiliated early childhood setting (including WECAN-affiliated home-based programs)

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

Sunbridge students who are in-service teachers are required to complete a total practica of three weeks (lead teachers) and four weeks (assisting teachers) during the length of the Sunbridge program. Sunbridge students who are pre-service teachers are required to complete a total practica of eight weeks.

Mentoring

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

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

Program Goals

Students will be able to:

- Understand the unfolding development of the child from pre-birth to age seven in the context of broader human development.
- Create a warm and nourishing environment for the development of young children, based on love, care, and deep respect for the individual dignity of each child.
- Provide young children with consistent experiences of the natural and human world through the rhythm of the day, week, seasons, and year.

- Provide and engage in artistic activities such as storytelling, drawing and painting, sculpture and woodcarving, music, and rhythmic games to foster creativity and imagination.
- Engage in meaningful practical work such as gardening, handwork, cooking, baking, and domestic activities that provide opportunities for young children to develop unfolding human capacities.
- Consciously create and participate in collaborative communities for the care of the young child, beginning with parents.
- Understand and work with the philosophy and contemplative practices of Rudolf Steiner in their own preparation and practice.
- Provide opportunities for self-initiated play.
- Regard (and practice) the art of the educator as a lifelong opportunity for research.
- Establish effective communication regarding Steiner's educational philosophy with parents and the wider community.

Brief Course Descriptions

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 & III: Inner Life of the Teacher

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

Topics include:

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

Anthroposophical Studies IV: Child Development in Light of Anthroposophy

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

Topics include:

- The principles of teaching related to the growth and development stages of childhood and adolescence
- A study of Rudolf Steiner's child psychology
- Emphasis is made on the relationship between child, nature, inner processes, and classroom practice

Childhood Development I, II, III

Early Childhood Development and the Work of the Educator
Child Study and Development of the Senses
School Readiness and Transition from Kindergarten to School

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

Topics include:

- Birth to three; the nursery and kindergarten child; readiness for first grade
- The development of the senses, movement, language, and thinking
- Creating environments that support and nurture the development of the child

Childhood Development IV: Therapeutic Education in Early Childhood

Remediation for children in both classroom situations and individual sessions

Topics include:

- Basics of child observation
- Causes for the differences in learning styles
- General methods for increasing sensory processing
- Interventions such as classroom activities and therapies

Creative Speech for the Teacher I, II

- Exploration of the elements of language (consonants, vowels, rhythms, grammar) and of speaking (articulation, breathing, fluency)
- The importance of the sounds and qualities of speech in the environment of the young child
- Learning and practicing speech exercises

Early Childhood Seminar I, II

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

Eurythmy I, II

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

Festivals and the Cycles of the Year I, II

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

Strengthening Relationships with the Natural World

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

Hand Gesture and Movement Games

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

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

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

Language Arts in Early Childhood

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

Topics include:

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

Practical Activities of Waldorf Early Childhood Education

- Classroom care through the course of the year
- Daily, weekly, and seasonal rhythms for the classroom
- Study of the artistic and domestic activities, as well as creative play for early childhood
- Study of the yearly festivals
- Celebrating birthdays in the class
- Working with the parents of the children

Professional and Social Aspects of Early Childhood Education I, II

Topics include:

- Social and organizational aspects of Waldorf schools
- 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
- Working with form as an expression of spiritual qualities
- Awakening a sensitivity for the quality and effects of form in the child's environment

- Developing the ability to perceive soul-spiritual qualities as they manifest in the ever-changing appearance of the child

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

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

Watercolor Painting

- A study of Goethe's theory of color
- Watercolor painting for the schooling of artistic capacities in the teacher
- Painting with young children

Early Childhood Independent Project

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

Practica

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

Observation Requirement: In-Service Teachers

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

student's own. Students are encouraged to visit and experience other Waldorf schools as often as possible.

Observation Requirement: Pre-Service Teachers

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

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

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

Student Teaching Requirement: In-Service Teachers

Over the course of their studies, in-service students who are currently practicing as lead teachers are required to complete two weeks of student teaching. Each week (made up of five consecutive days) needs to be in a classroom other than their own. In-service students who are currently practicing as assisting teachers are required to complete two weeks of student teaching: one week (five consecutive days) in their own class and one week (five consecutive days) in a class other than their own. In addition, in-service assisting teachers are required to complete one week (five days, which need not be consecutive) of observations in an early childhood classroom/s other than their own; this observation week is in addition to the five observation days required during the first year.

Student Teaching Requirement: Pre-Service Teachers

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

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

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

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

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

At-School Mentoring: All Teachers	2 full consecutive days	2 full consecutive days
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Mentored Teaching

- Sunbridge provides each student with a mentor who is a master Waldorf early childhood educator.
- The mentor works with the student throughout the program, visiting the student in their classroom or early childhood work for observation, conversation, feedback, and support
- Mentor visits take place once each year for two consecutive days, for a total of four days (or two for completion track). Observation records are shared by the mentor with the student and with a program director or track advisor.

Waldorf Elementary Teacher Education Program (WETE)

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

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 College.

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

NOTE: This program is offered every year.

Completion Track

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

Core Faculty

Jana Hawley, MEd
Program Director

Jana began teaching in Sunbridge's Elementary Teacher Education program in 2002 and has been program director since 2009; she also directs the Sunbridge Elementary Music Teacher Education Intensive and oversees the World Language Teacher Education Intensive. Since 2006, Jana has been on the faculty of Green Meadow Waldorf School, where she has been a class teacher, music

teacher, member of the Teacher Development Committee, and Lower School chair; she currently teaches music and singing in Green Meadow’s Lower School and serves as co-chair of the Festival Committee. Previously, she spent 14 years on the faculty of the Whidbey Island Waldorf School, teaching music and main lessons.

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

Stephen Sagarin, PhD
Program Co-Director

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

George McWilliam, BA

George has been a member of the Sunbridge elementary program faculty since 2002. He grew up in Pennsylvania, attending Kimberton Waldorf School for all twelve grades. In 1986 he helped launch the Cape Ann Waldorf School on Boston’s North Shore (now the Waldorf School at Moraine Farm), and took its lead class through from kindergarten through eighth grade. Completing twenty years at the school after taking two further classes, George currently works supporting children in therapeutic foster care, and adults in shared living. A graduate of Wesleyan University, he lives with his wife and two children in Gloucester, MA. Favorite ratio: φ.

Program Information

Program Length

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

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

2nd Year	Three weeks	One week	One week
3rd Year	Three weeks	One week	One week

Program Curriculum

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

- Waldorf Pedagogy and Child Development
- Subject Curriculum and Methods
- Inner Development of the Teacher
- Fundamentals for the Teacher
- Anthroposophical Studies
- Arts for the Educator

Coursework

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

Practical Work in the Classroom

This program carries a 15-week requirement for practical experience working in a Waldorf classroom. See specific requirements below in the [Practicum](#) section of Brief Course Descriptions.

Program Goals

Students will be able to:

- Design activities or lessons that address the appropriate development of children’s thinking, feeling, and willing (commonly called cognition, affect, and behavior).
- Learn to engage each child as an individual as well as a member of a community.
- Understand, interpret, and apply the philosophy and contemplative practices of Rudolf Steiner to their own preparation and practice.
- Demonstrate discernment for what is health-promoting for a child’s environment.
- Teach in an aesthetic manner that includes the arts to enliven and support children’s learning experiences, as well as their humanity, in developmentally appropriate ways.
- Use a range of assessment methods to evaluate student learning.
- Demonstrate the skills necessary to create healthy learning communities within a classroom, school, and learning environment, including working cooperatively and supportively with colleagues.

- Regard teaching as ongoing research and investigate questions using appropriate methods including observation, contemplative practice, and academic research skills.
- Relate the concepts and vocabulary of Waldorf Education to the concepts and vocabulary of education more broadly construed.

Brief Course Descriptions

On-campus Courses

102 Foundations of Waldorf Education (A-C)

Through lecture, study, discussion, and practice we will experience Rudolf Steiner's seminal three-part educational course.

Topics include:

- A thorough penetration of the three main texts:
 - Foundations of Human Experience (also titled Study of Man)
 - Practical Advice to Teachers
 - Discussions with Teachers
 - Exploring Steiner's thoughts and methods and considering them through the lens of our current time and place
 - Classroom management: philosophy and technique
 - Artistic work: watercolor painting, form drawing, crayon drawing, speech arts, eurythmy, singing
- Curriculum development for Grades 1-8

103 Child Development and Learning (A-D)

A deep dive into developmental psychology, universal curriculum, and teacher education. Exploring concepts inspired by Rudolf Steiner's groundbreaking educational theories and methods.

Topics include:

- Integrating Waldorf values with illuminating insights from modern research
- The principles of teaching as related to the developmental stages of childhood and adolescence
- An in-depth study of Rudolf Steiner's child psychology and spiritual science
- The dynamics between child, teacher, family and society

104 Festivals in the Waldorf School

An introduction to the festival life of the Waldorf school through study, lecture, discussion, and story.

Topics include:

- How festivals can build community in the classroom and the school
- Fostering inner development and contemplation in relationship to nature and the changing seasons
- Creating and celebrating festivals with children
- Exploring multiculturalism and diversity in the festival life of the school

105 Governance and Leadership (A-E)

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

Topics include:

- Organization of Waldorf schools
- Levels and phases of school development
- Goal-oriented group work
- Practical work of the Waldorf teacher
- Working with administration, colleagues, and parents
- Current issues in education

106 Remedial Education (A-B)

An introduction to Rudolf Steiner's extensive body of work relating to the field of education for children with diverse learning styles and special needs.

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
- Pedagogical applications of circle activities
- Child study

110 Inner Development (A-H)

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

120 Teaching Language Arts (A-B)

An examination of the Waldorf approach to teaching language arts in grades 1-8

Topics include:

- The development of writing, reading, grammar, composition, and drama
- The integration of poetry, drama, and art
- The teaching of writing before reading, and this method’s effect on the developing child
- An explorative approach to understanding and, thus, teaching grammar
- The health-giving importance of drama in the Waldorf grade school and the role of the class teacher as playwright, director, and producer
- Effective use of the morning lesson; fostering speaking and listening skills in children; understanding the scope of the language arts curriculum; writing and understanding the value of pedagogical stories and birthday verses as healing for children; exploring methods of assessing student learning

121 Teaching Form Drawing (A-B)

Topics include:

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

122 Teaching Math (A-C)

Methodology and content of the Waldorf mathematics curriculum in grades 1-8

Topics include:

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

123 Teaching Geometry (A-B)

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

Topics include:

- Construction of geometric figures, draftsmanship with straight edge and compass
- 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
- Perspective drawing

124 Teaching Science (A-E)

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

Topics include:

- Physics, chemistry, earth science, life science, botany, and zoology
- How to develop clear scientific concepts directly from demonstrations, experiments, and observation of natural phenomena
- How to develop age-specific curriculum content
- Safety, equipment, and lab technique
- Artistic media and experiences to complement the theoretical content

125 Teaching History (A-B)

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

Topics include:

- Different methods of presentation
- Biographies as a teaching tool
- Rudolf Steiner's indications for teaching history
- Creating appropriate lesson material based on the context of child development
- Establishing a context of history and philosophy of education in the United States

126 Teaching Geography

Topics include:

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

127 Gardening

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

Topics include:

- Hands-on lessons accompanied by a study of understanding basics of life processes in the rhythms of the earth, the planets, plants and animals
- Cosmic and terrestrial factors influencing plant life
- Introduction to landscaping principles as pertaining to creating a school garden
- Composting
- Preparing beds, planting, weeding, thinning
- Organic/Biodynamic fertilizing, planting, harvesting, and tending to growing cultures

130 Fine Arts (A-F)

Topics include:

- Developing techniques in various artistic media including:
 - Watercolor painting
 - Crayon and pencil drawing
 - Blackboard drawing
 - Charcoal and pastel drawing
- Color theory
- The importance of art in education
- Self-expression as a means to personal growth

131 Sculpture (A-B)

Topics include:

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

132 Handwork (A-C)

An understanding of the handwork curriculum and how it is practiced in the Waldorf school

Topics include:

- Development of basic skills
- Knitting, crocheting, and sewing are applied in a variety of projects
- Fostering skills and capacities through the creation of simple handwork projects

133 Speech Arts (A-I)

Topics in this experiential course include:

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

134 Spacial Dynamics (A-C)

A movement class exploring the interplay between the human being and space

Topics include:

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

135 Eurythmy (A-F)

An introduction to the study of expressive movement

Topics include:

- Eurythmy's relationship to the sounds of speech and elements of poetry
- Sounds of speech and the study of colors in movement
- Gestures for musical tones
- Intervals, scales, major and minor chords
- Melody and rhythm
- Geometric forms
- Concentration exercises and rod exercises
- Pedagogical eurythmy
- Experiencing the eurythmy curriculum through the grades

136 Chorus & Recorder (A-I)

Community music making through singing, movement, and playing flutes

Topics include:

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

Practicum

140 Observation

In-Service and Pre-Service:

In the first year of their studies, all students will observe in a Waldorf school for five full days: one day in the kindergarten, three days in the grade school, and one day in the high school. They may choose to observe all five days in one school, or to observe in a different school. The five days do not need to be consecutive. These days may be done in the student's home school, but we encourage our students to visit and experience other Waldorf schools as often as possible.

Pre-Service:

Also in the first year of their studies, students who are not yet practicing Waldorf teachers ("pre-service") will observe four consecutive weeks of morning lesson (one full block) in an AWSNA-affiliated Waldorf school under the guidance of an experienced Waldorf teacher. In each of the second and third year of their studies, pre-service students are required to complete one consecutive week of classroom observation in an AWSNA-affiliated Waldorf

school under the guidance of an experienced Waldorf elementary teacher, for a total of two weeks.

141 Student Teaching

In-Service:

In each of the second and third year of their studies, students who are currently practicing, full-time Waldorf class teachers (“in-service”) are required to complete one consecutive week of student teaching in a classroom other than their own, with one of those weeks in an AWSNA-affiliated Waldorf school other than their own, in the presence of an experienced Waldorf teacher, for a total of two weeks.

Pre-Service:

In each of the second and third year of their studies, pre-service students are required to complete four consecutive weeks of student teaching in an AWSNA-affiliated Waldorf school under the guidance of an experienced Waldorf elementary teacher, for a total of eight weeks.

142 Mentoring

In-Service:

In each of the first, second, and third year of their studies, in-service students will work with a Sunbridge mentor to develop and implement a four-week morning lesson block through on-campus meetings and four hours of virtual conversations. The Sunbridge mentor will also visit the student in their classroom for two full consecutive school days during this morning lesson block and offer reflections, suggestions, and support for their teaching. Ideally the Sunbridge mentor visit will take place in the first half of the school year.

Please note: only those students in good academic and financial standing will receive a mentor visit. Mentor visits and reports are required for graduation.

	Overview of School Year Commitments					
	In-Service Students (currently-practicing, full-time Waldorf teachers)			Pre-Service Students (not yet practicing Waldorf teachers)		
	Year One	Year Two	Year Three	Year One	Year Two	Year Three
On Sunbridge Institute Campus	5 weeks: - 3 summer - 1 fall - 1 spring	5 weeks: - 3 summer - 1 fall - 1 spring	5 weeks: - 3 summer - 1 fall - 1 spring	5 weeks: - 3 summer - 1 fall - 1 spring	5 weeks: - 3 summer - 1 fall - 1 spring	5 weeks: - 3 summer - 1 fall - 1 spring
Observation	5 days non-consecutive			5 days non-consecutive and 4 consecutive weeks	1 consecutive week	1 consecutive week
Student Teaching		1 consecutive week	1 consecutive week		4 consecutive weeks	4 consecutive weeks

At-School Mentoring	4 week main lesson block including 2-day mentor visit	4 week main lesson block including 2-day mentor visit	4 week main lesson block including 2-day mentor visit			
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Specialized Waldorf Teacher Education Intensives

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

Waldorf Elementary Music Teacher Education

Jana Hawley, MEd
Intensive Director

The Sunbridge Waldorf Elementary Music Teacher Education Intensive is designed for practicing Waldorf teachers who are experienced musicians or experienced musicians who wish to become Waldorf music teachers. (NOTE: Next offered in summer 2021.)

Waldorf Grades 1-12 World Language Teacher Education

Jana Hawley, MEd
Intensive Director

The Sunbridge World Language Teacher Education Intensive is designed for those currently teaching world languages in Waldorf grades 1-12 or those who aspire to become Waldorf world language teachers. (NOTE: Next offered in summer 2022.)

Summer Series

Summer Courses in Professional Development and Continuing Adult Education

The summer courses are offered for individuals interested in beginning or continuing their studies of Waldorf teaching and related subjects, as well as those interested in learning more about Waldorf Education. Courses are open to experienced and new Waldorf teachers and to non-teachers. There are no specific admission requirements.

Please refer to our [website](#) for course descriptions of our 2021 Summer Series.

Master of Education or Liberal Studies Degree

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

Program Components/Requirements

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

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

Schedule

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

Admissions

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

Tuition/Financial Aid

All SUNY Empire State College 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 College Corporate and Community Partnership ("CCP") benefits, amounting to: (1) Waiver of orientation fee (\$50 for degree program) at time of submission of online admissions application; and (2) A one-time, \$100



Presidential Scholarship. (Note: Students must be enrolled past day 28 of the term to remain eligible for the scholarship)

Inquiries

Inquiries regarding the MEd or MALS program should be addressed to:

Sunbridge Institute

285 Hungry Hollow Road

Chestnut Ridge, NY 10977

Attn: Linda Ogden-Wolgemuth, PhD, Director of Admissions and Professional Development

logden@sunbridge.edu

845-425-0055 x10



Course Cancellations & Substitutions

Sunbridge Institute reserves the right to cancel any offering at any time. If Sunbridge cancels, all registrants will be notified and will receive a full refund. If the registrant cancels, they will receive a full refund less any non-refundable registration fee. Sunbridge Institute also reserves the right to make faculty or course substitutions when necessary.

Academic Calendar (June 2021-May 2022)

Definitions

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

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

Waldorf Early Childhood Teacher Education Program (WECTE)

Summer 2021

June 14-July 2 Intensive: Class 2022

WECTE Summer term runs from June 14-November 7

Fall 2021

November 8-12 Intensive: Class of 2022

WECTE Fall term runs from November 8-March 20

Spring 2022

March 21-25 Intensive: Class of 2022

WECTE Spring term runs from March 21-June 19

Waldorf Elementary Teacher Education Program (WETE)

Summer 2021

July 5-23 Intensive: Class of 2022, 2023 and 2024

WETE Summer term runs from July 5-October 31

Fall 2021

November 1-5 Intensive: Class of 2022, 2023 and 2024

WETE Fall term runs from November 1-March 6

Spring 2022

March 7-11 Intensive: Class of 2022, 2023 and 2024

WETE Spring term runs from March 7-July 3

Summer Series

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

The following holidays are observed during the academic year 2021-2022:

September 6, 2021	Monday	Labor Day
October 11, 2021	Monday	Indigenous Peoples Day
November 25, 2021	Thursday	Thanksgiving
November 26, 2021	Friday	Day after Thanksgiving
December 23, 2021 – January 2, 2022		Holiday Break
January 17, 2022	Monday	Dr. Martin Luther King, Jr. Day
February 21, 2022	Monday	President’s Day
April 15, 2022	Friday	Good Friday /Passover
April 18, 2022	Monday	Easter Monday/Passover
May 30, 2022	Monday	Memorial Day

Programs Enrolling in 2021-2022

- **Waldorf Early Childhood Teacher Education (Completion Track only)**
Regular Application Deadline: May 1, 2021
- **Waldorf Elementary Teacher Education (including Completion Track)**
Regular Application Deadline: May 1, 2021

Application Process

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

(NOTE: The Completion Tracks of the Waldorf Early Childhood Teacher Education and Waldorf Elementary Teacher Education programs require a two-tiered application process. Tier One is an eligibility review to confirm that prior experience meets admission requirements. Upon approval of Tier One, eligible applicants will be invited to apply.)

1. Complete the application form for the program of interest and submit it, along with the separate sheet(s) containing biographical and other requested information, to the address below.
2. A completed application includes:
 - Application form: completed, signed, and dated
 - Non-refundable \$50 application fee. *(Total of \$100 for Completion Track applicants). Applications received without this fee will not be processed. Applications submitted after May 1 must include a \$50 late fee.*
 - Current resumé
 - Personal statement
 - Letter(s) of recommendation including the letter of recommendation form provided in each application. Letters should be sent from the recommenders directly to the Sunbridge Institute Admissions Office.
 - If applicable, an official transcript bearing the signature and seal of a degree-granting institution, indicating your highest degree earned, or any college attended, sent directly to the Sunbridge Institute Admissions Office. Otherwise, a high school transcript or diploma.
3. If applying for Financial Aid, all appropriate paperwork should be sent concurrently with the program application and non-refundable \$50 application fee to:
 - Sunbridge Institute Office of Finance**
 - 285 Hungry Hollow Road**
 - Chestnut Ridge, NY 10977**
4. Once a completed application is received, it will be forwarded to the appropriate program director. Applicants will then be contacted to arrange for a phone interview. Admissions decisions are sent out soon thereafter, on a rolling basis.

Admissions applications may be submitted at any time, and admissions decisions are made throughout the year. The general deadline for application is May 1; applications submitted after that date will be considered on a space-available basis.

Occasionally, applicants are admitted to Sunbridge Institute provisionally. This means that students could be accepted into a program with the provision that they meet specific conditions as indicated in their letter of acceptance.

Applicants whose first language is not English or who have taken their prior education in a non-English-speaking college or university must demonstrate oral and written proficiency in English

during the admissions process (through a handwritten personal statement and phone conversation). Taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) may be required.

Transfer of Course Hours from Previous Education

Students may request “transfer course hours” for coursework completed at teacher education institutions and programs recognized by the Association of Waldorf Schools of North America ([AWSNA](#)). 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. It may also include a portfolio of completed work, and/or references from the previous place of education. 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 air-mailed 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 intensive.

[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 intensive at a time*. This means that an international student must:
 - apply for the I-20 *seven or nine* times (depending on the program), 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 intensive
- 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 intensive can be attended consecutively. If any intensives must be missed due to denied visa, the student must make up the intensive 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 intensive start date, and depart no more than 30 days after the intensive 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 intensive, and must not remain in the US any longer than 30 days prior to, nor 30 days past, the dates of the intensive at hand.
- All applicants whose first language is not English or who have taken their prior education in a non-English-speaking college or university must demonstrate oral and written proficiency in English during the admission process (through a hand written personal statement and phone conversation). Taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) may be required.

Entrance Requirements

Waldorf Early Childhood Teacher Education Program

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

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

Applicants are expected to be familiar with Waldorf Education and anthroposophy through faculty study and other study groups, workshops, and conferences. As anthroposophical Foundation Studies are embedded in the program curriculum, previous Foundation Studies coursework is not a prerequisite for admission; however, applicants are strongly encouraged to engage in Foundation Studies either prior to or concurrent with their Sunbridge study. A bachelor's degree is not required for admission to this program, but a high school diploma is required. (*NOTE: This program is offered every two years; next offered in 2022*)

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 may include, but is not limited to, trainings such as Waldorf Elementary Teacher Education, LifeWays, Sophia's Hearth, or Foundation Studies, and should include studies in anthroposophical studies, birth-to-age-three, arts for the educator, child development and Waldorf Education. Applicants must be actively working in a Waldorf early childhood setting both at the time of their application and during their enrollment in the program. A bachelor's degree is not required for admission to this program, but a high school diploma is required. (*NOTE: Offered every two years*)

Waldorf Elementary Teacher Education Program

The Waldorf Elementary Teacher Education program welcomes applicants who either already possess a minimum of 60 bachelor degree credits earned at an accredited college or university, or 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. Applicants are expected to have some familiarity with Waldorf Education.

Accepted students must be able to complete requirements for practical experiences working in a Waldorf classroom once enrolled in the program. These requirements are determined by the student's pre-service or in-service work status. *(NOTE: This program is offered every year.)*

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 300+ hours of prior, relevant coursework in the following categories: anthroposophical studies and human development, child development and Waldorf Education, curriculum coursework, arts and practical activities for the Waldorf elementary classroom, and arts and practical activities for the educator

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

Specialized Waldorf Teacher Education Intensives

Waldorf Grades 1-12 World Language Teacher Education

The World Language Teacher Education intensive is designed for those currently teaching world languages in Waldorf grades 1-12 or those who aspire to become Waldorf world language teachers. Applicants must possess a high school diploma; a bachelor's degree is not required. *(NOTE: This intensive is offered every two years; next offered in 2022.)*

Waldorf Elementary Music Teacher Education

The Waldorf Elementary Music Teacher Education intensive is designed for practicing Waldorf teachers who are experienced musicians or experienced musicians who wish to become Waldorf music teachers. Applicants must be proficient musicians (either instrumentalists or vocalists), be able to read music, and possess an understanding of music theory. A high school diploma is required for admission; a bachelor's degree is not required. *(NOTE: This intensive is offered every two years.)*

Enrollment Deferral

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

Waldorf Elementary Teacher Education Program (including Completion Track and Specialized Intensives):

Before returning, the student must submit an updated personal statement including a listing of their current teaching experience and subsequently have a phone conversation with the director of education. If significant changes in life circumstances have occurred, the director of education will refer the student to the program director for a follow-up conversation. Students must then complete an enrollment agreement, along with meningitis and photo release forms, before being considered officially enrolled.

Waldorf Early Childhood Teacher Education Program (including Completion Track):

Before returning, the student must submit an updated personal statement including a listing of their current teaching experience and subsequently have a phone conversation with the director of education. If significant changes in life circumstances have occurred, the director of education will refer the student to the program director for a follow-up conversation. Students must then complete an enrollment agreement, along with meningitis and photo release forms, before being considered officially enrolled.

Both programs:

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

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

Auditing

Sunbridge has a limit of two courses at a time per intensive that may be audited by any one person.

Sunbridge program graduates in good standing may audit from the same program with no limit of courses per intensive at no charge.

All course audits must be pre-approved by the director of education.

To audit a course, the student must fill out a Course Audit Agreement Form and submit it, along with the appropriate fee, at least one week before the beginning of the intensive. Audited courses are for information and personal enrichment only. No course credit or course hours will be accrued toward any certificate or degree.

Program Completion Rates & Graduate Follow-Up

The NYSED BPSS requires licensed private career schools to include in their catalog data regarding student completion and job placement for the two most recent reporting periods.

Waldorf Early Childhood Teacher Education Program

Reporting Period July 1, 2018 – June 30, 2019

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

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	6
Applications Accepted:	4
Applications Denied:	2
Part II: Current Year Enrollment:	
New Enrollment:	4
Still Enrolled/Continuing from Previous Year:	28
Total Students in Program for Reporting Period:	32
Part III: Status of 2018 – 2019 Enrollment as of June 30, 2019:	
Still Enrolled/ Continuing to Next Reporting Period:	21
Non-completers:	7
Graduates:	0
Part IV: Graduate Follow-up:	
Working in a Related Field:	n/a
Seeking Employment:	n/a

Reporting Period July 1, 2019 – June 30, 2020

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	43
Applications Accepted:	39
Applications Denied:	0
Part II: Current Year Enrollment:	
New Enrollment:	30
Still Enrolled/Continuing from Previous Year:	21
Total Students in Program for Reporting Period:	51
Part III: Status of 2019 – 2020 Enrollment as of June 30, 2020:	
Still Enrolled/ Continuing to Next Reporting Period:	33
Non-completers:	0
Graduates:	18
Part IV: Graduate Follow-up:	
Working in a Related Field:	3
Status Unknown:	15

Waldorf Elementary Teacher Education Program

Reporting Period July 1, 2018 – June 30, 2019

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	34
Applications Accepted:	33
Applications Denied:	1
Part II: Current Year Enrollment:	
New Enrollment:	33
Still Enrolled/Continuing from Previous Year:	23
Total Students in Program for Reporting Period:	56
Part III: Status of 2018 – 2019 Enrollment as of June 30, 2019:	
Still Enrolled/ Continuing to Next Reporting Period:	27
Non-completers:	2
Graduates:	16
Part IV: Graduate Follow-up:	
Working in a Related Field:	14
Working in Slightly Related Field:	1
Unrelated Field:	0
Pursuing Additional Education:	0

Reporting Period July 1, 2019 – June 30, 2020

Part I: Admissions: Applications, Acceptances & Denials:	
Total Applications:	34
Applications Accepted:	30
Applications Denied:	2
Part II: Current Year Enrollment:	
New Enrollment:	26
Still Enrolled/Continuing from Previous Year:	28
Total Students in Program for Reporting Period:	54
Part III: Status of 2019 – 2020 Enrollment as of June 30, 2020:	
Still Enrolled/ Continuing to Next Reporting Period:	27
Non-completers:	2
Graduates:	25
Part IV: Graduate Follow-up:	
Working in a Related Field:	17
Working in Slightly Related Field:	1

Summer Series Courses

Reporting Period July 1, 2018 – June 30, 2019

Course Name	Number of New Students Enrolled	Number of Course Non-completers	Number of Course Graduates
Approaching Grade 1	38	0	38
Approaching Grade 2	14	0	14
Approaching Grade 3	0	0	0
Approaching Grade 4	16	0	16
Approaching Grade 5	16	0	16
Approaching Grade 6	19	0	19
Approaching Grade 7	19	0	19
Approaching Grade 8	11	0	11
Intro to Waldorf Early Childhood Education	22	0	22
Collaborative Leadership	13	0	13
Exploring Waldorf High School Education	17	0	17

Reporting Period July 1, 2019 – June 30, 2020

Course Name	Number of New Students Enrolled	Number of Course Non-completers	Number of Course Graduates
Approaching Grade 1	35	0	35
Approaching Grade 2	35	0	35
Approaching Grade 3	23	0	23
Approaching Grade 4	38	0	38
Approaching Grade 5	8	0	8
Approaching Grade 6	17	0	17
Approaching Grade 7	21	0	21
Approaching Grade 8	21	0	21
Intro to Waldorf Early Childhood Education	0	0	0
Collaborative Leadership	0	0	0
Exploring Waldorf High School Education	38	0	38

Tuition and Program Fees

Tuition Policies for Programs

- Students will be billed and payment is due prior to the start of each intensive.
- Students will be ineligible to attend classes if payment is not received by the start of an intensive.
- Students applying for financial aid or setting up a payment plan must have all paperwork completed and received by Sunbridge Institute two weeks prior to the beginning of the summer intensive.
- Sunbridge scholarships will be granted on an annual basis. They will be credited against the tuition for each intensive on a proportional basis. AWSNA grants and loans will be credited against tuition for the summer intensive.
- Tuition liability is limited to the intensive during which the student withdraws or is terminated and any previous intensives completed.
- Sunbridge Institute reserves the right to deny registration and withhold all academic records of any student who is in arrears in the payment of tuition or other charges. No course completion statement will be issued until all financial obligations have been met.
- Accounts in arrears may be sent to a collection agency.
- Intensives are billed as a whole, and the courses contained in the intensive are not “a la carte” options. If a student is exempt from a course for any given reason, Sunbridge's refund policy applies (see below). Any refund due to the student would be calculated based on the whole intensive tuition, and not allocated by course.

Tuition Policies for Courses/Workshops

- Students will pay by cash, check, credit card, or purchase order in advance of the course/workshop, at the time of registration.
- Students 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 intensive 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 intensive	0%
16 - 30% of the intensive	25%
31 - 45% of the intensive	50%
46 - 60% of the intensive	75%
Over 60% of the intensive	100%

Program Fees

Waldorf Early Childhood Teacher Education Program 2020-2022

Program	Waldorf Early Childhood Teacher Education Program
Hours	460.5
Tuition	\$25,655
Books	\$400
Reg. Fee	\$100
Total	\$26,155
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2020 , three-week intensive	5,645
	Fall 2020 , one-week intensive	1,915
	Spring 2021 , one-week intensive	1,915
Total Due		\$9,575

*A 10% tuition discount was given to all students for Summer 2020 as a result to the switch to virtual format.

2 nd Year Tuition	Description	Amount
	Summer 2021 , three-week intensive	5,980
	Fall 2021 , one-week intensive	1,990
	Spring 2022 , one-week intensive	1,990
Total Due		\$9,960

3 rd Year Tuition	Description	Amount
	Summer 2022 , three-week intensive	6,220
Total Due		\$6,220

Waldorf Elementary Teacher Education Program 2019-2022

Program	Waldorf Elementary Teacher Education Program
Hours	652.75
Tuition	\$28,645
Books	\$400
Reg. Fee	\$100
Total	\$29,145
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2019 , three-week intensive	5,430
	Fall 2019 , one-week intensive	1,840
	Spring 2020 , one-week intensive	1,840
Total Due		\$9,210

2 nd Year Tuition	Description	Amount
	Summer 2020 , three-week intensive	5,745
	Fall 2020 , one-week intensive	1,915
	Spring 2021 , one-week intensive	1,915
Total Due		\$9,575

*A 10% tuition discount was given to all students for Summer 2020 as a result to the switch to virtual format.

3 rd Year Tuition	Description	Amount
	Summer 2021 , three-week intensive	5,980
	Fall 2021 , one-week intensive	1,990
	Spring 2022 , one-week intensive	1,990
Total Due		\$9,960

Waldorf Elementary Teacher Education Program 2020-2023

Program	Waldorf Elementary Teacher Education Program
Hours	652.75
Tuition	\$29,795
Books	\$400
Reg. Fee	\$100
Total	\$30,295
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of the program.	

Method and Schedule of Payment

1 st Year Tuition	Description	Amount
	Non-refundable Registration Fee	100
	Summer 2020 , three-week intensive	5,645
	Fall 2020 , one-week intensive	1,915
	Spring 2021 , one-week intensive	1,915
Total Due		\$9,575

*A 10% tuition discount was given to all students for Summer 2020 as a result to the switch to virtual format.

2 nd Year Tuition	Description	Amount
	Summer 2021 , three-week intensive	5,980
	Fall 2021 , one-week intensive	1,990
	Spring 2022 , one-week intensive	1,990
Total Due		\$9,960

3 rd Year Tuition	Description	Amount
	Summer 2022 , three-week intensive	6,220
	Fall 2022 , one-week intensive	2,070
	Spring 2023 , one-week intensive	2,070
Total Due		\$10,360

Waldorf Elementary Teacher Education Program 2021-2024

Program	Waldorf Elementary Teacher Education Program
Hours	652.75
Tuition	\$30,990
Books	\$400
Reg. Fee	\$100
Total	\$31,490
Refund Policy: Please refer to Tuition Refunds which applies to all intensives of the program.	

Method and Schedule of Payment

1st Year Tuition	Description	Amount
	Non- refundable Registration fee	100
	Summer 2021 , three-week intensive	5,880
	Fall 2021 , one-week intensive	1,990
	Spring 2022 , one-week intensive	1,990
Total Due		\$9,960

2nd Year Tuition	Description	Amount
	Summer 2022 , three-week intensive	6,220
	Fall 2022 , one-week intensive	2,070
	Spring 2023 , one-week intensive	2,070
Total Due		\$10,360

3rd Year Tuition	Description	Amount
	Summer 2023 , three-week intensive	6,470
	Fall 2023 , one-week intensive	2,150
	Spring 2024 , one-week intensive	2,150
Total Due		\$10,770

Waldorf Elementary Music Teacher Education 2021

Program	Waldorf Elementary Music Teacher Education Intensive
Hours	150
Tuition	\$4,650
Reg. Fee	\$100
Total	\$ \$4,750
	One week off-campus observation included
Refund Policy: Please refer to Tuition Refunds	

Summer Courses Fees 2021

Program/Summer Course	Hours	Tuition	Books	Reg. Fee	Total
Approaching Grade 1	20	\$545	N/A	\$25	\$570
Approaching Grade 2	20	\$545	N/A	\$25	\$570
Approaching Grade 3	20	\$545	N/A	\$25	\$570
Approaching Grade 4	20	\$545	N/A	\$25	\$570
Approaching Grade 5	20	\$545	N/A	\$25	\$570
Approaching Grade 6	20	\$545	N/A	\$25	\$570
Approaching Grade 7	20	\$545	N/A	\$25	\$570
Approaching Grade 8	20	\$545	N/A	\$25	\$570
Introduction to Waldorf Early Childhood Education	20	\$545	N/A	25	\$570
Exploring Waldorf High School Education	20	\$545	N/A	\$25	\$570
Collaborative Leadership	20	\$600 (includes material fee)	N/A	\$25	\$625

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 four or more students in any teacher education program in the same academic year. The finance director is available before every intensive 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
- AWSNA loans and grants
- Funding from the student's Waldorf school *[Students are encouraged to talk to the Waldorf schools at which they work to explore their options there.]*

Financial aid applications should be submitted at the same time as admissions applications. Although aid will not be awarded until acceptance into a program, an estimate of the amount available may be given early in the acceptance process based on demonstrated need and potential availability of funds.

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

Below are the current forms of aid available:

Sunbridge Institute scholarships

Who is eligible?

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

How do I apply?

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

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

Sunbridge Diversity Fund Scholarships

Who is eligible?

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

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

How do I apply?

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

Association of Waldorf Schools in North America (AWSNA)

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

AWSNA Loans

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

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

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

Who is eligible?

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

How do I apply?

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

AWSNA application must be completed before loan allocations are made.

AWSNA Matching Grants

Who is eligible?

- Currently practicing teachers in an AWSNA-affiliated school.
- The school **MUST** commit to paying a portion of the tuition for the student to be eligible.

How do I apply?

- Complete the online AWSNA Matching Grant application found on the Sunbridge [website](#) and include a letter from the school that commits a specific amount towards your studies at Sunbridge Institute.

The letter from your school must be received before award can be made. Grant amount depends on the amount available and may be lower than the school commitment.



Vermont Student Assistance Corporation

Students who live in Vermont may qualify for Non-Degree Grants from the Vermont Student Assistance Corporation. Please note that the VSAC academic year begins on July 1 of each year and runs through June 30. Students who begin their studies before July 1 are eligible to receive awards for the fall through the following summer intensive. Awards are granted for two intensives 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, with payment plans available for up to nine months post-graduation.

Who is eligible?

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

How do I apply?

Please discuss this with our finance director 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 25.

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, student teaching placements, and observations. Participation is viewed as an essential aspect of a student’s coursework.

If a student will be absent due to illness or emergency, 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).

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

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

Evaluation of Course Work

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

If a student cannot complete the course work due to circumstances beyond their control, they may be assigned [make-up work](#) by the program director or receive an NP (“Not Pass”) for the course.

Assignments must be finished every term to get credit for that term’s coursework. If a student does not complete required assignment(s) for a given course by term’s end, the student will receive an NP (“Not Pass”) for the course.

Satisfactory Academic Progress

All students enrolled at Sunbridge Institute must receive, for each term, an evaluation of P (pass) in at least 95% of the courses in which they are enrolled. Grades of I (incomplete), IP (in progress), W (withdrawn), or NP (not pass) do not constitute a passing grade.

A student’s academic progress is evaluated after each term. Students failing to maintain satisfactory academic progress in a term will be placed on probation during the following term. Students failing to maintain satisfactory academic progress while on probation will not be allowed to enroll in the following term. In order to be removed from probation a student must pass at least 95% of the courses taken to date, as well as those in which they are enrolled.

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

Requirements for Graduation

In order to graduate, a student must have attended all intensive weeks and all [required classes within each intensive](#). All requirements for the program must have been met (including all practica), 95% of all classes must have been completed with a passing grade, and 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.

Requirements for Commencement

Students will not be able to walk during the commencement ceremony if they have not fulfilled the above requirements for graduation, nor will they receive their diploma until the [requirements are complete](#).

The only exception for walking at commencement is students in the Waldorf Early Childhood Teacher Education program who have an approved plan to complete their practica requirements in the school year following commencement.

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 may make it difficult to replace coursework that was previously missed. In these cases, students will either have to return to Sunbridge the next time the course is available (up to three 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
- Family emergency
- Pregnancy (in the case of eurythmy or other physically demanding class time)

In order to receive approval for an excused absence, the student must submit a request for excused absence, in writing (via email or paper), to the program director or instructor *prior to the beginning of the course or class*. Approval for Excused Absence is up to the *discretion of the instructor or a program director*. The student may be required to make up work for the missed time in class, and all students with excused absence must obtain 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 absence must be made up. See [Evaluation of Course Work](#) and [Make-up Work](#) for more details.

Leave of Absence

With the approval of the program director, a *one-time* leave of absence may be granted in extenuating circumstances, such as an accident, prolonged illness, maternity leave, or the death of a relative. A student cannot request to be excused from more than one intensive, 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 3 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 the program director, and return it to the registrar *at least one week prior to the begin-date* of the intensive in question.

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

In the case of unavoidable scheduling changes arising during the return intensive, additional costs may be incurred, 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."

A student who wishes to take a leave of absence for a length of time longer than one intensive must [withdraw](#) from the program and [re-apply or re-enroll](#) to the program at least one month before 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.

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

If a student needs to take a second leave of absence, they will need to withdraw from the program and re-enroll under the new rates of tuition.

Student Withdrawal

A student voluntarily withdrawing from the Institute must notify the registrar in writing, including the reason for withdrawal, at least one week prior to the next intensive. Proper notification in this manner allows the student to receive a prompt [refund](#) (if applicable), and 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 intensive 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 or re-enroll](#) to the program and pay all associated fees.

Re-application and Re-enrollment

If seven intensives or less have passed since the completion of the last intensive, a student can have a shortened re-enrollment process rather than re-applying. This involves updating the original application and submitting a \$25 re-application fee, and will not require an additional registration fee. *Re-applying* involves going through the initial application process as described [here](#) and will include a registration fee of \$100

Completion of Graduation Requirements After Commencement

If the student needs to return to campus for a future intensive in order to meet their requirements, then their matriculation status converts to [Leave of Absence](#) until their return. The return date must be the first available offering of the needed intensive in the Sunbridge schedule, as approved by the Program Director.

For any remaining unmet requirements which can be completed independently, the student will receive up to one year of extended enrollment. During this time the requirements must be completed (see [Make-up Work](#) for more details) and submitted to the program director for review. If the submissions are approved, then the diploma will be released to the student.

If the student is granted extended enrollment and does not submit satisfactory paperwork within the allotted timeframe, then the student will be withdrawn from the program. After withdrawal, the student can still submit the rest of their requirements without having to re-enroll, but a \$250 document review fee will be assessed before the submissions can be reviewed by the program director, and the diploma issued.

Make-up Work

When a student has an interruption in their enrollment cycle, or must miss coursework during the intensive for any reason, s/he 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 Intensive

The optimal method for a student to make up work is to simply return to campus the next time the same course or intensive is being offered. For a student that needs to make up a 3-week-

long summer intensive, then this is the only option. This may delay graduation up to three years.

If the student has fully paid for all intensives of their program, then the coursework of the intensive will be free of charge. If not, then the student must pay according to their original enrollment agreement.

If it is impossible to make up an intensive by returning for classes within 3 years, then the student must officially [withdraw](#), and [re-apply or re-enroll](#) when the corresponding intensive becomes available in the future, at a new rate of tuition.

Transfer Credits

If a student finds a course or program at another recognized institution which appears to match the content of a course that needs to be made up, it can be proposed to the program director before enrolling, to see if credit would be given. If approved, the student can enroll in the course/program and submit the completion paperwork to the program director for credit. Please see [Transfer of Course Hours from Previous Education](#) for more details. There is no charge for the student to receive transfer credit.

Independent Study

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

Student Conduct and Dismissal Policy

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

- The student does not make satisfactory academic progress as explained in the [Satisfactory Academic Progress](#) policy.
- The student has engaged in academic misconduct (including, but not limited to, [plagiarism](#)).
- The student has engaged in illegal, fraudulent, or unethical behavior.

The 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 intensive in which the student is enrolled, but the circumstances of the dismissal will be important in determining this date.

Students may appeal their dismissal following the procedures outlined in the [Student Complaint Process](#).

Alcohol and Illegal Drugs

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

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

Plagiarism

All work submitted by Sunbridge Institute students is expected to be the student's own work. In the preparation of all papers and written work, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material, but also information and

opinions gained directly from other people. The responsibility for learning the proper form of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be fully cited and properly documented. Students are expected to record honestly and accurately the results of their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and is considered a serious violation of academic honesty.

If a student is suspected of plagiarism or dishonesty, the instructor and the program director will meet with the student. At this meeting, the student will be asked to clarify 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
Grade	Instructor, then the director of education
Security/safety	Executive director

The Formal Complaint Process

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

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

Other Policies

Academic Freedom

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

Non-Discrimination Statement

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

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 for Sunbridge Institute.

What is directory information?

Directory information is information that, if released, is generally considered not to be harmful or an invasion of privacy.

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

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