

CAMPHILL ACADEMY

**THE CURATIVE
EDUCATION
PROGRAM**



**PROGRAM
HANDBOOK**

2016/2017

camphill.edu



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CAMPHILL ACADEMY

Mission Statement

The Camphill Academy is a community of learning rooted in the life and work of the Camphill Movement in North America. It aims to provide a path of transformative learning that allows individuals to unfold their potential to contribute to the healing of the human being, society and the earth.

Vision Statement

Members of the Camphill Academy support each other in the quest for personal growth and transformation through the experience of active service in the context of community living. The Academy strives to fulfill its mission by creating formal opportunities and spaces for learning and schooling within the life of its member communities, including full-time courses of practice- and community-integrated studies in the fields embraced by the work of the Camphill Movement. All its programs seek to unite knowledge, art and practice through the cultivation of anthroposophy as founded by Rudolf Steiner (1861-1925) and the approaches to action research, phenomenological study and contemplative inquiry that arise from it. As an expression of the activity of the School of Spiritual Science, the Camphill Academy seeks to be a force for renewal in the context of North American Higher Education.



OVERVIEW AND ORGANIZATION

The Camphill Academy

The Camphill Academy is the higher education community of Camphill of North America. It offers its programs in partnership with other participating Camphill communities and affiliated organizations. It provides professional education and certification in Anthroposophic Curative Education, Social Therapy and related fields through practice-integrated courses of studies embedded in the life and work of participating communities and organizations. It also offers continuing education in a variety of areas related to the work of the Camphill movement.

An active member of the international network of professional education centers in Anthroposophic Curative Education and Social Therapy, the Camphill Academy is committed to the cultivation of Anthroposophy, the spiritual science inaugurated by Rudolf Steiner (1861-1925), as the philosophical and methodological foundation of its work. It is affiliated with the Medical Section of the School of Spiritual Science in Dornach, Switzerland, and its qualifications are recognized by the International Council for Curative Education and Social Therapy Council.

All full-time programs in the Camphill Academy emphasize emergent field-based learning, embedded in the experience of community life as practiced in the Camphill Movement. They are rooted in rich and diverse practical experiences, which provide the driving force for the educational process and challenge students to ever further growth in personal capacities, practical skills, insight and understanding. Contemplative capacities are cultivated as an essential means for self-education and self-development. The practice of the fine and performing arts permeates all aspects of the learning process, supporting and enhancing the development of practical skills, inter- and intrapersonal capacities, and conceptual knowledge.

In line with the needs of an increasingly fluid 21st Century environment, the Camphill Academy's view of learning focuses on supporting the transformation of the individual student to a whole, fulfilled human being with the capacity to serve the good as an active agent in the world. Part-time programs, continuing education programs, research and other activities of the Camphill Academy are oriented towards the same goal and principles of emergent, embedded and embodied inquiry and learning, extending possibilities for participation to a wider audience.



The Curative Education Program

The Curative Education Program is offered within the context of community life at Camphill Special School. Camphill Special School is a curative educational school community offering education, care and therapy to children and adolescents with intellectual and developmental disabilities. Its activities comprise the 'Children's Village' at Beaver Run, with its K-12 Waldorf School and residential program, and the Transition Program at Beaver Farm for young adults aged 18 – 21 who have completed the K-12 program and are preparing for their transition to adulthood. Members of Camphill Soltane, a Camphill community supporting young adults in their transition to adulthood, are also eligible to participate.

Students in the Curative Education Program are integrated into life and work at Camphill Special School or Camphill Soltane, gaining practical experience as resident volunteers while pursuing their studies. The experience of life and work in the community forms an integral part of their educational experience and provides the foundation for the growth of their personal and professional capacities as Curative Educators.

In addition to academic and artistic coursework, supervised practice in home life and care, students' activities in the community include participation in extended-family living, the cultivation of an active cultural and spiritual life, and supervised practice in home life and care, and in education within the context of the classroom, various craft workshops, biodynamic agriculture and other inclusive enterprises.

The Camphill Academy provides three levels of certification:

1. Foundation Studies Certificate in Anthroposophic Curative Education

- Awarded after completion of the first year
- Not a professional qualification or certification of competency
- May meet foundation studies requirements for other anthroposophical courses and programs (e.g. Waldorf Teacher Training)

2. Paraprofessional Certificate in Anthroposophic Curative Education

- Awarded after completion of the second year and an additional year of supervised practice (Paraprofessional Internship)
- Also awarded to students who have completed the second year and have passed all third-year practicum requirements, but are exiting the program without completing the Diploma in Anthroposophic Curative Education
- Holders of the Paraprofessional Certificate are considered qualified to serve in a paraprofessional capacity, assisting professionally qualified practitioners in providing direct



support to adults with special needs

3. Diploma in Anthroposophic Curative Education

- Awarded after completion of the fourth year and an additional six to twelve month Professional Internship
- Holders of the Diploma in Anthroposophic Curative Education are considered qualified to practice Anthroposophic Curative Education in a professional capacity and may use the professional designation 'Certified in Curative Education' or its post-nominal abbreviation 'CCE'



ACCREDITATION, COLLEGE CREDIT AND DEGREE OPTIONS

Accreditation

The Camphill Academy is accredited by the Accrediting Council for Continuing Education and Training (ACCET), an accrediting agency recognized by the US Department of Education (www.accet.org).

Undergraduate Credit and BA Completion

The Camphill Academy is a member of the University of the State of New York's National College Credit Recommendation Service (National CCRS, formerly National PONSII). The Curative Education Program has been evaluated and received extensive College Credit Recommendations (CCRs), which can be reviewed at www.nationalccrs.org. This allows students to have evaluated learning experiences articulated for college credit through Excelsior College's 'One Transcript' service (www.excelsior.edu) for purposes of transfer and/or degree completion.

Students may choose to complete a bachelor degree in a field related to Curative Education by transferring into a suitable BA-completion program after completion of the fourth year of the Curative Education Program. To date, most of the students pursuing this option have used Prescott College's Limited-Residency Undergraduate Program (www.prescott.edu). Students who are accepted into this program complete an individualized course of studies, allowing them to deepen or broaden various aspects of Curative Education. Typically, this can be completed in the course of one year. A similar route exists through a partnership with SUNY Empire State College (www.esc.edu).

Students choosing one of these routes may do so while also completing their Professional Internship at Camphill Special School or another approved center of Curative Education. Thus, the Diploma in Anthroposophic Curative Education and a BA degree can be completed within a period of study of approximately five years.

Antioch University New England M.Ed. Program

Students entering the program with a bachelor degree may be eligible to combine their studies with work towards Antioch University New England's M.Ed. in Foundations of Education with a Transdisciplinary Focus on Healing Education (www.antiochne.edu). This advanced-level program is offered by the faculty of Antioch University New England's M.Ed. in Waldorf Education in partnership with the Camphill Academy. It can be integrated with studies in the advanced stages of



the Diploma program, allowing eligible students to complete the M.Ed. degree either concurrently or in the year following completion of their Diploma (depending on availability of a new program cycle).

Financial Considerations

While resident volunteers of Camphill Special School and Camphill Soltane are not charged any tuition to attend the Camphill Academy, enrollment in a degree program will incur tuition fees. Financial support for students wishing to pursue degree completion while continuing as resident volunteers at Camphill Special School or Camphill Soltane is not guaranteed and must be arranged on an individual basis. Typical arrangements include a period of commitment to service in the community after completion of the degree in exchange for full coverage of tuition by the community.



EDUCATIONAL GOALS

Curative Education as a Transdisciplinary Profession

As a profession, Curative Education is concerned with providing holistic support to children, adolescents and young adults who encounter significant challenges on their individual path of development. Its concerns are thus broader than those of the special education teacher, whose primary focus is on academic learning and skill development. They include all aspects of life, from physical and psychological health to social and spiritual well-being. These different aspects are seen together as integral components of an unfolding biography.

Curative Educators strive to approach individual situations out of an understanding of the integrity of each individual's unique biography. They allow this holistic insight to guide the way social, educational and therapeutic support is provided as an integrated whole. As a result, Curative Education brings an integral transdisciplinary approach to a field of work defined by the intersection of a wide range of disciplines, including not only education, medicine, psychology, social work and nursing, but also such elements as the arts, agriculture and community building.

As professionals with a transdisciplinary orientation, Curative Educators must be able to perform comprehensive diagnostic assessments, integrating contributions from a wide range of professional perspectives. On this basis, Curative Educators develop, implement and coordinate educational and therapeutic approaches, drawing on the widest possible range of tools and methods.

The Curative Education Program is primarily grounded in Camphill Special School's work with children and adolescents with intellectual and developmental disabilities. Internationally, Curative Educators serve in a wide variety of contexts, including

- Early childhood education and early intervention
- Special education schools and kindergartens
- Integrative and inclusive school and kindergarten programs
- Home-based support services
- Residential programs for children and adolescents
- Social services for children and youth
- Child and juvenile psychiatric services
- Vocational training and supported living for young adults



Professional Competencies of the Curative Educator

In their professional practice, Curative Educators are faced with the need to develop creative approaches to meet the needs of complex and often unique developmental situations. This requires a broad range of capacities, most importantly

- an ever-expanding repertoire of practical educational and therapeutic skills and methods
- practical social skills and organizational skills to facilitate working and building community with children, colleagues and parents
- the ability to work within the professional, social-political, and regulatory context of the field

Curative Educational practice is based on a holistic, transdisciplinary diagnostic understanding of each individual developmental situation in its biographical context. The development of such deepened insight as a basis for pedagogical and therapeutic action requires

- comprehensive transdisciplinary knowledge of the human being in its body, soul and spiritual organization
- an understanding of human development from childhood to old age, and of general educational and social principles
- the ability to engage in phenomenological study of the human being, including its imbalances and pathologies

The Curative Education Program aims to lay a foundation for the lifelong development of these capacities and to equip students with the means for ongoing, self-directed personal and professional development (see also Assessment – Program Rubric).



THE LEARNING PROCESS

A Transformative Approach to Higher Education

Development of the competencies described in the previous section requires an educational approach that transcends traditional academic learning. All learning processes in the Camphill Academy emphasize field-based learning, embedded in the experience of community life as practiced in the Camphill Movement. They are rooted in rich and diverse practical experiences, which provide the driving force for the educational process and challenge students to ever further growth in personal capacities, practical skills, insight and understanding. Contemplative capacities are cultivated as an essential means for self-education and self-development, and the practice of the fine and performing arts permeates all aspects of the learning process, supporting and enhancing the development of practical skills, inter- and intrapersonal capacities, and conceptual knowledge.

Community Life

Community life, organized around the ideals and principles of the Camphill Movement, provides an environment that supports personal growth and development on many levels. Much of this happens through informal processes, as a result of encounters with others of diverse backgrounds and abilities, the need to constantly co-create the social, economic and cultural fabric of the community and to find collaborative solutions to the issues that present themselves in daily life. Common celebrations and conflict resolution alike offer opportunities for growth and development, especially if they can be reflected on individually, or in dialogue with others. As resident volunteers in their community, students are expected to show initiative and become an integral and active part of all aspects of their community's life.

Guided Practice

Under the supervision and guidance of experienced practitioners, students begin to explore the practical dimensions of their field of study from day one. A strong emphasis on broadening and deepening practical exposure continues throughout the program. As they progress through the program, students are asked to carry increasing degrees of responsibility within the work of their community, while continuing to receive support, feedback and guidance. The deep immersion in practice provides a real-life context for the development of insight and conceptual knowledge, with many courses designed to build explicitly on student's practical experience. Students' emerging practical capacities are a key component in assessment and promotion through the various stages of the program.



Artistic Development

As a central part of the learning process, the practice of the fine and performing arts fulfills several distinct functions. Most obviously, students gain skills in a variety of artistic disciplines for use as tools in their professional practice. Beyond that, the engagement with artistic processes facilitates the development of new personal capacities, thus supporting self-education and self-development. By working with a variety of artistic practices, students develop refined capacities of perception for human and social processes, as well as the aesthetic sensibility needed to permeate all their actions with an artistic quality. Conscious reflection on the experiences that arise in the course of artistic practice, through dialogue or contemplation, leads to far-reaching insights and conceptual understanding. Thus, the fine and performing arts can provide a foundation for phenomenological research and inquiry into the nature of the human being.

Contemplative Practice

The development of capacities for contemplative and meditative practice forms another central thread in the educational process. The ability to distill insight from experience is itself a contemplative faculty and stands at the heart of practice-integrated study. It is also central to the ongoing self-directed development of the reflective practitioner. In addition, transdisciplinary practice requires an inner mobility that allows the practitioner to move between different cognitive modalities, integrating sense perception, aesthetic sensibility, analytical and conceptual thinking, synthetic and imaginative thinking, moral intuition and practical imagination with faculties for creative action. This integration is accomplished through the cultivation of contemplative and meditative capacities.

Dialogue and Inquiry

In a learning process that is grounded in experience, new ideas are distilled from experience through a process of inquiry and reflection that is enhanced through dialogue with others. Ideas acquired from others, whether through conversation or reading, in turn become facilitators of new experiences, opening up new capacities of perception and action, raising awareness of aspects of reality hitherto unnoticed. Traditional academic practices, such as reading, writing, discussion and reflection on concepts and ideas remain an integral part of the educational process, though not as activities isolated from life experience, but as one side of a learning cycle that moves continuously between full immersion in life and conscious inquiry into its meaning, laws and processes. Thus, the entire learning process takes on the form of a reflective action-research project.



To accommodate these various components, learning experiences combine a range of different formats, including hands-on, self-directed and project-based learning, individual mentoring and supervision, retreats, workshops, studio art courses and traditional classroom-based courses. These different components weave together into a seamless whole, forming an educational experience that engages the whole person in a process of growth and transformation. This experience is inherently challenging, and the most significant steps are often accomplished through moments of crisis. To navigate this process, students have access to several layers of individualized guidance and support.

Individualized Supervision and Consultation

Class Advisors

Each cohort of students is accompanied by one or two Class Advisors (one is acceptable for smaller cohorts, with the Program Director's approval) who are members of the program's Core Faculty Group. Class Advisors meet with their group of students on a weekly basis to check in, debrief, address questions and concerns and resolve any difficulties that may arise. Any student may approach his/her Class Advisors at any time with issues or concerns. Class Advisors provide a direct link between students, Program Director, and Core Faculty and are also responsible for providing guidance, support and supervision to Practicum Supervisors and Personal Tutors.

Practicum Supervisors

Practicum Supervisors have a primarily instructional role. Each student is assigned a Practicum Supervisor for each practicum experience (e.g. Home Life & Care Practicum, Cooperative Work Practicum). Typically the Practicum Supervisor will be the person responsible for the setting in which the student's practicum takes place. The Practicum Supervisor develops a Learning Agreement with the student, provides direct and often hands-on instruction, guidance, direction and feedback, conducts formal evaluations of the student's work in the practicum setting and determines whether the student has met the objectives of the practicum at the conclusion of the practicum period. In fulfilling this function, the Practicum Supervisor receives guidance and support from the Practicum Coordinator (the Core Faculty member responsible for the respective practicum experience). In addition, the Practicum Supervisor can draw on support and input from the student's Class Advisors.



Personal Tutors

The function of the Personal Tutor is less directly instructional (though it includes an instructional component) and primarily one of consultation and guidance in the overall educational process. Each student is assigned a Personal Tutor to meet with on a weekly basis. Personal Tutors are typically senior members of the students' community who can effectively assist students in problem-solving with regard to any academic or non-academic (i.e. personal, social, practical...) issues that arise. Personal Tutors are also responsible for assisting and guiding students in their integration into the life of their community. Their one explicitly instructional task consists in providing support and guidance for the student's annual individual study project (i.e. journal, portfolio, final project...). Personal Tutors receive support and guidance from Class Advisors and should maintain regular communication with Class Advisors regarding any concerns that require the attention of the Program Director or Core Faculty attention.



CURRICULUM

Overview

The Curative Education Program provides pathways leading to three levels of qualification: the Foundation Studies Certificate, the Paraprofessional Certificate, and the Diploma in Anthroposophic Curative Education (CCE). The table below shows the main stages in this process. Two separate determinations are made at the conclusion of each stage: (a) Have all requirements of the previous stage been met? (b) Can the student be recommended for promotion to the next stage?

Foundation Studies Certificate	Paraprofessional Certificate	Diploma in Anthroposophic Curative Education (CCE)	Years of Full Time Study
		Professional Internship & Optional B.A./M.Ed. Studies	Year 5
		Stage 4 Practice-integrated Studies	Year 4
	Paraprofessional Internship	Stage 3 Practice-integrated Studies	Year 3
	Stage 2 Practice-integrated Studies		Year 2
Stage 1 Practice-integrated Studies (Foundation Studies)			Year 1

The following steps serve as major milestones in this process:

- **The Certificate in Foundation Studies in Anthroposophic Curative Education** is awarded after successful completion of all Stage 1 requirements (one year of full-time studies). In order to continue their studies in Stage 2, students must also receive a recommendation for promotion.



- Students who complete all the requirements of Stage 2 and receive a recommendation for promotion to Stage 3 are eligible to continue working towards the Diploma in Curative Education by entering Stage 3.
- Students who have completed all Stage 2 requirements, but do not receive a recommendation for promotion to Stage 3, and students who have been recommended for promotion, but choose not to continue to Stage 3, may enter the one-year Paraprofessional Internship.
- Successful completion of the Paraprofessional Internship leads to an award of the **Paraprofessional Certificate in Anthroposophic Curative Education**. This award will be given either with or without a recommendation for promotion to Stage 3 of the practice-integrated studies curriculum leading to the Diploma in Anthroposophic Curative Education.
- Students who have completed all Stage 3 requirements and received a recommendation for promotion to Stage 4 are eligible to continue their studies towards the Diploma in Anthroposophic Curative Education.
- Students who have completed all Stage 3 **practicum** requirements, but have not completed all coursework requirements, or have not received a recommendation for promotion to Stage 4, will be awarded the Paraprofessional Certificate.
- Students who have completed all Stage 4 requirements will be admitted to the Professional Internship. Successful completion of the Professional Internship leads to award of the Diploma in **Anthroposophic Curative Education**.

The curriculum for practice-integrated studies is organized into three distinct learning formats. These three learning formats differ in their degree of formal structure, but reinforce and complement each other. Program goals and content cut across the three learning formats. Ranging from most unstructured and experiential to most structured and formal, these three learning formats include: (1) Participation in Community Life, (2) Practicum Experiences in Home Life & Care, Education, and Therapy, and (3) Academic and Artistic Coursework.

Completion of all requirements of a particular stage in the program is defined as successful completion (as indicated by a 'pass' grade) of all Community Life, Practicum and Coursework components of that stage. The criteria for recommendations for promotion to the next stage are listed in the following sections of this handbook. A student's eligibility for promotion is discussed preliminarily in the student's Mid-Year Review and determined in the comprehensive End-of-Year Review at the conclusion of each stage (see Assessment).



Participation in Community Life

An essential part of the learning process takes place through active engagement in community life. In order to allow an element of reflection to flow into this process, students in the first three years are required to create a portfolio of their engagement and initiative in the life of the community. This process is supported by the Personal Tutor. This portfolio should be developed in such a way that it can be shared with other students, faculty and members of the community towards the end of the academic year.

The actual form of the documents to be included in the portfolio is very open and limited only by an individual's own creativity. It should provide evidence of the artistic assimilation and transformation of an experience, rather than simply providing a descriptive account of events. All items must show evidence of reflective engagement. The objective of the portfolio is to demonstrate the student's learning process as a result of participation in the community, its life and celebrations. Portfolios are evaluated by the Personal Tutor and the Class Advisor. The review of the portfolio together with the Personal Tutor will also provide the student with an opportunity for self-assessment.

Overview of Portfolio Requirements

Portfolio requirements change slightly from year to year. As the student progresses through the four years of the program, it is expected that engagement in the community will broaden gradually to go beyond the village community to encompass the larger Camphill Movement and the Anthroposophical Society.

Reading Suggestions

In addition to the portfolio work, students and Personal Tutors are encouraged to take up some of the suggested readings and related materials during their meetings. These readings have been selected to provide opportunities for deepening the reflection on the various aspects of community life.

Festivals:

- Barz, B. (1988). *Festivals with Children*. Edinburgh: Floris Books.
- Benesch, F. (1979). *Whitsun, Ascension (and other volumes in this series)*. Edinburgh: Floris Books.
- Bock, E. (1956). *The three years*. London: The Christian Community Press.
- Bock, E. (2000). *Rhythms of the Christian year*. Edinburgh: Floris Books.
- Capel, E. (2004). *The Christian Year*. Edinburgh: Floris Books.
- Carey, D. & Large, J. (1982). *Festivals Family and Food*. Stroud, UK: Hawthorn Press.
- Cooper, S., Fynes-Clinton, C. & Rowling, M. (1986). *The children's year*. Stroud, UK: Hawthorn Press.
- Davy, G. & Voors, B. (1998). *Lifeways*. Stroud, UK: Hawthorn Press.
- Held, W. (2011). *Rhythms of the week*. Edinburgh: Floris Books.



Johanson, I. (1993). *Stories for the festivals of the year*. Stourbridge: The Robinswood Press.
Kovacs, C. (2007). *The spiritual background to Christian festivals*. Edinburgh: Floris Books.
Steiner, R. (1984). *The four seasons and the archangels*. London: Rudolf Steiner Press.
Steiner, R. (1996). *Festivals and their meaning*. London: Rudolf Steiner Press.
Steiner, R. (2007). *Christmas*. London: Rudolf Steiner Press.
Steiner, R. (2007). *Easter*. London: Rudolf Steiner Press.
Steiner, R. (2007). *Whitsun*. London: Rudolf Steiner Press.
Steiner, R. (2007). *St. Johns*. London: Rudolf Steiner Press.
Steiner, R. (2007). *Michaelmas*. London: Rudolf Steiner Press.

Camphill and Anthroposophy:

Bang, J. (2008). *The hidden seed*. Bright Pen.
Bock, F. (2004). *The builders of Camphill*. Edinburgh: Floris Books.
Camphill Village USA (2001). *Shining lights*. Copake, NY: Author.
Clay, B. (2000). *Shaping the flame*. Art Books International.
Emmichoven, W.Z.v. (2002). *The Foundation Stone*. Forest Row, UK: Clairview Books.
Grosse, R. (1984). *The Christmas foundation: Beginning of a new cosmic age*. London: Rudolf Steiner Press.
Jackson, R. (2011). *Discovering Camphill*. Edinburgh: Floris Books.
König, K. (1993). *The Camphill movement*. Botton Village: Camphill Books.
König, K. (1993). *The three essentials*. Botton Village: Camphill Books.
König, K. (1994). *The inner path*. Botton Village: Camphill Books.
König, K. (1995). *A Christmas Story*. Botton Village: Camphill Books.
König, K. (2009). *The child with special needs*. Edinburgh: Floris Books.
König, K. & Selg, P. (2008). *Karl König: My task*. Edinburgh: Floris Books.
Kühl, J., von Plato, B. & Zimmermann, H. (2011). *The School of Spiritual Science: An orientation and introduction*. London: Temple Lodge.
Lipson, M. (2002) *Stairway of surprise*. Hudson, NY: Steiner Books.
Pietzner, C. (1991). *A candle on the hill*. Bristol: Floris Books.
Pietzner, U. (2010). *The history of Beaver Run*. Glenmoore, PA: Camphill Special School.
Roth, P. (2007). *Worlds in the mirror*. Botton Village: Camphill Books.
Selg, P. (2008). *Karl König's path into anthroposophy*. Edinburgh: Floris Books.
Steiner, R. (1967). *The younger generation*. Hudson, NY: Anthroposophic Press.
Weihs, A. (1992). *Fragments from the Story of Camphill*. Coleg Elidyr.
Weihs, A. & Tallo, J. (1989). *Camphill Villages*. Botton Village: Camphill Books.

Curative Education:

Gibson, A. (1993). *Kaspar Hauser speaks for himself*. Botton Village: Camphill Books.



- Hansmann, H. (1992). *Education for special needs: Principles and practice in Camphill schools*. Edinburgh: Floris Books.
- Hogenboom, M. (2001). *Living with genetic syndromes associated with intellectual disability*. London & Philadelphia: Jessica Kingsley.
- Holtzapfel, W. (1995). *Children with a difference*. Lanthorn Press.
- Holtzapfel, W. (1991). *Children's destinies*. Spring Valley, N.Y.: Mercury Press.
- Jackson, R. (2006). *Holistic special education: Camphill principles and practices*. Edinburgh: Floris Books.
- König, K. (1989). *Being human*. Hudson, NY: Anthroposophic Press.
- Lindenberg, N. (1996). *Strangers to themselves*. Edinburgh: Floris Books.
- Luxford, M. (1994). *Children with special needs*. Hudson, NY: Anthroposophic Press.
- Luxford, M. (1995). *Adolescence. Botton Village*: Camphill Books.
- Luxford, M. (2000). *Loving the stranger*. Botton Village: Camphill Books.
- Pietzner, C. (1983). *Who was Kaspar Hauser?* Edinburgh: Floris Books.
- Selg, P. (2008). *A grand metamorphosis*. Hudson, NY: Steiner Books.
- Selg, P. (2008). *The therapeutic eye*. Hudson, NY: Steiner Books.
- Taylor, M. (1999). *My brother, my sister*. Aberdeen: Northern College.
- Wassermann, J. (1956). *Kaspar Hauser*. New York: W.W. Norton & Company.
- Weihs, T. (2000). *Children in need of special care*. London: Souvenir Press.
- Williams, D. (1998). *Autism and sensing: The unlost instinct*. London & Philadelphia: Jessica Kingsley.



Practicum Experiences

The practical component of the Curative Education Program allows students to progress through an organized sequence of guided practice experiences under the supervision of experienced Practicum Supervisors. Over the course of four years, students are thus exposed to all major aspects of professional practice in Curative Education. Students have an opportunity to develop their own professional capacities in a thorough and organic process, advancing from introductory level tasks and responsibilities to those of a fully qualified Curative Educator. Each practicum is defined by clear goals, supervision, evaluation and assessment processes. Satisfactory performance in all practicum areas is central to the advancement of students through the various stages of the program.

Each of the first three years of the program includes two concurrent, year-long practicum experiences: one Home Life & Care Practicum and one Education Practicum. In addition, the third year includes a brief Therapy Practicum. During the fourth year, students engage in a Practicum Concentration which gives them opportunities to develop their professional capacities to practice Curative Education in leadership capacities. In addition, they pursue a Therapy Practicum with in-depth experience of working in one specific therapeutic modality.

Academic and Artistic Coursework

To generate depth of insight and reflective consciousness, any organized process of learning needs spaces and times that are set apart and protected from the activities of everyday life and work. The classroom and the scheduled course fulfill that function, creating a retreat space for intensive and focused work, be it in form of a weekly one-hour class or a workshop that spans several days (and nights). Classroom-based courses, workshops and retreats create opportunities for dialogue and discussion, study and practice of the fine and performing arts, as well as reflection and digestion of the experiences that arise from daily life and practical work. The courses included in the Curative Education Program span a broad range of topics, tied together by one common theme: the human being and the experience of being human.

(For each course, the required length (1 contact hour = 50 min) and the College Credit Recommendations (CCR) awarded by National CCRS (1 CCR = 1 semester hour equivalent) are listed in the curriculum overview below. The listing of CCR in this handbook is for informational purposes only. Comprehensive details regarding currently valid credit recommendation can be found at www.nationalccrs.org.)



TYPICAL FIRST YEAR CURRICULUM

The first year curriculum of the Curative Education Program aims to develop students' capacities to look at self and other in a new way. Some courses typical of the first year curriculum may be substituted with another approved course at the Program Director's discretion.

Practicum Experiences: Education Practicum I
Home Life and Care Practicum I

Courses: Anthroposophical Study
Clay Modeling
Human Being I
Human Development I
Inner Work in Anthroposophy
Introduction to Curative Education
Movement and Performing Arts

Journal I: Reflection on Christmas Season

Practicum Experiences

Education Practicum I

(150 hrs supervised practice; 3 CCR)

This practicum provides a practical introduction to education for children and adolescents with special needs. Students are placed as instructional assistants in classrooms and/or prevocational workshops, under the guidance and supervision of experienced teachers and prevocational instructors.

Home Life and Care Practicum I

(600 hrs supervised practice; 3 CCR)

This practicum is embedded in the experience of sharing life with children with developmental disabilities, within the context of an extended-family household. Students develop skills in homemaking and care, as well as social integration and community building, under the guidance of an experienced homemaker.



Courses

Anthroposophical Study

(30 contact hrs; 3 CCR)

An introduction to basic anthroposophy through a study of Rudolf Steiner's 'Theosophy'.

Clay Modeling

(8 contact hrs; see Human Being I for CCR*)

Students are introduced to clay as an artistic medium and explore forms and formative processes through a variety of modeling exercises and activities. This course also supports the experiential dimension of 'Human Being I'. Both courses ('Clay Modeling' and 'Human Being 1') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Human Being I

(34 contact hrs; 3 CCR*)

Students develop skills for disciplined and objective observation of human beings and human processes through experiential activities, exercises, discussion and reflection. This course provides a phenomenological foundation for the development of Curative Educational diagnostic capacities. This course is supported by 'Clay Modeling' and is required to receive credit for that course. Both courses ('Clay Modeling' and 'Human Being 1') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Human Development I

(30 contact hrs; 3 CCR)

Through an exploration of life span development, as expressed in human biographies, and a study of the developmental processes of the first three years, students are introduced to a holistic way of approaching individual biographic and developmental situations.

Inner Work in Anthroposophy

(25 contact hrs; 1 CCR)

During this retreat, students have an opportunity to explore and become familiar with a basic set of contemplative exercises that can be used to support personal development, as well as the professional practice of the educator.

Introduction to Curative Education

(50 contact hrs; 3 CCR)

This course gives an introductory overview of various aspects of Curative Educational principles and practices.



Movement and Performing Arts

(50 contact hrs; 3 CCR)

This course consists of a playful exploration of various movement and performing arts disciplines (including music, speech, drama, Eurythmy, spatial dynamics and folk dancing).

Independent Study Projects

Portfolio I

(Independent study; 1 CCR)

The first year portfolio focuses on the celebration of the festivals during the Christmas season (from Advent to Candlemas). Personal tutors should support their students in the exploration of this festival season.



TYPICAL SECOND YEAR CURRICULUM

The second year curriculum of the Curative Education Program aims to develop students' capacities to move from observation to inner picture, imagination, and after-image in social situations. Some courses typical of the second year curriculum may be substituted with another approved course at the Program Director's discretion.

Practicum Experiences:

Education Practicum II
Home Life and Care Practicum II

Courses:

The Camphill Impulse I
Development of Consciousness
Development of the Will through Crafts
Drama
Disability in History and Society
Eurythmy I
Form Drawing
Home Life and Care
Human Being II
Human Development II
Knowledge of Higher Worlds
Light and Color
Music I
Visual Arts I

Journal II:

Reflection on Easter Season
Reflection on Village Week
1st Conversation on Living in Community

Practicum Experiences

Education Practicum II

(150 hrs supervised practice; 3 CCR)

This practicum builds on Education Practicum I, providing opportunities to develop a broader range of tools and capacities for classroom and prevocational education. Students are placed as instructional assistants in classrooms and/or prevocational workshops, under the guidance and supervision of experienced teachers and prevocational instructors.



Home Life and Care Practicum II

(600 hrs supervised practice; 3 CCR)

Building on Home Life and Care Practicum I, this practicum also is embedded in the experience of sharing life with children with developmental disabilities, within the context of an extended-family household. Students develop further skills and capacities in homemaking, care and the social arts under the guidance of an experienced homemaker.

Courses

The Camphill Impulse I

(15 contact hrs; 1 CCR)

Core principles of the Camphill Movement are explored through reading, reflection, discussion, artistic work and contemplative activities in a retreat setting.

Development of Consciousness

(25 contact hrs; 1 CCR)

This retreat explores the evolution of human consciousness throughout the history of humanity, as expressed in the art work, social structures and cosmologies of different civilizations and historical epochs.

Development of the Will through Crafts

(15 contact hrs; 1 CCR)

This course combines hands-on activities, reading, lecture and discussion and leads to an understanding of the essential role of craft activities for school age children, as well as the key principles of craft teaching in the Waldorf curriculum and their adaptation for children with developmental disabilities.

Drama

(28 contact hrs; 2 CCR)

Through the group process of producing a play for performance, and through intensive individual coaching in speech, movement and acting, opportunities for the development of a wide range of individual and social capacities are created.

Disability in History and Society

(15 contact hrs; 1 CCR)

This course gives an overview of the role of individuals with 'disabilities', as it has evolved historically, and explores the meaning and significance of 'disability' in relation to culture and civilization.



Eurythmy I

(22.5 contact hrs; see Music I for CCR*)

This introduction to Eurythmy as a movement art focuses on the basic elements of Eurythmy, including rhythm, speech sounds, tone, and key principles of choreography. It explores the intimate relationship between outer movement and inner soul experience. This course combines with 'Music I' and is listed by National CCRS as 'Music and Eurythmy I'. Both courses ('Music I' and 'Eurythmy I') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Form Drawing

(8 contact hrs; CCR pending evaluation)

Students are introduced to form drawing as an artistic, contemplative, pedagogical and therapeutic practice. This course supports the experiential dimension of 'Light and Color' and is required to receive credit for that course. Both courses ('Form Drawing' and 'Color and Light') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Home Life and Care

(30 contact hrs; 2 CCR)

In support of the Home Life and Care Practicum, this course introduces homemaking as a practical and healing art. The deeper meaning and significance of various aspects of homemaking is explored from a practical, social and spiritual perspective.

Human Being II

(50 contact hrs; 3 CCR)

This course builds on the foundation of observational capacities developed in 'Human Being I' and introduces key aspects of the human organization from a spiritual-scientific viewpoint. These serve as a further foundation for the development of Curative Educational diagnostic capacities.

Human Development II

(30 contact hrs; 3 CCR)

Building on Human Development I, this course combines an in-depth exploration of developmental principles and processes in childhood and adolescence with a developmental case study to explore and understand complex individual developmental patterns. The course also includes an overview of death, dying and life between death and rebirth from an anthroposophic spiritual-scientific perspective.



Knowledge of Higher Worlds

(45 contact hrs; 3 CCR)

Taught in a study group format, this course provides an in-depth discussion and exploration of the main principles of inner development and contemplative practice, based on Rudolf Steiner's book 'Knowledge of Higher Worlds'.

Light and Color

(8 contact hrs; 1 CCR*)

Through a series of experiments, experiential and artistic activities, students are led through a Goethean phenomenological study of phenomena of light and color, developing an understanding and appreciation of their qualitative dimensions.*

Music I

(22.5 contact hrs; 3 CCR*)

Through the development of instrumental skills on lyre and C-flute, students enter into a relationship to the basic elements of music and acquire practical musical skills for use in their work with children. This course combines with 'Eurythmy I' and is listed by National CCRS as 'Music and Eurythmy I'. Both courses ('Music I' and 'Eurythmy I') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Visual Arts I

(15 contact hrs; 1 CCR)

Students become familiar with a range of visual art media and techniques, developing tools for their practical work with children and gaining confidence in their ability to work artistically with elements of form and color.

Independent Study Projects

Portfolio II

(Independent study; 1 CCR)

The second year portfolio focuses on the celebration of the festivals during the Easter season (from Mardi Gras to Whitsun). Personal tutors should support their students in the exploration of this festival season.



PARAPROFESSIONAL INTERNSHIP

Students who have successfully completed all coursework, practicum and independent study requirements of Stages 1 and 2 are eligible to enter the Paraprofessional Internship. This includes students who have completed all Stage 1 and 2 requirements, but have not received a recommendation for promotion to Stage 3.

The Paraprofessional Internship consists of a 10 month full-time placement in a paraprofessional (assistant) capacity in an Anthroposophic Curative Education center approved by the Core Faculty. The purpose of the Internship is to demonstrate that the student is competent to assume the responsibilities and tasks of a paraprofessional (assistant) in Anthroposophic Curative Education and has developed the capacities described in the Program Rubric as 'Paraprofessional Goals'.

The Paraprofessional Internship is framed by an Internship Contract between the student's supervisor in the internship placement, a representative of the Core Faculty and the student. This contract spells out the student's responsibilities, as well as the arrangements for appropriate supervision. A mid-year review meeting serves to check in and ensure the appropriateness of all arrangements and their implementation. At the end of the 10 month term, the student's supervisor and the Core Faculty representative provide written evaluations. Based on performance and demonstration of the capacities listed in the Program Rubric, they issue a recommendation to award the Paraprofessional Certificate or identify any deficiencies that would need to be addressed before such a recommendation could be issued. In addition, if the student was not previously recommended for promotion to Stage 3, but has meanwhile demonstrated suitability for advanced study, the Core Faculty representative may issue such recommendation at this point. The evaluations and recommendations are reviewed by the Core Faculty, and the Core Faculty makes the final determination.

Upon successful completion of the Paraprofessional Internship, students are awarded the Paraprofessional Certificate in Anthroposophic Curative Education. Students who have gained a recommendation for promotion to Stage 3 after completion of the Paraprofessional Internship are eligible to apply for admission to Stage 3.



TYPICAL THIRD YEAR CURRICULUM

The third year curriculum of the Curative Education Program aims to develop students' capacities to discover and work with the weaving of destiny and its laws. Some courses typical of the third year curriculum may be substituted with another approved course at the Program Director's discretion.

Practicum Experiences:

Education Practicum III
Home Life and Care Practicum III
Therapy Practicum I

Courses:

The Art of Storytelling
The Camphill Impulse II
Crafts and Work
Curriculum and School
Embryogenesis
Esoteric Science
Eurythmy II
Group Work and Facilitation
Human Being III
Music II
Philosophical Perspectives
Visual Arts II

Journal III:

Reflection on Michaelmas season
2nd Conversation on Living in Community

Practicum Experiences

Education Practicum III

(180 hrs supervised practice; 4 CCR)

This practicum is aimed at continuing to develop instructional skills and capacities in the classroom and/or prevocational context at an advanced level, preparing students to take on significant responsibility as assistant teachers. It includes a requirement to plan, prepare and teach a two week main lesson block or similar instructional unit.



Home Life and Care Practicum III

(600 hrs supervised practice; 3 CCR)

Building on the experiences of the first two years, students take on increasing responsibility, acting as significant support to their supervisor and beginning to share in the functions and responsibilities of the lead homemaker.

Therapy Practicum I

(15 hrs field experience; 1 CCR)

This practicum consists of a series of field observation of various therapeutic modalities. By providing an overview of the range of therapeutic applications in Curative Education, it prepares students for a more in-depth practical experience of therapeutic work in Therapy Practicum II.

Courses

The Art of Storytelling

(32 contact hrs; 2 CCR)

Through an exploration of stories, story themes and elements, and through storytelling practice, students prepare to write and tell a developmentally appropriate story for an individual child in their care.

The Camphill Impulse II

(25 contact hrs; 1 CCR)

This retreat builds on the Camphill Impulse I workshop and deepens the exploration of the spiritual community building principles embodied by the Camphill Movement.

Crafts and Work

(15 contact hrs; 1 CCR)

This course combines hands-on work on a craft project with reflection, discussion and study of theoretical background to lead to an understanding of the significance and principles of craft instruction and work experience for adolescents.

Curriculum and School

(34 contact hrs; 2 CCR)

This course gives an overview of the Waldorf curriculum, Waldorf educational principles and practices, and their adaptation in a Curative Educational school for children with developmental disabilities. It accompanies and supports Education Practicum III.



Embryogenesis

(15 contact hrs; 1 CCR)

In a retreat setting, students are introduced to the process of embryonic development from a phenomenological scientific, as well as a spiritual-scientific, perspective.

Esoteric Science

(45 contact hrs; 3 CCR)

Through a study of Rudolf Steiner's 'Esoteric Science', students are introduced to a spiritual-scientific account of world evolution and cosmic processes, as well as the foundations of anthroposophic spiritual science as an approach to contemplative inquiry.

Eurythmy II

(22.5 contact hrs; see Music II for CCR*)

In addition to deepening the study and practice of Eurythmy and its key elements, this course also includes an overview of the Eurythmy curriculum in the Waldorf School, the developmental principles that govern its pedagogical use, and some basic hygienic/therapeutic applications of Eurythmy. This course complements 'Music II' and is listed by National CCRS as 'Music and Eurythmy II'. Both courses ('Music II' and 'Eurythmy II') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Group Work and Facilitation

(15 contact hrs; 1 CCR)

This introduction to principles of group process and facilitation is built on students' experiences in community life. The course uses role-play activities, discussion, reading, reflection and the development of a group project to uncover important factors for healthy group dynamics.

Human Being III

(65 contact hrs; 4 CCR)

Building on the observation skills and the understanding of the human organization developed through Human Being I and II, this course aims to build diagnostic capacities, allowing students to identify imbalances in their own constitution and in the children they work with. The development of empathy is a fundamental element in building social-therapeutic communities.



Music II

(22.5 contact hrs; 3 CCR*)

This course aims to further develop students' instrumental skills and understanding of musical principles, with a view to practical application in educational situations. It also adds an overview of the Waldorf music curriculum and its developmental principles. This course complements 'Eurythmy II' and is listed by National CCRS as 'Music and Eurythmy II'. Both courses ('Music II' and 'Eurythmy II') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Philosophical Perspectives

(15 contact hrs; 1 CCR)

Through a comparative approach, this course develops an overview of a wide range of philosophical approaches to the human being in their historical and conceptual relationships to each other and to the anthroposophic spiritual-scientific perspective.

Visual Arts II

(15 contact hrs; 1 CCR)

This course provides an overview of the Waldorf art curriculum through activities and discussion of developmental principles. It supports the student's use of artistic modalities in Education Practicum II.

Independent Study Projects

Portfolio III

(Independent study; 2 CCR)

The third year portfolio focuses on the celebration of the Michaelmas season. Personal tutors should support their students in the exploration of this festival season.



TYPICAL FOURTH YEAR CURRICULUM

The fourth year curriculum of the Curative Education Program aims to develop students' capacities to work out of moral intuition, moral imagination, and moral technique as a professional in the social/human services field. Some courses typical of the fourth year curriculum may be substituted with another approved course at the Program Director's discretion.

Practicum Experiences:

Practicum Concentration
Therapy Practicum II

Courses:

The Camphill Impulse III
Conflict and Communication
Contemporary Social and Political Issues
Curative Application of the Arts
Eurythmy III
Human Being IV
Integrated Arts Project
Medical and Artistic Therapies
Music III
Organizational Development
Philosophy of Spiritual Activity
The Point-Circle Meditation
Visual Arts III

Final Project:

Child Study
Practical Component
Written Report
Oral Presentation

Practicum Experiences

Practicum Concentration

(750 hrs supervised practice; 8 CCR)

The Practicum Concentration is based on an individually tailored set of responsibilities that may combine elements of Home Life and Care and Education. It provides an opportunity to develop the advanced skills and capacities of a professional Curative Educator and prepares the student for the Professional Internship



Therapy Practicum II

(30 hrs supervised practice; 2 CCR)

This practicum adds an opportunity for in-depth practical engagement with one particular therapeutic discipline, under the guidance of an appropriately qualified practitioner.

Courses

The Camphill Impulse III

(15 contact hrs; 1 CCR)

In a retreat setting, this workshop deepens the understanding of the inner principles of the Camphill Movement and the Camphill Community, building on the foundations laid in Camphill Impulse I and II.

Conflict and Communication

(15 contact hrs; 1 CCR)

This course builds on 'Group Work and Facilitation' with an exploration of the nature of conflict and principles and processes of conflict resolution. Conflict is treated as an opportunity for individual and collective growth and development.

Contemporary Social and Political Issues

(15 contact hrs; 1 CCR)

Through study and discussion of various current issues in the field of disabilities and education, students learn to understand and evaluate complex social and political circumstances and their implications for their own professional practice. A strong emphasis is placed on the ethical dimensions of the issues discussed in the course.

Curative Application of the Arts

(15 contact hrs; 1 CCR)

The principles of a curative educational application of artistic processes and activities are explored through case studies and the development of appropriate artistic activities for individual children, based on diagnostic insight.

Eurythmy III

(22.5 contact hrs; see Music III for CCR*)

This course further enhances the students' ability to work with the key artistic principles of Eurythmy, as well as expanding their repertoire of hygienic exercises appropriate for use in curative educational work. This course combines with 'Music III' and is listed by National CCRS as 'Music and Eurythmy III'. Both courses ('Music III' and 'Eurythmy III') must be completed in order for the student to be eligible for the CCR indicated for the course.*



Human Being IV

(34 contact hrs; 4 CCR)

Based on a study of Rudolf Steiner's 'Curative Education Course,' this course deepens students' diagnostic capacities, synthesizing much of what has been learned throughout the program. It directly supports the development of the Final Project. In addition, it explores the indications for the inner development of the Curative Educator given by Steiner, and possibilities for their practice in the context of professional life.

Integrated Arts Project

(34 contact hrs; 2 CCR)

This group project is an opportunity to integrate artistic and social skills in order to develop and produce an artistic performance for children in the school. It is a challenge to the group of students to work independently and creatively as a group, producing an event that embodies curative educational principles in an artistic process.

Medical and Artistic Therapies

(34 contact hrs; 2 CCR)

Various practicing therapists introduce a wide range of therapeutic modalities used in Curative Education. Students become familiar with the qualities, the therapeutic possibilities and the conditions for the appropriate use of each.

Music III

(22.5 contact hrs; 3 CCR)

Students are guided through the process of developing developmentally and pedagogically appropriate music activities for individual children or groups of children, integrating previously developed skills and capacities. This course combines with 'Eurythmy III' and is listed by National CCRS as 'Music and Eurythmy III'. Both courses ('Music III' and 'Eurythmy III') must be completed in order for the student to be eligible for the CCR indicated for the course.*

Organizational Development

(15 contact hrs; 1 CCR)

This course provides an overview of basic principles of organizational development and community building based on an understanding of the threefold nature of the social organism. Students study processes in their own community in an organizational case study.



Philosophy of Spiritual Activity

(45 contact hrs; 3 CCR)

Through a study of Rudolf Steiner's 'Philosophy of Spiritual Activity' ('Philosophy of Freedom'), the nature of intuitive thinking as spiritual activity is explored in relation to human freedom and the capacity for creative, transformative action in the world.

The Point-Circle Meditation

(25 contact hrs; 1 CCR)

This culminating retreat explores the central contemplative exercise suggested by Steiner for Curative Educators: the 'Point-Circle Meditation'. This meditation is explored in relation to a wide range of aspects of life and professional practice.

Visual Arts III

(15 contact hrs; 1 CCR)

This course challenges students to bring their spiritual-scientific understanding of aspects of the human being to expression in artistic form. Each student develops and executes an individual artistic project.



Final Project

The Final Project is a capstone experience completed during the course of Year 4 as part of the requirements for 'The Human Being IV'. The Final Project presents a challenge to the student to integrate the different components of the learning path and demonstrate an ability to apply practical therapeutic skills out of transdisciplinary diagnostic insight. It should reflect the aesthetic orientation of practice in Curative Education and bear witness to a process of personal growth and transformation.

The final project in Curative Education includes the following components, presented together in a **written report** and **oral presentation**:

- a child/case study (including initial impression, biography, symptomatology, anthroposophically extended diagnostic picture with elaboration on relevant aspects, therapeutic gesture and specific therapeutic directions)
- a practical component, involving the development, implementation and review of therapeutic or curative educational activities for an individual child/adolescent/young adult or group of children/adolescents/young adults (including the individual described in the child/case study)
- a written reflection on the process of personal engagement that links observation, insight and practice based on a journal kept throughout the process

Final Projects are supervised and evaluated by a project committee consisting of the Personal Tutor, at least one additional member of the Core Faculty and the Practicum Supervisor responsible for overseeing the practical component of the project (e.g. mentoring houseparent, class teacher, workshop leader or therapist). Acceptance of the Final Project is determined by the Core Faculty, based on the recommendation of at least two reviewers. The evaluation of the project is documented in a written evaluation report.



PROFESSIONAL INTERNSHIP

The Professional Internship in Curative Education follows the completion of all other program requirements and the final project. It must be between six and twelve months in length and must be taken full-time (i.e. at least 30 hours per week). The purpose of the Internship is to demonstrate that the student is able to transfer the skills and capacities acquired to a new context or role, and is competent to assume the responsibilities and tasks of a professional Curative Educator.

The Professional Internship may be completed at any Anthroposophic Curative Educational center, under the guidance of a suitably qualified Internship Supervisor. If possible, the student should not be supervised by any of his or her previous Practicum Supervisors. All arrangements must be made in communication with the Core Faculty and all placements and Internship Supervisors must be approved by the Core Faculty.

During the Internship the student fulfills the role of a fully qualified practitioner in a probationary capacity. The responsibilities of the Internship Supervisor include:

- introducing the student to the institution and his professional role and responsibilities
- supervising the work of the student and giving regular feedback
- conducting a review conversation at the conclusion of the internship
- writing an evaluation of the student's performance, indicating whether the student is qualified to practice as a professional in the field of Anthroposophic Curative Education
- implementing any other aspects of the placement agreement that are required by the Core Faculty

The Professional Internship begins with the development of an Internship Contract between student, Internship Supervisor and Core Faculty. It is followed by periodic informal reviews and evaluations and concludes with a final assessment, based on a review process involving the student, Internship Supervisor, a Core Faculty representative and any other relevant senior staff of the organization providing the placement.

Upon successful completion of the Professional Internship, students are awarded the Diploma in Anthroposophic Curative Education. Only holders of the Diploma are entitled to use the professional designation 'Certified Curative Educator' or the post-nominal abbreviation 'CCE'.



ASSESSMENT

General Principles

Each course, practicum and independent study project includes elements of evaluation and assessment. These serve at least three distinct functions that are integral to the overall educational process:

1. As **self-evaluation processes**, they promote the student's ability to assess his/her own strengths and needs and deliberately guide his/her own learning process. The regular practice of self-evaluation is essential in fostering capacities for self-education and self-directed professional development.
2. As **formative assessment processes**, they provide faculty with feedback on students' progress towards the goals and objectives of a learning experience, thus allowing instructors to make adjustments and respond to students' needs.
3. As **summative assessment processes**, they allow faculty to determine the extent to which a student has reached the goals and objectives of a learning experience at its conclusion. Summative assessment of all coursework, practica and independent study projects is on a pass/fail basis, with qualitative feedback given in the context of review conversations and/or written evaluations. A 'pass' grade represents the equivalent of 3.0 grade points (letter grade B) or higher on the common four-point scale.

Coursework

The syllabus for each course lists the course objectives, as well as the components of student work that are used as basis for evaluation. These may include participation in class discussion and activities, skill performances, practical application assignments, oral presentations, written assignments, artistic projects, group projects, individual review conversations, self-evaluation activities and other elements. For each assignment that is used as a basis for evaluation, instructors provide a written qualitative evaluation and assign a separate pass/fail grade. The assignment of a pass/fail grade for the entire course is based on a review of pass/fail grades for each of the required assignments, as well as attendance, participation and in-class performance. Ordinarily, students will only receive a 'pass' grade for a course if they have received 'pass' grades for all assignments and have shown satisfactory attendance, participation and in-class performance. The primary responsibility for awarding grades rests with Course Instructors and Course Coordinators. Any unclear situations should be brought to the attention of the responsible Class Advisors, who will determine an appropriate course of action in communication with the Core Faculty Group.



Practicum Experiences

Students' performance in a practicum is evaluated against the objectives listed in the Learning Agreement. The Mid-Year Evaluation serves as a formative assessment opportunity for year-long practicum experiences. The Final Evaluation serves as summative assessment. A 'pass' grade will be awarded when all objectives have been substantially met. A 'fail' grade will be given if significant deficiencies remain on any of the objectives. The primary responsibility for awarding grades rests with Practicum Supervisors and Practicum Coordinators. Any unclear situations should be brought to the attention of the responsible Class Advisors, who will determine an appropriate course of action in communication with the Core Faculty Group.

Independent Study Projects

The Portfolio Requirements in the Curative Education Program are evaluated against the criteria listed in this handbook. The primary responsibility for evaluating these projects rests with the Personal Tutor and the Class Advisors. The Personal Tutor reviews the project with the student and writes a qualitative evaluation, recommending a 'pass/fail' grade. This is reviewed by the Class Advisors, who either confirm the Personal Tutor's grade or ask for clarification and refer the issue to the Core Faculty Group for resolution.

Mid-Year and End-of-Year Review Meetings

In addition to the evaluation and assessment processes connected with individual courses, practicum experiences and projects, students in Years 1-4 participate annually in two comprehensive evaluation processes to address their overall progress and eligibility for promotion to the next year in the program. In addition to the student, these conversations include the Personal Tutor, at least one Class Advisor, at least one Practicum Supervisor and any other instructors invited by the student, the Class Advisor or the Core Faculty Group. In addition to reviewing individual learning experiences, it is the task of these conversations to create a comprehensive picture of the student's overall progress towards the broader program objectives and identify any potential issues and difficulties arising in the student's learning path.

Mid-Year Review Meeting

The Mid-Year Review serves a formative function, allowing issues to be identified and addressed before the end of the year. The process includes the following steps:

1. Review of individual courses and practicum experiences to identify any concerns
2. Review of progress towards overall program goals, based on the program rubric and appropriate criteria for promotion to next year
3. Identification of any issues that need to be addressed or monitored
4. Formulation of support plans or other recommended action, if appropriate



End-of-Year Review Meeting

The End-of-Year Review serves a primarily summative function, allowing the Core Faculty to determine whether the student will be recommended for promotion to the next year of the program. The process includes the following steps:

1. Review of all courses, practicum experiences and individual study projects to identify any issues, such as (anticipated) 'fail' or 'incomplete' grades. Determination of satisfactory completion of current year or identification of missing requirements
2. Review of progress towards overall program goals, based on Program Rubric and appropriate Criteria for Promotion to next year. Recommendation for promotion to next year or identification of deficiencies
3. Formulation of recommendation for promotion, remedial plan or other course of action for review and approval by Core Faculty

Program Rubric

The Program Rubric gives an overview of the seven main program objectives. It is used as a basis for Mid-Year Reviews and End-of-Year Reviews, including decisions regarding advancement to the next year of the program. These seven main program objectives are:

1. The ability to perceive other human beings and their relationships with empathy
2. The ability to develop and build upon a range of practical, social, educational and therapeutic skills and methods.
3. The ability to adopt artistic ways of working and use artistic process as a means to enhance practice, understanding and personal competencies
4. The ability to identify, pursue and take part in opportunities for continuing personal and professional development.
5. The ability to engage in phenomenological study of the human being based on knowledge of the spiritual scientific image of the human being.
6. The ability to exercise practical social skills and organizational skills to facilitate community building and cooperative working relationships.
7. The ability to work within the professional, social-political, and regulatory context of the field.

In order to advance to the next year, a student must show appropriate progress towards overall program goals (in addition to completion of all coursework, practicum and independent study requirements of the previous year). Students may advance to the next year of the program if their competency for all or most program objectives meets or exceeds expectations. Students whose performance meets the relevant criterion on most, but not all program objectives may advance at the faculty's discretion, if there is sufficient reason to believe that students will be successful at remediating the shortfall as they enter the next year of studies or professional practice.



Remediation

In the event that a student fails to complete any of the requirements for completion of the program, or for completion of a particular course or practicum, student and faculty will develop a plan for remediation that allows the student to make up for the failed or incomplete requirement. All remedial plans have to be approved by the Core Faculty Group. Repeated failure to complete remedial requirements requires the Core Faculty to review the student's continued participation in the program.

Completion of Practica and Coursework

If a student failed to meet all the requirements for completion of a course or practicum, the instructor or supervisor may propose activities or assignments to allow the student to complete the failed course or practicum requirements, together with a timeline for completion. The course or practicum shall be considered completed when all remedial requirements have been fulfilled within the given time frame.

Completion of the Respective Years of the Program

If a particular course, practicum or individual study requirement for the present year of the program will not be completed, the relevant faculty members may develop a plan to allow the student to complete the required course or practicum at a different time, or as an equivalent learning experience in a different format. All remedial plans must be developed in writing, with specific criteria and timelines, and approved by the Core Faculty. The respective year of the program shall be considered completed when all remedial requirements have been fulfilled.

The Final Project

If the Core Faculty determines, after evaluations by at least two Core Faculty members, that a student failed to complete the requirements of the Final Project, the student is given detailed feedback on the deficiencies, guidelines for remediation and a mutually agreed deadline for completion of the requirements. The Final Project will be considered complete once the revised work has been reviewed by at least two members of the Core Faculty and formally accepted by the Core Faculty.

The Paraprofessional and Professional Internship

If, after completing an internship, a student is not judged competent to work in a paraprofessional or professional capacity (as appropriate), the Core Faculty will review the deficiencies in the student's professional performance and determine what further education is necessary to address these issues. After completing the recommendations for further professional development, the student is given the opportunity to repeat the internship once.



Probation, Repetition and Termination of Enrollment

Any student entering the next year of a program while still completing remedial requirements for the previous year shall be considered in probationary status, subject to the conditions spelled out in the remedial plan. At the Core Faculty Group's discretion, students may also be placed in probationary status with any remedial plan put in place during the course of a particular program year.

Ordinarily, successful completion of all learning experiences in a given year is required for promotion to the next year. At the Core Faculty Group's discretion, students who do not meet the requirements for promotion may be offered the opportunity to repeat a year of the program in its entirety. However, if warranted by individual circumstances, the Core Faculty Group may make arrangements that vary from this general rule.

The Core Faculty Group may terminate a student's enrollment if the student fails to complete remedial requirements; the remedial requirements necessary to address deficiencies in performance would be too extensive to be addressed under the conditions in which the program is offered; or if there are any other substantive reasons to believe that the student is not able to successfully continue his/her studies in the program, even after reasonable accommodations are made. In addition, the Core Faculty Group may terminate a student's enrollment as a result of serious academic or professional misconduct. In all cases, the Core Faculty Group will communicate the reasons for termination to the student's sponsoring organization.

Appeals

Students wishing to appeal faculty decisions or actions on matters of evaluation, assessment and promotion should address their concerns to their Class Advisors. If Class Advisors are not able to resolve the issue, it should be referred to the Core Faculty Group responsible for the student's program. Serious grievances that cannot be resolved by the Core Faculty may be referred to the Director who will consult with Program Directors and Core Faculty from other programs for final resolution.



ATTENDANCE REQUIREMENTS

Students enrolled in the Camphill Academy are required to attend all scheduled activities belonging to the program and program year they are enrolled in. This includes all courses, lectures, demonstrations, discussions, presentations, workshops, retreats and field trips. In addition, students are required to fulfill all duties associated with the practical and community-life components of their program of studies.

Students may be excused from attendance for illness or other extenuating circumstances. In that case, students are expected to send apologies to the responsible instructor in advance of their absence and to make up the content and tasks missed. Instructors are responsible for maintaining attendance records and submitting these to the Registrar and alerting Class Advisors, or Program Directors of any attendance-related concerns.

Repeated unexcused absences or frequent or prolonged absences that impede a student's ability to participate and attain program goals must be brought to the attention of the Core Faculty. The Core Faculty will review all cases of problematic absences and determine appropriate action. Unexcused absences, periods of absence that are too significant to be addressed through a remedial plan, and failure to complete remedial plans may result in a 'fail' grade.

In order to fulfill certain particular program objectives or remedial requirements, the schedule of classes and assigned duties of a particular student may be individualized. In such cases, the student is also required to attend all scheduled activities included in the individualized program as described above.



ADMISSIONS

The Curative Education Program is a field-based course of studies, delivered in partnership with participating communities. Admission and continued participation is contingent on membership in a participating community and sponsorship by that community. Individuals cannot apply independently to participate in this program. Communities that are not currently participating in the Curative Education Program of Camphill Academy must establish affiliation before they can sponsor their members for enrollment.

Participants entering the first year of the program must have completed high school education or an equivalent and be at least 19 years of age.

The program presupposes a solid command of the English language. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) (institution code #8718). A score of 70 (internet-based)/196 (computer-based) (corresponds to an IELTS score of 5.5) is considered the minimum necessary for admission, though individual sub-scores are also taken into account.

To fulfill the field-based supervised practice requirements, students in the Curative Education Program are usually required to be resident volunteer participants at Camphill Special School. Participation by other members of Camphill Special School and members of other participating communities is arranged on a case-by-case basis.

Students with significant prior education and experience may qualify for advanced entry into the second year. They must demonstrate that their background is at least equivalent to the first year in terms of relevant practical experience and knowledge, including a good understanding of the anthroposophical foundations of this work. In addition, a minimum TOEFL score of 80/213 (corresponds to an IELTS score of 6.0) is required for advanced entry into second year.



Admissions Process

For candidates applying to become new members of a participating community in order to enroll in the program:

1. Submission of volunteer coworker application to Camphill Special School or other participating community, including all required materials, as well as a statement of intent to study Curative Education.
 - The 'Autobiography' section of the application should be about 2 pages in length and comment on your interest, motivation, study skills and prior practical and academic experience.
 - At least one reference must be an academic reference (teacher/professor) and comment on the applicant's study skills and oral and written expression.
 - Non-native English speakers must submit a TOEFL or IELTS score. For TOEFL, the institution code is #8718. For IELTS, an institutional code is not required. Please contact the test center where you took the IELTS test and request that your text scores be sent electronically using the IELTS system.
2. Admission interviews with the community's coworker admissions group and a member of the Program Core Faculty
3. Acceptance as a resident coworker of the community
4. Acceptance into the Year 1 of the program

Current members of a participating community should express their interest to the responsible individual or group in their community, who will then approach the Program Director with a request for enrollment. Like other applicants, they should submit a similar statement of their intent to participate in the program to the core faculty. The admissions process will follow all other steps, as outlined above, except for those relating to admission to a participating community.



SCHEDULING GUIDELINES

Individual Study Time

The following guidelines for personal study time have been established by the Beaver Run Circle for students placed at Camphill Special School:

1. First year courses will take place from 8:00am until 4:45pm on Mondays. An additional 3 hours per week should be scheduled for individual study time. This can be scheduled on Mondays, immediately following classes (5:00pm – 8:00pm) or at another time.
2. Students in years 2, 3, and 4 will start their courses at 2:00pm and finish at 12:45pm the following day. They will not be expected for lunch on the second day, but will resume their practical duties at the end of rest hour. An additional 5 hours per week should be scheduled for individual study time. This can be scheduled at any time, including weekends. Recommended hours for study time are: 8:00am – 1:00pm, or 3:00pm – 8:00pm.
3. The scheduled weekly study time may not always be enough to complete all assignments, preparatory reading and other course work. Students must be prepared to use other free times, including vacations and days off, from time to time, as needed, to complete their work.
4. Students who have classes or individual study time in the morning are expected to support their houses by waking children in the dormitories or helping with breakfast preparations.

Placement in the Educational Program

The student's involvement in the educational program needs to be taken into account when scheduling study time, especially for third year students.

Students in years one and two should spend a minimum of five hours per week in the educational program (kindergarten, classroom or pre-vocational workshop). While some consistency in placement is desirable, it is not necessary for all their time to be spent in the same setting. Third year students, however, should have a consistent placement of at least three mornings per week in the same class or three afternoons per week in the same workshop in order to be able to take on a significant role in that setting (as required for Education Practicum III).



POLICIES AND PROCEDURES

Academic Honesty

All written work must meet commonly accepted standards of academic honesty. This means first and foremost that all sources of ideas, facts, information and actual formulations must be properly attributed. Failure to do so constitutes plagiarism and will result in an automatic fail grade. In cases of serious and/or repeated plagiarism, students may face additional consequences, including termination of enrollment, as determined by the Core Faculty Group.

To avoid unintentional plagiarism, students must familiarize themselves with the American Psychological Association's (APA) guidelines for use of references, apply them conscientiously and seek help in case of uncertainty about what is acceptable. Academic honesty is the student's responsibility!

Accommodations for Special Learning Needs

Students are responsible for identifying and discussing special learning needs. Students are asked to inform their Class Advisor or Program Director of any special learning needs. Class Advisors will inform the Program Director of any requests for accommodations that they receive.

Requests for accommodations will be reviewed by the Program Director and brought to the Program Core Faculty Group for consideration. Program Core Faculty Groups shall make all reasonable attempts to accommodate and support students with diverse learning styles and learning needs. Participating organizations must commit to making reasonable resources available to support special learning needs of students they sponsor.

If the Program Core Faculty Group suspects that a student's needs for support may be too extensive or of a nature that precludes successful participation in the program, this shall be shared orally and in writing with the student. If appropriate, a probation period may be determined. If the Program Core Faculty determines, either after a probation period or – in serious cases, especially where the capacity to competently and safely perform practicum responsibilities is in question – immediately, that a student's needs for support are too extensive or of a nature that precludes successful participation in the program, this shall be communicated to the student orally and in writing. In addition, arrangements for the student's withdrawal from the program shall be made with the sponsoring organization.



Copyright and Software Licenses

The partner organizations implementing a program are responsible for ensuring that all materials made available to instructors and students are made available in compliance with applicable intellectual property protections and licensing requirements. Instructors and students may not engage in activities that violate intellectual property rights in connection with program activities.

International Students

It is critical to communicate with the Program Director, PDSO, and DSO regarding any issues that may affect the status of an international student. There are specific requirements international students have to meet in order to maintain status and remain in the country legally. In all cases, this includes maintaining full enrollment in the program as approved with a full course load and meeting requirements for academic progress. Failure to enroll in, attend, or successfully satisfy the requirements for the program's coursework and learning experiences, including practica and retreats, may jeopardize a student's visa status and prevent him or her from remaining in the United States.

Notify the PDSO and DSO as early as possible and before making any final arrangements, in addition to the Program Director, regarding any situation that may affect a student's visa status. The PDSO and DSO will be able to help you determine the best plan of action for your specific situations. Such situations include, but are not limited to:

- Change of start date / Date of arrival (as indicated on I-20)
- Change of exit date / Date of departure (as indicated on I-20)
- Change of status
- Concerns with academic performance, including practice
- Poor attendance
- Serious or long-term health issues
- Transfer to another Camphill Academy community
- Transfer to another SEVP-certified school
- Withdrawal from the program

International students with questions about their visa status should speak with the PDSO or DSO at the participating community. Complete and current information on the rules that apply to international students can be found at www.studyinthestates.dhs.gov.



Leaves of Absence

A Leave of Absence is a temporary break in a student's attendance during which he/she is considered to be continuously enrolled. Students must make requests for a Leave of Absence in writing. Requests must be addressed to the Program Director of the program that the student is enrolled in, with copy to the Registrar, and must be made before the beginning date of the Leave of Absence. If unforeseen circumstances prevent the student from submitting the request in advance, the request must be submitted as soon as possible, and no later than two weeks after the beginning date of the absence in order to prevent withdrawal.

Leaves of Absence are limited to 180 calendar days in any 12-month period. Multiple Leaves of Absence may be approved, provided that the total of the leaves does not exceed this limit. Students enrolled on a student visa may be granted a Leave of Absence in emergency situations, such as serious illness or death in the immediate family, in accordance with the applicable regulations of the Department of Homeland Security.

The student must sign and date the Leave of Absence request and specify a reason for the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the Leave of Absence as requested. The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study.

Requests must be approved in writing by the Program Director of the student's program and are entered into the student's records by the Registrar. An approved Leave of Absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the Leave of Absence does not exceed the specified limit.

Official Academy Email

The Academy has established email as one of the means of sending official information to faculty, staff, and students. In addition to Camphill Academy related communications, users are permitted to use their Camphill Academy account for all personal communications that do not violate any applicable laws or policies of the Camphill Academy and that are not damaging to the Camphill Academy and its community.

All official Academy communications will be sent to this official Academy email address and all email users are responsible for reading, understanding, and complying with the guidelines set forth in the Camphill Academy Policy #2036, which is provided to faculty, staff, and students when their email account is created.



Photo Release

Photographs or videos taken of students and participants in connection with course activities or program events may be copyrighted, used and published, with or without identifying persons by name, for any lawful purpose, including for example such purposes as publicity, illustration, advertising, and Web content. Such use shall be without payment of fees, royalties, special credit or other compensation. If you do not wish to have your picture made public, please notify the Registrar in writing.

Student Grievances

In line with its Mission and Vision, the Academy strives to foster a culture of open, respectful collaboration, exchange and dialogue in which conflict is recognized as an opportunity for growth and development. All stakeholders in the Academy are encouraged to address issues as they arise and seek informal resolution on the basis of open dialogue and exchange.

Students have the right to express informal and formal grievances without fear of retaliation. Formal grievances may be addressed to the Class Advisor, Program Director or any other Core Faculty member. The Core Faculty Group shall be informed of any formal grievances at its next meeting and determine a process for resolution. If the time until the next regularly scheduled meeting is too long to provide a timely response to the complaint, the faculty member addressed with the complaint shall contact the Program Director and determine how to proceed. This may involve holding a special meeting of the Core Faculty Group or designating an individual or committee to follow up on the complaint and report at the next regularly scheduled meeting.

It is the responsibility of the Program Director to ensure that the resolution process is implemented and followed in accordance with the determined timelines. If the Program Director is directly involved in the complaint or otherwise subject to a conflict of interest, another Core Faculty Member shall be designated to ensure the proper implementation of the resolution process. Formal grievances and their resolution shall be documented in Core Faculty Minutes and/or student and faculty files, as appropriate.

In the event that a student has exercised Camphill Academy's internal complaint procedure and the issue remains unresolved, the student may refer the problem to Camphill Academy's accrediting body. Information on the ACCET complaint procedure can be found on the ACCET website (www.accet.org - Documents & Forms) or obtained upon request from the Academy's Coordinator of Academic Affairs.



Transcripts and Student Records

Transcripts of student records, including identifying information (name, student ID, date of birth, current address) and information on all programs, courses and internships/externships enrolled, dates of enrollment, current status, completion status, grades assigned, clock hours and recommended credit earned (as applicable) and qualifications awarded are maintained by the Registrar.

Students may request transcripts at any time in person, in writing, by phone or by electronic communication. Requests for transcripts by third parties shall only be processed if authorized by the student in person, in writing, by phone or by electronic communication. Official transcripts must include the signature of the Registrar and bear the seal of the Academy. No charge is made for the issuance of a transcript. However, the Academy reserves the right to request reimbursement or apply a reasonable charge if a special method of shipment (such as express or overnight delivery) or an unusual number of transcripts is requested.

Students may also request to review their physical file on site at the Academy's main office, by arrangement with the Registrar.



CONTACT INFORMATION

All Camphill Academy programs are controlled from the Main Campus in Glenmoore, PA where the program administrators' offices are located and student records are maintained.

Main Office

Camphill Academy
 1784 Fairview Road, Glenmoore, PA 19343, USA
 Phone: 610 545 6083 | Fax: 610 469 9758
 Email: info@camphill.edu | Website: www.camphill.edu

Name	Function	E-Mail	Phone
Jan Goeschel	President	jgoeschel@camphill.edu	610-545-6083 ext 120
Dana Killmeyer	Coordinator of Academic Affairs	dkillmeyer@camphill.edu	610-545-6083 ext 131
Becca Winiarski	Registrar	rwiniarski@camphill.edu	610-545-6083 ext 141

Camphill Special School (Core Faculty)

Camphill Special School
 1784 Fairview Road, Glenmoore, PA 19343, USA
 Phone: 610 469 9236 | Fax: 610 469 9758

Name	Function	E-Mail	Phone
Sonja Adams	Program Director	sadams@camphill.edu	610-469-9236 ext 125
Rachel Bowden	Site Coordinator (Soltane)	rbowden@camphill.edu	610-986-4404
Tina Bruckner	Instructor	tbruckner@camphill.edu	610-935-6871
Carsten Callesen	Instructor	ccallesen@camphill.edu	610-469-9236 ext 154
Jan Goeschel	Instructor	jgoeschel@camphill.edu	610-545-6083 ext 120
Rudiger Janisch	Instructor	rjanisch@camphill.edu	610-469-6253 ext 301
Norma Lindenberg	Instructor	nlindenberg@camphill.edu	610-469-2583 ext 521
Becky Rutherford	Instructor	brutherford@camphill.edu	610-458-5022
Libby Sanders	Instructor	esanders@camphill.edu	610-415-9534
Gillian Schoemaker	Instructor	gschoemaker@camphill.edu	610-455-2040
Aviran Shoshan	Instructor	ashoshan@camphill.edu	610-415-9534
Else Wolf	Instructor	ewolf@camphill.edu	610-469-9820



APPENDIX A: LIBRARY RESOURCES

Each of the communities hosting or participating in one of the programs of the Camphill Academy maintains a community library that includes the basic resources needed to support the specific learning experiences offered to its members. Students are also expected to find and access local resources, such as public library systems and local college or university libraries, including the interlibrary loan facilities available through these. In addition, students and faculty are encouraged to use the resources accessible through the 'Library' on the Camphill Academy's website (see <http://camphill.edu/library/>). These include:

ProQuest

While affiliated with or attending Camphill Academy, students, faculty, scholars, and researchers have access to ProQuest Research Library, a multidisciplinary database of scholarly journals, trade publications, magazines, and other timely sources in 150 subject areas.

Many communities are set-up with IP authenticated access. To begin searching the database, users with IP authenticated access simply need to go to search.proquest.com. No additional log-in or password is required. Other users may obtain log-in and password information from the Program Director or Site Supervisor for their community or by contacting the Coordinator of Academic Affairs. Once users have established access via one of the methods above, they may choose to create a "My Research" account. This allows users to log into ProQuest anywhere, anytime as well as to save searches and documents and connect to their RefWorks account.

Rudolf Steiner Library

The Rudolf Steiner Library is the lending and mail-order library of the Anthroposophical Society in America. It includes a wide range of holdings, many of which are directly relevant to the programs and courses offered in the Camphill Academy. Borrowing service is free for members of the Camphill Academy and bibliographic research services are available at a reasonable rate. Fees for shipping and overdue or lost material still apply and are the responsibility of the individual or participating community. The catalog can be searched online via the Camphill Academy "Library" webpage or at <http://rsl.scoolaid.net/bin/home>.

Additional Open Access Resources

The [Rudolf Steiner Online Archiv](#) based at Brigham Young University's Department of German Studies and Slavic Languages brings together previously published German editions of Rudolf Steiner's writings and lectures, as well as previously published translations into English and other languages.



The [RS Archiv](#) is an independent, non-profit initiative that provides access to previously published English translations of Rudolf Steiner's writings and lectures, as well as previously published German editions (and some other translations). It also includes original (not previously published) translations, which may be of poor quality and need to be treated with caution.

The [Online Waldorf Library](#) is a project of the Research Institute for Waldorf Education and provides access to publications on Waldorf education and related subjects.

An open-access, peer-reviewed journal on Steiner/Waldorf education, co-sponsored by Rudolf Steiner University College (Oslo, Norway) and Alanus University of Arts and Social Sciences (Alfter, Germany), [Research on steiner Education \(ROSE\)](#) publishes empirical, theoretical and philosophical research serving the theoretical and practical development of Steiner/Waldorf education within the contemporary globalizing world.

The [Directory of Open Access Journals \(DOAJ\)](#) provided by Lund University Library in Sweden, covers free, full-text, quality controlled scientific and scholarly journals in all subjects and languages.

[Free Electronic Journals](#) are sorted by subject areas and journal titles. This list, maintained by the library of the University of Nevada, provides links to a wide range of peer-reviewed open access journals for browsing.

A [Directory of Open Access Scholarly Journals in Education](#) is available through the American Educational Research Association (AERA) which provides this subject-specific directory through the Center for Educational Research for Global Sustainability at Arizona State University.

The [Directory of Open Access Repositories \(OpenDOAR\)](#) is a quality-controlled, searchable directory, maintained by Lund University Library in Sweden, which provides access to academic works across many subject areas.

Advertised by the U.S. Department of Education, which hosts this database, as the "world's largest digital library of education literature", the [Education Resources Information Center \(ERIC\)](#) provides searchable access to comprehensive bibliographic records of education literature and full-text articles.

Disclaimer: The open access resources listed here are not maintained by the Camphill Academy or any of its affiliates. Links are provided as a service to students and faculty, and do not imply endorsement. As with all sources, users are expected to exercise independent judgment and discretion in evaluating the reliability, merits and flaws of any publication.



APPENDIX B: GUIDELINES FOR WRITTEN WORK

Structuring an Essay

An essay has three main parts:

- Introduction (say what you are going to do)
- Main Body (do it)
- Conclusion (say what you did)

Each part has a specific purpose.

Introduction

In the introduction, you need to tell the reader what you are going to talk about. Imagine that the reader has no idea what the topic of the essay is going to be, or why it is even worth writing about.

You need to tell the reader:

- what the general topic of your essay is
- why the topic is important or interesting
- what the specific questions are that you are going to discuss
- how and in what order you are going to answer them

Main Body

In the main body of the essay, you will deal with the topic by bringing your information, arguments, evidence, examples, facts, perspectives, discussion, evaluation and whatever else you need in order to address the topic and answer all the specific questions that you developed in the introduction.

The main body needs to be structured into paragraphs that follow a logical sequence.

Conclusion

In the conclusion, you need to summarize what you talked about in the main body and relate it back to the original topic and the questions you developed in the introduction. Imagine that, after reading the main body, the reader still hasn't quite understood how all of this is relevant to the topic. Make it very clear and explicit. You need to tell the reader:

- what answers to the specific questions you came up with
- how they all fit together
- how they address the general topic
- which questions are still open or could be asked to deepen the subject

Before you hand in your assignment, please make sure that your name is on it and that you have edited it for spelling, grammar and style.



Formatting Guidelines

Unless otherwise specified by the instructor, all written work should be submitted in a format following the guidelines of the **American Psychological Association (APA)** Publication Manual (5th edition) with regard to layout, referencing and citations. Detailed explanations of these guidelines are available at www.apastyle.org.

The **Online Writing Lab (OWL) at Purdue University** provides a very helpful summary of the relevant guidelines. The site offers an introductory online workshop, as well as APA formatting and style guidelines. It is recommended that you refer to the OWL website when editing your papers (<http://owl.english.purdue.edu/owl>).

Following, you will find a brief summary of some of the essentials.

Basics

In general, writing assignments should be typed on 8.5"x11" letter-size paper, in an easy-to-read 11 to 12-point font, such as Times New Roman or other Serif typeface. Apply 1" margin on all sides and double-space the entire document, including References page(s). In the "Header," at the top of the page, include the title of the paper or assignment (left-hand side) and page number (right-hand side). Align text to the left-hand margin, leaving a "ragged" right margin and indent first line of every paragraph one-half (½) inch. If you are ever unclear about the expectations for the assignment, check with your instructor.

Title Page

Please follow the APA guidelines and make sure your title page includes the following information:

The title of the assignment

Your name

The title of the course

The name of the instructor

The date of submission

All of these should be centered.



In-Text Citations

All published or unpublished materials that you used in writing your paper must be referenced correctly. This is called “in text citation”. References in the running text must include the author’s last name and year of publication.

There are essentially two ways to reference others’ ideas in your own work: direct quotes and paraphrase. **Direct quotes** are when you include the author’s words verbatim, exactly as written in the source text. To signal that it is a direct quote, put the author’s words in quotation marks and include the page number where it originally appeared in parenthesis afterwards. References for direct quotes must also include the page number.

Examples:

As Schwenk (1996) describes, it appears “as though it were permeated through and through by a delicate sensitivity” (p. 119).

“On one of her sea journeys she experienced the sea burial of a crew member.” (Sander, 2004, p. 88).

Paraphrase is when you translate the author’s original ideas into your own words.

Examples:

As Jones (2003) pointed out, many different approaches have been used to deal with this. One problem appears to be the recurring lack of stamina (Gardner, 2001).

References Page

At the end of your paper, a section titled “References,” which begins on a new page after the last page of text, must include the full bibliographical reference for each work mentioned in your assignment. Format each entry as specified by the APA guidelines for each type of source. Below is an overview of some basic formatting rules followed by examples of the most common types of references.

- List each work alphabetically by the last name of the first author for each work. For multiple articles by the same author(s), list the entries chronologically, from earliest to most recent.
- Capitalize all major words in journal titles. However, when referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- For each entry, indent all lines after the first line by one-half a ($\frac{1}{2}$) inch from the left margin. This is called hanging indentation.



Authored book:

Schwenk, T. (1996). *Sensitive chaos: The creation of flowing forms in water and air*. London: Rudolf Steiner Press.

Edited book:

Bock, F. (Ed.). (2004). *The builders of Camphill: Lives and destinies of the founders*. Edinburgh: Floris.

Individual article from edited book:

Sander, M. (2004). Anke Weihs-Nederhoed. In F. Bock (Ed.), *The builders of Camphill: Lives and destinies of the founders*. Edinburgh: Floris.

Periodical article:

Prasher, V. & Haque, M.S. (2005). Misdiagnosis of thyroid disorders in Down syndrome. *American Journal on Mental Retardation*, 110, 1-12.

Unpublished manuscript:

Koehler, B. (1998). Why we're always wrong. Unpublished manuscript. Glenmoore, PA: Author.

Website:

Neyhart, D. & Karper, E. (2001). *Using American Psychological Association (APA) format (updated to 5th edition)*. Retrieved August 29, 2005, from http://owl.english.purdue.edu/handouts/research/r_apa.html

Special Guidelines when Referencing Steiner Lectures

When referring to individual lectures by Rudolf Steiner, taken from a published collection of lectures, please list them as if they were chapters in an edited book. Use the following format and include date, place and GA number (serial number in the bibliographical survey of Steiner's complete works), in addition to the title of the lecture. This makes it easier to find the same lecture in a different translation, a different collection of lectures or in the original German. If you are referring to several lectures, list each lecture separately. Note that the date to use in your paper is always the copyright date of the actual publication you are using (not the date the lecture was given). If this leaves you with multiple bibliographical entries by the same author, listed with the same year of publication, list them in alphabetical order (by title) and designate them as Steiner (1995a), Steiner (1995b), etc.

Examples:

Steiner, R. (1995a). Overcoming nervousness (January 11, 1912, Munich, GA143). In R. Steiner, *Anthroposophy in everyday life* (pp. 25-49). Hudson, NY: Anthroposophic Press.

Steiner, R. (1995b). Practical training in thought (January 18, 1909, Karlsruhe, GA108). In R. Steiner, *Anthroposophy in everyday life* (pp. 1-24). Hudson, NY: Anthroposophic Press.