

CAMPHILL ACADEMY

**STUDYING
INCLUSIVE SOCIAL DEVELOPMENT**



**PROGRAM
HANDBOOK**

2020/21

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, Social Therapy, and related fields, which is represented by the [Anthroposophic Council for Inclusive Social Development](#), 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 Anthroposophic Council for Inclusive Social Development in the School of Spiritual Science in Dornach, Switzerland, and its qualifications are recognized by the Council's International Training Circle.

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 intra-personal 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.



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).

Credit Transfer

The Camphill Academy's learning experiences have been evaluated and have received extensive College Credit Recommendations (CCRs) from the University of the State of New York's [National College Credit Recommendation Service](#). This allows students to have learning experiences completed in one of the Academy's programs in Inclusive Social Development articulated for college credit through [Excelsior College's](#) transcript service for purposes of transfer and/or degree completion.

Bachelor's Degree Options with Our Partners

The Camphill Academy provides pathways for students who choose to complete bachelor's degrees in a field related to Inclusive Social Development through partnerships with several colleges and universities, including [Prescott College](#), [SUNY Empire State College](#), and [Excelsior College](#) in the United States, and [Alanus University](#) in Mannheim, Germany.

To date, most of the students pursuing this option have used [Prescott College's Online Undergraduate Program](#). Students who are accepted into this program complete an individualized course of studies, allowing them to deepen or broaden various aspects of Inclusive Social Development. A similar route exists through a partnership with [SUNY Empire State College](#) and [Excelsior College](#).

Students wishing to continue their education in Germany may be interested in the bachelor's degree in Curative Education (B.A. in Heilpädagogik) at the Institute for Waldorf Education, Inclusion, and Interculturality at Alanus University. In this context, "curative education", or "Heilpädagogik" in German, refers to work with both children and adults. Students choosing this route may transfer to Alanus at various different points in their studies in the Camphill Academy and the length of additional study still required at Alanus University in Germany will depend on the timing of the transfer.



M.Ed. in Waldorf Education with a Transdisciplinary Focus on Healing Education

This advanced level Waldorf M.Ed. program with a Transdisciplinary Focus on Healing Education is offered by the Education Department at [Antioch University New England](#) in collaboration with the Camphill Academy. It brings together experienced anthroposophic practitioners from various disciplines, united by the striving to work out of healing impulses in lifespan development.

Camphill Academy students with a bachelor's degree and demonstrated interest and commitment to anthroposophy and Inclusive Social Development may be eligible to combine their studies in the advanced stages of the Diploma Program with work towards Antioch University New England's M.Ed. in Waldorf Education with a Transdisciplinary Focus on Healing Education, allowing them 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). For more information, visit [Antioch University New England's M.Ed. program page](#).

Financial Considerations for Degree Completion

While students on Community Fellowships from participating communities are not charged any tuition to attend the Camphill Academy, enrollment in a degree completion program will incur tuition fees with the school the student is attending. Financial support for students wishing to pursue degree completion while residing at a Camphill community is not guaranteed and must be arranged on an individual basis between the Student and Participating Community.

Alternately, graduates of the Camphill Academy may pursue credit transfer and/or degree completion with one of our partners or another institution independently. Typically individuals will explore this option if they have left their community.



PROGRAMS AND LEVELS OF CERTIFICATION

The Camphill Academy offers three programs or pathways leading to the following corresponding levels of certification in Inclusive Social Development:

1. Foundation Studies Certificate in Inclusive Social Development

- Awarded after completion of the first year core curriculum (Stage 1)
- Not a professional qualification or certification of competency
- May meet foundation studies requirements for other anthroposophical courses and programs (e.g. Waldorf Teacher Training)
- Eligible to transfer into the Paraprofessional Certification Program (Year/Stage 2).

2. Paraprofessional Certificate in Inclusive Social Development

- Awarded after completion of the second year/stage and an additional six to twelve months of supervised practice (Paraprofessional Internship)
- Also awarded to students who have completed the second year/stage and have passed all third-year practicum requirements.
- Holders of the Paraprofessional Certificate are considered qualified to serve in a paraprofessional capacity, assisting professionally qualified practitioners in providing direct support to individuals with developmental disabilities

3. Diploma in Inclusive Social Development

- Awarded after completion of the fourth year/stage and an additional six to twelve month Professional Internship
- Holders of the Diploma in Inclusive Social Development are considered qualified to serve in a professional capacity, providing direct support to individuals with developmental disabilities



The table below shows the main stages students progress through as they advance through the three programs and certification levels. Two separate determinations are made at the conclusion of each stage:

- a. Have all requirements of the respective stage been met?
- b. Can the student be recommended for promotion to the next stage?

PROGRAMS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Foundation Studies Typically completed in 1 year of full-time practice-integrated study. Prerequisites Member of a participating community and acceptance by the Program Core Faculty.	1st Year Core Curriculum 				
Paraprofessional Certification Typically completed in 3 years of full-time practice-integrated study. Prerequisites Member of a participating community, completion of the Foundation Studies or equivalent program, and recommendation for advancement/acceptance by the Program Core Faculty.		2nd Year Core Curriculum	A 6 -12 month full-time para-professional internship or completion of all Year 3 practica		
Diploma Typically completed in 5 years of full-time practice-integrated study. Prerequisites Member of a participating community, completion of the 2 nd Year Core Curriculum (Stage 2) and with recommendation for advancement/acceptance by the Program Core Faculty.			3rd Year Core Curriculum	4th Year Core Curriculum	A 6 -12 month full-time professional internship



The following stages serve as major milestones in this process:

Stage 1

- Student successfully completes all 1st Year Core Curriculum requirements!
- The **Foundation Studies Certificate in Inclusive Social Development** is awarded.
- If recommended for promotion, the student may advance to Stage 2 and the **Paraprofessional Certification Program**.

Stage 2

- Student successfully completes all 2nd Year Core Curriculum requirements!
- Students who successfully complete Stage 2 are eligible to advance to Stage 3.
- If recommended for promotion to the Diploma Program, students are eligible to continue working towards the **professional diploma** by enrolling in the full 3rd Year Core Curriculum.
- If not recommended for promotion to the Diploma Program, or not interested, students may continue working towards the **paraprofessional certificate** by enrolling in the 6-12 month full-time **paraprofessional internship**.
- No certificate is awarded at this stage.

Stage 3

<i>Path Towards Paraprofessional Certification</i>	<i>Path Towards Professional Diploma</i>
Student successfully completes 6-12 month full-time paraprofessional internship .	Student successfully completes all 3 rd Year Core Curriculum requirements
The Paraprofessional Certificate in Inclusive Social Development is awarded.	If recommended for promotion to Stage 4, students are eligible to continue to the advanced stages of the Diploma Program by enrolling in the 4 th Year Core Curriculum.
	The Paraprofessional Certificate in Inclusive Social Development is awarded.*

* Students fully enrolled in the 3rd Year Core Curriculum, must at least pass all 3rd Year practicum requirements to be awarded the Paraprofessional Certificate.

Stage 4

- Student successfully completes all 4th Year Core Curriculum requirements!
- Student is eligible to advance to Stage 5 to continue working towards the **professional diploma** by enrolling in the 6-12 month full-time **professional internship**.
- No certificate or diploma is awarded at this stage.

Stage 5

- Student successfully completes 6-12 month full-time **professional internship**!
- The **Diploma in Inclusive Social Development** is awarded.



INCLUSIVE SOCIAL DEVELOPMENT

Inclusive Social Development is an interdisciplinary field concerned with building inclusive communities within which individuals of all abilities can find wholeness in life and biographical fulfillment. Its concerns are thus broader than those of conventional social work and human services. They include all aspects of individual and community life, from physical and psychological health to social and spiritual wellbeing. These different aspects are seen together as integral components of an unfolding biography.

Practitioners and professionals in the field of Inclusive Social Development 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, the study of Inclusive Social Development brings an integral transdisciplinary approach to a field of work defined by the intersection of a wide range of disciplines, including not only education, psychology, social work and nursing, but also such elements as the arts, agriculture and community building. With a transdisciplinary orientation, practitioners and professionals in this field must be able to perform comprehensive diagnostic assessments, integrating contributions from a wide range of professional perspectives, including developing, implementing and coordinating educational, social, and therapeutic approaches and drawing on the widest possible range of tools and methods.

Inclusive Social Development is based on a holistic, transdisciplinary understanding of human situations and biographical themes and challenges. The development of such deepened insight as a basis for community-building 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 programs in Inclusive Social Development are offered within the context of community life at one of the participating communities dedicated to the practice of inclusive social development on an anthroposophic foundation, through inclusive community building with adults with developmental disabilities. Students are fully integrated into the daily life and activities of their community, gaining practical experience while pursuing their studies. In addition to academic and artistic coursework, students' activities in the community include participation in extended-family living, the cultivation of an active cultural and spiritual life, and supervised practice within the context of



various workshops, including, homemaking, crafts, food service and retail, education, biodynamic gardening, and other inclusive enterprises (refer to 'Participating Communities'). 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.

These programs aim to lay a foundation for the lifelong development of these capacities and equip students with the means for ongoing, self-directed personal and professional development (see also 'Assessment – Program Goals').

Concentration Areas

Students enrolled in the Inclusive Social Development programs choose to pursue their studies through one of the following concentration areas: Curative Education, Social Therapy, or Social Agriculture and Biodynamics, depending on availability at the participating community location. Although there is significant overlap between concentration areas, and students take many of the same courses regardless of concentration area, there are also some distinct differences (refer to 'Core Curriculum').

Transfer between concentration areas is possible after completing Stage 1, the Foundation Studies Program. Students interested in pursuing a different concentration, should plan to do so before enrolling in the Paraprofessional Certification Program (Stage 2).

Transfer between concentration areas after Stage 2 is not recommended and generally not permitted. Those who are approved to transfer to another concentration area during the Paraprofessional Certification Program may be asked to re-take a program stage and coursework completed as part of their former concentration area, even if they have successfully passed it previously.

Students intending to transfer in any stage should begin to explore the options and conditions applying to their individual situation with their Core Faculty as early as possible. Decisions are always made on a case-by-case basis, at the discretion of their core Faculty Group.



CONCENTRATION IN CURATIVE EDUCATION

Curative education is an interdisciplinary approach to 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. Curative Education includes education and therapies, but also a recognition that a child's lifestyle and overall life situation can help or hinder development. Curative educators do not look at classroom or therapy settings in isolation, but work with the totality of a child's life circumstances. Like Waldorf education, curative education is based on Rudolf Steiner's spiritual-scientific view of the human being, anthroposophy.

The concentration in Curative Education is available to students enrolled in the programs at The Camphill School, 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 (refer to 'Participating Communities' for more details).

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



CONCENTRATION IN SOCIAL AGRICULTURE AND BIODYNAMICS

Social Agriculture and Biodynamic Studies is an interdisciplinary approach focused on biodynamic farming and supporting the development of adults with developmental differences. The study of the human being and its imbalances, developed in anthroposophy, gives us the necessary foundation to understand what Rudolf Steiner calls “the farm individuality”. The Agriculture Course by Steiner provides the means to put these concepts into practice. Within this framework, the farm’s parts are seen as an integrated contextual whole in which the farmer is asked to develop a personal relationship with the many different aspects of the land and the people in a holistic and balanced way. Thus in particular instances, the identity between theory and reality will inform the student with insight for what is the right action.

The curriculum is designed and taught by experienced farmers, gardeners and social therapists within Camphill communities with a focus in two areas: (1) Biodynamic Agriculture (renewing the land) and (2) Social Therapy (renewing ourselves and others).

The concentration in Social Agriculture and Biodynamics is available to students in programs at participating communities dedicated to the practice of Social Therapy on an anthroposophic foundation, including adults with developmental disabilities and engaged in significant biodynamic land stewardship activity (refer to ‘Participating Communities’ for more details).

Internationally, practitioners of Social Agriculture and Biodynamics serve in a wide variety of contexts, including those listed for Social Therapy as well as:

- Community-supported agriculture
- School and community gardens
- Farms
- Innovative, sustainable community enterprises



CONCENTRATION IN SOCIAL THERAPY

Practitioners of Social Therapy 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, Social Therapy brings an integral transdisciplinary approach to a field of work defined by the intersection of a wide range of disciplines, including not only social work, human services, medicine, psychology, and nursing, but also such elements as the arts, agriculture and community building.

As professionals with a transdisciplinary orientation, practitioners of Social Therapy must be able to form a holistic picture of human situations and individual biographical themes and challenges. On this basis, practitioners of Social Therapy build and shape community processes, social, cultural and economic, drawing on the widest possible range of tools and methods, so that individual destinies can unfold.

The concentration in Social Therapy is available to students in programs at participating communities with adults with developmental disabilities (refer to 'Participating Communities' for more details).

Internationally, practitioners of Social Therapy serve in a wide variety of contexts, including:

- Home-based support
- Accompaniment and work with the elderly, individuals struggling with psychiatric conditions and other marginalized groups
- Workshops and community initiatives
- In-reach and outreach, education and volunteer support
- Inclusive community-building in a wide variety of settings



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 members of 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.



Interactive Distance Learning (IDL)

It is at the Core Faculty Group's discretion to deliver courses, or components of courses, via IDL. When making this determination, they will consider subject matter, student cohort, instructional methods, and other factors, including campus and faculty resources, as well as assurance that equal opportunity can be reasonably provided to all students enrolled. IDL delivery may be synchronous (students and instructors engage with each other/the material at the same time/place) or asynchronous (students and instructors engage with each other/the material not at the same time/place).

In general, courses or aspects of courses oriented more around readings, concepts, and class discussions are more likely to be offered via IDL than those in the arts and inner development, or independent study projects and practica, which call for guided supervision, and therefore are typically delivered solely in-person. In the event that a student's in-person participation is temporarily disrupted, some courses which are typically only delivered in-person due to their immersive design (i.e. retreats) or emphasis on practical skill-development (music, arts, drama) or guided supervision may be considered for IDL delivery. These courses may be delivered using a combination of synchronous and asynchronous methods, depending on the subject matter, methods, and student learning needs. This is determined through careful consideration by Core Faculty groups to promote the same educational outcomes as the course's in-person equivalent.

Class attendance and participation in asynchronous IDL components of the course is carried out via a combination of synchronous and asynchronous sessions. Additionally, courses offered in part or whole via IDL are noted on the school schedule, which students receive at the beginning of the school year.

As a best practice, any course that is delivered through asynchronous methods will include some combination of

- the instructor meeting with the class, as a whole, for a minimum of 15 minutes of synchronous class time
- the instructor meeting with individual students or small groups (depending on the class size) for more targeted feedback and instruction, and
- asynchronous "time on task" activities (refer to the 'Examples of Instructional Methods and Estimated Time-on-Task' table below).

This threefold design supports significant engagement among students, and between students, their instructor(s), and the content. The decision to use synchronous or a combination of synchronous and asynchronous methods is left to the discretion of Core Faculty groups in consultation with individual instructors and based on the student cohort, individual learning needs, subject matter, etc.



Time on Task

The “Examples of Instructional Methods and Estimated Time-On-Task” in the table below are provided as guidelines to help Course Instructors, with guidance and input from Core Faculty, determine the average “time on task” for asynchronous activity.

Course Instructors may ask students of a given course/cohort to record their individual asynchronous activity and to submit it periodically for review. The “time-on-task log” is provided as a sample template that instructors may use to have students track their “time on task” for asynchronous activity. Students’ self-reports are not used for assessing or evaluating students’ activity per se, but rather to help faculty, in combination with course evaluations, refine the course hours established for the course and continue to improve the overall program and individual learning experiences.

Core Faculty and relevant Instructors will periodically review and compare students’ submitted “time on task” self-reports with the Instructor’s expectations, other instructors’ experiences, and established guidelines and contact hours to ensure minimum contact hours are met and not overly exceeded. In the case of minor discrepancies, content and activities will be adjusted accordingly. If more/fewer contact hours, or other significant changes, are needed and justified, the Core Faculty will submit a request to the Collegium and Director of Academic Affairs to review and evaluate the course for revision and revalidation.

Examples of Instructional Methods and Estimated Time -on-Task for Calculation Contact Hours

Instructional Method	Synchronous/ Asynchronous	Environment <i>(this list is not exhaustive)</i>	Time-on-Task Estimation
Instructor-led group session	Synchronous	Zoom, Google Meets, tele- phone, classroom	scheduled duration
Individual or small group session with instructor	Synchronous	Zoom, Google Meets, tele- phone, classroom	scheduled duration
Independent practice/studio work, reading, or research	Asynchronous	For materials Google Class- room, Google Drive, other library resources, personal study/work space	1-2 hours
Small group project meeting	Synchronous/ Asynchronous	Gmail, Zoom, Google Meets, meeting space	1 hour
Written response/reflection to reading or other activity	Asynchronous	For materials Google Class- room, Google Drive, other library resources, email	½ hour

The table above provides examples of instructional methods and estimated weekly time-on-task (based on Starenko 2017, Turner 2005).



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, traditional classroom-based courses, and interactive distance learning (IDL). 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 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/Mentors.

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/Mentors

The function of the Personal Tutor/Mentor 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/Mentor to meet with on a weekly basis. Personal Tutors/Mentors 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/Mentors 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. portfolio, social therapy project, final project). Personal Tutors/Mentors 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.



CORE CURRICULUM

The practice-integrated curriculum for programs in Inclusive Social Development 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 Community & Care, Professional Practice, and more, and (3) Academic and Artistic Coursework.

The core curriculum includes coursework and learning experiences that are required of all students in the Inclusive Social Development programs, regardless of concentration area or instructional site, as well as coursework and learning experiences specific to each concentration area (Curative Education, Social Therapy, or Social Agriculture and Biodynamics). The core curriculum is required for all students, respective to their concentration areas. A core course may be substituted with another approved course or offered at a different stage of the program, at the Program Core Faculty's determination, in consultation with the Director of Academic Affairs and Managing Director. Core Faculty's may also elect to offer and/or require additional approved courses, referred to as Supplemental, to suit the needs and interests of their students.

Completion of all requirements of a particular stage in each program is defined as successful completion (as indicated by a 'pass' or 'marginal 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).

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 'Core Curriculum' and 'Course Catalog' sections. 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.

Participation in Community Life and Building Supportive Relationships

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 enroll in and successfully complete an independent study, as appropriate for their concentration area. Independent study requirements vary among concentration areas and from year to year.



In general, students studying curative education create a portfolio documenting and reflecting of their engagement and initiative in various aspects of the life of the community. Students studying social therapy or social agriculture and biodynamics combine experiential learning with self-reflection and an increasing degree of research to develop their Social Therapy Project, a collaborative project with one or more adults with disabilities in their community.

The form and documentation of the independent study is fairly open and limited only by the student's own creativity. They should, however, 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. For more detailed information, refer to the 'Course Catalog' section of the Program Handbook as well as current copies of the course descriptions for the Portfolio or Project respective to your concentration area and stage.

As students progress through each stage and 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, culminating in the 4th year with the Final Project (refer to 'Final Project').

The independent study process is supported and accompanied by the Personal Tutor/Mentor, who along with the Class Advisor(s) evaluates the portfolio/project. 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.

Practicum Experiences

The practical component allows students to progress through an organized sequence of guided practice experiences, under the supervision of experienced Practicum Supervisors. Over the course of four stages or years, students are thus exposed to all major aspects of professional practice in their concentration area of Inclusive Social Development. 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 practitioner. 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.

Each of the first three stages includes two concurrent, year-long practicum experiences: one Care & Community Practicum and one Professional Practice Practicum. During the fourth stage, students engage in a Practicum Concentration, which gives them opportunities to develop their professional and leadership capacities in the practice of inclusive social development. Students may be required to take additional practical experiences for their particular concentration areas, such as the Therapy and Teaching Practica, which are part of the Diploma Program with a concentration in Curative Education.



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 span a broad range of topics, tied together by one common theme: the human being and the experience of being human.



FOUNDATION STUDIES PROGRAM CURRICULUM

The Foundation Studies Program consists of the first year curriculum (stage 1), which aims to develop students' capacities to look at self and other in a new way.

	Year 1 Learning Experiences	Contact Hours	CCR
Practica			
<i>All Concentrations</i>	Care & Community Practicum I	375	TBD
	Professional Practice Practicum I	375	TBD
Retreat			
<i>All Concentrations</i>	Inner Work in Anthroposophy	25	1
Courses			
<i>All Concentrations</i>	Anthroposophical Study	30	3
	Clay Modeling	8	0.5*
	Human Being I	34	2.5*
	Movement and Performing Arts	50	3
<i>Curative Education</i>	Art of Writing	30	TBD
	Human Development I	30	3
	Introduction to Curative Education	50	3
<i>Social Therapy</i>	Human Development I	30	3
	Introduction to Social Therapy	45	3
<i>Social Agriculture and Biodynamics</i>	Agricultural Development I	30	TBD
	Introduction to Social Agriculture	45	TBD
Independent Study			
<i>Curative Education</i>	Portfolio I: Reflection on Christmas Season	N/A	1
<i>Social Therapy</i>	Social Therapy Project I: Sharing an Experience Together	N/A	1
<i>Social Agriculture and Biodynamics</i>	Social Therapy Project I: Sharing an Experience Together	N/A	1

An asterisk (*) next to the CCR indicates that the course combines with another course. Both courses must be completed successfully for the student to receive college credit recommendation (CCR). Refer to the course summary in 'Course Catalog' for more details.



PARAPROFESSIONAL CERTIFICATION PROGRAM CURRICULUM

The Paraprofessional Certification Program builds on the Foundation Studies Program and begins with the second year curriculum, which aims to develop students’ capacities to move from observation to inner picture, imagination, and after-image in social situations.

	Year 2 Learning Experiences	Contact Hours	CCR
Practica			
<i>All Concentrations</i>	Care & Community Practicum II	375	TBD
	Professional Practice Practicum II	375	TBD
Retreat			
<i>All Concentrations</i>	The Camphill Impulse	15	1
Courses			
<i>All Concentrations</i>	Disability in History and Society	15	1
	Drama	28	2
	Eurythmy I	22.5	1.5*
	Human Being II	50	3
	Knowledge of Higher Worlds	45	3
	Music I	22.5	1.5*
	Visual Arts I	15	1
<i>Curative Education</i>	Development of Will through Craft	15	1
	Home Life and Care	30	2
	Human Development II	30	3
<i>Social Therapy</i>	Human Development II	30	3
	Social Therapy I	45	3
<i>Social Agriculture and Biodynamics</i>	Agricultural Development II	30	TBD
	Social Agriculture I	45	TBD
Independent Study			
<i>Curative Education</i>	Portfolio II: Reflection on Easter and Village Experience & Community Living Conversation	N/A	1
<i>Social Therapy</i>	Social Therapy Project II: Exploring a Life Story	N/A	1
<i>Social Agriculture and Biodynamics</i>	Social Therapy Project II: Exploring a Life Story	N/A	1



	Year 3 Learning Experiences	Contact Hours	CCR
Internship			
	Paraprofessional Internship (full-time)	6-12 months	N/A

An asterisk () next to the CCR indicates that the course combines with another course. Both courses must be completed successfully for the student to receive college credit recommendation (CCR). Refer to the course summary in 'Course Catalog' for more details.*

The Paraprofessional Certificate is awarded after successful completion of the second year curriculum (stage 2) and a 6-12 months full-time paraprofessional internship. Students enrolled in the 3rd Year Core Curriculum who pass, at minimum, all 3rd Year practicum requirements are considered to have successfully completed the Paraprofessional Certification Programs as well and are awarded the Paraprofessional Certificate. Students who complete the paraprofessional internship instead of the 3^{re} Year Core Curriculum must subsequently complete the 3^{re} Year Core Curriculum if they wish to continue on to Stage 4 and the Diploma Program.



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 six to twelve month full-time (i.e. at least 30 hours per week) placement in a paraprofessional (assistant) capacity in an Anthroposophic Curative Education, Social Therapy, or related 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 Social Therapy and has developed the capacities described in the Program Goals for Year/Stage 2 Students.

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 six to twelve 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 Goals 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, 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 Inclusive Social Development and their respective concentration areas.

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. Promotion to Stage 3 may require transfer to another participating community, which is contingent on acceptance by that respective community.



DIPLOMA PROGRAM CURRICULUM

The Diploma Program builds on the second year curriculum and the Paraprofessional Certification Program. It consists of the third year curriculum, which aims to develop students' capacities to discover and work with the weaving of destiny and its laws; the fourth year curriculum, which 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; and the professional internship in the fifth and final year.

	Year 3 Learning Experiences	Contact Hours	CCR
Practica			
<i>All Concentrations</i>	Care & Community Practicum III	375	TBD
	Professional Practice Practicum III	375	TBD
<i>Curative Education</i>	Teaching Practicum	30	TBD
	Therapy Practicum I	15	1
Retreat			
<i>All Concentrations</i>	The Camphill Impulse II	25	1
Courses			
<i>All Concentrations</i>	The Art of Storytelling	32	3
	Esoteric Science	45	3
	Eurythmy II	22.5	1.5*
	Group Work and Facilitation	15	1
	Human Being III	65	4
	Music II	22.5	1.5*
	Visual Arts II	15	1
<i>Curative Education</i>	Crafts and Work	15	1
	Curriculum and School	34	2
<i>Social Therapy</i>	Social Therapy II	45	3
<i>Social Agriculture & Biodynamics</i>	---under development---	TBD	TBD
Independent Study			
<i>Curative Education</i>	Portfolio III: Reflection on Michaelmas Season; 2 nd Community Living Conversation	N/A	2
<i>Social Therapy</i>	Social Therapy Project III: Social Therapy in Action	N/A	1
<i>Social Agriculture & Biodynamics</i>	---under development---	TBD	TBD



	Year 4 Learning Experiences	Contact hours	CCR
Practica			
<i>All Concentrations</i>	Practicum Concentration	750	8
Retreat			
<i>All Concentrations</i>	The Camphill Impulse III	15	1
Courses			
<i>All Concentrations</i>	Conflict and Communication	15	1
	Contemporary Social and Political Issues	15	1
	Eurythmy III	22.5	1.5
	Human Being IV (<i>see also Final Project</i>)	34	4
	Medical and Artistic Therapies	34	2
	Music III	22.5	1.5
	Organizational Development	15	1
	Philosophy of Spiritual Activity	45	3
	Visual Arts III	15	1
<i>Curative Education</i>	Therapy Practicum II	30	2
<i>Social Therapy</i>	Philosophical Perspectives	15	1
	Social Therapy III	45	3
<i>Social Agriculture & Biodynamics</i>	---under development---	TBD	TBD
Final Project			
<i>All Concentrations</i>	Written Report and Oral Presentation, including <ul style="list-style-type: none"> ▪ Focused Study of Subject ▪ Practical Component ▪ Written Reflection 	N/A	N/A

An asterisk () next to the CCR indicates that the course combines with another course. Both courses must be completed successfully for the student to receive college credit recommendation (CCR). Refer to the course summary in 'Course Catalog' for more details.*



FINAL PROJECT

The Final Project is a capstone experience completed during the course of Year/Stage 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, Social Therapy, or related field, and bear witness to a process of personal growth and transformation.

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, workshop leader or therapist).

At the beginning of the project phase, the student develops a written proposal, which is reviewed and approved by the project committee. This proposal specifies the nature and aims of the project and is included in the review conversation at the conclusion of the project phase. 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.

As in all student work, confidentiality is to be respected and no identifying names, facts, reports or other materials should be included in the presentation (refer to 'Appendix E: Research Guidelines' for more detailed information).

Curative Education

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, curative educational, and artistic 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, artistic activity, and practice based on a journal kept throughout the process



In addition to the written project, students present their work in an open community sharing. The student is supported in developing the presentation through conversations with their tutor. The oral presentation is not a verbal recapitulation of the written project, but rather an artistic free sharing of the student's research, discovery and curative process. This is an opportunity for the student to articulate with warmth and confidence the process and understanding and can include a description of the expanded diagnostic picture that inspired the relevant research and informed the implementation of curative activities and self-reflection. The student can shape the presentation in a creative and individual manner that best expresses the work.

Social Therapy and Social Agriculture & Biodynamics

The Final Project in Social Therapy and Social Agriculture & Biodynamics is an action research project building on the practical experience and preliminary research conducted in the third year as part of the Social Therapy Project III. All that the student gains as experience from and reflection on the Social Therapy Project III becomes the basis for the Final Project. At this stage, the experience is broadened and deepened through focused research and social practice, and developed from the original insight of the student. On a larger scale, the Final Project should be in conversation with current research and add to the evolving body of understanding in the discipline of Social Therapy or Social Agriculture & Biodynamics and the field of Inclusive Social Development.

At the culmination of the fourth year, students will present their Final Project in the form of an **oral presentation** and **written report** which includes three components:

- a focused study of an individual or situation,
- practical aspects involving the development, implementation and review of social therapeutic or vocational activities for this individual or situation, and
- a written reflection on the process of personal engagement that links observation, insight and practice developed from one's journal entries and oral presentation.

In addition to the written project, the student presents their work in an open community sharing. The student is supported in developing the presentation through conversations with their tutor. The oral presentation is not a verbal recapitulation of the written project, but rather an artistic free sharing of the student's research, discovery and social therapeutic process. This is an opportunity for the student to articulate with warmth and confidence the process and understanding and can include a description of the expanded diagnostic picture that inspired the relevant research and informed the implementation of curative activities and self-reflection. The student can shape the presentation in a creative and individual manner that best expresses the work.



PROFESSIONAL INTERNSHIP

The Professional Internship 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 practitioner of Curative Education, Social Therapy, or related field.

The Professional Internship may be completed at any Anthroposophic Curative Education, Social Therapy, or related center, under the guidance of a suitably qualified Internship Supervisor. During the Internship, 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 the Core Faculty reserves the right to approve placements and Internship Supervisors.

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 relevant field
- 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 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 Inclusive Social Development and their respective concentration areas.



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/marginal 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/marginal pass/fail grade. The assignment of a pass/marginal pass/fail grade for the entire course is based on a review of pass/marginal pass/marginal 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 for year-long practicum experiences. 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. For additional information regarding the practicum format and goals, refer to Appendix F: Practicum Overview & Goals.

Independent Study Projects

The individual study projects (e.g. portfolios and social therapy projects) are evaluated against the criteria listed in this handbook and on the project description provided from the Personal Tutor/Mentor or Class Advisor. The primary responsibility for evaluating these projects rests with the Personal Tutor/Mentor and the Class Advisors. The Personal Tutor/Mentor reviews the project with the student and writes a qualitative evaluation, recommending a pass/marginal pass/fail grade. This is reviewed by the Class Advisors, who either confirm the Personal Tutor's/Mentor'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/Stages 1-4 participate annually in two comprehensive evaluation processes to address their overall progress and eligibility for promotion to the next year/stage in the program. In addition to the student, these conversations include the Personal Tutor/Mentor, 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.

Program Goals

There are seven main program objectives or goals, which are used as a basis for Mid-Year Reviews and End-of-Year Reviews, including decisions regarding advancement to the next year of the program. Each Program Goal corresponds with one of the practicum's Fundamental Dispositions.



These seven Program Goals are

1. **Empathy:** The ability to perceive other human beings and their relationships with empathy
2. **Versatility:** The ability to develop and build upon a range of practical, social, educational and therapeutic skills and methods.
3. **Creativity:** The ability to adopt artistic ways of working and use artistic process as a means to enhance practice, understanding and personal competencies
4. **Self-initiative:** The ability to identify, pursue and take part in opportunities for continuing personal and professional development.
5. **Active Interest:** The ability to engage in the study of the human being through direct, lived experiences and observations based on knowledge of the anthroposophical image of the human being.
6. **Cooperation:** The ability to exercise practical social skills and organizational skills to facilitate community building and cooperative working relationships.
7. **Integrity:** The ability to work within the professional, social-political, and regulatory context of the field.

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 fundamental dispositions and appropriate criteria for promotion to next year/stage
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/stage 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/stage or identification of missing requirements
2. Review of progress towards overall program goals, based on Program Goals and appropriate Criteria for Promotion to next stage => Recommendation for promotion to next year/stage or identification of deficiencies
3. Formulation of recommendation for promotion, remedial plan or other course of action for review and approval by Core Faculty



The outcome of this conversation should be summarized on the “Program Review Summary (MY & EOY)” form for documentation and a copy submitted to the program administrator to be filed in the student’s record. The original completed, signed form should be retained by the student for reference.

For additional information regarding the Program Goals, refer to ‘Appendix F: Practicum Goals’, specifically the Fundamental Dispositions.



ACADEMIC PROGRESS, REMEDIATION, AND TERMINATION OF ENROLLMENT

Academic Progress

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, faculty may develop a plan for remediation that allows the student to make up for the failed or incomplete requirement. If the student fails to complete the remedial requirements, or 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, the Core Faculty will determine an appropriate course of action and communicate this to the student. This may include offering the student the opportunity to repeat a year of the program in its entirety or termination of enrollment. 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

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.



If a particular course, practicum or individual study requirement for the present year of the program will not be completed, the class advisors, in conversation with 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. Remedial plans for program completion 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.

When a student is not on site and permitted to participate at a distance via IDL delivery (such as an international student who is allowed to begin a course while awaiting visa approval in their home country, or a student enrolled part-time participating in individual coursework from another location) the student is held to the same standards as their peers participating in the program in-person, including with regard to attendance and participation. Those who are absent from class and are unresponsive to attempts to contact after 14 days will be considered a "drop-out" and withdrawn from coursework, and the Core Faculty, Designated School Officials (DSOs), and Registrar will be notified. This is consistent with the Academy's Attendance policy (4014). Refer to that policy or corresponding section in the handbook for more information about attendance expectations and unexcused absences.

Since the Camphill Academy does not charge tuition for participation in its Inclusive Social Development programs, no refund will be issued.

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 Program Director responsible for the student's program, who will bring the issue to the Core Faculty Group for final resolution.



ATTENDANCE REQUIREMENTS

Expectations

Students enrolled in the Camphill Academy are required to attend all scheduled activities belonging to the program and program year/stage in which they are enrolled. 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 are expected to come to class prepared and ready to engage. Depending on the course, students may be required to complete assignments, rehearsals, and readings outside of scheduled class time.

For classroom-based courses, Course Instructors maintain attendance records and submit them to the Program Administrator at the end of the year to be filed with the Registrar. This applies to both in-person and synchronous IDL course components. If a course utilizes synchronous IDL platforms, attendance, late arrivals, and early departure may be monitored by the instructor in a variety of ways suitable to the format (visual scan, audible roll call, participant listing in chat window, etc.).

IDL course components that take place asynchronously are accounted for using the “time on task” method. Course Instructors, with guidance and input from Core Faculty, will use established guidelines for determining the average “time on task” expected for each activity (refer to ‘The Learning Process’ for more information about “time on task”).

The table below identifies and describes the different considerations, or criteria, for evaluating student attendance. The “synchronous delivery” column applies to both in-person and interactive distance learning (IDL) components of the course. The “asynchronous delivery” columns applies to IDL delivery only, as “asynchronous” essentially means “not at the same time”. In asynchronous delivery, students are engaging with the material, the other students, and the instructor but not always at the same time.



Attendance Tracking Considerations

Attendance Topic	Synchronous Delivery	Asynchronous Delivery
Present for class	<ul style="list-style-type: none"> ▪ Student logs on/present for class ▪ Instructor tracks attendance on attendance sheet 	<ul style="list-style-type: none"> ▪ Student complete academic activities per engagement with/ submission of assigned activity) ▪ Instructor tracks attendance on attendance sheet
Tardy/early departure	<ul style="list-style-type: none"> ▪ Student logs on/arrives for class late, logs off/leaves early ▪ Student notifies instructor of late arrival/early departure ▪ Instructor tracks attendance on attendance sheet 	<ul style="list-style-type: none"> ▪ Student submits incomplete assignments and/or unfinished work ▪ Instructor attempts to communicate with student ▪ Instructor tracks attendance (and attempts to contact) on attendance sheet
Absent for class	<ul style="list-style-type: none"> ▪ Student does not log on/is not present for class ▪ Instructor tracks attendance on attendance sheet 	<ul style="list-style-type: none"> ▪ Student do not complete academic activities ▪ Instructor tracks attendance on attendance sheet
Participation	<ul style="list-style-type: none"> ▪ In class – breakout rooms, chat board, asking questions, cold calling/volunteering answers ▪ Out of class – discussion boards, group assignments ▪ Meaningful discussion questions/ responses ▪ Instructor tracks participation on attendance sheet and/or gradebook 	<ul style="list-style-type: none"> ▪ Discussion forums ▪ Group work ▪ Meaningful discussion questions/ responses ▪ Instructor tracks participation on attendance sheet and/or gradebook
Consequences for poor attendance	<ul style="list-style-type: none"> ▪ Meetings with instructor ▪ Remediation plan, additional tutoring documented ▪ Make-up work ▪ Make-up hours ▪ Attempts to communicate with student ▪ Communicate concerns to Class Advisors ▪ Instructor tracks participation on attendance sheet and/or gradebook 	<ul style="list-style-type: none"> ▪ Meetings with instructor ▪ Remediation plan, additional tutoring documented ▪ Make-up work ▪ Make-up hours ▪ Attempts to communicate with student ▪ Communicate concerns to Class Advisors ▪ Instructor tracks participation on attendance sheet and/or gradebook



How is make-up work administered?	<ul style="list-style-type: none"> ▪ Make-up work is determined and administered by the Instructor, with input from the Core Faculty who have oversight for the course ▪ When assigning make-up work, it must be comparable to the content, time, and delivery of the classes missed ▪ Document make-up work on attendance sheet and submit evidence of make-up work to the Program Administrator to file 	<ul style="list-style-type: none"> ▪ Make-up work is determined and administered by the Instructor, with input from the Core Faculty who have oversight for the course ▪ When assigning make-up work, it must be comparable to the content, time, and delivery of the classes missed ▪ Document make-up work on attendance sheet and submit evidence of make-up work to the Program Administrator to file
Last Date of Attendance	<ul style="list-style-type: none"> ▪ Same as in-person delivery ▪ Document on attendance sheet 	<ul style="list-style-type: none"> ▪ Date of last completed assignment/academic activity ▪ Document on attendance sheet

Attendance Related Concerns

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 prior to the absence and to make up the content and tasks missed. It is the student’s responsibility to find out what they missed and/or to make arrangements with the Instructor to make-up the class.

Late arrivals and early departures in excess of 5 minutes shall be recorded on the attendance sheet. Minor late arrivals and early departures (less than 5 minutes) in classroom-based courses are not recorded.

Frequent or prolonged attendance issues (typically absence from 20% or more of the course or a pattern of tardiness or early departure for classroom-based course), which can be disruptive to the learning process and may impede the student’s ability to participate and attain program goals must be noted in the attendance record and referred to the Class Advisor for review and determination of appropriate action. Instructors are responsible for alerting Class Advisors or Program Directors of any attendance-related concerns. Serious and systemic issues shall be referred by Class Advisors to the Core Faculty Group, where further action shall be determined.

Unexcused Absences

Unexcused absences—in which the student does not send apologies within 24 hours of the absence and/or does not provide an acceptable excuse—shall be referred to the Class Advisors for review and determination of appropriate action.



Make-up Classes and Remediation for Attendance Issues

Although class make-ups are not compulsory, they may be required to remediate attendance issues in order for the student to be able to pass the course. It is the Course Instructor's or Practicum Supervisor's responsibility, in consultation with their Course Coordinator, Practicum Coordinator, or Class Advisor as appropriate, to determine what, if any make-up is required to maintain student progress and the integrity of the learning experience.

When deemed necessary, make-up work, or remediation, for attendance issues shall be (1) comparable to the content, time, and delivery of the class missed, (2) determined by the Course Instructor and Practicum Supervisor (in consultation with their Course Coordinator, Practicum Coordinator, or Class Advisors if needed) and (3) documented and submitted to the Program Administrator to be filed in the Student's Record.

In preparation for the Mid-Year and End-of-Year Reviews, students' attendance shall be reviewed by the Class Advisors and any attendance concerns referred to the student's Review Committee for attention during their review. Attendance is also regularly reviewed during core faculty meetings.

Grading Considerations

All absences—excused, unexcused, late arrivals, and early departures—are taken into consideration when determining the student's overall grade. Unremediated or irremediable attendance issues will result in the assignment of a 'fail' grade as well as unexcused absences and periods of absence that are too significant to be addressed through a remedial plan.

In making that determination, individual factors, such as student performance, projected ability to compensate for absences and overall progress shall be taken into account. Additionally, special consideration may need to be given to absences that arise from students' engagement in other program-related activities (such as practicum responsibilities).

In all cases, instructors should exercise discretion and take into account context, format and structure of their class in determining what constitutes a recordable absence, late arrival or early departure. Instructors who are unsure about how to apply this policy should seek guidance from their Program Director.

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.



TECHNICAL SUPPORT

Responsibility for technical support services is co-carried by the participating community's IT department, the Program Directors, Core Faculty members (specially in their roles as Class Advisors), and Program Administrators at the respective campus or instructional site, and the Director of Academic Affairs and Registrar in the Academy's main office.

If a student encounters technical difficulty in the context of a specific course they should contact their Course Instructor; in the context of the overall program, they should contact their Class Advisor. Contact information for Course Instructors is included in the Course Description if not provided elsewhere in the Program Handbook or participating community's Directory. Core Faculty contact information is provided in the Program Handbook.

If that individual can resolve the issue, they will. If not, they will refer it to their Program Director who will direct it to the partner organization's IT department (for issues related to network connectivity, hardware, specific software utilized by the partner organization, etc.) or the Registrar and Director of Academic Affairs (for issues related to system access, log-in/password reset, etc.) if they are not able to resolve it directly themselves.

If a Course Instructor or Staff person encounters technical difficulty, they should contact their Program Director who will direct it to the appropriate party (described above), if they are not able to resolve it directly themselves.

Students, Course Instructors, and Staff should expect a response to inquiries about technical difficulties within 48 hours.



ADMISSIONS

The Inclusive Social Development programs are field-based courses of study, delivered in partnership with participating communities. Admission and continued participation are contingent on membership in a participating community and sponsorship by that community. Only individuals who are members of a participating community and have been awarded a Community Fellowship by their participating community are eligible to enroll in the Inclusive Social Development programs full-time.

Individuals cannot apply independently to participate in these programs. Communities that are not currently participating in the Inclusive Social Development programs of Camphill Academy must establish affiliation before they can sponsor their members for enrollment.

Students must have completed a high school education or equivalent and be at least 18 years old at the time of enrollment. Generally, preference will be given to applicants who can show some relevant life experience after graduation from high school, such as a gap year, volunteer service (within or outside the Camphill movement), work, study and/or meaningful travel.

The programs presuppose a solid command of the English language. Applicants whose native language is not English must submit a TOEFL, IELTS, or Duolingo English Test (DET) score. A score of 70 (internet-based) (corresponds to an IELTS overall band score of 6 or DET score of 95-100) 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 are required to be resident members of a participating community. Participation by others is arranged on a case-by-case basis.

Students with significant prior education and experience may qualify for advanced entry into the Paraprofessional Certification program. They must demonstrate that their background is at least equivalent to the Foundation Studies program 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 (corresponds to an IELTS score of 6.5 or DET score of 105) is required for advanced entry into the Paraprofessional Certification program.

In general, students need basic computer and technological skills to be able to successfully participate in the Inclusive Social Development programs. This includes: email, word processing, web browsing, online search, and filling out online forms. Students receive orientation and training in additional technological platforms as required for program participation after enrollment.



Students are generally expected to provide their own computer or equivalent device. Computers/ devices should meet the minimum requirements to operate an internet browser, word processing software, and other relevant software. A microphone and camera may be needed to participate in classes utilizing synchronous video conferencing platforms. This will be reflected in Course Descriptions.

If a student is concerned about their digital literacy, or if accessing a computer/equivalent device would prove a significant hardship, this should be discussed during the admissions process. Issues that arise once enrolled in the programs should be directed to the Class Advisor.

If you are unsure whether to apply directly for enrollment as a student in the Camphill Academy, or whether you should explore the possibility of experiencing Camphill as a volunteer first, please contact us.

Admissions Process

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

1. Simultaneous submission of application to join the participating community and to become a student in the Camphill Academy, including all required materials. Specific materials required for the Academy application include:
 - i. 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.
 - ii. At least one reference must be an academic reference (teacher/professor) and comment on your study skills and oral and written expression.
 - iii. Non-native English speakers must submit a TOEFL, IELTS, or Duolingo English Test (DET) 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. For DET, indicate that you want to share your test score with Camphill Academy from the Duolingo English Test website.
 - iv. Evidence of highest level of education completed, such as a high school or college diploma or transcript.
2. Admission interviews with the community's coworker admissions group and a one or more members of the respective Core Faculty Group.
3. Acceptance into the participating community and into the Foundation Studies Certificate program (or the Paraprofessional Certificate program, for those who qualify) by the Core Faculty and award of Community Fellowship by the participating community.



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.



COMMUNITY FELLOWSHIP

All full-time students accepted in the Inclusive Social Development programs must secure an award of a Community Fellowship by a participating community before enrollment is confirmed. The Community Fellowship provides the terms under which a community supports a student to study in the Camphill Academy.

Students' Community Fellowship will begin at the start of their program and continue for the duration of enrollment in the program. Continued enrollment is contingent on maintaining good standing and satisfactory progress, as determined in periodic academic reviews.

As per the terms of the Community Fellowship, each participating community of the Camphill Academy (Host and Associate), will provide for each full-time student placement for supervised practice and internship components of the curriculum as well as the following benefits (actual amounts may vary depending on the participating community):

- Coverage of all Program Costs/Fee
- Free Room & Board on Campus
- Health Insurance (international student health plan or other plan, as appropriate to the community's individual circumstances)
- Life-needs stipend for incidental expenses not included in room and board (determined annually, as per community policy)

As a Community Fellow, students are expected to maintain a strong academic record while pursuing their studies. By accepting the Community Fellowship, students commit to being a member of their participating community, with all the responsibilities connected with that, including participating fully in the shared life and activities of the community and offering their services as a volunteer within the context of community life in a spirit of mutual support and reciprocity. The responsibilities connected with the Community Fellowship are discussed with each student during the admissions process.



INTERNATIONAL STUDENT GUIDE

International students can only study in the Camphill Academy at participating communities that have been approved by the US Department of Homeland Security's Student and Exchange Visitor Program (SEVP) for attendance by international students. Further information on locations currently available to international students may be obtained from the Registrar (info@camphill.edu).

What is SEVP?

SEVP is the government program that manages schools and nonimmigrant students and their dependents with the F and M visas on behalf of the Department of Homeland Security as part of U.S Immigration and Customs Enforcement (ICE).

All SEVP-certified schools must have staff members dedicated to the nonimmigrant students enrolled there; these are referred to as Designated School Officials. At minimum, a Principal Designated School Official (PDSO) is required for each approved instructional site, but there may be additional DSOs as well.

PDSOs and DSOs both have responsibilities for managing school and nonimmigrant student records in the Student and Exchange Visitor Information System (SEVIS), a Web-based system for maintaining information on SEVP-certified schools and the students enrolled there.

What is a DSO?

The DSO serves as a link between nonimmigrant students and SEVP and plays a central role in ensuring the nonimmigrant students at their school maintain status while in the United States. DSOs are dedicated resources to F and M students who keep their records updated in SEVIS. In attending to the details of students' records, a DSO may be able to alert students to issues that might jeopardize their nonimmigrant status or make it difficult for them to re-enter the United States to continue their studies.

What is a PDSO?

A PDSO is a DSO with added responsibilities. The PDSO is the main point of contact for SEVP, must make updates to DSO information, and is responsible for overall compliance.



When should a DSO be notified?

There are specific and somewhat different requirements that F (academic) and M (vocational) 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. Specific information can be found at <https://studyinthestates.dhs.gov>.

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.

PDSOs and DSOs at participating communities should be made aware of situations that could affect a student's status and should communicate any concerns regarding a student's status to the Program Director and student. The PDSO and DSOs, in addition to the Program Director, should be notified as early as possible and before any final arrangements are made regarding any situation that may affect a student's visa status. The PDSO and DSO will be able to help determine the best plan of action for a specific situation.

The following information aims to address some of the more common scenarios which may have implications for nonimmigrant students and is for information purposes only. It is by no means exhaustive. Further rules apply and individual situations may be complex.

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

Change of Start Date/Arrival

Prospective students may enter the United States 30 days prior to the program start date listed on their Form I-20. If a nonimmigrant student cannot arrive by the program start date listed on the Form I-20, the student must contact their DSO, defer his or her program start date, and get a reprinted Form I-20 for the deferred start date. If a nonimmigrant student does not arrive as expected or is delayed, the DSO must be notified.



Change of Status

Although individuals can enter the U.S. in one nonimmigrant status (e.g. as a volunteer on a B-1 visa) and then apply to change their purpose for being here (e.g. change status to F-1 student), change of status requests submitted through USCIS while the individual is in the country can take months (or even years!) to process. The lengthy delay may prevent students from being able to enroll in the Academy's program, as nonimmigrants on certain classes of visas (such as B-1 volunteers) may not begin their studies prior to approval of the change of status. Additionally, nonimmigrant students that originally entered as M-1 nonimmigrant are not permitted to change status to F-1 while in the U.S. Therefore, often the best option for any volunteer seeking a change of status to F or M student, or for an M student seeking a change of status to F student, is to leave the U.S. and apply for an F or M visa (as appropriate) at a US consulate in their home country. Alternatively, applicants may apply for a visa corresponding to their new status at a US consulate in a third country if the consulate accepts applications of third country citizens. (This applies, for example, to the US consulates in Canada.)

Conversely, nonimmigrants students awaiting a change of status to a non-student category must maintain their status as student while the change of status is pending or depart the U.S. within 15 days after leaving the program.

Reduced Course Load (RCL)

F-1 students may be authorized to take less than a full course of study for three reasons only: certain types of academic difficulties during their first term in the program, properly certified medical conditions, or to complete the course of study when the remaining requirements no longer add up to a full course load. M-1 students can only drop below a full course of study due to a medical condition. The definitions for what is permissible are very narrow and all considerations for reduced course load must be discussed with the DSO before any arrangements are made with the student.

Transfer

All nonimmigrant students can transfer from one SEVP-certified school to another. Communication between the current (transfer-out) and future (transfer-in) school's DSOs is necessary to coordinate the transfer start and end dates and ensure the student maintains status throughout the process. DSOs should be aware of students' intentions to travel outside the U.S. during the transfer period as it could have consequences for the student's transfer. This also applies for transfer between two approved instructional locations under the Camphill Academy umbrella.



Withdrawal

When a nonimmigrant student voluntarily withdraws before completing the program in which they're enrolled, their SEVIS record must be terminated as an authorized early withdrawal and they have 15 days to depart the United States. Students who receive an authorized early withdrawal and depart within 15 days have not violated status.

Completion

Upon completing their program, F-1 visa holders have a 60-day "grace period" after their program end date to leave the United States. F-1 students who participate in post-completion optional practical training (OPT) have 60 days after their employment ends to depart.

The program end date is the official date listed on the student's current I-20. Designated program completion times are at the end of the Foundation Studies Program (Stage 1), at the end of the Paraprofessional Certification Program (Stage 3) or at the end of the Diploma Program (Stage 5).

During the grace period, a student may not depart and return to the United States. If they do depart the United States before the end of your grace period, the rest of the grace period is lost.



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 for the assignment and a conversation with the instructor. In cases of serious and/or repeated plagiarism, students may face additional consequences, including academic probation or 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!

Academic Misconduct, Probation, and Remediation

The Academy recognizes that a path of transformative learning is complex and challenging and requires great courage and compassion on the part of all its stakeholders to uphold the integrity of one's work and actions.

All faculty members in the Academy shall address issues of misconduct, including lack of participation, excessive tardiness or absences, and unprofessional or unethical behavior as they arise, with counsel from the Program Director and/or Core Faculty Group, through a process of open dialogue and exchange, and supported with documented evidence of the issue on hand.

The Core Faculty Group shall be informed of any student under review for academic misconduct at its next meeting and determine a process for remediation. If the time until the next regularly scheduled meeting is too long to provide a timely response to the issue, the concerned faculty member 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 issue and report at the next regularly scheduled meeting.

The terms of academic probation and remediation are determined on a case-by-case basis depending on the individual situation with consideration for severity, history of misconduct, and the student's acknowledgment and resolve to improve.



A student on academic probation is expected to satisfactorily complete the year with no further issues of academic misconduct, including following all established policies and successfully complete all required assignments. Depending on the individual terms of probation, any further incidence of misconduct may result in a 'fail' grade and dismissal from the program, either immediately or at the very latest at the end of the academic year.

A student who does not agree with the charge of academic misconduct, and which may not be resolved informally through dialogue, may file a formal grievance.

It is the responsibility of the Program Director to ensure that the remediation process is implemented and followed in accordance with the determined plan and timelines.

A student's probationary status will be reflected in the student's record and will be considered in determining the student's suitability for advancement at the time of the end-of-year review.

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.

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.

Non-Discrimination

The Camphill Academy does not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, ethnicity, national origin (ancestry), disability, marital status or sexual orientation in any of its activities or operations.



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 Camphill Academy Policy #4021, which is provided to faculty, staff, and students when their email account is created.

Electronic Forms

To avoid technical issues that may result from using software that is incompatible with Adobe, such as Preview (the standard PDF viewer for MacOS), all users are advised to complete and sign electronic forms using Adobe Acrobat Reader (or other Adobe software package with PDF reader) on their devices. Adobe Acrobat Reader is free to download and use. It can be downloaded from one of the following sites: To install on a desktop computer, go to <https://get.adobe.com/reader/>. To install on a mobile device, visit <https://play.google.com/store/apps/details?id=com.adobe.reader&hl=en>

Photo, Video, and Audio Consent and Release

The Camphill Academy may copyright, use, and publish, with or without identifying persons by name, photographs, videos, and/or audio taken of its members in connection with course activities or program events, for any lawful purpose, including in publications, newsletters, online content, and in other communications related to Camphill Academy's mission. Such use shall be without payment of fees, royalties, special credit or other compensation. Members will be given the opportunity to consent to the use of photographs, videos, or audio recordings of them upon joining the Academy and permission may be revoked at any time.

Upon Annual Registration for the Camphill Academy programs, Students are asked to complete a Photo, Video, and Audio Consent and Release Form to grant or deny permission to Camphill Academy and its participating communities to use any photograph, video, and/or audio recording of them for the purposes indicated above. To revoke permission, Students/Participants should notify the Register in writing.



Upon joining the Academy, Faculty and Staff will be asked to complete a Photo, Video, and Audio Consent and Release Form to grant or deny permission to Camphill Academy and its participating communities to use any photograph, video, and/or audio recording of them for the purposes indicated above. To revoke permission, Faculty and Staff should notify the Director of Academic Affairs in writing.

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.

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) as well as on the Camphill Academy website (www.camphill.edu - Resources) and in this handbook.



ACCET Document 49.1
Date Developed: April 1990
Date Revised: April 2008/December 2012
Page 1 of 1
Pertinent to: All institutions

NOTICE TO STUDENTS: ACCET COMPLAINT PROCEDURE

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
 - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

4. **SEND TO:** ACCET
CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113
Fax: (202) 955-1118 or (202) 955-5306
Email: complaints@accet.org
Website: www.accet.org

Note: Complainants will receive an acknowledgement of receipt within 15 days.



COURSE CATALOG

Practica

Care and Community Practicum I

375 hrs supervised practice | CCR pending evaluation | Stage 1 | All Concentrations

This practicum provides students opportunities to concentrate on developing practical competency in tasks related to homemaking and community building, including care for individuals, groups, and the environment. The practicum may take place in any context that allows students to demonstrate their capacity to apply and integrate in daily life concepts, skills and dispositions related to the practicum objectives.

Care and Community Practicum II

375 hrs supervised practice | CCR pending evaluation | Stage 2 | All Concentrations

Building on 'Care and Community Practicum I', this practicum provides students an opportunity to develop a broader range of tools and capacities in tasks related to homemaking and community building, including care for individuals, groups, and the environment. The practicum may take place in any context that allows students to demonstrate their capacity to apply and integrate in daily life concepts, skills and dispositions related to the practicum objectives.

Care and Community Practicum III

375 hrs supervised practice | CCR pending evaluation | Stage 3 | All Concentrations

Building on the experience of the first two years, this practicum provides students opportunities to take on greater responsibility, acting as significant support to their supervisor and beginning to share in the functions and responsibilities in tasks related to homemaking and community building, including care for individuals, groups, and the environment.

Professional Practice Practicum I

375 hrs supervised practice | CCR pending evaluation | Stage 1 | All Concentrations

This practicum provides students opportunities to concentrate on developing practical competency in tasks related to their development as creative and dynamic professionals. The practicum may take place in any context that allows students to demonstrate their capacity to apply and integrate in daily life concepts, skills and dispositions related to the practicum objectives.



Professional Practice Practicum II

375 hrs supervised practice | CCR pending evaluation | Stage 1 | All Concentrations

This practicum builds on 'Professional Practice Practicum I', providing students opportunities to develop a broader range of tools and capacities in tasks related to their development as creative and dynamic professionals. The practicum may take place in any context that allows students to demonstrate their capacity to apply and integrate in daily life concepts, skills and dispositions related to the practicum objectives.

Professional Practice Practicum III

375 hrs supervised practice | CCR pending evaluation | Stage 2 | All Concentrations

This practicum builds on 'Professional Practice Practicum II', providing students opportunities to take on greater responsibility, acting as significant support to their supervisor and beginning to share in the functions and responsibilities opportunities as creative and dynamic professionals.

Practicum Concentration

750 hrs supervised practice | 8 CCR | Stage 3 | All Concentrations

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

Teaching Practicum

30 hrs supervised practice | CCR pending evaluation | Stage 3 | Curative Education

In this practicum, students have the opportunity to carry the total educational program of a class or pre-vocational workshop for a period of three weeks (including main lesson teaching, if the practicum is taken in a classroom setting), with guidance and backup support from lead instructor. Students integrate and apply content drawn from Curriculum and School, Human Development, Human Being, as well as artistic coursework in this hands-on instructional experience.

Therapy Practicum

15 hrs field experience | 1 CCR | Stage 3 | Curative Education

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.

Therapy Practicum II

30 hrs supervised practice | 2 CCR | Stage 4 | Curative Education

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



Retreats

The Camphill Impulse I

15 contact hrs | 1 CCR | Stage 2 | All Concentrations

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

The Camphill Impulse II

25 contact hrs | 1 CCR | Stage 3 | All Concentrations

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

The Camphill Impulse III

15 contact hrs | 1 CCR | Stage 4 | All Concentrations

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.

Development of Consciousness

25 contact hrs | 1 CCR | Stage 2 | Supplemental

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.

Embryogenesis

15 contact hrs | 1 CCR | Stage 3 | Supplemental

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

Inner Work in Anthroposophy

25 contact hrs | 1 CCR | Stage 1 | All Concentrations

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 professional practice.

The Point-Circle Meditation

15 contact hrs | 1 CCR | Stage 4 | Supplemental

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.



World Evolution

15 contact hrs | 1 CCR | Stage 3 | Supplemental

This retreat supports and deepens the study of world evolution in 'Esoteric Science'. It further explores the cosmic processes involved, as well as the relationship between macro-cosmic and microcosmic evolutionary processes.

Courses

Agricultural Development I

30 contact hrs | CCR pending evaluation | Stage 1 | Social Agriculture & Biodynamics

The human motif is the primal phenomenon that will guide us to understand this central principle coined by Rudolf Steiner in his Agriculture course as the farm individuality. We will introduce and explore this principle to inform our practices. Through this orientation, the farm's parts are seen within an integrated contextual whole in which the farmer is asked to operate in a holistic and balanced approach.

Agricultural Development II

30 contact hrs | CCR pending evaluation | Stage 2 | Social Agriculture & Biodynamics

Building on Agricultural Development I, this course...Will explore the spiritual foundations of biodynamic agriculture through lecture 1, 2 and 3 of the Agriculture Course. A particular emphasis will be given to the exploration of plant kingdom and of etheric forces by looking at, vegetable growing, seeds growing, forestry work and at the biodynamic preparations.

Anthroposophical Study

30 contact hrs | 3 CCR | Stage 1 | All Concentrations

An introduction to basic anthroposophy through a close study of one of Rudolf Steiner's foundational works.

The Art of Storytelling

32 contact hrs | 2 CCR | Stage 3 | All Concentrations

Through a variety of forms such as storytelling, puppet theater, poetry, dramatic productions, etc., students will explore story themes and elements and prepare an appropriate story for community presentation.

Art of Writing

30 contact hrs | CCR pending evaluation | Stage 1 | Curative Education

An introduction to the principles and practice of academic, artistic, and contemplative writing with an emphasis on Creative Nonfiction.



Clay Modeling

8 contact hrs | 0.5 CCR (see also Human Being I) | Stage 1 | All Concentrations*

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.*

Conflict and Communication

15 contact hrs | 1 CCR | Stage 4 | All Concentrations

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 | Stage 4 | All Concentrations

Through study and discussion of various current issues in the field of disabilities and social work, 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 professional practice.

Crafts and Work

15 contact hrs | 1 CCR | Stage 3 | Curative Education

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 | Stage 3 | Curative Education

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.

Development of the Will through Crafts

15 contact hrs | 1 CCR | Stage 2 | Curative Education

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.



Disability in History and Society

15 contact hrs | 1 CCR | Stage 2 | All Concentrations

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.

Drama

28 contact hrs | 2 CCR | Stage 2 | All Concentrations

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.

Esoteric Science

45 contact hrs | 3 CCR | Stage 3 | All Concentrations

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 I

22.5 contact hrs | 1.5 CCR (see also 'Music I') | Stage 2 | All Concentrations*

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.*

Eurythmy II

22.5 contact hrs | 1.5 CCR (see also 'Music II') | Stage 3 | All Concentrations*

In addition to deepening the study and practice of Eurythmy and its key elements, this course also includes the developmental principles that govern the human being 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.*



Eurythmy III

22.5 contact hrs | 1.5 CCR (see also 'Music III') | Stage 4 | All Concentrations*

This course further enhances the students' ability to work with the key artistic principles of Eurythmy, as well as expanding their repertoire of hygienic and artistic exercises appropriate for use in their respective concentration area. 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. At the determination of the Program Core Faculty, this course, along with 'Music III', may be substituted with 'Integrated Arts Project'.

Form Drawing

8 contact hrs | 0.5 CCR (see also 'Light and Color' | Stage 2 | All Concentrations*

Students are introduced to form drawing as an artistic, contemplative, pedagogical and therapeutic practice. 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. At the determination of the Program Core Faculty, this course may be substituted for 'Projective Geometry'.

Group Work and Facilitation

15 contact hrs | 1 CCR | Stage 3 | All Concentrations

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.

Home Life and Care

30 contact hrs | 2 CCR | Stage 2 | Curative Education

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 I

34 contact hrs | 2.5 CCR (see also Clay Modeling) | Stage 1 | All Concentrations*

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 insights and actions for inclusive social development. 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 Being II

50 contact hrs | 3 CCR | Stage 1 | All Concentrations

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 insight and action for inclusive social development.

Human Being III

65 contact hrs | 4 CCR | Stage 3 | All Concentrations

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 those they work with. The development of empathy is a fundamental element in building inclusive communities and supporting individual flourishing.

Human Being IV

34 contact hrs | 4 CCR | Stage 4 | All Concentrations

Based on a study of Rudolf Steiner's 'Curative Education Course', this course synthesizes 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 given by Steiner, and possibilities for their practice in the context of professional life.

Human Development I

30 contact hrs | 3 CCR | Stage 1 | Curative Education | Social Therapy

Through an exploration of life span development, as expressed in human biographies, students are introduced to a holistic way of approaching individual biographic and developmental situations. The gates of birth and death are also introduced from an Anthroposophic perspective.

Human Development II

30 contact hrs | 3 CCR | Stage 2 | Curative Education | Social Therapy

Building on Human Development I, this course combines an in-depth exploration of developmental principles and processes in childhood and adolescence, continuing through mid-life and old age. The course also includes an overview of death, dying and life between death and rebirth from an Anthroposophic spiritual-scientific perspective.



Integrated Arts Project

34 contact hrs | 2 CCR | Stage 4 | Supplemental

This group project is an opportunity to integrate artistic and social skills in order to develop and produce an artistic performance for adults in the community with special needs. It is a challenge to the group of students to work independently and creatively as a group, producing an event that embodies principles of inclusive social development in an artistic process. At the determination of the Core Faculty Group, this course may be substituted for 'Eurythmy III' AND 'Music III' OR 'Medical and Artistic Therapies'.

Introduction to Curative Education

50 contact hrs | 3 CCR | Stage 1 | Curative Education

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

Introduction to Social Agriculture

45 contact hrs | CCR pending evaluation | Stage 1 | Social Agriculture & Biodynamics

This course aims to give students the tools to create social change by building community through agriculture and to engage individuals of all cultures and ranges of abilities in transformative processes in land-based work.

Introduction to Social Therapy

45 contact hrs | 3 CCR | Stage 1 | Social Therapy

This course gives an introductory overview of various aspects of Social Therapeutic principles and practices.

Knowledge of Higher Worlds

45 contact hrs | 3 CCR | Stage 2 | All Concentrations

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 | 0.5 CCR (see also 'Projective Geometry'/'Form Drawing') | Stage 2 | Supplemental*

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. This course is supported by 'Projective Geometry' and is required to receive credit for that course. Both courses ('Projective Geometry' and 'Color and Light') must be completed in order for the student to be eligible for the CCR indicated for the course.*



Medical and Artistic Therapies

34 contact hrs | 2 CCR | Stage 4 | All Concentrations

Various practicing therapists introduce a wide range of therapeutic modalities used in the respective concentration areas. Students become familiar with the qualities, the therapeutic possibilities and the conditions for the appropriate use of each. At the determination of the Program Core Faculty, this course may be substituted with 'Integrated Arts Project'.

Movement and Performing Arts

50 contact hrs | 3 CCR | Stage 1 | All Concentrations

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

Music I

22.5 contact hrs | 1.5 CCR (see also 'Eurythmy I') | Stage 2 | All Concentrations*

Through the development of instrumental skills on the lyre, students enter into a relationship to the basic elements of music and acquire practical musical skills for use in their work. 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.*

Music II

22.5 contact hrs | 1.5 CCR (see also 'Eurythmy II') | Stage 3 | All Concentrations*

This course aims to further develop students' instrumental skills and understanding of musical principles, with a view to practical application in social situations and performances. 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.*

Music III

22.5 contact hrs | 1.5 CCR (see also 'Eurythmy III') | Stage 4 | All Concentrations*

Students are guided through the process of developing appropriate music activities for individuals and groups, 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. At the determination of the Program Core Faculty, this course, along with 'Eurythmy III', may be substituted with 'Integrated Arts Project'.



Organizational Development

15 contact hrs | 1 CCR | Stage 4 | All Concentrations

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 | Stage 4 | All Concentrations

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.

Philosophical Perspectives

15 contact hrs | 1 CCR | Stage 3 | Supplemental

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.

Projective Geometry

8 contact hrs | 0.5 CCR (see also 'Light and Color') | Stage 2 | Supplemental*

Through a playful and artistic exploration of geometric principles, including construction and projective geometry, an experiential pathway towards an appreciation of the organizing principles of space is opened up. This course supports the experiential dimension of 'Light and Color' and is required to receive credit for that course. Both courses ('Projective Geometry' and 'Color and Light') must be completed in order for the student to be eligible for the CCR indicated for the course. At the determination of the Program Core Faculty, this course may be substituted with 'Form Drawing'.

Social Agriculture I

45 contact hrs | CCR pending evaluation | Stage 2 | Social Agriculture & Biodynamics

This course explores the plant kingdom and its relationship with human consciousness and supports this process by developing students wider understanding of plants and their role in the farm organism as articulated in plant science and phenomenology.

Social Therapy I

45 contact hrs | 3 CCR | Stage 2 | Social Therapy

This course develops an understanding of the underlying social ideals in Rudolf Steiner's work, as further developed by Karl Konig M.D., and how those are applied in the context of Camphill's communities for Social Therapy.



Social Therapy II

45 contact hrs | 3 CCR | Stage 3 | Social Therapy

This course focuses on the ideals and practices which support therapeutic living for every human being and especially those with disabilities.

Social Therapy III

45 contact hrs | 3 CCR | Stage 3 | Social Therapy

In this third level of the Social Therapy studies, the emphasis is on vocation and the meaning of work for any human being and in particular for a person with disability. Questions of the transition from education to vocation, of the morality of work, of individual destiny versus the social context as well as the creation of viable and authentic work opportunities for mentally challenged individuals are the focus of this course.

Visual Arts I

15 contact hrs | 1 CCR | Stage 2 | All Concentrations

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

Visual Arts II

15 contact hrs | 1 CCR | Stage 3 | All Concentrations

This course provides artistic experiences of basic developmental principles.

Visual Arts III

15 contact hrs | 1 CCR | Stage 4 | All Concentrations

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.

Independent Study

Portfolio I

Independent study | 1 CCR | Stage 1 | Curative Education

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.



Portfolio II

Independent study | 1 CCR | Stage 2 | Curative Education

The second-year portfolio focuses on the celebration of the festivals during the Easter season (from Mardi Gras to Whitsun) and includes a reflection on the village experience and conversation about community living. Personal tutors should support their students in the exploration of this festival season and the development of their portfolios.

Portfolio III

Independent study | 1 CCR | Stage 3 | Curative Education

The third-year portfolio focuses on the celebration of the Michaelmas season and includes a conversation about community living. Personal tutors should support their students in the exploration of this festival season and the development of their portfolios.

Social Therapy Project I

Independent study | 1 CCR | Stage 1 | Social Therapy | Social Agriculture & Biodynamics

The student engages with a person with disabilities (project partner) by spending at least an hour once a week for twelve weeks, supporting him or her in developing a new experience, for example to learn a new hobby, sport, skill or mode of artistic expression. The purpose is not only to impart a new experience, but also to develop a relationship with the person involved and to reflect on this process. The student is required to keep a journal of each week's activity. Student and project partner then share the results of their activity in an open forum with members of the community. The entire process is also brought together in a binder, including photographs, artwork and an assessment of what the student has learned through this project.

Social Therapy Project II

Independent study | 1 CCR | Stage 2 | Social Therapy | Social Agriculture & Biodynamics

The student works for at least four months with a person with disabilities (project partner) to help recall and explore his or her life story. This entails weekly hour-long meetings, assembling photographs, speaking with relatives and friends, discussing significant turning points and changes, discussing the different life periods and opening the opportunity to develop a healing picture of the entire life path. The student will keep a journal of these meetings. This culminates in a festive biography-sharing event, including relatives and friends. The student is also expected to create a written text, outlining the actual biography as well as the learning process of working with the project partner. In this, the student is expected to demonstrate an understanding of the underlying principles of biography as developed out of anthroposophy and bring forward a leading image of the individual.



Social Therapy Project III

Independent study | 1 CCR | Stage 3 | Social Therapy | Social Agriculture & Biodynamics

The Third Year Project is the experiential aspect of what will become the Fourth Year Research Paper. The student will choose an aspect of Social Therapy which interests him or her and create an activity with a group of persons with disabilities (project partners) in that particular field. This could be, for example, in the field of work (land or crafts), home life, therapy, the art etc. This is not merely an activity, but an action-research, based on a question, for instance "How can the art of drama enhance healing for the individual and the group?" The student will keep a journal of the process of this activity, which should unfold over a period of at least four months. The group will give a demonstration of their research activity at the end of the Third Year. This experiential process, as well as the journal and notes will be monitored and assessed by the Personal Tutor.



CONTACT INFORMATION

All Camphill Academy programs are controlled from the Main Campus in Glenmoore, PA where the central administration's 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
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Central Administration Team

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Dana Jain	Director of Academic Affairs	djain@camphill.edu	610-545-6083 ext 131
Melody Konderwich	Registrar	mkonderwich@camphill.edu	518-329-7924 ext. 114



PARTICIPATING COMMUNITIES

Camphill Communities California

P.O. Box 221, Soquel, CA 95073, USA

Phone: 831-476-7194 | Fax: 831-476-0690

The mission of Camphill California is to provide a nurturing and dynamic life-sharing community where adults with special needs live, learn and work together with professional caregivers and volunteers. Located on 7 acres of land between the north shore of Monterey Bay and the Santa Cruz Mountains, Camphill California is part of an international movement with more than 100 life-sharing communities worldwide.

Currently, Camphill California is a community with eight homes that include two large licensed residential homes and six small homes. Meals are prepared and eaten in a community setting and house members share responsibilities and decision-making. Members of our large and small homes support one another and form cooperative “neighborhoods”. Once a week, all of the houses come together for “lunch café,” a community-building event when everyone enjoys a delicious meal together.

Camphill California coworkers are committed to life-sharing and cooperative living. All community members share homes, participate in activities alongside each other, and celebrate life together. Life at Camphill California is rich with cultural and social activities such as singing, painting, movement workshops, outdoor activities, theater and storytelling. Festival celebrations and participation in local outreach projects play an important role in daily life.

Program Administration and Core Faculty

Name	Function	E-Mail	Phone
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The Camphill Academy is authorized under Federal law to enroll nonimmigrant alien students at this location.



Camphill Village USA, Inc.

84 Camphill Road, Copake, NY 12516, USA
 Phone: 518-329-4851 | Fax: 518-329-0377

The founding of Camphill Village in 1961 was part of a transformative movement in the United States to reform how society treats people with special needs. Instead of isolation and institutionalization, exclusion and separation, Camphill Village celebrates and honors the uniqueness, dignity and spiritual integrity of each individual, regardless of outward appearance or disability.

On 615 acres of wooded hills, gardens, and pastures in rural upstate New York, adults with special needs and long- and short-term service volunteers strive to live and work together as equals in extended families in homes throughout the Village. A leader in biodynamic organic agriculture, our gardens and farm weave the community with the cycles of nature coinciding with and reflected by seasonal festivals. At Camphill Village, we share life: joys and sorrows, celebrations and prayers, work, play, meals, and song. Each person is encouraged to achieve his or her full potential at every stage of life.

The Social Therapy programs at Camphill Village USA are open to long-term and short-term community members living at Camphill Village USA, a Camphill community in Copake, NY dedicated to the practice of Social Therapy on an anthroposophic foundation, including adults with developmental disabilities, as well as those living at other nearby Camphill communities: Camphill Triform (a Camphill community that includes young adults with developmental disabilities), Camphill Hudson (a small community including adults with developmental disabilities in the city of Hudson, NY) and Camphill Ghent (an elder care community).

Program Administration and Core Faculty

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The Camphill Academy is authorized under federal law to enroll nonimmigrant alien students at this location.



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Camphill Village Kimberton Hills

P.O. Box 1045, 1601 Pughtown Rd, Kimberton, PA 19442 USA
 Phone: 610-935-0300 | Fax: 610-935-8896

Camphill Village Kimberton Hills is situated on 432 acres in Chester County. We are about 120 people with and without disabilities, sharing our daily life, in ways that are intentionally therapeutic and intentionally social. People of all abilities support each other in various areas, including in the weavery, mosaics, fiber arts, and pottery studios, the Sankanac Community Supported Agriculture (CSA) garden which provides for the village residents and to over 200 families outside of the village, Sweet Water Baking Company, Camphill Café (open to the public), the orchards, herb garden, apiary, vineyard, and homemaking.

Village members also enjoy an abundance of cultural opportunities that encourage the discovery and development of each person’s talents, capabilities and interests. A diverse program of concerts, lectures, dramatic events, art exhibits, folk dances and festivals, held here in the village and locally, enrich life and provide occasions for interaction with the local community and beyond.

Program Administration and Core Faculty

Name	Function	E-Mail	Phone
Michael Babitch	Core Faculty	mbabitch@camphill.edu	610-935-0300 x14
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Mimi Coleman	Core Faculty	mcoleman@camphill.edu	484-302-1174
Charlie Frey	Core Faculty	cfrey@camphill.edu	610-935-0309
Diedra Heitzman	Program Director, PDSO	dheitzman@camphill.edu	610-935-0300x19
Felicity Jeans	Core Faculty	fjeans@camphill.edu	610-935-0300 x16
Grace Ann Peysson	Core Faculty	graceann@camphillkimberton.org	610-935-0181
Sherry Wildfeuer	Core Faculty	swildfeuer@camphill.edu	610-935-0302

The Camphill Academy is authorized under Federal law to enroll nonimmigrant alien students at this location.



Plowshare Farm

32 Whitney Drive, Greenfield, New Hampshire 03047, USA
 Phone: 603-547-2547 | Fax: 603-547-2547

Plowshare Farm is an attempt to be responsive to the social, human, spiritual and ecological needs of our times by creating a truly inclusive environment where every person and every aspect of the natural world can be learned from and valued. We are a small, thriving lifesharing community in southern New Hampshire where, through the practice of inclusive social development, we create an environment that supports community members – including people with and without developmental disabilities – to unfold their potential. Harmonious to this work come a wide variety of activities which support Plowshare Farm’s striving to be a vessel for the balanced and healthy unfolding of the human being.

Like on any well-functioning working farm (one of the things we strive to be), there are many complexities of relationships and inter-weavings at Plowshare. We are a group of people – coworkers and their families, residents, apprentices, and volunteers – who live together in our extended family lifesharing homes. We are a biodynamic farm. We are a bakery, wood workshop, candle-making and fiber arts studios. We are a vocational training center for people with special needs who join us during the daytime. We are a place where the line between caregiver and care receiver is blurred through the understanding that we each have something to learn from the other and that caring for someone or something else is often a very fine path for self-development.

Program Administration and Core Faculty

Name	Function	E-Mail	Phone
Donat Bay	Core Faculty	dbay@camphill.edu	603-547-2547
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Kimberly Dorn	Program Director	kdorn@camphill.edu	603-547-2547
Vreni Glur	Core Faculty	vglur@camphill.edu	+ 44 779-511-6708
Carol Renwick	Core Faculty	crenwick@camphill.edu	603-654-9225
Hugh Renwick	Core Faculty	hrenwick@camphill.edu	603-654-9225
Maria van den Berg	Core Faculty	mvandenberg@camphill.edu	not available



The Camphill School

1784 Fairview Road, Glenmoore, PA 19343, USA

Phone: 610-469-9236 | Fax: 610-469-9758

The Camphill 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.

Program Administration and Core Faculty

Name	Function	E-Mail	Phone
Sonja Adams	Program Co-Director	sadams@camphill.edu	610-469-9236 ext. 125
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Anna Harris	Core Faculty	aharris@camphill.edu	610-415-9305
Dana Jain	PDSO	djain@camphill.edu	610-545-6083 ext. 131
Andrea Janisch	Core Faculty	ajanisch2@camphill.edu	610-469-9236 ext. 125
Rudiger Janisch	Core Faculty	rjanisch@camphill.edu	610-469-6253 ext. 301
Gleice Paulino da Silva	Core Faculty	gdasilva@camphill.edu	610-469-4225
Elizabeth Sanders	Program Co-Director, Interim Program Administrator	esanders@camphill.edu	610-545-6083 ext. 122
Gillian Schoemaker	Core Faculty	gschoemaker@camphill.edu	610-415-9534
Paula Toburen	Admissions Associate, DSO	ptoburen@camphill.edu	610-469-9236 ext. 123
Else Wolf	Core Faculty	ewolf@camphill.edu	610-469-9820

The Camphill Academy is authorized under Federal law to enroll nonimmigrant alien students at this location.



APPENDIX A: READING SUGGESTIONS

Students, with support and input from their Personal Tutors/Mentors 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:

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

- 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: The Camphill 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.
- Weih, A. (1992). *Fragments from the Story of Camphill*. Coleg Elidyr.
- Weih, 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 The 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). *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.
- Weihls, T. (2000). *Children in need of special care*. London: Souvenir Press.
- Williams, D. (1998). *Autism and sensing: The unlost instinct*. London & Philadelphia: Jessica Kingsley.



Social Therapy:

- Brüll, D. (2002). *The Mysteries of Social Encounters*. AWSNA Publications, Fair Oaks, CA.
- Glasl, F. (1999) *Confronting Conflict*. Hawthorne Press, Stroud, UK.
- Koenig, K. (2009) *Seeds for Social Renewal*. Floris Books, Edinburgh.
- Koenig, K. (1993) *The Camphill Movement*. Camphill Press, Botton, UK.
- Lievegoed, B. (1991) *Developing Communities*. Hawthorne Press, Stroud, UK.
- Lowndes, F. (1998) *Enlivening the Chakra of the Heart* Sophia Books, London.
- McConkey, R., Dunne, J., Blitz, N. (2009) *Shared Lives: Building Relationships and Community With People Who Have Intellectual Disabilities*. Sense Publishing, Rotterdam.
- Pietzner, C. (Ed.) (1990) *A Candle on The Hill; Images of Camphill Life*. Anthroposophic Press, Hudson, NY and Floris Books, Edinburgh.
- Salman, H. (1999) *The Social World as Mystery Center: The Social Vision of Anthroposophy*. Threefold Publishing, Seattle.
- Schmitt-Brabant, M. (1998) *The Spiritual Task of the Homemaker*. Temple Lodge, Forest Row.
- Solomon, A. (2012) *Far from the Tree: Parents, Children and the Search for Identity*. Scribner, NY.
- Steiner, R. (1994) *Knowledge of The Higher Worlds and Its Attainment*. Anthroposophic Press, Great Barrington, MA.
- Steiner, R. (1974) *The Inner Aspect of The Social Question*. Rudolf Steiner Press, London.
- Steiner, R. (1986) *Spiritual Science as a Foundation For Social Forms*. Anthroposophic Press, Hudson, NY.
- Van Den Brink, M. (1994) *More Precious Than Light: How Dialogue Can Transform Relationships and Build Community*. Hawthorne Press, Stroud, UK.
- Van Duin, V. (2007) *Homemaking As A Social Art: Creating A Home For Body, Soul and Spirit*. Sophia Books, Forest Row, UK.
- Zimmerman, H. (1996) *Speaking, Listening, Understanding: The Art Of Creating Conscious Conversation*. Lindisfarne Press, Hudson, NY.



APPENDIX B: 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's Sociology Database**, which includes the full-text of more than 300 journals in sociology and social work, including culture and social structure, history and theory of sociology, social psychology, substance abuse and addiction, and more.

Many communities are set-up with IP authenticated access. To begin searching the database, users with IP authenticated access simply need to go to <https://search.proquest.com/?accountid=172631>. No additional log-in or password is required. Off-campus users, or users at locations without IP authenticated access, may obtain log-in and password information from the Program Director or Program Administrator for their location or by contacting the Director 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

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.



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.



APPENDIX C: WRITING RESOURCES

American Psychological Association (APA) Publication Manual

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** (6th edition) with regard to layout, referencing and citations. Detailed explanations of these guidelines are available at www.apastyle.org.

Online Writing Lab (OWL) at Purdue University

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>).

Grammarly

As members of Camphill Academy, students and faculty have free access to **Grammarly Premium** services, including Advanced Grammar Rules, Contextual Spell Checker, Vocabulary Enhancement, Plagiarism Checker, Corrects Writing Mistakes, to assist with written assignments and projects. Students are encouraged to use the services to review their written work for spelling and grammar mistakes and to identify potential plagiarism issues. However, it's important to remember that technology is not perfect or fail-proof. Students are still expected to proofread their work for clarity and correctness and are responsible for their decisions to accept and apply any suggested revisions. Access to Grammarly is available to students and faculty for the duration of their participation in the programs and may be terminated within three months thereafter.

To join Camphill Academy's Grammarly account:

1. Go to grammarly.com/edu.
2. Click "Join Your Organization" at the top right corner.
3. Provide your name, @camphill.edu email, and set up a password.
4. Check your inbox for the email and click on the activation link.

To make sure users get the most out of Grammarly, additional features for Microsoft Word, Internet browsers, emails, and the desktop are available to install at <https://app.grammarly.com/apps>.

Office 365

Students and faculty are eligible for **Office 365 Education**, which includes Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools online. To sign up, go to <https://products.office.com/en-us/student/office-in-education> and enter the school-provided @camphill.edu email address.



APPENDIX D: 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.

Format

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 use 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.



APPENDIX E: RESEARCH GUIDELINES

The following standards are informed by best practices in the social sciences and the humanities, and consistent with the principles of anthroposophical curative education, social therapy, and other fields encompassed by inclusive social development.

An attitude of respect and recognition of the inherent dignity of each individual human being, regardless of disability, is the First Essential of the Camphill movement. This is the foundation for research within the Camphill Academy, which aims to support the unfolding of human potential/human flourishing, treat all persons with respect, and promote positive self-transformation in service of the wider community. These ethical guidelines apply to all persons involved with research projects, not only the main Researcher.

Definitions

Anonymity – Withholding a participant’s name in research reports or presentations (whether required or requested). This is typically accomplished through the use of a pseudonym or “false name” so as to not reveal an individual’s identity, as well as eliminating or obscuring other potentially identifying information (see also ‘personal information’ below). Anonymity may also refer to a participant withholding their own name in the process of data collection, as in the case of “anonymous surveys.” In this instance, neither readers/audience of a study nor the Researchers themselves will know the identity of research participants.

Confidentiality – Confidentiality is an agreement between the Researcher and participants as to what personal information can or cannot be disclosed, to whom, and how.

Human Subject – This is a common term used in academic discourse to describe human participants in research studies. In the Camphill Academy, we prefer to use terms which foreground the full personhood of all individuals, and therefore prefer terms such as “human beings,” “persons,” “participants,” etc.

Informed Consent – The process of getting consent or permission before conducting research with human subjects, including obtaining personal information. Elements of informed consent include answering:

- What is the purpose of the research project?
- Who is being asked to participate and why?
- What will happen in the course of the project?
- What are the risks involved with participating?



Individuals must also be told and understand that they have the right to decline participation and the freedom to leave the project at any time without consequence. Informed consent should be treated as an ongoing process, rather than a one-time event.

Personal Information – Sensitive or intimate details about an individual, including biographical events, physical or behavioral descriptions, and descriptions of educational, medical, and therapeutic activities. These personal details belong to the individual, not the researcher.

Privacy – Control over one’s personal information, including what and to what degree a person decides to share their personal information with others. All Researchers must respect the privacy of person’s participating in their projects.

Researcher – Any individual conducting research in affiliation with the Camphill Academy.

Student Researcher – Individual enrolled in programs of the Camphill Academy and conducting research for a specific course or assignment. Such assignments are distinct from formal academic research and are always conducted under the supervision of qualified course instructors in line with the normal practices, activities, and supports offered in the course of community life. Projects undertaken by Student Researchers for specific class assignments are developed in accordance with the ethical guidelines outlined in this document, and the instructor is responsible for ensuring ethical guidelines are followed.

Responsibilities

1. Research involving one’s fellow human beings affiliated with the Camphill Academy must follow ethical standards.
2. Researchers must respect an individual’s dignity in all aspects of their person at all times. All choices made by the Researcher should be held up to this standard for dignity and respect, including but not limited to the inclusion of certain biographical or personal details, the invitation for adults to stand as co-authors or co-presenters, the practice of informed consent, and the need for collaboration with colleagues in light of the Researcher’s professional competency.
3. Any project which affirms and abides by the inherent dignity of the individual should have as its guiding star and ultimate motive a sincere effort to support human flourishing.
4. Researchers must honestly assess their own motives, standpoints and beliefs and pursue research out of a sincere and specific interest in striving to support an individual’s flourishing.



5. Researchers—both in written documentation and oral and visual presentation—must respect the privacy of the individual(s) throughout the entire research process. They should take great care to protect personal information and the identity of the individual(s) with/about whom they conduct their research and include only details which are relevant to the larger questions or aims of their projects.
6. Individuals have the right to not share about their personal lives and experiences if they do not wish (see also Informed Consent).
7. Researchers should not discuss individuals by name with persons not involved in the research. In many Camphill environments the number of colleagues who may support an individual can be large. Researchers should be mindful of what information is essential to share to meaningfully and effectively support an individual's flourishing and not divulge details which are not relevant to direct care and support.
8. All adults should be given the opportunity to stand and be recognized as co-authors or co-presenters of the publication or presentation of the research in which they participated, if they so wish. In that case, they must be given guidance on what personal information to make public, and what to hold private, that is based on their best interest, rather than the goals of the research project or researcher.
9. If a participant does not choose to make their identity public their name and other potentially identifying information must be anonymized in all written work. In oral presentations where an individual is not present, he/she/they must remain anonymous as well.
10. Children's and youth's identities should be anonymized at all times.
11. Researchers must obtain informed consent from any individual(s) participating in their research. In the case of minors or individuals under legal guardianship, consent must be sought from guardians. This notwithstanding, where ever possible, consent should also be sought in an age-appropriate and individually appropriate manner from the individual participant. Student Researchers of curative education and social therapy receive instruction and support to ascertain the individual's ability to capably provide informed consent and to develop appropriate and valid measures and capacities to obtain informed consent from individuals for whom age, intellectual disability, and/or communication may be a complicating factor. Other Researchers should present any research proposal, including how they plan to assess and obtain informed consent from the individual(s) participating in their research, to the Director of Research of the Camphill Academy, who will consult with the Executive Advisory Committee and/or the Collegium if necessary, especially in the case of more complex projects. An account of the methods used, and the nature of the consent given must be included in the documentation of the project.



12. If the Core Faculty has concerns over a student's capacity to obtain informed consent, it reserves the right to carefully supervise or restrict the student's project and/or make recommendations for how to proceed.
13. If the research includes activities beyond those experiences in the course of "daily life," such as specific medical or artistic therapies, the Student Researcher's activities must be pre-approved by the Core Faculty (and, if applicable, a legal guardian). For research not related to student requirements, the Researcher must describe these activities in their research proposal for review and approval from the Research Committee. In both cases, the Researcher may require the support and supervision of a trained professional.
14. The Researcher must recognize—and state clearly—their own presumptions, prejudices, sympathies and antipathies, skills, and limits in conducting research.

Process for Approval of Research

Student Researchers — Student researchers are enrolled in programs of the Camphill Academy and conduct research for a specific course or assignment. Such assignments are distinct from formal academic research and are always conducted under the supervision of qualified course instructors in line with the normal practices, activities, and supports offered in the course of community life. Projects undertaken by Student Researchers for specific class assignments are developed in accordance with the ethical guidelines outlined in this document, and the instructor is responsible for ensuring ethical guidelines are followed. Student Researchers of curative education and social therapy receive instruction and support to ascertain the individual's ability to capably provide informed consent and to develop appropriate and valid measures and capacities to obtain informed consent from individuals for whom age, intellectual disability, and/or communication may be a complicating factor.

Other Researchers — Any individual who is not a current student enrolled in programs of the Camphill Academy and completing research for specific courses or assignments and wishes to conduct research in affiliation with the Camphill Academy should present any research proposal, including how they plan to assess and obtain informed consent from the individual(s) participating in their research, to the Director of Research of the Camphill Academy. The Director of Research will consult with the Executive Advisory Committee and/or the Collegium to develop an ad hoc group to review the proposal, drawing in experts in particular fields as needed. An account of the methods used, and the nature of the consent given must be included in the documentation of the project before the ad hoc group of the Collegium grants approval. The Director of Research of the Camphill Academy will serve as point of contact between the researcher and the Collegium. Researchers affiliated with another academic institution must receive ethical approval from their own Institutional Review Board or equivalent oversight body in addition to the approval process of the Camphill Academy.



This policy applies to research conducted in affiliation with the Camphill Academy. In the event that researchers wish to conduct research in affiliation with other Camphill communities, those communities may refer potential research proposals to the Director of Research of the Camphill Academy for review and recommendation at their discretion.



APPENDIX F: PRACTICUM GOALS

Fundamental Dispositions (refer also to Assessment - Program Goals)

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate fundamental dispositions of an inclusive social development practitioner for your respective program year or stage. Successive years assume and expect continued demonstration of competency at the level described for the previous year. This information is provided for guidance and is not intended to be exhaustive. Each goal includes a representative sample of objectives that are appropriate to each respective program year or stage. *The term "team leader" may refer to the house leader, workshop leader, or lead teacher, depending on the particular context.*

	Year 1 <i>Perceiving, Thinking, Contemplating</i>	Year 2 <i>Relating, Feeling, Imaging</i>	Year 3 <i>Engaging, Doing, Applying</i>	Year 4 <i>Creating, Reviewing Integrating</i>
EMPATHY <i>The ability to perceive other human beings and their relationships with empathy.</i>	Show openness to, interest in, and respect for the beliefs and practices of the community or group and for the dignity and individuality of each person	Accompany others, in an active and supportive way, to cultural or religious events and activities that are different from your own	Explore your personal relationship to the beliefs and practices of the community or group	Cultivate flexible, creative, and imaginative ways of working in living and working spaces to promote a welcoming, accessible, and healthy environment
VERSATILITY <i>The ability to develop and build upon a range of practical, social, educational and therapeutic skills and methods.</i>	Demonstrate flexibility, adaptability, and a cooperative attitude towards work; understand the purpose of the practical, social, educational, and/or therapeutic activities that you are asked to carry out	Develop a flexible, adaptable, and cooperative attitude in all areas of life and work and understand the nature and purpose of practical, social, educational, and/or therapeutic activities on the basis of the spiritual scientific view of the human being	Recognize the effects of curative or social therapeutic exercises and activities; participate in co-creating a curative or social therapeutic atmosphere; take an active role in the development and evaluation of formal and informal practical, social, educational, and/or therapeutic plans based on the principles of anthroposophic curative education, social therapy, or other relevant field	Transfer and integrate concepts and skills studied, practiced, and developed to generate original thought and actions; develop and implement new practical, social, educational, and/or therapeutic approaches, based on spiritual scientific insight and understanding of particular human situations



<p>CREATIVITY <i>The ability to adopt artistic ways of working and use artistic process as a means to enhance practice, understanding and personal competencies.</i></p>	<p>Show an openness to artistic practice and the creative process; take up a regular practice; learn a few basic skills</p>	<p>Develop a regular artistic practice as a means of self-development and articulate its benefit; accompany others, in an active and supportive way, in artistic endeavors; expand your range of skills</p>	<p>Continue to refine your ideas of the role of artistic processes in your own development and engage in some systematic practices on that basis; broaden and deepen your range of skills and influence</p>	<p>Engage in an artistic process that includes inquiry, insight and practice and integrates the various aspects of your striving for further development; recognize your activity as a social art; exhibit a consistent quality of flow and aesthetic balance in your work</p>
<p>SELF-INITIATIVE <i>The ability to identify, pursue and take part in opportunities for continuing personal and professional development.</i></p>	<p>Show openness to suggestions and guidance for development; challenge yourself in new and unfamiliar ways (<i>think of this goal in particular in relationship with each of the other goals</i>)</p>	<p>Reflect on and assess the strengths and weaknesses of your own work in conversation with your advisors, supervisors, instructors, colleagues, and mentors, and trusted colleagues</p>	<p>Recognize and pursue opportunities to develop particular capacities in yourself based on a practice of self-discipline, objective self-assessment, and self-education</p>	<p>Maintain consistency in the competencies described for each previous level, engage in ongoing self-assessment and reflection, and actively pursue opportunities for learning and development</p>
<p>ACTIVE INTEREST The ability to engage in the study of the human being through direct, lived experiences and observations based on knowledge of the anthroposophical image of the human being.</p>	<p>Demonstrate a willingness to engage with spiritually scientific concepts</p>	<p>Develop an understanding of yourself, others, and the environment through a deepening study of anthroposophy and the human being</p>	<p>Relate and apply your understanding and experience of anthroposophy with your work and your relationships, perceive clearly, free from personal judgment</p>	<p>Use inner and outer practices for personal and professional development, including anthroposophic tools; able to distinguish between observation and interpretation and transform the results of your observations into an imaginative characterization</p>



<p>COOPERATION <i>The ability to exercise practical social and organizational skills to facilitate community building and cooperative working relationships.</i></p>	<p>Show openness and willingness to work as a team member and to integrate socially; demonstrate an understanding of your role/responsibilities as a member of the team under the guidance of the team leader</p>	<p>Take initiative out of a recognition of what is needed to meet the extraordinary or non-routine needs; work through and resolve social difficulties with others and unforeseen situations; accompany less experienced team members; reliable</p>	<p>Take active responsibility within your team and beyond; effectively communicate with a diverse group of individuals regarding an individual's or group's program and needs; support all members in working through social difficulties; take an active role in conflict resolution; help facilitate group processes, including orienting new team members and adapting processes based on individual needs</p>	<p>Take an active role and interest in the health and safety of your household and community; demonstrate a commitment to the social wellbeing of the community, organization, or organism as well as to your own growth and self-development; take overall responsibility and accountability for the wellbeing of the persons in your charge</p>
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<p>VOCATIONAL INTEGRITY <i>The ability to work within the professional, social-political, and regulatory context of the field.</i></p>	<p>Communicate with respect for all community members; show attention to detail; able to work within a structured framework; provide helpful and accurate reports and observations; carry a small group within the team and with guidance warmly and responsibility; aware of your area of study within a bigger context</p>	<p>Observe significant aspects of an individual's performance, a group's interactions, and/or an activity's effect and demonstrate an ability to listen and communicate effectively; complete formal written and oral reports in a professional manner with support; complete formal written and oral reports in a professional manner with guidance; carry a small group within the team warmly and responsibility; understand your activity within the context of your work</p>	<p>Give guidance and supervision to newcomers regarding routine activity, in consultation with your team leader; assist the leader in carrying groups; complete formal written and oral reports in a professional manner with relative independence; engage with new developments and trends in the field</p>	<p>Oversee and guide your team; proactive in responding to change and problem solving; recognized as a mentor, guide or teacher to others beyond your team; attentive to trends and developments in your field</p>
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Concepts and Skills - Care & Community

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate concepts and skills of an inclusive social development practitioner for your respective program year or stage.

Successive years assume and expect continued demonstration of competency at the level described for the previous year. This information is provided for guidance and is not intended to be exhaustive. Each goal includes a representative sample of objectives that are appropriate to each respective program year or stage. *The term "team leader" may refer to the house leader, workshop leader, or lead teacher, depending on the particular context.*

	Year 1	Year 2	Year 3
Personal Care, Health, and Safety (physical, emotional, psychological)	Be responsive in providing appropriate support; report concerns to placement contact/ lead; show basic safety awareness	Be reliable and assist others with minor, common illnesses, injuries, and issues; explain the purpose of any medication, supplements and remedies; report anything unusual to team leader; support and help orient newcomers	Be responsible to carry oversight of others' needs; maintain ongoing awareness; recognize potentially harmful or extraordinary situations and take initiative and action; instruct and supervise less experienced team members
Festivals and Celebrations	Participate in and support common celebrations and ceremonies	Be actively involved in festivity preparations and events; develop an understanding of the value of celebration in community life	Carry an awareness and understanding of various festivals, such as when they occur and their significance, especially major ones; participate in the planning of festivals
Awareness for the Space and Community	Carry responsibility for designated tasks; carry awareness for small group of designated persons and/or work space; reliably clean and care for the space	Extend awareness for areas beyond your designated areas of responsibility; help orient newcomers to the daily rhythms and community; recognize areas that need attention	Carry awareness and significant responsibility for the space; support others, including less experienced coworkers, in caring for and maintaining the space; replace team leaders as needed



<p>Social Artistry</p>	<p>Begin to recognize how you could adapt your approach to meet other people where they are; recognize how various community activities have distinct qualities</p>	<p>Adapt, explore and use different approaches to meet individual needs and preferences; understand and strive to enter into the distinctive quality of various activities</p>	<p>Expand your ability to approach social situations creatively depending on individual needs and preferences; explore ways of helping others experience the distinctive quality of various activities</p>
<p>Contemplative Practice</p>	<p>Attempt to make objective observations of practical situations; become aware of your inner and outer reactions to practical situations; familiar with some basic anthroposophic tools for inner development but still have little experience with meditative and contemplative practices.</p>	<p>Observe how external conditions and your inner attitude can impact individuals and situations; explore the value of meditative content in practical settings, engage with structured meditative and contemplative practices, including anthroposophic ones</p>	<p>Explore ways of accompanying a small group of individuals or community processes meditatively in consultation with your team leader; use structured meditative and contemplative tools, including anthroposophic ones, in my ongoing personal and professional development.</p>



Individual Focus Examples - Care & Community

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate competency in the integration of concepts, skills, and disposition in tasks related to caring for one’s self and others in shared living environments and common spaces, activities, and practices respective to your program year or stage through an individualized, focused activity. This information is provided for guidance and is not intended to be exhaustive. It includes a representative sample of activities that are appropriate for each respective program year or stage.

	Year 1	Year 2	Year 3
Homemaking	With direction from homemaker, carry a small group of students and at least one additional coworker for an evening activity	Independently determine an afternoon activity for a group of students and coworkers	Carry the house for half or one full day, including leading activities, gathering suggestions from colleagues, and organizing groups
Storytelling	Discover a short story with help of the homemaker to read to the house once a week	Independently identify appropriate stories to read with small group of students	Incorporate music, visuals, props, and “players” in storytelling as a form of play or puppetry in the house or for festivals
Generic Activity (Template)	Co-carry a small group activity with the practicum supervisor or other designated experienced coworker on a recurring basis	With guidance and input from the practicum supervisor or other designated experienced coworker, identify an appropriate activity for a diverse group of people, including those with and without special needs, and implement it with minimal direct supervision on a recurring basis	Independently, and with input from colleagues, organizing groups, and those involved, design and implement a plan to oversee a home or community affair, or lead an activity, for a diverse group of people, including those with and without special needs, for an extended period of time.



Concepts and Skills - Professional Practice

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate concepts and skills of an inclusive social development practitioner for your respective program year or stage. Successive years assume and expect continued demonstration of competency at the level described for the previous year. This information is provided for guidance and is not intended to be exhaustive. Each goal includes a representative sample of objectives that are appropriate to each respective program year or stage. *The term "team leader" may refer to the house leader, workshop leader, or lead teacher, depending on the particular context.*

	Year 1	Year 2	Year 3
Vocational Expertise	Gain competence in basic skills and processes involved in your particular field of work	Develop understanding and competence in the fundamental skills and processes involved in your particular field of work; assist others in developing these skills	Demonstrate competence in the fundamental skills and processes involved in your particular field of work; exercise creativity in adapting processes based on individual needs
One-on-One Activities	Give one-on-one support to individual(s) with direct supervision by the team leader or other more experienced team members	Give one-on-one support to individual(s) without direct supervisor by the team leader or other more experienced team members; understand the purpose of practical, social, educational, or therapeutic activities in your setting	Play an active role in developing practical, social, educational, or therapeutic activities alongside individuals; begin developing the capacity to explain, instruct, and supervise others in carrying out these activities
Small Group Activities	Assist a small group of individuals in a work area or activity under the direct supervision of the team leader or other more experienced team members	Independently assist or lead a small group of individuals through a work area or activity developed by the team leader or other more team members	Plan, oversee and carry the work area or a small group over an extended period of time with guidance and backup support from the team leader



<p style="text-align: center;">General Management</p>	<p>Gain a comprehensive understanding of your area(s) of responsibility; ask for guidance and support when issues arise that are beyond your capacities or area(s) of responsibility; actively practice basic safety awareness</p>	<p>Begin to develop a broader awareness of your setting, including areas of activity that are beyond your responsibility; ensure the safety of your group for the duration of the activity</p>	<p>Gain a basic understanding of all aspects of your particular setting and how your setting interacts with the wider community; carry the group/setting as needed; safely manage a work area or group in the absence of the team leader</p>
<p style="text-align: center;">Formal Communication</p>	<p>Respond appropriately to behavioral, social, and other issues and communicate any concerns to your team leader; begin to learn the vocabulary of your particular setting</p>	<p>Communicate your observations clearly and effectively to the team leader and other members of the team; feel comfortable using relevant vocabulary; begin to develop an understanding of formal review processes</p>	<p>Attend team meetings and contribute significant observations; explore how to communicate insights with those unfamiliar with your setting; participate in and contribute to formal reviews</p>



Individual Focus Examples - Professional Practice

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate competency in the integration of concepts, skills, and disposition in tasks related to caring for one’s self and others in shared living environments and common spaces, activities, and practices respective to your program year or stage through an individualized, focused activity. This information is provided for guidance and is not intended to be exhaustive. It includes a representative sample of activities that are appropriate for each respective program year or stage.

	Year 1	Year 2	Year 3
Generic Activity (Template)	Co-carry a small group activity with the practicum supervisor or other designated experienced coworker on a recurring basis	With guidance and input from the practicum supervisor or other designated experienced coworker, identify an appropriate activity for a diverse group of people, including those with and without special needs, and implement it with minimal direct supervision on a recurring basis	Independently, and with input from colleagues, organizing groups, and those involved, design and implement a plan to oversee a class or workshop activity, or lead an activity, for a diverse group of people, including those with and without special needs, for an extended period of time, such as carrying responsibility for the workspace once a week or for a significant area of responsibility