

Camphill Academy

STUDYING INCLUSIVE SOCIAL DEVELOPMENT



PROGRAM HANDBOOK

2023/24

camphill.edu

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All Camphill Academy programs are controlled from the Main Campus in Glenmoore, PA, where the central administration's offices and student records are maintained. Street access to Curvenal Building (Classrooms and Administration) via 224 Nantmeal Road.

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For participating communities, core faculty, and program administration information, please visit camphill.edu/faculty. For more detailed information, please get in touch with the Registrar.



MISSION & VISION

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 paths of transformative learning that allow 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 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 various areas related to the work of the Camphill movement.

The Camphill Academy is an active member of the [Anthroposophic Council for Inclusive Social Development](#) and its [International Training Circle](#). The Training Circle is the international network of professional education centers in Anthroposophic Curative Education, Social Therapy, and related fields. 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. The Camphill Academy is affiliated with the Anthroposophic Council for Inclusive Social Development in the School of Spiritual Science in Dornach, Switzerland, and the Council's International Training Circle recognizes its qualifications.

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 drive the educational process and challenge students to grow in personal capacities, practical skills, insight, and understanding. Students are encouraged to develop their contemplative capacities as an essential means of self-education and self-development. The fine and performing arts practice 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 broader audience.



ADMISSIONS

General Admissions Requirements

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, we prefer applicants who can show relevant life experience after graduation from high school, such as a gap year, volunteer service (within or outside the Camphill movement), work, study, 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 a DET score of 95-100) is the minimum necessary for admission. However, we will consider individual situations.

To fulfill the field-based supervised practice requirements, students must be resident or full-time members of a participating community. We consider participation by others 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, we require a minimum TOEFL score of 80 (corresponds to an IELTS score of 6.5 or a DET score of 105) for advanced entry into the Paraprofessional Certification program.

Digital literacy

Students need basic computer and technological skills to participate successfully in Camphill Academy's Inclusive Social Development programs. These skills include 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 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. These requirements are 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, they should discuss these concerns during the admissions process. Students should direct issues that arise once enrolled in the programs to the Class Advisor.

Tuition-Free, Financial Support

Students are not charged any tuition to attend the Camphill Academy. The student's participating community awards them a Community Fellowship to cover all associated costs, including fees. For students who are residential members of their participating community, this also includes room and board, health insurance, and a small stipend.

If you are interested in applying but are not a member of any participating community, visit the Camphill Association of North America's website to discover the variety of learning and life opportunities available at camphill.org.

International Students

The Camphill Academy is authorized under Federal law to enroll nonimmigrant alien students at The Camphill School, Camphill Village USA, Camphill Communities California, Camphill Village Kimberton Hills, Heartbeat Lifesharing, and Plowshare Farms locations.

Admissions Process for New Community Members

To enroll in the Camphill Academy Inclusive Social Development Programs, the following is required:

1. Simultaneously apply to join a participating community and become a Camphill Academy student, and include all required materials via the application portal at camphill.org/apply. Specific materials required for the Academy application include:
 - i. The 'Autobiography' section of the application should be about two pages long and comment on your interest, motivation, study skills, and prior practical and academic experience.
 - ii. At least one reference must be academic (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 test 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 the highest level of education completed, such as a high school or college diploma or transcript.
2. Participate in an admissions interview with the community's coworker admissions group and one or more members of the respective Core Faculty Group.
 3. Receive acceptance into the participating community *and* into the Camphill Academy 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.

Admissions Process for Current Community Members

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 an enrollment request.

To enroll in the program, the following is required:

1. Since acceptance by the participating community has already been granted, the following materials are required to complete the process of becoming a Camphill Academy student:
 - i. The 'Autobiography' section of the application should be about two pages long and comment on your interest, motivation, study skills, and prior practical and academic experience.
 - ii. At least one reference must be academic (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 test 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 the highest level of education completed, such as a high school or college diploma or transcript.
2. An admission interview with one or more members of the respective Core Faculty Group is still required; however, the one with the community's coworker admissions group is waived.
3. Acceptance 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 are required to enroll.

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 get in touch with us.



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. 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 circumstances)
- Life-needs stipend for incidental expenses not included in room and board (determined annually, as per community policy)

As Community Fellows, 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. Faculty and community admitters discuss each student's responsibilities connected with the Community Fellowship during the admissions process.



ACCREDITATION, COLLEGE CREDIT, AND DEGREE COMPLETION OPTIONS

Accreditation

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

Credit Transfer

The Camphill Academy's learning experiences have been evaluated and received extensive College Credit Recommendations (CCRs) from the University of the State of New York's [National College Credit Recommendation Service](#). These recommendations allow 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 degree completion.

Bachelor's Degree Options with Our Partners

The Camphill Academy provides pathways for students who complete bachelor's degrees related to Inclusive Social Development through partnerships with several colleges and universities, including [Prescott College](#) and [SUNY Empire State 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 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](#).

Students wishing to continue their education in Germany may be interested in the bachelor's degree in Curative Education (BB.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 working with children and adults. Students choosing this route may transfer to Alanus at various 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

The Education Department at [Antioch University New England](#) offers an advanced-level Waldorf M.Ed.



program with a [Transdisciplinary Focus on Healing Education](#) 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 individually between the Student and Participating Community.

Alternatively, graduates of the Camphill Academy may pursue credit transfer and 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 (Stage1)
- 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 on the following page shows the main stages students progress through as they advance through the three programs and certification levels. Core Faculty groups make two separate determinations at the end of each stage: Has the student met all requirements of the respective stage? And, can the Core Faculty recommend the student for promotion to the next stage?





PROGRAMS AND LEVELS OF CERTIFICATION

Program	Stage/Year 1	Stage/Year 2	Stage/Year 3	Stage/Year 4	Stage/Year 5
Foundation Studies Typically completed in one year of full-time practice-integrated study.	1st year Core Curriculum				
Paraprofessional Certification Typically completed in three years of full-time practice-integrated study.	1 st year Core Curriculum	2 nd year Core Curriculum	Paraprofessional Internship * (6-12 months full-time)		
Diploma Typically completed in five years of full-time practice-integrated study.	1 st year Core Curriculum	2 nd year Core Curriculum	3 rd year Core Curriculum	4 th year Core Curriculum	Professional Internship (6-12 months full-time)

*or completion of all 3rd year practicum requirements

INCLUSIVE SOCIAL DEVELOPMENT

Inclusive Social Development is an interdisciplinary field concerned with building inclusive communities where all individuals 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 well-being. Inclusive Social Development recognizes these aspects as integral components of an unfolding biography.

Practitioners and professionals in Inclusive Social Development strive to approach individual situations with an understanding of the integrity of each individual's unique biography. They allow this holistic insight to guide social, educational, and therapeutic support 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 broadest 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 a phenomenological study of the human being, including our imbalances and pathologies

The Camphill Academy offers its programs in Inclusive Social Development within the context of community life at participating communities. These communities are dedicated to inclusive social development on an anthroposophic foundation through inclusive community building with adults with developmental disabilities. Students are fully integrated into their community's daily life and activities, 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 students' educational experiences. It provides the foundation for the growth of students' 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).

Core Faculties generally do not recommend transfer between concentration areas after Stage 2. Students approved to transfer to another concentration area during the Paraprofessional Certification Program may be required to re-take a program stage and coursework completed as part of their former concentration area, even if they have successfully passed it.

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

Social Therapy

Practitioners of Social Therapy strive to approach individual situations with an understanding of the integrity of each individual's unique biography. They allow this holistic insight to guide social, educational, and therapeutic support 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 broadest 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, inclusive social development includes practitioners from diverse backgrounds and experiences serving various contexts. For those practicing Social Therapy, these may include:

- Home-based support
- Accompaniment and work with older people, 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

Social Agriculture and Biodynamic Studies

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 form an integrated contextual whole in which the farmer must 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 give the student insight into the right action.

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

The Social Agriculture and Biodynamics concentration is available to students in programs at participating communities dedicated to 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).

Practitioners of Social Agriculture and Biodynamics may serve in:

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



Curative Education

Curative education is an interdisciplinary approach to providing holistic support to children, adolescents, and young adults who encounter significant challenges on their developmental path. 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 recognizing 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).

Curative Educators typically work in environments and positions serving children, youth, and young adults, such as:

- 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



THE LEARNING PROCESS

A Transformative Approach to Higher Education

Developing the competencies described in the previous section requires an educational approach transcending 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 drive the educational process and challenge students to grow 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.

Everyday celebrations and conflict resolution offer opportunities for growth and development, especially if they can be reflected upon individually or in dialogue with others. As community members, 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. As they progress through the program, students carry increasing degrees of responsibility within the life of their community while continuing to receive support, feedback, and guidance. The deep immersion in practice provides a real-life context for developing insight and conceptual knowledge, with many courses designed to build directly on students' practical experience. Students' emerging practical capacities are a vital component in assessment and promotion through the various stages of the program.



Artistic Development

The fine and performing arts fulfill several distinct functions as a central part of the learning process. Most obviously, students gain skills in various artistic disciplines as tools in their professional practice. Beyond that, engagement with artistic processes facilitates the development of new personal capacities, thus supporting self-education and self-development.

By working with various artistic practices, students develop refined capacities of perception for human and social processes and the aesthetic sensibility needed to permeate all their actions with artistic qualities. Conscious reflection on the experiences that arise during 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

Developing capacities for contemplative practice forms another central thread in the educational process. The ability to distill insight from experience is a contemplative faculty and stands at the heart of our practice-integrated study. It is also central to the ongoing self-directed development of the reflective practitioner. In addition, transdisciplinary practice requires 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. Students accomplish this integration through the cultivation of contemplative capacities.

Dialogue and Inquiry

In a learning process grounded in experience, students distill new ideas from experience through inquiry and reflection enhanced by dialogue with others. Ideas acquired from others, whether through conversation or reading, become facilitators of new experiences, opening up new capacities of perception and action and 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 the subject matter, student cohort, instructional methods, and other factors, including campus and faculty resources, and assurance that faculty can reasonably provide equal opportunity to all students enrolled. IDL delivery may be synchronous (at the same time) or asynchronous (not at the same time).

If a student's in-person participation is temporarily disrupted, some courses that are typically only delivered in-person due to their immersive design (i.e., retreats), emphasis on practical skill development (music, arts, drama), or guided supervision (i.e., practica) may be considered for IDL delivery. Depending on the subject matter, methods, and student learning needs, these courses may be delivered using synchronous and asynchronous methods. Core Faculty groups make decisions about delivery methods through careful consideration to promote the same educational outcomes as the course's in-person equivalent.

The school schedule, which students receive at the beginning of the year, and course descriptions will indicate whether a course is offered via IDL in part or whole.

As a best practice, any course that utilizes asynchronous methods will include some combination of the following:

- the instructor meets 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

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.

Individualized Supervision and Consultation

Camphill Academy students receive several layers of individualized guidance and support to navigate their learning process.

Class Advisors

Each cohort of students is accompanied by one or two Class Advisors who are members of the program's Core Faculty Group. Class Advisors meet with their students weekly to check in, debrief, address questions and concerns and resolve any difficulties. Any student may approach their Class Advisors anytime with issues or concerns. Class Advisors directly link students, Program Directors, and



Core Faculty. They 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. Typically, the Practicum Supervisor will be responsible for the setting where 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 Personal Tutor/Mentor function 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 weekly. Personal Tutors/Mentors are typically senior members of the students' community who can effectively assist students in problem-solving about 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. They should maintain regular communication with Class Advisors regarding any concerns that require the attention of the Program Director or Core Faculty.



CORE CURRICULUM AND LEARNING FIELDS

The practice-integrated curriculum for programs in Inclusive Social Development encompasses three distinct and complementary learning fields. Program goals and content cut across the three learning fields. 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 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). All students complete the core curriculum, respective to their concentration areas. The Core Faculty may substitute a core course with another approved course or offer the course at a different stage of the program. Core Faculty groups make these decisions in consultation with the Academic Affairs Coordinator and the Executive Director. Core Faculties may also elect to offer or require additional approved courses, referred to as Supplemental, to suit the needs and interests of their students.

Completing 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 recommendations can be found at nationalccrs.org.

Participation in Community Life and Building Supportive Relationships

Active engagement in community life is an essential part of the learning process. An independent study component allows an element of reflection to flow into this process, and students complete such an independent study in each of the first three years. Independent study requirements vary among concentration areas and from year to year.

In general, students studying curative education create a portfolio documenting and reflecting on their



engagement and initiative in various aspects of the community's life. 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 forms of the independent study are fairly open and limited only by the student's creativity. Students should demonstrate that they have internalized an experience rather than simply provide 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 and 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, community engagement will gradually broaden beyond the village community to encompass the wider 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. Students typically share their portfolios with their fellow students, faculty, and community members 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 four stages or years, students encounter most aspects of professional practice in their concentration area of Inclusive Social Development. Students have an opportunity to develop their professional capacities in a thorough and organic process, advancing from introductory-level tasks and responsibilities to those of a fully qualified practitioner. Clear goals, supervision, evaluation, and assessment processes define each practicum. Satisfactory performance in all practicum areas is central to the advancement of students through the various stages.

The first three stages include 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 allows them to develop their professional and leadership capacities in inclusive social development. Students may be required to take additional practical experiences for their particular concentration areas, such as Therapy and Teaching Practica, which are part of the Diploma Program with a concentration in Curative Education.

Academic and Artistic Coursework

Any organized learning process needs spaces and times set apart and protected from everyday life and work activities to give room for reflection and internalization. The classroom and the scheduled courses



fulfill that function, creating a retreat space for intensive and focused work, whether in 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, and 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.



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:

- As self-evaluation processes, they promote the student's ability to assess their strengths and needs and deliberately guide the student's learning process. The regular practice of self-evaluation is essential in fostering capacities for self-education and self-directed professional development.
- As formative assessment processes, they provide faculty with feedback on students' progress toward the goals and objectives of a learning experience, allowing instructors to make adjustments and respond to students' needs.
- 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 in the context of review conversations and written evaluations. A 'pass' grade represents the equivalent of 3.0-grade points (letter grade B) or higher on the standard four-point scale.

Coursework

The syllabus for each course lists the course objectives and the evaluated components of student work. These may include participation in class discussions and activities, skill performances, practical application assignments, oral presentations, written assignments, artistic projects, group projects, individual review conversations, self-evaluation activities, and other elements. Instructors provide a written qualitative evaluation for each evaluated assignment and assign a separate pass/marginal pass/ fail grade. Instructors base the overall course grade on the grades for each required assignment and 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. Students should bring any unclear situations 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 the summative assessment for year-long practicum experiences. Students receive a 'pass' grade when they meet all practicum objectives. Students will receive a 'fail' grade if significant deficiencies remain on any objectives. Practicum Supervisors and Practicum Coordinators carry the primary responsibility for awarding practicum grades. 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 E: Practicum Goals for Concepts and Skills.

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 by 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. Class Advisors review the Personal Tutor's qualitative evaluation before confirming the grade. If any uncertainty exists, they bring 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, these conversations create a comprehensive picture of the student's overall progress toward the broader program objectives and identify 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

- **Empathy:** The ability to perceive other human beings and their relationships with empathy
- **Versatility:** The ability to develop and diversify practical, social, educational, and therapeutic skills and methods.
- **Creativity:** The ability to adopt artistic ways of working and use the artistic process as a means to enhance practice, understanding, and personal competencies
- **Self-initiative:** The ability to identify, pursue and participate in opportunities for continuing personal and professional development.
- **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.
- **Cooperation:** The ability to use practical social and organizational skills to facilitate community building and cooperative working relationships.
- **Integrity:** The ability to work within the field's professional, social-political, and regulatory context.

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:

- Review of individual courses and practicum experiences to identify any concerns
- Review of progress towards overall program goals, based on the fundamental dispositions and appropriate criteria for promotion to next year/stage
- Identification of any issues that need to be addressed or monitored
- 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 to recommend the student for promotion to the next year/stage of the program. The process includes the following steps:

- Review 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

- 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
- Formulation of recommendation for promotion, remedial plan, or other course of action for review and approval by Core Faculty

The outcome of this conversation is summarized on the "Program Review Summary (MY & EOY)" form for documentation, and the program administrator files a copy in the student's record. The student should retain the original completed, signed form for reference.

For additional information regarding the Program Goals, refer to 'Appendix D: Program Goals and Fundamental Dispositions.'



TYPICAL FOUNDATION STUDIES PROGRAM CURRICULUM

The Foundation Studies Program consists of the Stage/Year 1 curriculum, which aims to develop students' capacities to look at themselves and others in new ways.

Stage/Year 1	Course title	Contact Hours	CCR
Practica			
	Care and Community Practicum I	375	4
	Professional Practice Practicum I	375	4
Retreats			
	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>	Camphill Past, Present, Future	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	45	3
	Introduction to Social Agriculture	45	3
Independent Study			
<i>Curative Education</i>	Portfolio I: Festivals	N/A	1
<i>Social Therapy</i>	Social Therapy Project I	N/A	1
<i>Social Agriculture and Biodynamics</i>	Social Therapy Project I	N/A	1

An asterisk (*) next to the CCR indicates that the course combines with another course. To receive the college credit recommendation (CCR), the student must complete both courses successfully. Refer to the course summary in 'Course Catalog' for more details. The Program Core Faculty may substitute a course with another approved course.



TYPICAL PARAPROFESSIONAL CERTIFICATION PROGRAM CURRICULUM

The Paraprofessional Certification Program builds on the Foundation Studies Program. It 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.

Stage/Year 2	Course title	Contact Hours	CCR
Practica			
	Care and Community Practicum II	375	4
	Professional Practice Practicum II	375	4
Retreats			
	The Camphill Impulse I	15	1
Courses			
<i>All Concentrations</i>	Knowledge of Higher Worlds	45	3
	Disability in History and Society	15	1
	Human Being II	50	3
	Music & Eurythmy I*	45	3
	Visual Arts I	15	1
	Drama	28	2
<i>Curative Education</i>	Development of the Will Through Craft	15	1
	Human Development II	30	3
	Home Life and Care	30	2
<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	60	TBD
Independent Study			
<i>Curative Education</i>	Portfolio II	N/A	1
<i>Social Therapy</i>	Social Therapy Project II	N/A	1
<i>Social Agriculture and Biodynamics</i>	Social Therapy Project II	N/A	1

An asterisk (*) next to the CCR indicates that the course combines with another course. To receive the college credit recommendation (CCR), the student must complete both courses successfully. Refer to the course summary in 'Course Catalog' for more details. The Program Core Faculty may substitute a course with another approved course.



Students receive the Paraprofessional Certificate after completing the Stage/Year 2 curriculum 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 completed the Paraprofessional Certification Programs 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 to Stage 4 and the Diploma Program.

Paraprofessional Internship

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

The Paraprofessional Internship consists of a six-to-twelve-month full-time placement in a paraprofessional capacity in an Anthroposophic Curative Education, Social Therapy, or related center approved by the Core Faculty. The Internship aims 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 student's supervisor in the internship placement, a representative of the Core Faculty, and the student define the Internship through an internship contract. This contract spells out the student's responsibilities and the arrangements for appropriate supervision. The student's supervisor provides a written evaluation at the end of the six-to-twelve-month term. 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. The Core Faculty review the evaluation and recommendations and then makes the final determination.

Upon completing 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 completing the Paraprofessional Internship are eligible to apply for admission to Stage 3. Promotion to Stage 3 may require transfer to another participating community, contingent on acceptance by that respective community.



TYPICAL 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' abilities 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.

Stage/Year 3	Course title	Contact Hours	CCR
Practica			
<i>All Concentrations</i>	Care and Community Practicum III	375	4
	Professional Practice Practicum III	375	4
<i>Curative Education</i>	Teaching Practicum	30	TBD
	Therapy Practicum	15	1
Retreats			
<i>All Concentrations</i>	The Camphill Impulse II	25	1
	Embryogenesis	15	1
Courses			
<i>All Concentrations</i>	Esoteric Science	45	3
	Group Work and Facilitation	15	1
	Human Being III	65	4
	The Art of Storytelling	32	2
	Music and Eurythmy II	45	3
	Visual Arts II	15	1
<i>Curative Education</i>	Curriculum and School	34	2
	Crafts and Work	15	1
	Social Therapy II	45	3
<i>Social Agriculture and Biodynamics</i>	Phenomenological Study II	25	TBD
	Social Agriculture II	45	TBD
Independent Study			
<i>Curative Education</i>	Portfolio III	N/A	1
<i>Social Therapy</i>	Social Therapy Project III	N/A	1
<i>Social Agriculture and Biodynamics</i>	Social Therapy Project III	N/A	1

An asterisk (*) next to the CCR indicates that the course combines with another course. To receive the college credit recommendation (CCR), the student must complete both courses successfully. Refer to the course summary in 'Course Catalog' for more details. The Program Core Faculty may substitute a course with another approved course.



Stage/Year 4	Course title	Contact Hours	CCR
Practica			
	Practicum Concentration	750	8
	Therapy Practicum II	30	2
Retreat			
	The Camphill Impulse III	15	1
	The Point-Circle Meditation	25	1
Courses			
<i>All Concentrations</i>	Philosophy of Spiritual Activity	4	3
	Medical and Artistic Therapies	34	2
	Human Being IV	34	4
	Music and Eurythmy III	45	3
	Visual Arts III	15	1
	Conflict and Communication	15	1
	Organizational Development	15	1
<i>Social Therapy</i>	Human Development II		
	Social Therapy III	45	3
<i>Social Agriculture and Biodynamics</i>	Phenomenological Study III	2	TBD
	Social Agriculture III	45	TBD

An asterisk (*) next to the CCR indicates that the course combines with another course. To receive the college credit recommendation (CCR), the student must complete both courses successfully. Refer to the course summary in 'Course Catalog' for more details. The Program Core Faculty may substitute a course with another approved course.

Final Project

The Final Project is a capstone experience completed during Year/Stage 4 as part of the requirements for 'The Human Being IV.' The Final Project challenges 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 personal growth and transformation.

The Core Faculty determines whether the Final Project is accepted based on the recommendation of at least two reviewers. The evaluation of the project is documented in a written evaluation report.

In addition to the written project, students present their work in an open community sharing. The Personal Tutor supports the student in developing their presentation. The oral presentation is not a verbal recapitulation of the written project but an artistic free sharing of the student's research, discovery, and curative process. The student can shape the presentation creatively and individually that



best expresses the work.

As in all student work, the Final Project adheres to the Camphill Academy's Research Guidelines concerning student research, informed consent, confidentiality, and approval. Refer to CA 4027 Research Guidelines Policy for more 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.

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 Social Therapy or Social Agriculture & Biodynamics and 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.

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 long and be taken full-time (i.e., at least 30 hours per week). The Internship aims to demonstrate that the student can 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 a related field.

Students may complete the Professional Internship 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 their previous Practicum Supervisors. Students must make all arrangements in communication with the Core Faculty. 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 the Core Faculty require

The Professional Internship begins with developing an Internship Contract between the student, Internship Supervisor, and Core Faculty. Periodic informal reviews occur throughout the Internship. It concludes with a final assessment based on a review process involving the student, the Internship Supervisor, a Core Faculty representative, and any other relevant senior staff of the organization providing the placement.

Upon completing the Professional Internship, students are awarded the Diploma in Inclusive Social Development and their respective concentration areas.



ACADEMIC PROGRESS, REMEDIATION, AND TERMINATION OF ENROLLMENT

Academic Progress

To advance to the following year, a student must show appropriate progress towards overall program goals (in addition to completing 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

Faculty may develop a remediation plan if students fail to complete any program, course, or practicum requirements. If the student fails to meet the remedial requirements, or the remedial requirements necessary to address deficiencies in performance would be too extensive, the Core Faculty will determine an appropriate course of action and communicate this to the student. For example, the Core Faculty may offer the student the opportunity to repeat a year of the program or terminate the student's 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 fails 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 student completes the course or practicum when all remedial requirements have been fulfilled within the given time frame.

Completion of the Respective Years of the Program

Ordinarily, students must complete all learning experiences in a given year before promotion to the following year. The Core Faculty Group may offer students who do not meet the requirements for promotion to repeat a year of the program. However, if warranted by individual circumstances, the Core Faculty Group may make arrangements that vary from this general rule.

If a student does not complete a particular course, practicum, or individual study requirement for the



present year of the program, Class Advisors, in conversation with the relevant faculty members, may develop a remedial plan. The remedial plan may allow the student to complete the required course or practicum at a different time or as an equivalent learning experience in another format. Remedial program completion plans must be documented 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 can 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 implemented during a particular program year.

Ordinarily, students must complete all learning experiences in a given year before promotion to the following year. The Core Faculty Group may offer students who do not meet the requirements for promotion to repeat a year of the program. 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 their studies



in the program, even after reasonable accommodations are made. In addition, the Core Faculty Group may terminate a student's enrollment due to 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 is 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 standards for attendance and participation. Those absent from class and unresponsive to attempts to contact them after 14 days will be considered a "drop-out" and withdrawn from coursework. The Core Faculty, Designated School Officials (DSOs), and Registrar will be notified. These processes for IDL attendance are 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 concerning evaluation, assessment, and promotion should address their concerns to their Class Advisors. If Class Advisors cannot resolve the issue, they should refer it to the Program Director. The Program Director will then bring the matter to the Core Faculty Group for final resolution.



SELECTED POLICIES AND PROCEDURES

Academic Honesty (CA Policy 4018)

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 (CA Policy 4023)

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 respond promptly 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 Individual Learning Needs (CA Policy 5004)

Students are responsible for identifying and discussing their individual needs and are asked to inform their Class Advisor or Program Director of any learning needs they have. Class Advisors will inform the Program Director and Core Faculty 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 communities must commit to making reasonable resources available to support the individual learning needs of the 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 immediately—in serious cases, especially where the capacity to competently and safely perform practicum responsibilities is in question—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 community. The consequences of such withdrawal are governed by the agreements under which the individual is retained and sponsored by the participating community. The Academy is not involved in determining these.

Copyright and Software Licenses (CA Policy 4004)

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 (CA Policy 5006)

A Leave of Absence is a temporary break in a student's attendance during which they are 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 their 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 (CA Policy 4020)

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 (CA Policy 4021)

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.

Photo, Video, and Audio Consent and Release (CA Policy 4026)

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.

Technical Support (CA Policy 4028)

Responsibility for technical support services is co-carried by the participating community's I.T. department, the Program Directors, Core Faculty members (especially 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 I.T. 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.

Transcripts and Student Records (CA Policy 4013)

Transcripts of student records, including identifying information (name, student I.D. 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 (CA Policy 4015 and 4015-Fa)

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 accet.org as well as on the Camphill Academy website camphill.edu/resources and in this handbook.





ACCET Document 49.1 – 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 quality educational training programs are provided. When issues or 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 that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (<https://accet.org/about-us/contact-us>). The online form will require the following information:

1. Name and location of the ACCET institution
2. A detailed description of the alleged problem(s)
3. The approximate date(s) that the problem(s) occurred
4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students
5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET
6. 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
7. The status of the complainant with the institution (e.g., current student, former student)

Please include copies of any relevant supporting documentation (e.g., student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

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

Online Complaint Submission Form



APPENDIX A: PRIMARY TEXTBOOKS

Instructors and instructional supervisors have significant latitude in selecting and assigning textbooks and other reading materials. Required readings and supplementary readings are listed in the syllabus for each course and may vary from year to year. The following is a list of key foundational texts that occupy a central place in the overall program curriculum.

Readings in the Foundations of Anthroposophy:

Steiner, R. (1994). *Theosophy: An introduction to the spiritual processes in human life and in the cosmos*. Hudson, NY: Anthroposophic Press. (Available at <http://steinerbooks.org/research/archive/theosophy/theosophy.pdf>)

Steiner, R. (1996). *The Education of the Child*. Hudson, NY: Anthroposophic Press.

Steiner, R. (1994). *How to know higher worlds: A modern path of initiation*. Hudson, NY: Anthroposophic Press. (Available at

http://steinerbooks.org/research/archive/how_to_know_higher_worlds/how_to_know_higher_worlds.pdf)

Steiner, R. (1997). *An outline of esoteric science*. Hudson, NY: Anthroposophic Press. (Available at http://steinerbooks.org/research/archive/outline_of_esoteric_science/outline_of_esoteric_science.pdf)

Steiner, R. (1995). *Intuitive thinking as a spiritual path: A philosophy of freedom*.

Hudson, NY: Anthroposophic Press. (Available at

http://steinerbooks.org/research/archive/intuitive_thinking/intuitive_thinking.pdf)

Readings in the Foundations of Camphill:

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

McKannan, D. (2020). *Camphill and the future: spirituality and disability in an evolving communal movement*. Oakland: University of California Press.

Foundational Readings in Inclusive Social Development:

Glasl, F. (1999). *Confronting Conflict: A first-aid Kit for Handling Conflict*. Stroud, UK: Hawthorn Press.



Scharmer, O. (2018). *The essentials of theory U: Core principles and applications*. Oakland: Berrett-Koehler Publishers, Inc.

Foundational Readings in Curative Education:

Steiner, R. (1998). *Education for special needs: The curative education course*. Forest Row, UK: Rudolf Steiner Press.

König, K. (2004). *The first three years of the child: Walking, speaking, thinking*. Edinburgh: Floris.

Lievegoed, B. (2005). *Phases of childhood: Growing in body, soul and spirit*. Edinburgh: Floris. Uhlenhoff, W. (2009). *The children of the curative education course: Case studies*. Edinburgh: Floris.

Foundational Reading in Social Agriculture & Biodynamics:

Goethe, J. (2004) *The metamorphosis of plants*. Biodynamic Association

Hurni H. & Osman-Elasha B. Agriculture at a Crossroads. IAASTD Reports. <https://www.globalagriculture.org/original-reports.html>.

Konig K. (2014) *Social farming: Healing humanity and the earth*. Floris Book.

Steiner R. (1993). *Agriculture: Spiritual foundations for the renewal of agriculture*. Bio-Dynamic Farming and Gardening Assoc. Inc.

Foundational Readings in Social Therapy:

König, K. (2009). *Seeds for social renewal: The Camphill village conferences*. Edinburgh: Floris.

Steiner, R. (1998). *Education for special needs: The curative education course*. Forest Row, UK: Rudolf Steiner Press.



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 can also 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 camphill.edu/resources. These include:

The Camphill Research Network

The Camphill Research is an online resource curated by Camphill Academy featuring academic and other research on the Camphill movement and its related fields of activity. The website organizes academic research by format (journal article, book, dissertations, etc.) as well as by theme, enabling visitors to search for relevant work easily. Research citations indicate whether sources are peer-reviewed, as well as whether they are available open-access. The Camphill Research Network website also hosts videos of lectures from the Camphill Research Symposium. Lastly, the Camphill Research Network includes virtual galleries of work from the Pietzner Art Collection. Learn more and view the academic and artistic collections at research.camphill.edu.

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 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. You can search the catalog online at <http://rsl.scoolaid.net/bin/home>.

Libby App

Libby allows users to browse, borrow and read ebooks and audiobooks from their local public library for FREE! All they need is a library card; if they don't have one, Libby may be able to help with that too. To learn more or to download the app, visit <https://www.overdrive.com/apps/libby/>.

Additional Open Access Resources

Disclaimer: The Camphill Academy and its affiliates do not maintain the open-access resources listed here. Links are provided as a service to students and faculty and do not imply endorsement. As with all



sources, users should exercise independent judgment and discretion in evaluating any publication's reliability, merits, and flaws.

The [Rudolf Steiner Online Archive](#) 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 and previously published translations into English and other languages.

The [R.S. Archive](#) is an independent, non-profit initiative that provides access to previously published English translations of Rudolf Steiner's writings and lectures and previously published German editions (and some other translations). It also includes original (not previously published) translations, which may be of poor quality and must be treated cautiously.

The [Online Waldorf Library](#) is a Research Institute for Waldorf Education project. It 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: ACADEMIC RESOURCES

GSuite for Education

The @camphill.edu school email address students, faculty, and staff receive when joining the Camphill Academy provides them access to **G Suite for Education**, which includes Gmail, Google Calendar, Google Meet, Google Docs, Google Sheets, Google Slides, and Google Forms as well as Google Classroom, a virtual meeting place. These browser-based tools can be used from any phone, tablet, laptop, or computer. For technical assistance with G Suite for Education, contact the Registrar or Director of Academic Affairs.

Office 365 Education

Students and faculty are eligible for **Office 365 Education**, which includes online versions of Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools online with a valid school email address. To get started, go to microsoft.com/en-us/education/products/office and enter your @camphill.edu email address.

Adobe Acrobat Reader

We advise all users to use Adobe Acrobat Reader (or another Adobe software package with a PDF reader) to complete and sign electronic forms. Other software, such as Preview (the standard PDF viewer for MacOS), can cause technical issues. Adobe Acrobat Reader is free to download and use. To install it on a desktop computer, go to get.adobe.com/reader.

American Psychological Association (APA) Publication Manual

Unless otherwise specified by the instructor, students should submit all written work in a format following the guidelines of the **American Psychological Association (APA) Publication Manual**. Detailed explanations of these guidelines are available at apastyle.apa.org.

Online Writing Lab (OWL) at Purdue University

The **Online Writing Lab (OWL) at Purdue University** provides a helpful summary of the relevant guidelines. The site offers an introductory online workshop and APA formatting and style guidelines. We recommend you refer to the OWL website when editing your papers owl.purdue.edu.



APPENDIX D: PROGRAM GOALS AND FUNDAMENTAL DISPOSITIONS

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 worksheet is provided for guidance and is not intended to be exhaustive. It 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 Perceiving, Thinking, Contemplating	YEAR 2 Relating, Feeling, Imaging	YEAR 3 Engaging, Doing, Applying	YEAR 4 Creating, Reviewing Integrating
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 ideals 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 (think of this goal in particular in relationship with each of the other goals)</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 <i>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.</i></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 reliably</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>
<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>



APPENDIX E: PRACTICUM GOALS FOR CONCEPTS AND SKILLS

CARE & COMMUNITY PRACTICA (CC) GOALS FOR CONCEPTS AND SKILLS

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate competency in the practical application of concepts and skills for your respective program year/stage. Successive years assume and expect continued demonstration of competency at the level described for the previous year. This worksheet is provided for guidance and is not intended to be exhaustive. It includes a representative sample of objectives that are appropriate for 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
<i>Personal Care, Health, and Safety (physical, emotional, psychological)</i>	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
<i>Festivals and Celebrations</i>	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
<i>Awareness for the Space and Community</i>	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



	Year 1	Year 2	Year 3
<i>Social Artistry</i>	Begin to recognize how you could adapt your approach to meet other people where they are; recognize how various community activities have distinct qualities	Adapt, explore and use different approaches to meet individual needs and preferences; understand and strive to enter into the distinctive quality of various activities	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
<i>Contemplative Practice</i>	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.	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	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.



PROFESSIONAL PRACTICE PRACTICA (PP)

GOALS FOR CONCEPTS AND SKILLS

To successfully complete the practicum and be able to advance to the next stage or program, you must demonstrate competency in the practical application of concepts and skills 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 worksheet is provided for guidance and is not intended to be exhaustive. It includes a representative sample of objectives that are appropriate for each 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
<i>Vocational Expertise</i>	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
<i>One-on-One Activities</i>	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
<i>Small Group Activities</i>	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



	Year 1	Year 2	Year 3
<i>General Management</i>	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	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	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
<i>Formal Communication</i>	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	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	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

