



2023/2024 COURSE CATALOG

PROGRAMS IN INCLUSIVE SOCIAL DEVELOPMENT

Agricultural Development I

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

30 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 3 semester hours in Agriculture, Environmental Studies, Ecology, Philosophy (10/20). New version (with revised instructions and outcomes offered 9/21) pending NCCRS re-evaluation.

The human motif is the primal phenomenon that will guide us to understand the farm individuality, as coined by Rudolf Steiner in his Agriculture Course, as the central principle of biodynamics in which the organism is perceived as an interconnected whole. Students will be introduced to and explore this principle through living experience of the physical reality to inform their practices. Through this orientation, the farm's parts are seen within an integrated contextual whole in which the farmer is asked to engage in a holistic and balanced way. Together with the students in the Social Therapy track, we will begin by sharing own personal biographies. By telling our life stories, and by listening to the life stories of others, our teachers and peers, we aim to cultivate a community of learning in which each person is seen as an individual and as an integral aspect of the course. By relating and applying principles of human development to ourselves and our life stories, we'll start to develop the capacities to and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support.

Upon successful completion of the course, students will be able to: observe a complex developmental situation and discover unresolved issues related to the developmental processes studied in their area of focus; articulate these issues in a clear and objective manner; give an imaginative characterization of a complex developmental situation as a meaningful developmental challenge; begin to develop capacities to be able to accompany developmental challenges; articulate the history of agriculture and its relation to the development of consciousness, this may include the origin of agriculture in pre-Christian times and the four streams of agriculture, the organization of the landscape under the influence of the reasoning soul, the unique transformation that took place in Europe during the Gothic times, the mechanization and modern and contemporary agriculture.

Agricultural Development II

Camphill Village, USA, Copake, NY; Camphill Village Kimberton Hills, Phoenixville, PA; instructor-led individual study at various locations across North America

60 hours (variable – over several weeks)

Pending NCCRS evaluation.

What is the essence of life? In the first year, the student encountered the laws pertaining to the inorganic world, the mineral kingdom. In the second year, student will explore the world of living organisms, more precisely, the plant kingdom and etheric forces by looking at vegetable growing, fruit growing, seed growing, composting, forestry work and biodynamic preparations. Students will gain an understanding of the principles of healthy agricultural plants as well as the biodynamic concept of the plant as an organism that develops within the influences of both earth and cosmos and begin to lay the seeds for an unfolding capacity to see the developmental processes in nature and agriculture as well as in the human being. Students are encouraged to strive for what Goethe coined a "gentle empiricism", by becoming an active participant in nature, thus becoming able to experience and conceive the formative movements of nature. Through this effort, students may begin to understand what Steiner called the etheric, perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the s

At the completion of this course, students will be able to: access a dynamic overview of the developmental processes in human life, as well as a basic understanding of the developmental processes being focused on in this course; explain significant milestones in the developmental process and recognize the effects when these capacities have not been established, especially with regard to the first 3 septenaries; identify life phases and turning points in a biography; accompany others through biographical challenges in a supportive way with increasing autonomy and confidence; discuss the importance of biography understanding in Social Agriculture; develop an in-depth, integrated and meaningful picture of a complex development situation of a person with disabilities; use this picture to develop practical ideas for social and therapeutic support; use art and conversation toward understanding an individual with disabilities' life story; describe the principles of healthy agricultural plants and forest management; and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved)

Agricultural Development III

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

30 hours (variable – over several weeks)

Pending NCCRS evaluation.

This course builds on Agricultural Development II with a particular emphasis on an exploration of the animal kingdom and of astral forces by looking at aspects of field management and animal husbandry as well as the relationship between the human being and the animal. Students will gain a holistic understanding of animals, including animal physiology, improve their observational skills of animal life, and begin to develop the capacity to see the relationship of animals to the farm organism that include physical, soul, and spiritual aspects. Biodynamic farms aim for self-sustainability. Therefore, the student will explore the relationship between animals, fields, and pastures and how this relationship can mutually benefit the health of each when supported by biodynamic principles. Students are encouraged to strive for what Goethe coined a “gentle empiricism”, by becoming an active participant in nature, thus becoming able to experience and conceive the formative movements of nature. Through this effort, student and that it becomes manifest in two directions: (1) in the genesis of forms in nature

At the completion of this course, students will be able to: design grassland and fodder management plan; identify suitable plant mix for a particular field depending on moisture, composition of soil, animal needs, and already existing plant mix; describe the biodynamic approach to support fertility and soil management of grassland and fodder; use phenomenology to understand the healthy development of domesticated animals, explain how animal can contribute to the biodynamic farm as an organism; reflect on the value of a phenomenological process as a means to understand the domesticated animal; develop a dynamic overview of the developmental processes in animals and human beings; begin to develop the skills necessary to plan and manage grassland and fodder, including assessing the physical considerations (equipment, irrigation, storage, processing, etc.), history of the site (crop rotation, timing, weed control, plant health), and the relationship of these elements in the broader farm organism (this will be deeper perceived others and other contexts through this lens. The student

Anthroposophical Study I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

30 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). Name change effective 9/22, pending NCCRS evaluation.

This course provides an orientation to anthroposophical concepts of individual human existence. It provides a basic framework upon which contemplative, pedagogical, therapeutic, and diagnostic concepts of curative education and social therapy are built. This course is accompanied by a year-long introduction to human biographies, inclusive social development, including aspects of curative education, social agriculture and biodynamics, and/or social therapy, and the human being, which further develop the basic themes presented. Topics covered include: the bodily nature, the soul nature, and the spirit nature of the human being; the philosophy of human destiny; the philosophical underpinnings of human reincarnation; the mineral world; the soul world; the spiritual world; the nature of being; overview of basic contemplative exercises, including the six-fold path, the eight-fold path, and self-observation.

Upon successful completion of the course, students will be able to: gain appreciation and understanding of Steiner's terminology, approach, and methodology fundamental to the study and practice of anthroposophy; develop familiarity with the concepts of the tripartite human being; explain the three modes of existence of the human being; apply the concepts of the nine-fold nature of the human being to individuals and to future biographical work; discuss the conceptual basis for the laws of destiny, karma and reincarnation; explain the conceptual basis of the worlds of soul and spirit, the forces that underlie these worlds and how these forces are a part of everyday human experience; discuss the basis for inner development through the lens of death and rebirth.

Anthroposophical Study II

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

Pending NCCRS evaluation.

In this course we will explore aspects of mindfulness: self-awareness, attention, memory, observation and presence in the moment. We are living at a time when our attention is constantly being attracted and distracted at an ever-increasing speed. Yet it is only through paying attention that we can both know and understand the world and each other, and know and understand ourselves, and in so doing we will strengthen our soul forces of thinking, feeling and willing. It is hoped that this course will allow participants to develop and refine their own powers of mindful attentiveness, which will serve as a sound foundation for responsible and effective service as human beings in today's demanding world. This path of self-development allows the human being to participate more creatively, purposefully and harmoniously in everyday life. We will turn to selected texts by Rudolf Steiner, Georg Kühlewind, Michael Lipson, Dennis Klocek and others as a basis for study, research and discussion.

Upon successful completion of this course, students will be able to concentrate and pay deep attention; practice the basic attitudes in daily life that can create the conditions for inner growth; practice observation exercises that lead to heightened mindfulness and presence; perform some practical exercises and self-reflective techniques that lead to the strengthening of thought life, emotional life and active will.

Anthroposophical Study III

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

Pending NCCRS evaluation.

Community Building is an essential characteristic of a Camphill community, and contains vital seeds for the future, for all of humanity and for civilization. Anthroposophically-directed community building has both outer and also inner aspects. Through a study of "The Threefold Social Order" as presented by Rudolf Steiner the ideal structure, activities, and attitudes of a health community will be gleaned. From selected lectures and essays by Rudolf Steiner, essential inner attitudes and spiritual practices required to create and participate in a healthy social organism will be surveyed. Others authors writing out of the anthroposophical world view will be looked at, as time allows.

Upon successful completion of this course, students will be able to familiar with the three spheres of the threefold social order; understand how the three qualities- freedom, equality, and fraternity; have a sense how common goals and values are necessary for the success of a social endeavor; have a small toolbox of Inner practices and attitudes that nurture a healthy social life; see how a healthy social life creates the necessary curative environment for the child with special needs.

Anthroposophical Study IV

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

Pending NCCRS evaluation.

Fundamental insights into the nature of the human being are expressed in Rudolf Steiner's research into one's three-fold nature as expressed in body, soul and spirit. An active understanding of the human being is essential for the work of all professions that deal intimately with other human beings: teaching, homemaking, therapy, counselling, and so forth. Such knowledge can also lead the student to an increased and more sensitive self-awareness and important focal points on one's own personal path of self-development. The lectures contained in Steiner's *The Foundations of Human Experience* (formerly *The Study of Man*) sit at the foundation of Waldorf Education and were the primary lecture course given to the brand-new group of Waldorf teachers. The ideas contained reveal the intricacies of the working of body, soul, and spirit in each human being, but not in an abstract way. The content is communicated in a warm and enthusiastic way, mindful how the appropriate education of children acts as a powerful transfor and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. tudent's general understanding of the human being expands. Eventually, this will lead to a meditativ

Upon succuess completion of the course, students will be able to be familiar with the basic understanding of the three-fold human being; have a sense for significance of the task undertaken by the first Waldorf teachers and how they- whether as teachers, homemakers, therapists, etc.- can continue this great cultural deed; discuss thinking, feeling, and willing as three distinct yet Inter-related soul forces; discuss the head, the rhythmic system, and the metabolic-limb system; give examples of ways to educate the will; discuss the various levels of the will; contrast nerve and bone versus muscle and blood; how familiarity with the twelve senses; characterize the teacher's attitude and approach to the various the groups: 0-7, 7-14, 14-

Art of Storytelling, The

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Version 2: 32 hours (variable – over several weeks)

Version 2: In the upper division baccalaureate degree category, 2 semester hours in Curative Education, Education, Social Therapy, Social Agriculture, Inclusvie Social Development, Speech, Drama, Creative Writing, Communicative Studies, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: This course is reinforced through the practica.

This course introduces students to the discipline and art of speech. By working consciously on movement, breathing, listening, and speech exercises, the students improve articulation, tone quality, voice production, rhythm. and expression in their speaking. Poems and short stories are used to help students gain confidence in speaking to a group of people and in performing before a group.

Upon successful completion of the course, students will be able to: understand certain themes and images that can help one grasp the meaning of the story; practice different storytelling methods and styles; articulate one's words and gestures in a clear, expressive and meaningful manner; understand storytelling as a personal and shared, co-created experience; discern the right space for the story; transform a picture, through imagination, into words; recognize how to build up the mood and pace of a story suitable for the soul makeup and/or the disability of a chosen individual; understand the importance of stories, speech and language for human beings, including within historical and cultural contexts; practice exercises in speech and gesture formation.

Art of Writing

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

30 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 2 semester hours in Curative Education, Inclusive Social Development, Creative Writing, Communicative Studies, or Writing (10/20).

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

Upon successful completion of the course, students will be able to: demonstrate greater confidence in their (writing) voice; use semi-structured writing activities to focus and free their thoughts; differentiate between objective, subjective, and figurative descriptions; construct descriptive sentences which reflect a working understanding of English conventions, such as grammar, syntax, and punctuation; organize phrases, sentences, and paragraphs in a clear and meaningful way; make choices about structure, voice, tone, diction/word choice, style, and level of formality appropriate to the assignment and rhetorical situation; develop flexible strategies for generating ideas, revising, editing, and proofreading work; write with increasing credibility, courage, and awareness; support interpretations and reasoning with evidence from experiences, observations, and texts; participate in a group process of sharing, reading, and responding to works-in-progress based on the peer review and workshop model used in class perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respon

Camphill Impulse I, The

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – multi-day)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Curative Education, Disability Studies, Special Education, Community Studies, Philosophy, Social Science, Social Therapy, Social Agriculture, Inclusive Social Development, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

In this retreat, participants explore, in an artistic and humanistic framework, the work in inclusive social development and anthroposophy that grows out of a universal impulse of striving for the humanity in each individual and for creating conditions in the social context and in the environment to support and enhance its unfolding. Participants are introduced to innovative social ideals pursued in the anthroposophical movement including the Camphill impulse. Through linking the participants to the roots of this impulse, they take ownership in a different way and their professional work can become more fully effective. Upon successful completion of the course, students will be able to: out of the experience of the Goetheanum as an archetypal imagination of community and social building, and the Christmas conference of the anthroposophical society in 1923 as an impulse, it is possible to recognize the being and work of Rudolf Steiner and his contribution to social renewal; In Camphill, one can then meet the unique contribution of Karl König to form a way of community living, as an expression of Rudolf Steiner's intentions for a threefold social organism; have an awareness and understanding for the social spiritual foundations underlying the life and work in a Camphill community; able to carry these ideals and practices more consciously into their daily life.

Camphill Impulse II, The

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

25 hours (variable – multi-day)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (10/10) (11/15 revalidation) (10/20 revalidation).

This retreat explores the theme of inner work and spiritual practice through study, conversation, and artistic activity, using one or more techniques. The retreat is a continuation of the Camphill Impulse I. More subtle and inner aspects are discussed to develop a deeper understanding of significant individuals and development for the wider context of the civilization impulse of Anthroposophy.

Upon successful completion of the course, students will be able to: meet the Goetheanum and the Christmas conference of the anthroposophical society in 1923 as an archetypal imagination of community and society building into the future; out of that experience it is possible to recognize the being and work of Rudolf Steiner and his contribution to social renewal; in Camphill, one can then meet the unique contribution of Karl König to form a way of community living, as an expression of Rudolf Steiner's intentions for a threefold social organism; explain the inner context of their work; reflect on and articulate their relationship to the life of Kaspar Hauser, to the impulse of Rudolf Steiner for renewal of the social life through three-

Camphill Impulse III, The

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – multi-day)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (11/15) (10/20 revalidation).

This retreat is integral to the fourth year curriculum and builds upon the work of Camphill Impulse I and II in the second and third years, respectively. Concurrently, it complements coursework in Human Being IV, Medical and Artistic Therapies, Philosophy of Spiritual Activity, and (in the Curative Education program), Curative Application of the Arts and Integrated Arts Projects, or (in the Social Therapy) program Social Therapy III, as well as coursework in the arts.

Upon successful completion of the course, students will be able to: meet the Goetheanum and the Christmas conference of the anthroposophical society in 1923 as an archetypal imagination of community and society building into the future; out of that experience it is possible to recognize the being and work of Rudolf Steiner and his contribution to social renewal; in Camphill, one can then meet the unique contribution of Karl König to form a way of community living, as an expression of Rudolf Steiner's intentions for a threefold social organism; explain the inner context of their work; reflect on and articulate their relationship to the life of Kaspar Hauser, to the impulse of Rudolf Steiner for renewal of the social life through three-

Camphill Past, Present, and Future

The Camphill School, Glenmoore, PA

30 hours (variable - over several weeks)

Pending NCCRS evaluation.

This course seeks to provide an overview of the Camphill movement's impulses and history, as well as to contextualize Camphill within the worlds of disabilities care, anthroposophical initiatives, and intentional communities. Camphill communities represent one of the largest and longest-lived community movements in the world, and this course supports students to bring their own experience in Camphill today into dialogue with Camphill's history and foundations to illuminate how they themselves are actively shaping the movement's future as a "seed for social renewal."

Upon successful completion of this course, students will be able to: Articulate the historical contexts and evolving forces that shape the Camphill movement; Reflect on their own relationship to and experience of Camphill traditions today; Bring ideas and questions from this course into a relationship with daily life and practice in host communities

Care & Community Practicum I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Work, Education, Special Education, Ecology (10/20).

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

Upon successful completion of the course, students will be able to: 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 (empathy); demonstrate flexibility, adaptability, and a cooperative attitude towards work; understand the purpose of the practical, social, educational, and/or therapeutic activities that they are asked to carry out (versatility); show an openness to artistic practice and the creative process; take up a regular practice; learn a few basic skills (creativity); show openness to suggestions and guidance for development; challenge themselves in new and unfamiliar ways (in relationship with each of the other goals) (self-initiative); demonstrate a willingness to engage with spiritually scientific concepts (active interest); show openness and willingness to work as a team member and to integrate socially; demonstrate an understanding of their role/responsibilities as a member of the team under the g and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) e capacity to explain, instruct, and supervise others in carrying out these activities (one-on-one activities); plan, oversee a

Care & Community Practicum II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Work, Education, Special Education, Ecology (10/20).

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

Upon successful completion of the course, students will be able to: accompany others, in an active and supportive way, to cultural or religious events and activities that are different from their own (empathy); 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 (versatility); 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 their range of skills (creativity); reflect on and assess the strengths and weaknesses of their own work in conversation with their advisors, supervisors, instructors, colleagues, and mentors, and trusted colleagues (self-initiative); develop an understanding of themselves, others, and the environment through a deepening study of anthroposophy and the human being (perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) they occur and their significance, especially major ones; participate in the planning of festivals (festivals and celebrations); 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 (awareness for the space and community); expand your ability to approach social situations creatively depending on individual needs and preferences; explore ways of helping others experience the distinctive

Care & Community Practicum III

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Work, Education, Special Education, Ecology (10/20).

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

upon successful completion of the course, students will be able to: explore your personal relationship to the ideals and practices of the community or group (empathy); 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 (versatility); 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 (creativity); recognize and pursue opportunities to develop particular capacities in yourself based on a practice of self-discipline, objective self-assessment, and self-education (self-initiative); relate and apply your understanding and experience of a and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved)e capacity to explain, instruct, and supervise others in carrying out these activities (one-on-one activities); 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 (small group activities); 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 (general management).

Conflict and Communication

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Communication Studies, Conflict Resolution, Psychology, Social Science, Social Therapy, Social Agriculture, Inclusive Social Development, Organizational Development, Management Studies, Community Studies, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation) (11/15 revalidation)(10/20 revalidation).

Practitioners of inclusive social development often work in organizations and institutions of a non-hierarchical nature. Such institutions encourage conflict and require high levels of communication between individuals. Conflict is viewed as a potentially health giving dynamic. The aim of this course is to give an introductory overview of how social processes can create healthy situations for conflict and transform damaging conflicts into individual and institutional growth. Topics covered include: Theoretical introduction to: the anthroposophical context of communication, speech and listening; hierarchical and non-hierarchical institutional structures and the role of conflict and communication in these structures; power - its nature, its purpose, its uses; conflict - the dehumanizing processes of conflict, the concept of the "double," transformational faces in conflict; types of conflict - destructive vs. constructive, hot vs. cold; the Karmic nature of conflict; the contexts of conflict - personal, interpersonal and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or

Contemporary Social and Political Issues

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Special Education, Psychology, Disability Studies, Social Science, Human Services, Social Work, Social Therapy, Social Agriculture, Inclusive Social Development, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation)

Inclusive social development work always takes place in the context of a current social and political situation. In the field of human services and developmental disabilities, professionals need to be able to perceive and understand this social and political context in which their work takes place. This requires the ability to engage with current issues and enter into intelligent dialogue with others involved in this work. As anthroposophic practitioners, they should bring a deepened perspective to such dialogue, being able to articulate their approach in a way that can be understood by others who are unfamiliar with anthroposophy and anthroposophic curative education. In turn, they must also develop the capacity to listen to, evaluate and appreciate what comes towards them from other perspectives and to work with it creatively and constructively. This course lays a foundation for such dialogue and engagement through a discussion of current articles on themes related to the field of inclusive social development and that

Upon successful completion of the course, students will be able to: recognize and discuss current social and political issues in their relevance to their professional work; evaluate current socio-political trends and circumstances in the light of considerations arising from an anthroposophically expanded, ethical and transdisciplinary perspective; articulate their professional approach, including the anthroposophic perspective, in a way that can be understood and appreciated by those unfamiliar with anthroposophy; enter into meaningful and constructive professional dialogue with perspectives other than one's own; develop the capacity to listen to, evaluate and appreciate what comes towards them from other perspectives, and to work with it creatively and constructively.

Crafts and Work

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Special Education, Education, Waldorf Education, Vocational Rehabilitation, or Child/Adolescent Development or any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

Students explore how and why curative educators guide school students through both a Waldorf oriented craft curriculum and a series of pre-vocational craft/work experiences that lead to adult capacities in the realm of work. They also explore the role of meaningful work gestures for high school students as they find their role in today's mechanized society and experience the power of crafts to develop the creative capacity of the will.

Upon successful completion of the course, students will be able to: the will and of the importance of craft and work in the unfolding of new capacities in the adolescent; consider questions of the morality of craft and work and questions relating to manual work and meaningful work gestures in a mechanized society; discuss why curative educators guide school students through both a Waldorf oriented craft curriculum and a series of pre-vocational craft/work experiences that lead to adult capacities in the realm of work; through the practice of one particular craft, experience the design process, building up of technical skills, understanding basic processes and structures of a craft and how practical skills build from simple to more complex processes; describe aspects of the importance of the craft curriculum in the Waldorf High school and its relevance to the developmental stages of the adolescent; explain the importance of the Camphill pre-vocational and transition programs in guiding adolescents with develop and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Ev

Curriculum and School

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

34 hours (variable – over several weeks);

In the upper division baccalaureate degree category, 2 semester hours in Inclusive Social Development, Curative Education, Special Education, Education, Waldorf Education, Child Development or any discipline which could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

During this course, students are given an overview of Waldorf education, its pedagogical, social, and spiritual-cultural mission and fundamental pedagogical principles. The course includes an overview of the curriculum from kindergarten through 12th grade. Throughout the course, special consideration is given to the application and adaptation of Waldorf education to the education of students with special needs, with an introduction to sensory and developmental exercises used in class-wide and individualized instruction. Students are required to complete one day of classroom observation in a Waldorf school for typically developing students

Upon successful completion of the course, students will be able to: discuss the underlying principles of Waldorf education; give an overview of its history, origins and intentions; discuss the St. John's Memorandum as central guidance in curative education; give a vertical overview of the Waldorf curriculum and discuss its connection to child development; explain the connections between movement and cognition; complete a teaching practicum and document its preparation, methodology and outcome, including the student's personal reflection on the experience.

Development of Consciousness

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

25 15 hours (variable – multi-day)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, History of Art, Cultural History, Western Spirituality, and any discipline which could benefit from such a complementary learning experience (9/05)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course explores historical shifts and changes in consciousness through experiential engagement and examination of stories, art, music, architecture, and other forms of cultural expression from various historical periods. This allows participants to appreciate the coexistence of a multiplicity of different forms of consciousness in the present, as well as an imaginative outlook onto the possibilities of future development.

Upon successful completion of the course, students will be able to: develop a comprehensive picture of the development of human consciousness; awaken to one's own standing in the stream of history; recognize how the history of the development of human consciousness is reflected in the development of the individual.

Development of the Will Through Craft

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

15 contact hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Education, Special Education, Waldorf Education, Arts, and any discipline which could benefit from such a complementary learning experience (10/10)(11/15 revalidation)(10/20 revalidation).

This course provides an introduction and overview of craft curriculum for grades one through eight in the Waldorf School and discusses the relationship between craft activities and children's developmental stages. It includes hands-on practical experiences in addition to lecture, and a reflective paper.

Upon successful completion of the course, students will be able to: gain an understanding of will development through the lens of the Waldorf craft curriculum in grades 1-8; experience the progression of activities in the childhood years; gain practical experience of children's developmental stages and their relevance and adaptation to the curative educational setting; gain insight into how children learn new will activities through challenging oneself to learn new craft skill; develop practical exercise of teaching a specific student one skill over time; gain an awareness of the complexities of working with individual students with disabilities; describe aspects of the craft curriculum of the Waldorf school, lower grades and its relevance to the developmental stages of the child; explain processes underlying the will development of all children; explain some of the ways in which various craft activities can be adapted for the child with special needs; reflect on her/his own learning process in acquiring a neperceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands.

Disability in History and Society

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Philosophy, Social Therapy, Social Agriculture, Inclusive Social Development, Social Science, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

This course explores how attitudes and responses to disabilities have evolved over time as a consequence of changing social and cultural circumstances. It includes a cross-cultural anthropological perspective, exploring views of disability and education in non-Western societies and how approaches to the treatment of children with disabilities originate in culture-specific views of what it means to be human. These cross-cultural and historical perspectives help students to see their own work and anthropological curative education within a broader context, and to appreciate the complex relationship among social conditions, spiritual-cultural orientation, and pedagogical practice.

Upon successful completion of the course, students will be able to: discuss the evolving social and cultural perspective on 'disability', from antiquity to the present, including cross-cultural perspectives; describe the changes in attitudes and approaches to 'disability' from antiquity to the present; discuss these changes in relation to the evolution of human consciousness; discuss the relationship between human consciousness, social conditions, spiritual-cultural orientation, with particular emphasis on the situation of individuals with 'disabilities'; compare/contrast historical attitudes and approaches to different types of disabilities; begin to build a picture of how society's thinking about disability has evolved, and continues to evolve, over time and across different cultures—social, medical, political, spiritual, as well as geographical; recognize that how society thinks about different subjects has a definite impact on how members of society relate to, perceive and understand those subjects.

Drama

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

28 hours (variable – over several weeks - hours do not reflect extensive rehearsals)

In the lower division baccalaureate/associate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Education, Special Education, Waldorf Education, Arts, and any discipline which could benefit from such a complementary learning experience (10/10) (11/15 revalidation) (10/20 revalidation).

Instruction focuses on using a variety of dramatic disciplines, such as improvisation, role play, movement exercises and mime. Students prepare themselves for a dramatic presentation, tragedy or comedy, through extensive rehearsals (not reflected in the hours above). The course aims to allow students to become more aware of their use of language and gesture for curative work, and to participate in a social process. Through the group process of producing a play for performance, and through intensive individual coaching in speech, movement and acting, opportunities for the development of a wide range of individual and social capacities are created.

Upon successful completion of the course, students will be able to: develop human insight, personal growth and collegiality; overcome the fear of standing and speaking on stage; develop courage and self-confidence; speak and move clearly and with appropriate expression and meaningful gesture; deepen one's experience of physical and aural space; show appropriate gesture in dramatic, storytelling, or educational setting; participate constructively in the group process.

Embryogenesis

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – multi-day)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Human Growth and Development, Goethean/Phenomenological Studies, Human Studies, Philosophy or any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

This course based on an anthroposophically extended understanding of the human being. Students consider the embryonic period which lasts for three months from the time of fertilization to the developmental stage of the fetus, exploring different signatures of the manifestation of a fourfold being and how it works into the threefold physical manifestation of metabolic-limb, rhythmic and nerve-sense organization.

Upon successful completion of the course, students will be able to: develop the thought-picture of the super sensible preparation of conception and birth in the time between death and conception; explain the process at work in gametogenesis; characterize the four morphological phases in the developmental process of weeks one, two, three and four; describe the different dynamic qualities at work in these morphological phases.

Esoteric Science

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Consciousness Studies, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Rudolf Steiner's Esoteric Science is considered one of the foundations of anthroposophical spiritual science. It develops the idea of a science of the supersensible world and introduces students to a spiritual-scientific account of world evolution and cosmic processes, as well as the foundations of anthroposophic spiritual science as an approach to contemplative inquiry. A group study and discussion of this complex material allows participants to deepen their understanding of the philosophical background to anthroposophy and inclusive social development. The practice of disciplined group work also builds practical social and communication skills.

Upon successful completion of the course, students will be able to: realize that phenomena of the present have a starting point in the distant past and a fulfillment in the far future; learn that one is not a product of chance but results from the deliberate activity of spiritual beings while at the same time realizing that spiritual freedom is a hallmark of being human; apply the concepts of the nine ranks (hierarchies) of spiritual beings, the four embodiments of the earth planet to date. the time periods of our current earth embodiment, the Earth, as described by Steiner, and levels of development, modes of consciousness, and other physical, psychological, and spiritual characteristics of human beings to one's own self-assessment; practice the basic daily exercise of reviewing each day in reverse order as the starting point for the development of the cosmic memory evident in the book; gain a growing sense of responsibility in regard to oneself, others, the environment, and to the spiritual beings who made perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological appra

Group Work and Facilitation

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 contact hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Communication Studies, Social Science, Organizational Development, Management Studies, Community Studies, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Inclusive social development requires constant teamwork and collaboration with colleagues. Sound groupwork skills and the capacity to participate in and lead groups are therefore essential. This course builds the capacity to design, conduct and review business meetings. It explores basic group roles, procedures and conduct. The underlying philosophy behind this group work course is based on the notion that: a group of people meeting regularly form a "chalice" or "cup" into which content flows and spirit moves; this kind of group work creates the possibility to address issues in a thorough, effective and insightful way; and decision-making in this group work approach is based on consensus building methodologies that tend towards horizontal, rather than vertical, authority structures. This introduction to principles of group process and facilitation is built on students' experiences in community life. The course uses role-play activities, discussion, reading, reflection and the development of a group project to perceive others and other contexts through this lens.

Upon successful completion of the course, students will be able to: engage with greater consciousness in the community meetings in which one's involved; identify and explain the major roles assigned to group members (chair, scribe, time keeper, process coach); identify different types of group work; build agendas and ground rules for group work; build agendas and ground rules for group work within the group itself; describe the responsibilities of each member of a group; exercise good listening and speaking skills; exercise self-discipline and self-evaluation as a group member; demonstrate ability to understand the dynamics of a group in which one is a member; take steps to improve a group's effectiveness through the reflective process of transformation; describe different variants of consensus decision making models; implement group building exercises; explain the phases of group development; explain the "plan, do, review" cycle.

Home Life and Care

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

Version 2: 30 hours (variable – over several weeks)

Version 2: In the upper division baccalaureate degree category, 2 semester hours in Inclusive Social Development, Curative Education, Education, Special Education, Educational Psychology, Waldorf Education, Social Work, Human Services, Social Science, and any discipline that could benefit from such a complementary learning experience (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

This course covers principles, theories, and approaches to care and actively engages students with questions about home life, childcare, and the role of the homemaker. It supports students' practical learning by providing background and tools to help them work with the children in their care and integrate them into their house community through meaningful activities. Providing care presupposes an appreciation of what belongs to the well-being of a child or adult and how to address individual needs. This requires a sense for the balance between physical, soul, and spiritual aspects of well-being. Care of sick children and adults is discussed, as is the question of age-appropriate care and approaches that foster self-determination. Throughout the course, a holistic picture of the role of the homemaker is developed.

Upon successful completion of the course, students will be able to: gain an understanding of why and how the physical space of the home is created and cared for; recognize the home as a living organism, nurtured through care, through the activity of the children in the house and through our relationships with each other; have a basic understanding of the four lower senses and the ability to carry out basic curative exercises with the children in their house; deepen their understanding of the practices and rhythms of daily life in Camphill community.

Human Being I [Course 1]

Clay Modeling [Course 2]

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Course 1: 34 hours (variable – over several weeks)

Course 2: 8 hours (variable - over several weeks)

Course 1 & 2: In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 3 semester hours as Introduction to Phenomenological Research or Preparation for Field Observation in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Science, Human Studies, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: Course 1 and 2 must both be completed to receive credit.

Course 1: In living and working with adults with disabilities the social therapist is faced with a fundamental question: Who is this human being in front of me? How do I understand this particular individual, so that I can help to create a wholesome and dignified situation for her or him? Each person presents a unique and complete picture, including individual physical appearance, health tendencies, movement patterns and gestures, behavioral characteristics, social integration and relationships, verbal and non-verbal communication abilities and modes of expression. This course aims to develop these different types of observation skills with a focus on the empathetic observation of individual appearance, health tendencies, movement patterns and gestures, behavioral characteristics, social integration and relationships, verbal and non-verbal communication, and other modes of expressions. Students develop personal capacities, concepts, and skills needed for work as a social therapist, specifically learning to perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a veget

Course 1: Upon successful completion of the course, students will be able to: learn to perceive another person without judgment from different points of view; develop a picture of another person as a whole human being; develop more mobile and dynamic thinking; describe observed characteristics of a human being clearly, accurately, and objectively; distinguish perception from thoughts and ideas; make accurate observations of the essential aspects of an individual human being, based on the awakened and refined faculty of empathy; articulate and/or demonstrate a human being's physical characteristics, health and vitality, movement and speech, and ways of communicating; develop an imaginative picture that captures the essential characteristics of an observed situation; attempt to interpret the observed phenomena in light of the person's deeper biographical intentions/vocation; describe the basic laws which Goethe discovered to underlie growth in nature and apply to human growth and development. Course 2: Student and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way,

Human Being II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

50 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours as Inclusive Social Development, Curative Education, Preparation for Case Studies in Curative Education, Social Therapy, Social Agriculture, Methods of Phenomenological Research, Methods of Diagnostic Assessment, Human Studies, Human Growth and Development, Philosophy, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course builds on the empathetic observational skills and phenomenological approach developed in the first year study of the human being and further develops the students anthroposophical understanding of the human being and an awakened interest in the complexity of the human being and the interconnectedness of body, soul, and spirit. By exploring the general constitution and make-up of the human being in all its complexity, and from many different perspectives, students will develop ideas and concepts, which can become diagnostic tools for self-reflection and a deepening of the human encounter between individuals.

Upon successful completion of the course, students will be able to: awaken a growing interest in the complexity of the human being and the interconnectedness of the body, soul, and spirit; refine one's observation skills through differentiated thinking; develop an appreciation of the spirit's manifestations in body and soul; recognize that the basis for this understanding is the principle of metamorphosis in all development and the deeper biographical intentions that come to manifestations in all this; explain how the ether body, the astral body, and the ego organization are working in the physical body; in the metabolic-limb system, rhythmic-system, nerve-sense system; in the phenomena of movement, speech, and receptive communication faculties; and in the soul forces of thinking, feeling, willing; explain the working of the twelve sense; discuss the four ethers and their manifestations in the body and soul; discuss the four ethers and the manifestations in body and soul; explain the seven life processes and perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful q

Human Being III

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

65 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 4 semester hours as Curative Education, Social Therapy, Social Agriculture, Preparation for Case Studies in Inclusive Social Development, Methods of Phenomenological Research, Methods of Diagnostic Assessment, Human Studies, Human Growth and Development, Philosophy, Complementary Medicine and Therapy, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

In this course, students will continue to build on their understanding of the human being as a being of body, soul and spirit developed through their study of the 12 senses, 4 ethers, and 7 life processes by exploring the imbalances, disturbances and pathologies that can present themselves in the human constitution. Through a study of anthropology, karma and reincarnation, and the lesser and greater guardians, students will deepen their understanding of these aspects of the human being as the basis for embodied experience and an authentic, holistic, and socially therapeutic relationship to the individual(s) with whom they're working. Additionally, students will explore the history, significance, and relationship of land use and nutrition to extend this understanding of polarities and diagnoses not only to their approach with individuals, teams, and communities, but whole ecosystems as well. Taking a phenomenological approach to symptomatology and diagnosis, students are challenged to apply their observational perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the stud

Upon successful completion of the course, students will be able to: awaken an interest in imbalances of constitution, development, behavior, and integration; give accurate and imaginative descriptions of phenomena of imbalances; identify tendencies of imbalances in themselves; develop empathy through artistic and experiential activities; live with empathy into the phenomena of human relationships, imbalances in behavior, development and constitution; apply an anthroposophically-informed understanding of the human being to these imbalances; work with karma and reincarnation to oneself and the other and to deepen one's capacity for self-reflection and empathy; develop a picture of the human being, based on this understanding, that can serve as leading image for healing action; refine their ability to perceive and understand elements of growth and health in nature and the human being; recognize a commitment to the development of one's inner as a condition for healing action; understand various therapeutic activities and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Work

Human Being IV

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

34 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 4 semester hours in Curative Education, Social Therapy, Social Agriculture, Case Study Methods in Curative Education, Social Therapy, Social Agriculture, Methods of Phenomenological Research, Methods of Diagnostic Assessment, Human Studies, Human Growth and Development, Complementary Medicine and Therapy, Philosophy Contemplative Practice and any discipline that could benefit from such a complementary learning experience. NOTE: This course includes independent study to account for the number of recommended semester hours. (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

The ability to meet individuals and their developmental challenges with a healing and harmonizing gesture requires more than just diagnostic knowledge and technical skill. The recognition that in order to help the individual with disabilities, the practitioner also needs to be on a path of inner growth is central to the practice of inclusive social development from an anthroposophic perspective. The student/educator/practitioner therefore needs to acquire tools for inner work, self-reflection, and self-education. The path from observation of symptoms to ideas and skills for healing actions requires a contemplative activity that needs to be practiced and cultivated. In this course, students are introduced to a path of inner development for educational and social therapeutic processes. The course is built on the foundations of an anthroposophically extended understanding of the human being with regard to the interconnectedness of spirit, body, soul (see Human Being I and Human Being II). Participants deepen the and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a med

Upon successful completion of the course, students will be able to: use exercises of the inner path and conceptual material developed by Rudolf Steiner; follow the phenomenological-diagnostic process deepened with the help of an anthroposophically extended understanding of the human being and social forms; develop an appreciation for the individual's own wish to develop/evolve as a result of the insight; apply this process in one's sphere of work; work out of the deeper biographical intentions of another person or situation.

Human Development I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Version 2: 30 hours (variable – over several weeks)

Version 2: In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Science, Human Studies, Human Growth and Development, Education, Social Work, and any discipline that could benefit from such a complementary learning experience (10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course introduces the student to typical developmental life phases as they can be recognized in the human biography. By using the general milestones in the development of body, soul, and spirit, an understanding of what is typical and appropriate begins to emerge, as well as a sense for what is unique in any given phase of a biography. The course also includes an overview of the early development of movement, language, and perception, as well as a consideration of death and dying as a biographical event. NOTE: For students of Social Therapy and Social Agriculture & Biodynamics, this course covers much of the same information but with an emphasis on adults and directly supports students' independent research and activity for the Social Therapy Project I.

Upon successful completion of the course, students will be able to: study individual life stories and distill main biographical themes and challenges; use a basic understanding of patterns in lifespan development, and particularly the seven-year rhythms described in anthroposophical literature, as a tool for perceiving and finding meaning in biographical and developmental processes and events; articulate leading motifs of a biography in imaginative or poetic formulation; observe a complex developmental situation and discover unresolved issues related to the developmental processes studied in the student's area of focus; articulate these issues in a clear and objective manner; give an imaginative characterization of a complex developmental situation as a meaningful biographical challenge; begin to develop capacities to be able to accompany others through biographical challenges in a supportive way.

Human Development II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Version 2: 30 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Social Science, Human Studies, Human Growth and Development, Education, Social Work, and any discipline that could benefit from such a complementary learning experience (10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course builds on Human Development I in the first year and focuses on human development from birth through age 21 or death (depending on program focus) and includes a consideration of Steiner's description of life between life and rebirth in relation to the developmental path. Various aspects of development are considered in depth, leading to a more diagnostic assessment approach that allows students to recognize developmental crises, conflicts, and challenges as part of the individual's path of incarnation. Different lines of development are traced throughout the period covered, and the influence and effects of earlier phases on later phases is explored. The roles of heredity, environment, education, and therapeutic intervention are addressed in the context of seeing the human being in their development of body, soul, and spirit. Though the course is grounded in Steiner's model of human development, comparison is made throughout to other theorists, including Piaget, Vygotsky, Bruner, Erikson, and Kohlbe and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imaginat

Upon successful completion of the course, students will be able to: develop a dynamic overview of the developmental processes of the entire life span, as well as a basic understanding of the developmental processes being focused on in this course; discuss death as a spiritual process, including the spiritual-developmental process between death and birth; explain significant milestones in the developmental process and recognize the effects when these capacities have not been established, especially with regard to the first 3 years; be able to identify life phases and turning points in biography; accompany others through biographical challenges in a supportive way with increasing autonomy and confidence; discuss the importance of biography understanding in curative education and social therapy; develop an in-depth, integrated and meaningful picture of a complex development situation of a person with disabilities; use this picture to develop practical ideas for educational, social and therapeutic support; use aperceive others and other contexts through this lens. The student should gain an initial

Inner Work in Anthroposophy

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

25 hours (variable – multi-day)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Curative Education, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, Social Therapy, Social Agriculture, Inclusive Social Development, and any discipline that could benefit from such a complementary learning experience (9/05)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This retreat explores the theme of inner work and spiritual practice through study, conversation, and artistic activity, using one or more techniques.

Upon successful completion of the course, students will be able to: articulate one's own relationship to questions of spirituality; show appreciation of others' spiritual orientation; discuss some of the 'conditions for esoteric training' described by Rudolf Steiner; describe the basic inner exercises and possible ways of working with them.

Inner Work in Anthroposophy II

Copake, NY; instructor-led individual study at various locations across North America

15-25 hours (variable – multi-day)

First course pending Spring 2021-22

TBD

TBD

Integrated Arts Project

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

34 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 2 semester hours in Curative Education, Art Methods in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Communication Studies, Organizational Development, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

The fourth year group of students work together to conceive, plan, and execute an artistic group project, that integrates at least three different artistic disciplines. It provides the opportunity to allow many skills and capacities developed in the various components of the certification program in curative education to flow together in a practical artistic and curative educational contribution. This project is offered within a specific context and is designed with the chosen target audience in mind. The project reflects an awareness and understanding of developmental, pedagogical, curative educational, and group or community appropriateness.

Upon successful completion of the course, students will be able to: allows many skills and capacities developed in the various components of the program to flow together in a practical artistic and curative educational contribution; work as a team to produce an artistic piece or performance integrating at least three different disciplines that is beautiful, technically sound, accessible and appropriate for the chosen audience; design and produce an artistic piece or performance that is appropriate for presentation in a pedagogical and curative educational context and integrates into the life of the community; demonstrate practical project management skill, such as planning, sharing tasks, setting time-frames, meeting deadlines and accessing available resources.

Introduction to Curative Education

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

50 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 3 semester hours in Inclusive Social Development, Curative Education, Education, Special Education, Educational Psychology, Waldorf Education, Social Work, Human Services, Social Science, and any discipline which could benefit from such a complementary learning experience (9/05) (10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course covers a broad range of topics fundamental to working with children with special needs. The course aims to equip students with practical tools and encourages them to adopt a reflective attitude towards their work and recognize the scope, attitude, and context of curative educational practice. It is taught by a team of instructors, who cover such topics as overview of the history of the Camphill Movement, attitudes of care, sensory integration, the importance of rhythm in health and well-being, social games and activities, syndromes and pathologies, and an understanding of temperaments as a tool for education and self-education.

Upon successful completion of the course, students will be able to: bring an attitude of respect and care towards the children and adolescents in their care; actively participate in preparation of a festival and engage children and adolescents in appropriate craft activities; articulate ideas and suggestions for involving the children and adolescents with developmental disabilities in craft activities, painting and drawing; discuss the experience of observing a therapy session; demonstrate a wider understanding of the camphill movement and the mission and history of camphill special school; discuss the experience of visiting a camphill village community; discuss the meaning, problems and limitation of different types of commonly used diagnostic terms, and the basic processes of an alternative phenomenological approach to diagnosis.

Introduction to Social Agriculture

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

45 30 hours (variable – over several weeks)

In the lower division baccalaureate / associate degree category, 3 semester hours in Inclusive Social Development, Social Agriculture, Social Work, Agriculture, Environmental Studies (10/20). New version (with revised hours, instructions, and outcomes offered 9/21) pending NCCRS re-evaluation.

This course aims to give students the tools to create social change by building community through agriculture and to engage individuals of all cultures and ranges of abilities in transformative processes in land-based work. The farm community as an organism provides the environment to support the development and transformation of those working on it. The image of the farm as a kind of individuality becomes the starting point for a new growing together and for a new developing identity between the human being, the earth, and the cosmos. Offered in a Camphill setting, this introductory course will give the necessary foundation for students to apply principles and practices of inclusive community building and biodynamics in a CSA, school garden, farm, or other innovative and sustainable community enterprise. Students will be introduced to the concept of inner and outer experiences and explore and extend their views from a microscopic approach to a macroscopic one. Our approach to the daily practicum will be inforperceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to u

Upon successful completion of the course, students will be able to: define social agriculture in the context of Camphill or other anthroposophical life-sharing communities; describe many aspects of the role and task of the social farmer in both the land and home contexts; relate the role of inner development and contemplative practice in social agriculture; support others, with supervision; describe and identify the underlying aspects of soil formation (rock/subsoil/topsoil), the various types of soils (clay, silt, sand), and of humus creation; use a broad range of approaches to soil fertility (crop rotation, green manure, compost, manures, bd preparations, animal stocking level for the farm organism); use different cultivation methods to adapt to the soil conditions; describe and identify different types of compost (manure, vegetable, liquid) and explain the process of making and caring for it; operate safely and appropriately farm-based machinery.

Introduction to Social Therapy

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 3 semester hours in Inclusive Social Development, Social Therapy, Human Services, or Special Education (10/10) (11/15 revalidation) (10/20 revalidation).

This course covers a broad range of topics fundamental to work with adults with special needs and is taught through hands-on activities and text. It aims to equip students with background knowledge and practical tools to adopt a reflective attitude toward their work and recognize the scope, attitude and context of social therapeutic practice.

Upon successful completion of the course, students will be able to: define social therapy in the context of Camphill or other anthroposophical life-sharing communities; describe many aspects of the role and task of the social therapists in both the home and work situation; assist with set up and support a festival related activity and/or other social events; explain the role of rhythms in promoting health and well-being; describe and practice attitudes of respect and dignity towards adults with special needs; summarize the history of Camphill and its aims; relate the role of inner development and contemplative practice to social therapy; discuss aspects of the history of disability; support others, with supervision.

Knowledge of Higher Worlds

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

This course uses a study group setting, allowing students to familiarize themselves with the content of one of Rudolf Steiner's basic books, but also to benefit from insights and the understanding of other study group participants. It focuses on a path of inner development, including exercises that allow the development of refined faculties of feeling, judgment, and perception and provides opportunities for in-depth engagement with questions of spiritual practice and inner development, based on Rudolf Steiner's book, Knowledge of Higher Worlds. Opportunities to facilitate the group discussion build practical social and communication skills.

Upon successful completion of the course, students will be able to: be familiar with the subtle bodies of the human being (the ether and astral bodies), and the organs of higher perception (the chakras); practice the basic attitudes in daily life that can create the conditions for inner growth; practice observation exercises that lead to heightened sensory capacities; perform the practical exercises and self-reflective techniques that lead to the strengthening of thought life, emotional life and active will; practice the major esoteric exercises that underpin the path of self-development, especially the seven requirements for esoteric development, the six exercises and the eightfold path; understand the hallmarks of the changes in consciousness which can be expected as the practitioner develops his or her capacities.

Light and Color [Course 1] with Projective Geometry [Course 2] OR Form Drawing [Course 3]

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

8 hours (variable – over several weeks)

Course 1: Light and Color and either Course 2: Projective Geometry (formerly Geometry) or Course 3: Form Drawing: In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Educational Arts Methods, Goethean Studies, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: Light and Color must be completed with either Projective Geometry (formerly Geometry) or Form Drawing to receive credit. Form Drawing is an alternative to Projective Geometry.

Course 1: Light and Color: Phenomenological observation in the Goethean sense is a fundamental tool for the curative educator. It builds essential capacities for the holistic diagnostic approach used in spiritually scientific study. The Goethean phenomenological approach teaches students to balance the one-sided scientific/analytical method as exemplified by Newtonian science with a capacity for synthetic appreciation of phenomena and symptoms. Goethe's work on color provides a particularly valuable opportunity for the practice of this approach. Course 2: Projective Geometry (formerly Geometry): Through a playful and artistic exploration of geometric principles, including construction and projective geometry in this course, an experiential pathway towards an appreciation of the organizing principles of space is opened up. This course enables students to work with basic plane and solid geometrical constructions. Content includes: exact geometrical drawings based on the circle; basic concepts of projective geom and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for gro

Course 1: Upon successful completion of the course, students will be able to: describe and perform a range of experiments that allow observations of color phenomena; describe a variety of color phenomena on the basis of personal experience, maintaining clarity regarding objective and subjective dimensions of the experience; differentiate between Newton's and Goethe's color spectrum and views of light; recognize complementary colors; explain Goethe's primal phenomenon with regard to colors; explain the major after image phenomena; develop an appreciation of the phenomena of the afterimage through experiential activities; draw and/or paint a color circle according to Steiner and Goethe using choice of media; appreciate the possibilities for artistic and therapeutic use of colors. Course 2: Students will be able to: explore basic aspects of geometrical drawing; understand how projective geometry differs from Euclid geometry; discuss the individuals who have influenced the development of projective geometry; understand others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) they occur and their significance, especially major ones; participate in the planning of festivals (festivals and celebrations); 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 (a

Medical and Artistic Therapies

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

34 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 2 semester hours in Curative Education, Special Education, Complementary Health Care, Complementary Medicine and Therapy, Social Therapy, Social Agriculture, Inclusive Social Development, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

In this course, various practicing therapists introduce students to a wide range of therapeutic modalities used in their respective concentration areas and community. Students become familiar with the qualities, possibilities, and conditions for the appropriate use of each therapy and gain a deeper background of the therapies arising out of anthroposophy. The potential application of specific therapies are described in response to the constitutional imbalances and therapeutic needs of the child or young person. The aim of the course is to explore the whole spectrum of artistic and medical therapies and potent healing tools for the human being. Topics include: overview and background of anthroposophic medicine and artistic therapies; descriptions of and experiences with each of the following in relation to the child or young person in need of care: horseback riding therapy, rhythmical massage, form drawing, painting therapy, color light therapy, music therapy, therapeutic eurythmy, anthroposophic medicine, understand others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area

Upon successful completion of the course, students will be able to: introduction to the deeper background of the therapies arising out of anthroposophy; become better informed about the treatments being received by members of the community; show an awareness of the totality of therapeutic modalities and their relation to each other; show an understanding and insight into the quality(ies) inherent in each therapy; understand out of what background a specific therapy might be recommended; show reverence for the intimacy of the relationship between therapist or physician and the person receiving treatment.

Movement and Performing Arts

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

50 contact hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Education, Special Education, Waldorf Education, Performing Arts, and any discipline that could benefit from such a complementary learning experience (9/05)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course consists of a playful exploration of various movement and performing arts disciplines (including singing, speech, drama, Eurythmy, spatial dynamics). The study of spatial dynamics emphasizes a variety of exercises for movement integration that can be used as developmental exercises and adapted for the work with individuals with developmental disabilities. In folk dancing, students develop the skill to overcome, compensate, or work around movement deficiencies in order to engage a diverse group in this social, interactive activity. The study of music and signing allows inexperienced musicians to become acquainted with music practice and experienced musicians to explore simple music activities that can be adapted for use with individuals with developmental disabilities. In drama and speech, students receive an introduction to the basic principles of movement, gesture, and improvisation and to the basic elements of speech formation, which are intended to raise awareness of the importance of cultivation and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner

Upon successful completion of the course, students will be able to: begin to awaken to a variety of movement and performing arts as practices available to everyone; gain practical knowledge of the fundamental aspects of each art form, such as melody, harmony and rhythm in music, the basic elements of eurythmy, and the principles of creating space and mood in speech/drama; establish fundamental practical skills in each of the art forms studied including playing instruments such as the lyre, singing by ear, reading music, and coordinating physical movement and expression, such as finger dexterity, gesture, and voice quality; discuss historical and theoretical aspects of each of the art forms studied; appreciate these art forms as a mean for personal pleasure, artistic practice, community building and public engagement; begin to cultivate an understanding of what it is to be human through structured play with others; develop one's capacity for listening, movement and speech; begin to develop an understanding of perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through gu

Music and Eurythmy I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Music, Movement, Expressive Arts, Education, Curative Educational Curative Methods, and any discipline that could benefit from such a complementary learning experience (10/09 Administrative Review) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: This course is reinforced through the practica. NOTE: Earlier versions of this course are entitled Music I and Eurythmy I.

Music: This course introduces seasonal songs, melodies for waking (recorder) and settling (lyre), reading music, major and minor keys and instrumental skills. Students receive group instruction during class and are given assignments for individual practice. Handouts support instruction and assignments (e.g., finger-charts, sheet music). Students receive individual tutoring as needed to achieve course objectives. Eurythmy: This course introduces participants to basic elements of eurythmy as a movement art. The practice of eurythmy is a tool to strengthen capacities of will, and open up and enliven the soul as an instrument. Students are introduced to, and practice the following elements and principles of eurythmy: hygienic warm-up exercises; building spatial awareness (left/right, up/down, back/front, etc.); exploring the vowels and consonants of the spoken word; exploring the Dionysian element: thinking, feeling and willing in spatial forms and gestures; geometrical forms in

Music I: Upon successful completion of the course, students will be able to: deepen one's experience of music and reconnect to one's inner musical self; overcome the fear of performing; continue to develop a strong sense of form, flow of time, pitch and rhythm, and tone production along with musical memory and analytical thinking capacity; play an instrument, as the lyre, c-flute, or recorder on an intermediate level (scales of c, g, d, and f; intervals, chords, arpeggios, legato and on-legato); sing a repertoire of songs (may be with instrument accompaniment), part songs and rounds, by ear, and from written music; play an instrument by ear or from written music; improvise alone or as part of the group; read sheet music on an introductory/intermediate level (treble clef, treble bass, sharp and flat, articulation and repeat signs, music in several parts, ect); recognize and practice a repertoire of seasonal songs, rounds, and music in parts for instrument or voice; play small ensemble music on the instrument. and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of s

Music and Eurythmy II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Music, Movement, Expressive Arts, Education, Curative Educational Curative Methods, and any discipline that could benefit from such a complementary learning experience (10/09 Administrative Review) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: This course is reinforced through the practica. NOTE: Earlier versions of this course are entitled Music II and Eurythmy II.

Music: This course provides an introduction to music theory, focusing on key signatures, harmony, chord progressions and rhythm. Students learn to develop accompaniments to songs, using a variety of musical instruments. Students receive group instruction during class and are given assignments for individual practice. Handouts support instruction and assignments (e.g., finger-charts, sheet music). Students receive individual tutoring as needed to achieve course objectives. Eurythmy: This course aims to deepen the capacity of soul experience through movement and introduces key aspects of the use of eurythmy to support child development in Waldorf education. Students are introduced to, and practice, the following elements and principles of eurythmy: hygienic warm-up exercises; basic pedagogical forms; continued explorations of the qualities of vowels and consonants; choreography - deepening the experience of Dionysian eurythmy; basic elements of the musical scale and the intervals; the planetary gestures in rela and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rud

Music II: Upon successful completion of the course, students will be able to: understand how musical activities relate to and support the developmental necessities of the growing human being, within the professional context of social therapy or curative education; use this understanding to imbue one's work as a curative educator or social therapist with a musical quality in the sense of time flow, beauty, harmony, and awareness of group dynamics and as a tool to support others, and one's own individual development; continue to consciously build upon one's musical skills of tone and technique on different instruments of choice; identify and apply notes in treble and for some students in bass clef, note values, including dotted notes, time signatures, rests, ties and slurs, first and second endings, flats, sharps and naturals, whole and half steps, major and minor scales, key signatures in the circle of fifth, some basic dynamics and musical expressions, intervals; learn specific instrumental methods and their perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved)they occur and their significance, especially major ones; participate in the planning of festivals (festivals and celebrations); 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 (awareness for the space and community); expand your ability to approach social

Music and Eurythmy III

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Music, Movement, Expressive Arts, Education, Curative Educational Curative Methods, and any discipline that could benefit from such a complementary learning experience (10/09 Administrative Review) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: This course is reinforced through the practica. NOTE: Earlier versions of this course are entitled Music III and Eurythmy III.

Music: In this course students are guided through the process of developing appropriate music activities for individuals and groups, integrating previously developed skills and capacities. It includes an introduction to the Waldorf music curriculum, with considerations regarding age appropriate music activities and their adaptation for individuals with varying levels of ability. The course culminates in an individual music instruction project, prepared for a small group of children under the guidance of the course instructor. NOTE: For students of Social Therapy and Social Agriculture & Biodynamics, this course covers much of the same information but with an emphasis on adults. Eurythmy: This course aims to deepen the artistic element of eurythmy, as well as the understanding of pedagogical and remedial eurythmy. Students are introduced to, and practice, the following elements and principles of eurythmy: hygienic and pedagogical forms/exercises; polarities within both speech and tone eurythmy; the Apollonian perceive others and other contexts through this lens. The student should gain an initial appreciation of the sign

Music III: Upon successful completion of the course, students will be able to: take greater initiative in using musical activity in home, school, work, community, and festival life; recognize and carefully work with children and adults facing special circumstances; guide small groups in creative musical activity in consideration of the above; develop further through one's own effort, and to a certain extent alone if necessary; play instruments with clear articulation, balanced sound quality and in rhythm with others; build on previous work in tone and technique; establish proficiency in solo and ensemble musical activity; show significant progress on one's repertoire of instruments and musical abilities. Eurythmy III: Students will be able to: engage in the creation of the image building process in exploring various exercises; show courage and a creative, imaginative capacity in one's engagement with the eurythmy elements; implement some of the principles of choreography; explain and compare and contrast the u and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will

Organizational Development

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks); in addition, 12 hours of field observation

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Communication Studies, Social Science, Organizational Development, Management Studies, Community Studies, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Inclusive social development takes place within the organizational framework of a community, a therapeutic center, or a school. Such anthroposophically based organizations tend to be non-hierarchical, rapidly changing entities. This course allows students to identify the purposes of organizational structures, to identify the stages of organizational development, to understand diagnostic tools for assessing organizational health, and to understand the management of organizational transformation. As a group, students are mentored while completing a community case study, using group work skills to design and compile a community study. In the study, students chart its history according to phases of organizational growth, highlight phases of transition and accompanying phenomena, map the community's structure using one of the three structural images or an image designed by the group, and design a process for managing change in one area of the community life. In addition, students engage in various field observation and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the ar

Upon successful completion of the course, students will be able to: explain the purposes of organizational structures; describe the stages of organizational development; develop diagnostic tools for assessing organizational health; discuss the management of organizational transformation; recognize basic social and anti-social forces in organizations and intentional communities; examine the role of social three-folding in the amelioration of anti-social forces; explain the parts of organizations and intentional communities, and their place in a threefold model of social life; discuss the basic phases of organizational growth and transformation; apply these concepts to an analysis of the Camphill community within which this course is taking place.

Phenomenological Study I

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

15 - 25 hours (variable – multi-day)

New course first offered Spring 2021; pending NCCRS evaluation

This course is based on the assertion that our interactions with nature will become ever healthier and support a productive co-evolution of humanity with the natural world when they are based on a deeper understanding of nature. The principal question for students and instructors in this course is: Can we truly see and experience nature as dynamic, interconnected and whole? This course offers the challenge and the opportunity to move beyond the static, object-like abstractions of contemporary thought toward a fluid, transformative way of perceiving and thinking. It focuses on Plant observation and on the four elements. When we begin to apprehend the dynamic and relational nature of the world, we embark on a scientific pathway to its living qualities. Nature begins to show herself in surprising new ways, and our connection to her deepens.

At the completion of this course, students will be able to: develop careful sensory observations and attention to how they can learn to be with the plant phenomena they are considering in an alive way; begin to see the world through its own reverberation.

Phenomenological Study II

(blank)

15 - 25 hours (variable – multi-day)

New course first offered Spring 2021; pending NCCRS evaluation

Building on Phenomenology I, this course lead us to explore our interconnectedness with nature and the animal world.

At the completion of this course, you will be able to: careful sensory observation and just as careful attention to how you can learn to be with the animal phenomena you are considering in an alive way; see the world through its own reverberation.

Phenomenological Study III

(blank)

15 - 25 hours (variable – multi-day)

New course to be first offered Spring 2023 (date/time TBC); pending NCCRS evaluation

TBD

TBD

Philosophical Perspectives

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 contact hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Psychology, Philosophy, Cognitive Studies, Consciousness Studies, Human Studies, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course provides an overview of major historical and current perspectives in the study of the human being. The aim is to develop a large-scale map of major schools of thought and to locate Steiner's spiritual science and anthroposophic disciplines in relation to this map, which provides students with the opportunity to engage with a range of philosophical perspectives, which they may encounter in their professional work. The ability to enter into and orient within a broad range of different sets of ideas will allow students to engage in informed dialogue, based on an understanding of their own and the other person's perspective.

Upon successful completion of the course, students will be able to: gain an appreciative overview of major current and historical perspectives on the human being, including a basic understanding of the evolutionary process that stands behind the history of western thought and the outlines of an emerging future; articulate the philosophical foundations of each of the schools of thought presented in the course; characterize the overall process of the development of western thought in connection with the evolution of human consciousness; examine and discuss current issues in relation to their philosophical context and their place in the evolution of consciousness; situate Steiner's spiritual science within this context and discuss its relevance as a pioneer movement among new and emerging paradigms.

Philosophy of Spiritual Activity

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 contact hours (variable – over several weeks)

In the upper division baccalaureate degree category, 3 semester hours in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Cognitive Studies, Consciousness Study, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Rudolf Steiner's teachings form the basic for the philosophical foundation of anthroposophical spiritual science. Through his texts, Steiner develops a non-reductionist monism capable of recognizing and encompassing creative spiritual activity as the essence of human freedom. A group study and discussion of this complex material allows participants to deepen their understanding of the philosophical background to anthroposophy and disciplines embraced by the field of inclusive social development. The practice of disciplined group work also builds practical social and communication skills.

Upon successful completion of the course, students will be able to: reflect upon some initial experiences, struggles and discoveries arising from the work with a disciplined process of pure, sense-free thinking as mapped out in Steiner's book; discuss the difference between dualist, reductionist and non-reductionist monist worldviews; discuss the roles of observation and thinking in the act of knowledge; explain Steiner's view of the relationship between the possibility of knowledge and the question of human freedom; discuss the nature of free human activity and its preconditions (moral intuition, moral imagination and moral technique); explore the relevance of Steiner's theory of knowledge to the possibility of knowledge based on spiritual experience; explore the implications of Steiner's description of human freedom for social, educational and therapeutic practice; participate effectively in disciplined group study and discussion; make and articulate observations of one's own thought processes.

Point-Circle Meditation, The

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

25 hours (variable – multi-day)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Consciousness Studies, Contemplative Practice, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/07) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

This course introduces participants to working with the Point-Circle Meditation as a meditation for inner development. This meditation was originally developed in Rudolf Steiner's Curative Education Course and is explored through study, conversation and artistic activities. Work with the Point-Circle Meditation leads to the development of empathy and inspirational creativity. Through its practice, meditative work becomes directly relevant to the work with people and their life situations.

Upon successful completion of the course, students will be able to: work with the Point-Circle meditation in order to find inner intuitions to address the needs presented by the individuals and life-situations with which they work.

Portfolio I

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

Independent study (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Education, Special Education, Waldorf Education, Social Work, Human Services, and any discipline which could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Students compile a series of documents, which may include written reflections or journals, artistic work, projects, etc., which allow them to reflect on their participation in community life throughout the year, connecting the experiences to the coursework and guided mentor sessions. Areas of community life that students may draw upon in the completion of their portfolios are a relationship with a child or adolescent, the house community or school community, the village community, the international Camphill Movement and community, and the Anthroposophical Society or the School of Spiritual Science.

Upon successful completion of the course, students will be able to: document and reflect on one's engagement and initiative in community life; and engage in self-assessment of the learning process that has occurred during the year.

Portfolio II

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

Independent study (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Education, Special Education, Waldorf Education, Social Work, Human Services, and any discipline that could benefit from such a complementary learning experience (9/05) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation).

Students compile a series of documents, that may include written reflections or journals, artistic work, projects, etc., which allow them to reflect on their participation in community life throughout the year, connecting the experiences to the coursework and guided mentor sessions. Areas of community life that students may draw upon in the completion of their portfolios are a relationship with a child or adolescent, the house community or school community, the village community, the international Camphill Movement and community, and the Anthroposophical Society and the School of Spiritual Science. Upon successful completion of the course, students will be able to: document and reflect on their engagement and initiative in community life and engage in self-assessment of the learning process that has occurred during the year; reflect on the experience of visiting another Camphill community and compare/contrast aspects of Camphill communities for children and Camphill communities for adults.

Portfolio III

The Camphill School, Glenmoore, PA; instructor-led individual study at various locations across North America

Independent study (variable – over several weeks)

In the upper division baccalaureate degree category, 2 semester hours in Inclusive Social Development, Curative Education, Education, Special Education, Waldorf Education, Social Work, Human Services, or any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

Students compile a series of documents, that may include written reflections or journals, artistic work, projects, etc., which allow them to reflect on their participation in community life throughout the year, connecting the experiences to the coursework and guided mentor sessions. With the support of their mentor(s), students expand their involvement beyond their own house community or classroom to include the entire village community, the international Camphill Movement and community, and the Anthroposophical Society and the School of Spiritual Science.

Upon successful completion of the course, students will be able to: document and reflect on ones engagement and initiative in community life; engage in self-assessment of the learning process that has occurred during the year; extend ones awareness, engagement and initiative beyond ones own house community or classroom to the entire village community, the international Camphill Movement and Community, and the Anthroposophical Society and the School of Spiritual Science.

Practicum Concentration

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

750 hours (over 10 months, full-time)

In the upper division baccalaureate degree category, 8 semester hours in Curative Education, Education, Special Education, Waldorf Education, Residential Care and Management, Human Services, Social Work, Social Therapy, Social Agriculture, Inclusive Social Development, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

Building on the experience of the first three years, this yearlong mentored and supervised practicum is based on an individually tailored set of responsibilities in tasks related to homemaking and community building, including care for individuals, groups, and the environment, as well as to their development as creative and dynamic professionals in contexts such as K-12 curative educational classrooms, pre-vocational or transition workshops, cooperative workshops and inclusive enterprises, curative educational/social therapeutic house communities, and other areas of therapeutic application of the arts. It provides an opportunity to develop the advanced skills and capacities of a professional practitioner and prepares the student for the Professional Internship. At the beginning of the practicum, students review and sign a learning agreement with their practicum supervisor detailing the expectations, learning objectives and focused activity of the practicum. Formative assessment of the student's work occurs and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing differ

Upon successful completion of the course, students will be able to: carry responsibility and awareness for the whole group in the house and/or workshop in terms of emotional and physical wellbeing, as well as their interpersonal relationships with one another; respond appropriately to emergencies and other human crises; provide personal support and care to individuals and groups of adults with dignity and respect; serve as a mentor to others, including students in the training program; listen and respond to concerns, questions and ideas of all team members (empathy); informally assess individual needs and interests including cognitive skills, functional motor skills, communication skills and social skills; develop, implement, and assess individualized and small group activities based on individual and collective needs and interests; prepare, set up and lead a workshop or work activity project; be able to lead or strongly support activities in different settings (vocational, recreational, domestic, educational) perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) they occur and their significance, especially major ones; participate in the planning of festivals (festivals and celebrations); 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 (awareness for the space and community); 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 (social

Professional Practice Practicum I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Inclusive Social Development, Curative Education, Social Therapy, Social Agriculture, Social Work, Education, Special Education, Agriculture, Environmental Studies (10/20).

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

Upon successful completion of the course, students will be able to: 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 (empathy); 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 (versatility); show an openness to artistic practice and the creative process; take up a regular practice; learn a few basic skills (creativity); show openness to suggestions and guidance for development; challenge yourself in new and unfamiliar ways (in relationship with each of the other goals) (self-initiative); demonstrate a willingness to engage with spiritually scientific concepts (active interest); 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 and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) the capacity to explain, instruct, and supervise others in carrying

Professional Practice Practicum II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Inclusive Social Development, Curative Education, Social Therapy, Social Agriculture, Social Work, Education, Special Education, Agriculture, Environmental Studies (10/20).

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

upon successful completion of the course, students will be able to: accompany others, in an active and supportive way, to cultural or religious events and activities that are different from your own (empathy); 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 (versatility); 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 (creativity); 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 (self-initiative); develop an understanding of yourself, others, and the environment through a deepening study of anthroposophy and the human being (active perceive others and other contexts through this lens. The student should gain an initial appreciation of the significance of the area of focus that will allow them to develop and carry meaningful questions, which can serve as the nucleus of ever evolving insights as the student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved)they occur and their significance, especially major ones; participate in the planning of festivals (festivals and celebrations); 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 (awareness for the space and community); expand your ability to approach social situations creatively depending on individual needs and preferences; explore ways of helping others experience the distinctive

Professional Practice Practicum III

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; supervised practice at various locations across North America

375 hours (over 10 months)

In the upper division baccalaureate degree category, 4 semester hours in Inclusive Social Development, Curative Education, Social Therapy, Social Agriculture, Social Work, Education, Special Education, Agriculture, Environmental Studies (10/20).

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

upon successful completion of the course, students will be able to: explore your personal relationship to the ideals and practices of the community or group (empathy); 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 (versatility); 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 (creativity); recognize and pursue opportunities to develop particular capacities in yourself based on a practice of self-discipline, objective self-assessment, and self-education (self-initiative); relate and apply your understanding and experience of a and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the student to respond intuitively, in a healing way, to situations in which these processes are at risk or in need of support. of healthy agricultural plants, of the working of cosmic and earthly influence on plants as well as the capacity to use a phenomenological approach to understand a living plant; begin to develop the skills necessary to plan a vegetable and a seed growing enterprise, to understand the principles for growing different categories of plants, and to cooperate with the management of such enterprises through guiding and assisting others (this will be deepened further in each particular setting in which the student is involved) e capacity to explain, instruct, and supervise others in carrying out these activities (one-on-one activities); 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 (small group activities); 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 (general management).

Social Agriculture I

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

60 hours (variable – over several weeks)

Pending NCCRS evaluation.

This course builds on Introduction to Social Agriculture in which the student develops the tools to create social change by building community through agriculture and to engage individuals of all cultures and ranges of abilities in transformative processes in land-based work. Students will learn about the intentions of Rudolf Steiner to inaugurate a rational and scientific, as well as spiritual, method of agriculture. Specifically, students will explore the spiritual foundations of biodynamic agriculture through a study of the allocution, and lectures 1 and 2 of the Agriculture Course, the Village Conference Lectures, and the fundamentals of community life as practiced in Camphill. In the first three lectures of his agriculture course, he outlines the foundations for the biodynamic preparations at the heart of his new method of agriculture. Unless these foundations are well understood, the preparations will remain a riddle. In addition, this course proceeds to develop an understanding of the underlying social and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from the indications of Rudolf Steiner the common spiritual or etheric basis of these two realms becomes more and more evident. Student's general understanding of the human being expands. Eventually, this will lead to a meditatively deepened imagination of the archetypal processes involved in the development of agriculture through the evolution of human consciousness that allows the stu

Upon completion of this course the student will be able to: discuss the background and application of the Three Pillars (i.e. the College Meeting, the Bible Evening and the Fundamental Social Law) in the overall context of Camphill as well as the student's sponsoring community; discuss the concept of "leading image" and its significance to forming healthy relationships; form a "leading image" of a person with whom they live and work; examine the concept of the "Mask"; explain the relevance of Koenig's 'Three Essential of Camphill' for a healing environment; relate the principles of the "Three Essentials" of Camphill to their own experience in the community; discuss the concept of the "Mask" in relation to developmental disability; apply ideas put forth by Rudolf Steiner about the Threefold Organism to a healthy social life, particularly in a Camphill context; articulate the spiritual foundations of Biodynamic Agriculture; apply biodynamic principles of earthly and cosmic influences on plant appearance; extend perceive others and other contexts through this lens. Th

Social Agriculture II

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

Pending NCCRS evaluation.

This course builds on Social Agriculture I in which the student develops awareness of the importance of the social context of the human for his or her well-being. In this course, students will further explore the spiritual foundations of biodynamic agriculture through lecture 3, 4 and 5 of the Agriculture Course and Harmony of the Creative Word, and the second series of Village Conference Lectures by Karl Koenig as well as other content. Through this image of the human being as a threefold entity, the student gains insight into the processes of adult development and interactions and an understanding of how a human being finds his/her/their relationship to the world. Students will deepen and apply concepts from previous years, extend their understanding of the human being to their relationship to community and nature, and explore how the striving for balance can support a social-therapeutic environment.

Upon completion of the course participants will be able toL explain the significance of 'mask', 'adornment' and 'clothing' in relation to the threefold constitution of the human being as expressions of the soul in establishing identity; extend this understanding to how they perceive and engage with others with whom they live and work; compare and contrast how thinking, feeling and willing manifest differently in males and females; demonstrate insight into the nature of self-consciousness and the existential gap between the Self and the world; articulate the polarities of cognition and will and their relationship to consciousness; illustrate the interplay between the human being and the world in the course of life between birth and death and life between death and rebirth; explain the relationship of the human as a microcosm to the animal world of animal and further to the macrocosm of the whole universe; develop an understanding of the spiritual nature of the elements of protein and the role of nitrogen in pl and that it becomes manifest in two directions: (1) in the genesis of forms in nature and (2) in the structured flow of human thinking. Working from

Social Agriculture III

Camphill Village, USA, Copake, NY; instructor-led individual study at various locations across North America

TBD

First course pending 2022-23

TBD

TBD

Social Therapy I

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 3 semester hours in Inclusive Social Development, Social Therapy, Human Services, or Special Education (10/10)(11/15 revalidation)(10/20 revalidation).

This course covers the Three Pillars of Camphill, the Threefold Social Order, Three Essentials of Camphill, Inner background of homemaking and covers the Village Conference lectures of the first conference 1962. It is taught in a combination of study, artistic experience, self reflection, and class discussion.

Upon successful completion of the course, students will be able to: discuss the concept of “leading image” and its significance to forming healthy relationships; form a “leading image” of a person with whom they live and work; examine the concept of the “mask”; discuss the background and application of the three pillars (i.e. the college meeting, the bible evening and the fundamental social law) in the overall context of Camphill; apply ideas put forth by Rudolf steiner about the threefold organism to a healthy social life, particularly in a camphill context; extend aspects of what goes into making a household a home to their own experience living with adults with disabilities; explain the relevance of koenig’s ‘three essentials of Camphill for a healing environment; relate the principles of the “three essentials” of camphill to their own experience in the community.

Social Therapy II

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 3 semester hours in Inclusive Social Development, Social Therapy, Human Services, or Special Education (11/15)(10/20 revalidation).

This course builds on Social Therapy I in which students became aware of the importance of the social context of the human for their well-being, including the ideals and practices within a Camphill community which support therapeutic living for every human being and especially those with disabilities. The focus of this course is the second series of Village conference lectures by Karl Koenig as well as other texts, through which the student gains insight into the process into adulthood, which brings human beings into relationships with the world, and how that can be brought into balance through social therapy.

Upon successful completion of the course, students will be able to: explain the significance of ‘mask’, ‘adornment’ and ‘clothing’ in relation to the threefold constitution of the human being as expressions of the soul in establishing identity; extend this understanding to how they perceive and engage with others with whom they live and work; compare and contrast how thinking, feeling and willing manifest differently in males and females; demonstrate insight into the nature of self-consciousness and the existential gap between the Self and the world; articulate the polarities of cognition and will and their relationship to consciousness; illustrate the interplay between the human being and the world in the course of life between birth and death and life between death and rebirth; and apply the ideas of reincarnation and karma, from an anthroposophical viewpoint, in daily practice within community life.

Social Therapy III

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

45 hours (variable – over several weeks)

In the upper division baccalaureate/associate degree category, 3 semester hours in Inclusive Social Development, Social Therapy, Human Services, or Special Education (11/15)(10/20 revalidation)

This course focuses on questions of the transition from education to vocation, of the morality of work, of individual destiny versus the social context as well as the creation of viable and authentic work opportunities for mentally challenged individuals. This course is conducted through a combination of presentations, conversations, observations, reflection, group work and shared insight through interviews and group work based on prior reading of the text (Third Village conference lectures by Karl Koenig).

Upon successful completion of the course, students will be able to: demonstrate a full understanding, in his or her area of practical responsibility, for the individual's need to discover a personal vocation; assist the individual to adapt this discovery of personal vocation to their ability within the overall context of community needs; integrate ideas of reincarnation and karma (as articulated by Rudolf Steiner) into all areas of community life and particularly their respective fields of activity; support a healthy work environment in a leadership capacity out of an understanding of the importance of dignified work and vocation for every human being; engage their evolved capacities of inner flexibility and imagination, which they have developed through study, observation and artistic work with Goethe's Metamorphosis over the past four years, and apply to living and working situations, such as being able to perceive other human beings as always having hidden new capacities and to help to draw them forth.

Social Therapy Project I

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT

Independent study (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Education, Special Education, Waldorf Education, Social Work, Human Services, and any discipline that could benefit from such a complementary learning experience (10/10)(11/15 revalidation)(10/20 revalidation)

This course is a hands-on, service-learning, interactive experience that allows students to be both tutor and learner as they support a person with disabilities (project partner) in developing a new life experience, such as learning a new hobby, sport, or mode or artistic expression by spending at least an hour once a week for twelve weeks. The purpose is not only to impart a new experience, but also to develop a relationship with the person involved and to reflect on this process. The student is required to keep a journal of each week's activity. Student and project partner then share the results of their activity in an open forum with members of the community. The entire process is also brought together in a binder, including photographs, artwork and an assessment of what the student has learned through this project. Student assessment consists of journal reflection and final portfolio or project.

Upon successful completion of the course, students will be able to: begin to cultivate an understanding of what it is to be human through shared experience with a person with disabilities; identify an appropriate activity to share with another person based on mutual interest, ability, and skill; engage with another in a collaborative process of learning through experience; learn to perceive another person without judgement through social engagement; form a relationship with a person with disabilities; develop a reflective practice as part of the learning process.

Social Therapy Project II

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Independent study (variable – over several weeks)

In the lower division baccalaureate/associate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Education, Special Education, Waldorf Education, Social Therapy, Social Work, Human Services, and any discipline that could benefit from such a complementary learning experience (10/10)(11/15 revalidation)(10/20 revalidation).

The course consists of a biographical research project, in which the student works for at least four months with a person with disabilities (project partner) to help recall and explore his/her/their life story, and combines experiential learning with self-reflection and research about the life span and the principles of biography from an anthroposophical perspective. This entails weekly hour-long meetings, assembling photographs, speaking with relatives and friends, discussing significant turning points and changes, discussing the different life periods and opening the opportunity to develop a healing picture of the entire life path. The student will keep a journal of these meetings. This culminates in a festive biography-sharing event, including relatives and friends. The student is also expected to create a written text, outlining the actual biography as well as the learning process of working with the project partner. In this, the student is expected to demonstrate an understanding of the underlying principles of biography as developed out of anthroposophy; bring forward a leading image of the individual; create a written up-to-date biography of an individual; combine experiential learning with self-reflection and an increasing degree of narrative research.

Social Therapy Project III

Camphill Communities California, Soquel, CA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

Independent study (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Education, Special Education, Waldorf Education, Social Therapy, Social Work, Human Services, and any discipline that could benefit from such a complementary learning experience (11/15)(10/20 revalidation).

This third year project is a practical initiative upon which the fourth year final project is based. Students choose an aspect of Social Therapy which interests him/her/them and create an activity with a group of persons with disabilities (project partners) in that particular field or research area. This could be, for example, in the field of agriculture, crafts, home life, community building, therapy, the arts etc. This is not merely an activity, but an action-research, based on a question, for instance "How can the art of drama enhance healing for the individual and the group?" The student will keep a journal of the process of this activity, which should unfold over a period of at least four months. The group will give a demonstration of their research activity at the end of the Third Year. This experiential process, as well as the journal and notes will be monitored and assessed by the Personal Tutor. and create an activity with a group of persons with disabilities (project partners) in that particular field and that it becomes manifest in two directions: (1) in the genesis of forms in nature

Upon successful completion of the course, students will be able to: demonstrate an understanding of the underlying principles of social therapy in research project involving and benefiting the community and its members-develop an activity with a group of persons with disability based on a question around the value and role of a particular activity in the development of both the individual and the community, such as "how does participation in food preparation increase one's social competent?" or "how can the art of drama enhance confidence and sense of self-healing for the individual and the group?"; combine experiential learning with self-reflection and an increasing degree of narrative, literary, and action research; create an activity with a group of persons with disabilities (project partners) in that particular field over a period of at

Teaching Practicum

The Camphill School, Glenmoore, PA; supervised practice at various locations across North America

30 hours (variable – over several weeks)

Pending NCCRS evaluation.

In the Teaching Practicum, students have the opportunity to carry the educational program of a class or pre-vocational workshop for a period of three weeks (including main lesson teaching, if the practicum is taken in a classroom setting). Through this immersive, guided practice, students are able to integrate and apply learning from Curriculum and School, Human Development, Human Being, and the Arts. Throughout the practical experience, students receive ongoing guidance and backup support from their responsible practicum supervisors (i.e. lead instructor, class teacher).

Upon completion of this practicum, students will be able to (1) develop, oversee, and carry the educational program of a class or pre-vocational workshop for a period of three weeks (including main lesson teaching, if the practicum is taken in a classroom setting); (2) demonstrate competency in concepts, skills, and dispositions integral to the role of a classroom teacher; and (3) produce a model main lesson book about the classroom teaching experience. These goals apply to all students. However, some may require extra attention.

Therapy Practicum I

The Camphill School, Glenmoore, PA; supervised practice at various locations across North America

15 hours (variable – over several weeks)

In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Inclusive Social Development, Curative Education, Special Education, Complementary Health Care, Complementary Medicine and Therapy, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

During their third year of studies in curative education, students are introduced to the full range of therapies and treatments offered in Beaver Run. Students gain an overview of therapeutic approaches and modalities through mentored field observation and/or participation, as appropriate. By providing an overview of the range of therapeutic applications in Curative Education, it prepares students for a more in-depth practical experience of therapeutic work in Therapy Practicum II.

Upon successful completion of the course, students will be able to: describe the application of 6 of the following therapies and treatments: music therapy; therapeutic eurythmy; therapeutic baths; rhythmical massage; colored daylight shadow therapy; illuminated pictures with music; describe the experience of receiving three different types of therapeutic treatment.

Therapy Practicum II

The Camphill School, Glenmoore, PA; supervised practice at various locations across North America

30 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 2 semester hours in Inclusive Social Development, Curative Education, Special Education, Complementary Health Care, Complementary Medicine and Therapy, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

Students choose one therapeutic modality to pursue in depth during the course of their practicum. Students and mentors develop a learning agreement that specifies the nature of their engagement in the therapeutic process. Depending on the modality, students form part of a therapeutic team (e.g. in colored daylight shadow therapy), and are mentored by an experienced team-member, or they practice an individually administered treatment under the guidance of an experienced practitioner (e.g. therapeutic baths). In regular mentoring sessions, students are introduced to all practical aspects of conducting the treatment, as well as its rationale, purpose and indication. Students keep a process diary and submit a written process summary at the end of the practicum experience. The process diary and summary are reviewed by student and mentor. Learning agreements are reviewed halfway through the practicum and may be changed if necessary.

Upon successful completion of the course, students will be able to: plan and administer a course of treatment in one of the following therapeutic modalities under the supervision of a qualified practitioner: therapeutic baths, illuminated pictures with music, therapeutic riding, embrocation (rhythmical massage), therapeutic eurythmy, music therapy, art therapy.

Visual Arts I

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

15 hours (variable – over several weeks)

*In the lower division baccalaureate/associate degree category OR in the upper division baccalaureate degree category, 1 semester hour in Arts Methods in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Arts Education, Visual Arts, or Educational Arts Methods (10/09 Administrative Review) (10/10 revalidation) (11/15 revalidation) (10/20 revalidation). NOTE: An earlier version of this course is the two-course grouping titled *Painting I and II*.*

This is a studio course designed to increase and refine students' practical skills, pedagogical understanding and inner attitude. Students become familiar with a range of visual art media and techniques, developing tools for their practical work and gaining confidence in their ability to work artistically with elements of form and color. The principal method of instruction is the teacher's demonstration of a technique and students' own practice of the technique. Group and/or individual review of student work completes each session.

Upon successful completion of the course, students will be able to: use materials related to the chosen medium effectively and accurately to express qualities such as color, form, proportion, movement and interaction; observe natural forms with increased accuracy; design and lead an art activity and reflect on the experience; demonstrate skills of techniques presented in class, such as wet on wet or veil painting; discuss the underlying theory which informs these techniques; become aware of finding form through color; reflect on soul response to color; gain confidence and skill in artistic expression; acquire art activities, skills and instruction to use in the home, workshop/classroom, and community.

Visual Arts II

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

16 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Education, Special Education, Waldorf Education, Fine Arts, and any discipline that could benefit from such a complementary learning experience (10/09 Administrative Review)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course builds on the expertise developed in Visual Arts I, provides artistic experiences of basic developmental principles, and supports students with aspects of their practica and other concurrent learning experiences. It is a studio arts course including lectures, group discussions, and hands-on activities.

Upon successful completion of the course, students will be able to: demonstrate skill in various artistic techniques and media; discuss the underlying theory which informs the techniques; articulate the ways in which theory connects to the educational/vocational experience; compile a portfolio of art work which parallels the academic curriculum or supports vocational training; adapt or create techniques which make the art project accessible to individuals with special needs; offer appropriate art activities and instruction; discuss inner attitudes needed for a successful arts lesson; appreciate the possibilities for artistic and therapeutic use of color.

Visual Arts III

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

17 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Fine Arts, Performing Arts and any discipline that could benefit from such a complementary learning experience (10/09 Administrative Review)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course challenges students to bring their spiritual-scientific understanding of aspects of the human being to expression in artistic form and involves independent studio work in choice of media and is supported by discussion and individual consultation with an instructor. Each student develops and executes an individual artistic project.

Upon successful completion of the course, students will be able to: discuss the connection between artistic expression and the spiritual world; express aspects of the anthroposophic image of the human being through the visual arts; demonstrate familiarity with a variety of media and techniques both for personal expression and professional use.

World Evolution

Camphill Communities California, Soquel, CA; The Camphill School, Glenmoore, PA; Camphill Village Kimberton Hills, Phoenixville, PA; Camphill Village, USA, Copake, NY; Heartbeet Lifesharing, Hardwick, VT; Plowshare Farm, Greenfield, NH; instructor-led individual study at various locations across North America

18 hours (variable – over several weeks)

In the upper division baccalaureate degree category, 1 semester hour in Curative Education, Social Therapy, Social Agriculture, Inclusive Social Development, Philosophy, Consciousness Studies, Contemplative Spiritual Practice, Western Spirituality, and any discipline that could benefit from such a complementary learning experience (9/07)(10/10 revalidation)(11/15 revalidation)(10/20 revalidation).

This course explores the evolution of the human being and the earth in past, present and future from an anthroposophic spiritual-scientific perspective. Practitioners of inclusive social development working from an anthroposophic perspective, need to be able to see the human being within a larger context, as a being that is intimately connected with the earth and the entire cosmos. This retreat aims to evoke reverence for the human being, the earth and the cosmos by allowing participants to explore, recognize and appreciate the origins of the living spirit, the living soul, the living and physical body of the human being and its interconnectedness with the world. The approach is based on Rudolf Steiner's spiritual scientific work which presents a spiritually deepened view of conventional evolutionary theory.

Upon successful completion of the course, students will be able to: articulate and discuss an anthroposophical perspective of evolution in addition to the commonly known materialistic and other perspectives; formulate extended concepts of development and metamorphosis, complemented with new insights and perspectives; and develop new perspectives for their future-oriented interactions with fellow human beings and with planet earth.