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Mission and Vision

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

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

The Camphill School of Curative Education and Social Therapy
The Camphill Academy is the higher education community of Camphill in North America. It currently operates under the corporate umbrella of Camphill Special School, Inc. It is supported by the Collegium of the Camphill Academy and offers its programs in partnership with other participating Camphill communities and affiliated organizations. Its goal is to provide professional education and certification in Anthroposophic Curative Education, Youth Guidance, Social Therapy and related fields, through practice-integrated courses of studies, embedded in the life and work of participating communities and organizations.

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

The Social Therapy Program at Camphill Communities California
The Social Therapy Program is offered within the context of community life at Camphill Communities California. Camphill Communities California is a Camphill community in Soquel, CA, dedicated to the practice of Social Therapy on an anthroposophic foundation, and includes adults with developmental disabilities. Activities of the community include extended-family living, cooperative work in various craft workshops, gardens and a biodynamic farm, and the cultivation of an active cultural and spiritual life.

Students in the Social Therapy Program are integrated into life and work at Camphill Communities California, gaining practical experience as resident volunteers while pursuing their studies. The experience of life and work in the community forms an integral part of their educational experience and provides the foundation for the growth of their personal and professional capacities as practitioners of Social Therapy.

The Camphill Academy provides three levels of certification:

1. **Foundation Studies Certificate in Anthroposophic Social Therapy**
   - Awarded after completion of the first year
   - Not a professional qualification or certification of competency
   - May meet foundation studies requirements for other anthroposophical courses and programs (e.g. Waldorf Teacher Training)

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

3. **Diploma in Anthroposophic Social Therapy**
   - Awarded after completion of the fourth year and an additional six to twelve month Professional Internship
   - Holders of the Diploma in Anthroposophic Social Therapy are considered qualified to practice Anthroposophic Social Therapy in a professional capacity and may use the professional designation ‘Certified in Social Therapy’ or its post-nominal abbreviation ‘CST’

The **Foundation Studies Certificate** and **Paraprofessional Certificate** are currently available through the Social Therapy Program at Camphill Communities California. Stage 3 and 4 studies towards the completion of the **Diploma in Anthroposophic Social Therapy** are under development and not currently offered at Camphill Communities California.

However, holders of the Foundation Studies Certificate are eligible to apply for advanced entry to Stage 2 of the Social Therapy Program at Camphill Village USA in Copake, NY, the Community-Based Extension Program, or the Curative Education Program at Camphill Special School in Glenmoore, PA. These programs offer possibilities for continuing and advanced studies, leading to the Paraprofessional Certificate in Anthroposophic Curative Education/Social Therapy and the Diploma in Anthroposophic Curative Education/Social Therapy, as well as BA-completion options in cooperation with accredited colleges. Further details can be found in the respective program handbooks.

Additionally, students who have completed all requirements of Stage 2 are eligible to continue their studies towards the Diploma by transferring directly into Stage 3 of the Social Therapy Program at Camphill Village USA in Copake, NY or continuing their studies under the umbrella of the Community-Based Extension Program.

**Accreditation, College Credit and Degree Options**

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

**Undergraduate Credit and BA Completion**
The Camphill Academy is a member of the University of the State of New York’s National College Credit Recommendation Service (National CCRS, formerly National PONSI). The Social Therapy Program has been evaluated and received extensive College Credit Recommendations (CCRs), which can be reviewed at [www.nationalccrs.org](http://www.nationalccrs.org). This allows students to have evaluated learning experiences articulated for
college credit through Excelsior College’s ‘One Transcript’ service (www.excelsior.edu) for purposes of transfer and/or degree completion.

Students may choose to complete a bachelor degree in a field related to Social Therapy by transferring into a suitable BA-completion program after completion of the fourth year of the Social Therapy Program. Currently, Prescott College (www.prescott.edu) is one of the colleges offering this possibility under the umbrella of its Limited-Residency Undergraduate Program. Students who are accepted into Prescott College’s Program complete an individualized course of studies, allowing them to deepen or broaden various aspects of Social Therapy. A similar route exists through a partnership with SUNY Empire State College (www.esc.edu).

Students choosing this route may do so while also completing their internship at Camphill Village USA, Camphill Triform, Camphill Hudson, Camphill Ghent or another approved center of Social Therapy.

**Antioch University New England M.Ed. Program**

Students entering the program with a bachelor degree may be eligible to combine their studies with work towards Antioch University New England’s M.Ed. in Foundations of Education with a Transdisciplinary Focus on Healing Education (www.antiochne.edu). This advanced-level program is offered by the faculty of Antioch University New England’s M.Ed. in Waldorf Education in partnership with the Camphill Academy. It can be integrated with studies in the advanced stages of the Diploma program, allowing eligible students to complete the M.Ed. degree either concurrently or in the year following completion of their Diploma (depending on availability of a new program cycle).

**Financial Considerations**

While resident volunteers of Camphill Communities are not charged any tuition to attend the Camphill Academy, enrollment in a degree program will incur tuition fees. Financial support for students wishing to pursue degree completion while continuing as resident volunteers at a Camphill Community is not guaranteed and must be arranged on an individual basis.
Educational Goals

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

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

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

The Social Therapy Program is primarily grounded in Camphill Village USA’s work with adults with intellectual and developmental disabilities. Internationally, practitioners of Social Therapy serve in a wide variety of contexts, including

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

Professional Competencies of the Practitioner of Social Therapy
In their professional practice, practitioners of Social Therapy are faced with the need to develop creative approaches to meet the needs of complex and often unique biographical, interpersonal, and social situations. This requires a broad range of capacities, most importantly

- an ever-expanding repertoire of practical educational and therapeutic skills and methods
- practical social skills and organizational skills to facilitate working and building community with a diverse group of individuals
- the ability to work within the professional, social-political, and regulatory context of the field
Social Therapeutic practice is based on a holistic, transdisciplinary understanding of human situations and biographical themes and challenges. The development of such deepened insight as a basis for community-building and therapeutic action requires

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

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

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

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

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

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

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

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

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

**Individualized Supervision and Consultation**

**Class Advisor**
Each cohort of students is accompanied by a Class Advisor, who is a member of the program’s Core Faculty Group. The Class Advisor meets with their group of students on a bi-weekly basis to check in, debrief, address questions and concerns and resolve any difficulties that may arise. Any student may approach their Class Advisor at any time with issues or concerns. The Class Advisor provides a direct link between students and Core Faculty and is also responsible for providing guidance, support and supervision to Practicum Supervisors and Personal Tutors.
Practicum Supervisors
Practicum Supervisors have a primarily instructional role. Each student is assigned a Practicum Supervisor for each practicum experience (e.g. Home Life & Care Practicum, Cooperative Work Practicum). Typically the Practicum Supervisor will be the person responsible for the setting in which the student’s practicum takes place. The Practicum Supervisor develops a Learning Agreement with the student, provides direct and often hands-on instruction, guidance, direction and feedback, conducts formal evaluations of the student’s work in the practicum setting and determines whether the student has met the objectives of the practicum at the conclusion of the practicum period. In fulfilling this function, the Practicum Supervisor receives guidance and support from the Class Advisor (the Core Faculty member responsible for the administration of the program).

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

**Overview**
The Social Therapy Program provides pathways leading to three levels of qualification. The Foundation Studies Certificate and the Paraprofessional Certificate are currently available at Camphill Communities California. The Diploma in Anthroposophic Social Therapy is under development and not offered at Camphill Communities California at this time. However, for students interested in continuing on with their studies in Social Therapy, the Diploma in Anthroposophic Social Therapy can be pursued through further study under the umbrella of the Community-Based Extension Program or through transfer into the Social Therapy Program at Camphill Village USA in Copake, NY. Students can then complete the Professional Internship and pursue concurrent BA-completion in year 5 at any suitable center of Anthroposophic Social Therapy, including Camphill Communities California, pursuant to an individual agreement with the respective community.

The table below shows the main stages in this process. Two separate determinations are made at the conclusion of each stage: (a) Have all requirements for the previous stage been met? (b) Can the student be recommended for promotion to the next stage?

<table>
<thead>
<tr>
<th>Foundation Studies Certificate</th>
<th>Paraprofessional Certificate</th>
<th>Diploma in Anthroposophic Social Therapy (CST)</th>
<th>Years of Full Time Study</th>
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<tr>
<td></td>
<td></td>
<td>Professional Internship &amp; Optional BA Completion (any suitable Social Therapy Center)</td>
<td>Year 5</td>
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<td></td>
<td>Stage 4 Practice-integrated Studies (offered through CBE Program or at Camphill Village USA, NY)</td>
<td>Year 4</td>
</tr>
<tr>
<td>Paraprofessional Internship (offered at Camphill Communities CA)</td>
<td>Stage 3 Practice-integrated Studies (requires transfer to CBE Program or Camphill Village USA)</td>
<td>Year 3</td>
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<td>Stage 2 Practice-integrated Studies (offered at Camphill Communities CA)</td>
<td>Year 2</td>
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<tr>
<td></td>
<td>Stage 1 Practice-integrated Studies (Foundation Studies) (offered at Camphill Communities CA)</td>
<td>Year 1</td>
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</tbody>
</table>
The following steps serve as major milestones in this process:

- The **Certificate in Foundation Studies in Anthroposophic Social Therapy** is awarded after successful completion of all Stage 1 requirements (one year of full-time studies). In order to continue their studies in Stage 2, students must also receive a recommendation for promotion.
- Students who complete all the requirements of Stage 2 and receive a recommendation for promotion to Stage 3 are eligible to continue working towards the Diploma in Anthroposophic Social Therapy by entering Stage 3.
- Students who have completed all Stage 2 requirements, but do not receive a recommendation for promotion to Stage 3, and students who have been recommended for promotion, but choose not to continue to Stage 3, may enter the one-year Paraprofessional Internship.
- Successful completion of the Paraprofessional Internship leads to an award of the **Paraprofessional Certificate in Anthroposophic Social Therapy**. This award will be given either with or without a recommendation for promotion to Stage 3 of the practice-integrated studies curriculum leading to the Diploma in Anthroposophic Social Therapy.
- Students who have completed all Stage 3 requirements and received a recommendation for promotion to Stage 4 are eligible to continue their studies towards the Diploma in Anthroposophic Social Therapy.
- Students who have completed all Stage 3 practicum requirements, but have not completed all coursework requirements, or have not received a recommendation for promotion to Stage 4, will be awarded the Paraprofessional Certificate.
- Students who have completed all Stage 4 requirements will be admitted to the six-month Professional Internship. Successful completion of the Professional Internship leads to award of the **Diploma in Anthroposophic Social Therapy**.

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

Completion of all requirements of a particular stage in the program is defined as successful completion (as indicated by a ‘pass’ grade) of all Community Life, Practicum and Coursework components of that stage. The criteria for recommendations for promotion to the next stage are listed in the following sections of this handbook. A student’s eligibility for promotion is discussed preliminarily in the student’s Mid-Year Review and determined in the comprehensive End-of-Year Review at the conclusion of each stage (see Assessment).
Community Life – Building Supportive Relationships
Every year, the student is required to complete an Individual Project, which combines experiential learning with self-reflection and an increasing degree of research. The development of the first, second and third year projects is accompanied by the student’s Personal Tutor. The projects are evaluated by the Personal Tutor and Class Advisors. The Final Project (fourth year) is a capstone experience with a substantial research component. It is described in the chapter on Stage 4 in this handbook.

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

The first and second year of the program each include two concurrent, year-long practicum experiences; one Home Life & Care Practicum and one Cooperative Work Practicum.

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

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

Overview
Practicum Experiences:
- Cooperative Work Practicum I
- Home Life and Care Practicum I

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

Social Therapy Project I: Developing a new experience (see guidelines)

Practicum Experiences

Cooperative Work Practicum I
(300 hrs supervised practice; 3 CCR)
This practicum provides a practical introduction to cooperative work for adults with special needs. Students are placed as assistant job coaches in cooperative work settings, under the guidance and supervision of experienced workshop leaders.

Home Life and Care Practicum I
(600 hrs supervised practice; 3 CCR)
This practicum is embedded in the experience of sharing life with adults with developmental disabilities. Students develop skills in homemaking and care, as well as social integration and community building, under the guidance of an experienced homemaker.

Courses

Anthroposophical Study
(30 contact hrs; 3 CCR)
Taught in a guided study group format, this course provides an introduction to basic anthroposophy through a study of Rudolf Steiner’s ‘Theosophy’.

Clay Modeling
(8 contact hrs; 0.5 CCR)
Students are introduced to clay as an artistic medium and explore forms and formative processes through a variety of modeling exercises and activities. This course also supports the experiential dimension of ‘Human Being I’. Both courses (‘Clay Modeling’ and ‘Human Being 1’) must be completed in order for the student to be eligible for the CCR indicated for the course.
Human Being I
(34 contact hrs; 2.5 CCR)
Students develop skills for disciplined and objective observation of human beings and human processes through experiential activities, exercises, discussion and reflection. This course provides a phenomenological foundation for the development of Social Therapeutic insights and actions. This course is supported by 'Clay Modeling' and is required to receive credit for that course. Both courses ('Clay Modeling' and 'Human Being 1') must be completed in order for the student to be eligible for the CCR indicated for the course.

Human Development I
(30 contact hrs; 3 CCR)
Through an exploration of life span development, as expressed in human biographies, students are introduced to a holistic way of approaching individual biographic and developmental situations. The gates of birth and death are also introduced from an Anthroposophic perspective.

Inner Work in Anthroposophy
(25 contact hrs; 1 CCR)
During this retreat, students have an opportunity to explore and become familiar with a basic set of contemplative exercises that can be used to support personal development, as well as the professional practice of the educator.

Introduction to Social Therapy
(45 contact hrs; 3 CCR)
This course gives an introductory overview of various aspects of Social Therapeutic principles and practices.

Movement and Performing Arts
(50 contact hrs; 3 CCR)
This course consists of a playful exploration of various movement and performing arts disciplines (including singing, speech, drama, Eurythmy, Spatial Dynamics).

Independent Study Projects

Social Therapy Project I
(Independent study; 1 CCR)
The student engages with a person with disabilities (project partner) by spending at least an hour once a week for twelve weeks, supporting him or her in developing a new experience, for example to learn a new hobby, sport, skill or mode of artistic expression. The purpose is not only to impart a new experience, but also to develop a relationship with the person involved and to reflect on this process. The student is required to keep a journal of each week’s activity. Student and project partner then share the results of their activity in an open forum with members of the community. The entire process is also brought together in a binder, including photographs, artwork and an assessment of what the student has learned through this project.
Stage 2 (Second Year)

Overview
Practicum Experiences: Cooperative Work Practicum II
Home Life and Care Practicum II

Courses:
The Camphill Impulse I
Development of Consciousness
Disability in History and Society
Drama
Eurythmy I
Geometry
Human Being II
Human Development II
Knowledge of Higher Worlds
Light and Color
Music I
Social Therapy I
Visual Arts I

Social Therapy Project II: Exploring a life story (see guidelines)

Field Experience: One week visit to another Camphill community

Practicum Experiences

Cooperative Work Practicum II
(300 hrs supervised practice; 3 CCR)
This practicum builds on Cooperative Work Practicum I, providing opportunities to develop a broader range of tools and capacities for use in the cooperative work setting.

Home Life and Care Practicum II
(600 hrs supervised practice 3 CCR)
Building on Home Life and Care Practicum I, this practicum also is embedded in the experience of sharing life with adults with developmental disabilities, within the context of an extended-family household. Students develop further skills and capacities in homemaking, care and the social arts under the guidance of an experienced homemaker.

Courses

The Camphill Impulse I
(15 contact hrs; 1 CCR)
Core principles of the Camphill Movement are explored through reading, reflection, discussion, artistic work and contemplative activities in a retreat setting.
Development of Consciousness
(25 contact hrs; 1 CCR)
This retreat explores the evolution of human consciousness throughout the history of humanity, as expressed in the art work, social structures and cosmologies of different civilizations and historical epochs.

Disability in History and Society
(15 contact hrs; 1 CCR)
This course gives an overview of the role of individuals with ‘disabilities’, as it has evolved historically, and explores the meaning and significance of ‘disability’ in relation to culture and civilization.

Drama
(28 contact hrs; 2 CCR)
Through the group process of producing a play for performance, and through intensive individual coaching in speech, movement and acting, opportunities for the development of a wide range of individual and social capacities are created.

Eurythmy I
(22.5 contact hrs; 1.5 CCR)
This introduction to Eurythmy as a movement art focuses on the basic elements of Eurythmy, including rhythm, speech sounds, tone, and key principles of choreography. It explores the intimate relationship between outer movement and inner soul experience. This course combines with ‘Music I’ and is listed by National CCRS as ‘Music and Eurythmy I’. Both courses (‘Music I’ and ‘Eurythmy I’) must be completed in order for the student to be eligible for the CCR indicated for the course.

Geometry
(8 contact hrs; 0.5 CCR)
Through a playful and artistic exploration of geometric principles, including construction and projective geometry, an experiential pathway towards an appreciation of the organizing principles of space is opened up. This course supports the experiential dimension of ‘Light and Color’ and is required to receive credit for that course. Both courses (‘Geometry’ and ‘Color and Light’) must be completed in order for the student to be eligible for the CCR indicated for the course. Currently the course on Geometry (8 contact hrs) is offered as part of Human Development II.

Human Being II
(50 contact hrs; 3 CCR)
This course builds on the foundation of observational capacities developed in ‘Human Being I’ and introduces key aspects of the human organization from a spiritual-scientific viewpoint. These serve as a further foundation for the development of Social Therapeutic insight and action.

Human Development II
(30 contact hrs)
Building on Human Development I, this course combines an in-depth exploration of developmental principles and processes in childhood and adolescence, continuing through mid-life and old age. This
becomes the basis of the second year project. The course also includes an overview of death, dying and life between death and rebirth from an Anthroposophic spiritual-scientific perspective. Currently the course on Geometry (8 contact hrs) is offered as part of Human Development II.

Knowledge of Higher Worlds
(45 contact hrs; 3 CCR)
Taught in a study group format, this course provides an in-depth discussion and exploration of the main principles of inner development and contemplative practice, based on Rudolf Steiner’s book ‘Knowledge of Higher Worlds’.

Light and Color
(8 contact hrs; 0.5 CCR)
Through a series of experiments, experiential and artistic activities, students are led through a Goethean phenomenological study of phenomena of light and color, developing an understanding and appreciation of their qualitative dimensions. This course is supported by ‘Geometry’ and is required to receive credit for that course. Both courses (‘Geometry’ and ‘Color and Light’) must be completed in order for the student to be eligible for the CCR indicated for the course.

Music I
(22.5 contact hrs; 1.5 CCR)
Through the development of instrumental skills on the lyre, students enter into a relationship to the basic elements of music and acquire practical musical skills for use in their work. This course combines with ‘Eurythmy I’ and is listed by National CCRS as ‘Music and Eurythmy I’. Both courses (‘Music I’ and ‘Eurythmy I’) must be completed in order for the student to be eligible for the CCR indicated for the course.

Social Therapy I
(45 contact hrs; 3 CCR)
This course develops an understanding of the underlying social ideals in Rudolf Steiner’s work, as further developed by Karl König M.D., and how those are applied in the context of Camphill’s communities for Social Therapy.

Visual Arts I
(15 contact hrs)
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.

Independent Study Projects

Social Therapy Project II
(Independent study; 1 CCR)
The student works for at least four months with a person with disabilities (project partner) to help recall and explore his or her life story. This entails weekly hour-long meetings, assembling photographs, speaking with relatives and friends, discussing significant turning points and changes, discussing the
different life periods and opening the opportunity to develop a healing picture of the entire life path. The student will keep a journal of these meetings. This culminates in a festive biography-sharing event, including relatives and friends. The student is also expected to create a written text, outlining the actual biography as well as the learning process of working with the project partner. In this, the student is expected to demonstrate an understanding of the underlying principles of biography as developed out of anthroposophy and bring forward a leading image of the individual.
Paraprofessional Internship
Students who have successfully completed all coursework, practicum and independent study requirements of Stages 1 and 2 are eligible to enter the Paraprofessional Internship. This includes students who have completed all Stage 1 and 2 requirements, but have not received a recommendation for promotion to Stage 3.

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

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

Upon successful completion of the Paraprofessional Internship, students are awarded the Paraprofessional Certificate in Anthroposophic Social Therapy. Students who have gained a recommendation for promotion to Stage 3 after completion of the Paraprofessional Internship are eligible to apply for transfer into Stage 3 in the Social Therapy Program at Camphill Village in Copake, NY or continued study through enrollment in the Community-Based Extension Program.
Assessment

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

1. **As self-evaluation processes**, they promote the student’s ability to assess his/her own strengths and needs and deliberately guide his/her own learning process. The regular practice of self-evaluation is essential in fostering capacities for self-education and self-directed professional development.

2. **As formative assessment processes**, they provide faculty with feedback on students’ progress towards the goals and objectives of a learning experience, thus allowing instructors to make adjustments and respond to students’ needs.

3. **As summative assessment processes**, they allow faculty to determine the extent to which a student has reached the goals and objectives of a learning experience at its conclusion.

Summative assessment of all coursework, practica and independent study projects is on a pass/fail basis, with qualitative feedback given in the context of review conversations and/or written evaluations. A ‘pass’ grade represents the equivalent of 3.0 grade points (letter grade B) or higher on the common four-point scale.

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

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

**Independent Study Projects**
The Social Therapy Projects are evaluated against the criteria listed in this handbook. The primary responsibility for evaluating this project rests with the Personal Tutor and the Class Advisor. The Personal Tutor reviews the project with the student and writes a qualitative evaluation, recommending a ‘pass/fail’ grade. This is reviewed by the Class Advisor, who either confirms the Personal Tutor’s grade or asks for clarification and refers the issue to the Core Faculty Group for resolution.

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

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

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

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

1. Review of all courses, practicum experiences and individual study projects to identify any issues, such as (anticipated) ‘fail’ or ‘incomplete’ grades => Determination of satisfactory completion of current stage or identification of missing requirements
2. Review of progress towards overall program goals, based on Program Rubric and appropriate Criteria for Promotion to next stage => Recommendation for promotion to next stage or identification of deficiencies
3. Formulation of recommendation for promotion, remedial plan or other course of action for review and approval by Core Faculty
Program Rubric
The Program Rubric gives an overview of the main program objectives. It is used as a basis for Mid-Year Reviews and End-of-Year Reviews, including decisions regarding promotion to the next level of the program. For each program objective, three major developmental milestones are listed. The first corresponds to the expectations for candidates being awarded a Paraprofessional Certificate. The second corresponds to the expectations for Diploma-level practitioners. The third represents a perspective for lifelong personal and professional development as an Advanced Practitioner. Progress in relation to each program objective can be determined on a scale from 1 to 12, as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Criterion</th>
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<tbody>
<tr>
<td>1</td>
<td>The student has begun to make visible steps towards the development of the Paraprofessional Goal.</td>
</tr>
<tr>
<td>2</td>
<td>The student is well on the way towards the development of the Paraprofessional Goal.</td>
</tr>
<tr>
<td>3</td>
<td>The student is approaching the Paraprofessional Goal, with only minor needs for further development.</td>
</tr>
<tr>
<td>4</td>
<td>The student has fully accomplished the Paraprofessional Goal.</td>
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<tr>
<td>5</td>
<td>The student has begun to move beyond the Paraprofessional Goal and made visible steps towards the development of the Diploma Goal.</td>
</tr>
<tr>
<td>6</td>
<td>The student is well on the way towards development of the Diploma Goal.</td>
</tr>
<tr>
<td>7</td>
<td>The student is approaching the Diploma Goal, with only minor needs for further development.</td>
</tr>
<tr>
<td>8</td>
<td>The student has fully accomplished the Diploma Goal.</td>
</tr>
<tr>
<td>9 - 12</td>
<td>The student has moved beyond the Diploma Goal and is beginning to develop Advanced Practitioner capacities.</td>
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</table>

In order to be promoted to the next level, a student must show appropriate progress towards overall program goals (in addition to completion of all coursework, practicum and independent study requirements of the previous level). Students may be promoted to the next level of the program if their competency for all or most program objectives is rated as follows:

<table>
<thead>
<tr>
<th>Requirements for...</th>
<th>All or most program objectives...</th>
<th>No program objectives below...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion to Level 2</td>
<td>Criterion 2</td>
<td>Criterion 1</td>
</tr>
<tr>
<td>Promotion to Level 3</td>
<td>Criterion 4</td>
<td>Criterion 2</td>
</tr>
<tr>
<td>Paraprofessional Certificate</td>
<td>Criterion 4</td>
<td>Criterion 2</td>
</tr>
<tr>
<td>Promotion to Level 4</td>
<td>Criterion 6</td>
<td>Criterion 3</td>
</tr>
<tr>
<td>Diploma</td>
<td>Criterion 8</td>
<td>Criterion 4</td>
</tr>
</tbody>
</table>

Students whose performance meets the relevant criterion on most, but not all program objectives may be promoted at the faculty’s discretion, if there is sufficient reason to believe that students will be successful at remediating the shortfall as they enter the next level of studies or professional practice.
<table>
<thead>
<tr>
<th>Paraprofessional Goals</th>
<th>Diploma Goals</th>
<th>Advanced Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>The development of empathy as a faculty of perception of other human beings and their relationships</td>
<td>The candidate is able to form relationships with the adults in his/her care that are permeated by warmth, compassion and a genuine interest in the experience of the other person.</td>
<td>The candidate is able to enter imaginatively into the experience of another person, articulate the insights that arise from the afterimage of this process, and use these insights to guide his/her pedagogical and therapeutic practice.</td>
</tr>
<tr>
<td>Knowledge of the spiritual scientific image of the human being; including an understanding of human development from childhood to old age, and of general educational and social principles</td>
<td>The candidate has discovered the anthroposophic understanding of the human being as a tool and has begun to use this tool to inform aspects of his/her professional practice.</td>
<td>The candidate is able use spiritual scientific approaches to gain deepened insight into human situations. The striving to act out of such deepened insight is recognizable as the central unifying principle of his/her professional practice.</td>
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<tr>
<td>The ability to engage in phenomenological study of the human being, including its imbalances and pathologies</td>
<td>The candidate is able to accurately perceive human situations, actively striving to overcome interpretive bias. He/she attends to the details of human situations and is able to articulate his/her observations in an objective manner, clearly recognizing and separating his/her personal response from the assessment of the situation.</td>
<td>The candidate is conscious of the distinction between observation and interpretation. He/she is able to transform the results of his/her observations into an imaginative characterization that crystallizes the essential aspects of the situation.</td>
</tr>
<tr>
<td>An ever-expanding repertoire of practical vocational and therapeutic skills and methods</td>
<td>The candidate is able to independently carry the day-to-day responsibility for the overall care and welfare of a small group within a larger team context. He/she competently and reliably carries out formal and informal vocational and social therapeutic plans developed by the team and provides accurate reports on observations and progress. He/she understands the nature and purpose of social therapeutic activities on the basis of the spiritual scientific view of the human being.</td>
<td>The candidate is able to oversee and coordinate a team, responsible for several small groups of adults. He/she is able to guide, instruct and mentor other team members, ensure the wellbeing of the adults in his/her charge and take a lead role in the development and evaluation of formal and informal vocational, recreational and social therapeutic plans, based on the principles of anthroposophic social therapy.</td>
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<tr>
<td>Practical social skills and organizational skills to facilitate working and building community with adults with disabilities, colleagues and parents</td>
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<tr>
<td>The candidate is able to work effectively as a responsible member of a professional team. He/she relates to adults with disabilities, colleagues, parents and others in a positive and respectful manner that allows the development of genuine human relationships. He/she has the skills to participate constructively in conflict resolution processes.</td>
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<tr>
<td>The candidate takes deliberate initiative in building and developing the genuine human relationships that provide the basis for his/her work. He/she has the skills needed to take a lead in recognizing and resolving difficulties and conflicts within his/her sphere of responsibility. He/she recognizes community building as a central aspect of his/her professional responsibility.</td>
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<tr>
<td>The advanced practitioner is able to perceive human relationships, social situations and communities of all sizes as evolving organisms with their own laws of development. He/she has the skills and capacities to perceive where the health of a social organism is threatened, and to intervene in a healing manner. He/she is seen as a resource to others, beyond his/her direct sphere of responsibility.</td>
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<table>
<thead>
<tr>
<th>The ability to work within the professional, social-political, and regulatory context of the field</th>
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<tbody>
<tr>
<td>The candidate knows and understands the professional and regulatory context immediately relevant to his/her area of responsibility. He/she fulfills his/her professional and regulatory responsibilities independently, reliably and competently. He/she is able to engage in intelligent and thoughtful discussion of relevant social and political issues.</td>
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<tr>
<td>The candidate follows current trends and developments pertaining to the professional and regulatory context relevant to his/her area of responsibility. He/she is able to take administrative responsibility for a small team and interact in a professional manner with other professionals and agencies. He/she takes a broad interest in social and political developments and tries to understand them as symptoms of larger spiritual-cultural processes.</td>
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<tr>
<td>The advanced practitioner sees his/her practice as a potential force for transformation and renewal within the broader spiritual-cultural context. He/she consciously works out of an evolving awareness of the mission of anthroposophic curative education and social therapy within the context of community building. He/she strives to find creative ways to extend the transformative effects of his/her work beyond his/her immediate sphere of responsibility.</td>
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<tr>
<th>Capacity for Continuing Personal and Professional Development</th>
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<tbody>
<tr>
<td>The candidate has a realistic picture of his/her own personal and professional strengths and weaknesses. He/she is able to identify specific areas for growth and take concrete steps towards improvement. He/she is committed to ongoing personal and professional development as an indispensable requirement for educational and therapeutic practice. He/she is familiar with some basic anthroposophic tools for inner development.</td>
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<tr>
<td>The candidate cultivates a striving for self-knowledge and ongoing self-assessment. He/she is taking initiative in his/her ongoing personal and professional development. He/she actively looks for resources to develop new skills and capacities. He/she is also striving to establish meditative and contemplative practices that support his/her personal and professional capacities.</td>
</tr>
<tr>
<td>The advanced practitioner has integrated inner and outer practices for personal and professional development into his/her life. He/she is also able to serve as a mentor and resource to others, recognizing and supporting their process of personal and professional development. He/she extends this support to team members working under his/her supervision.</td>
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<tr>
<td>Ability to adopt artistic ways of working and use artistic process as a means to enhance practice, understanding and personal competencies</td>
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<tr>
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</tr>
<tr>
<td>The ability to use anthroposophy as a resource for their work</td>
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</tbody>
</table>
Remediation
In the event that a student fails to complete any of the requirements for completion of the program, or for completion of a particular course or practicum, student and faculty will develop a plan for remediation that allows the student to make up for the failed or incomplete requirement. All remedial plans have to be approved by the Core Faculty Group. Repeated failure to complete remedial requirements requires the Core Faculty to review the student’s continued participation in the program.

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

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

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

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

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

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

**Appeals**

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

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

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

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

In order to fulfill certain particular program objectives or remedial requirements, the schedule of classes and assigned duties of a particular student may be individualized. In such cases, the student is also required to attend all scheduled activities included in the individualized program as described above.
Admission
Participants entering the program must have completed high school education or an equivalent and be at least 19 years of age.

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

To fulfill the supervised practice placement requirements, students in the Social Therapy Program are usually required to be resident volunteer participants at Camphill Communities California. Participation by others is arranged on a case-by-case basis.

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

Admission Process
1. Submission of volunteer coworker application to Camphill Communities California, including all required materials, as well as a statement of intent to study Social Therapy.
   - The ‘Autobiography’ section of the application should be about 2 pages in length and comment on your interest, motivation, study skills and prior practical and academic experience.
   - At least one reference must be an academic reference (teacher/professor) and comment on the applicant’s study skills and oral and written expression.
   - Non-native English speakers must submit a TOEFL score (institution code #8718).
   - Applicants who are already members of the community should submit a similar statement of their intent to participate in the program to the core faculty.
2. Admission interviews with the community’s coworker admissions group and a member of the Program Core Faculty
3. Acceptance as a resident coworker of the community
4. Acceptance into the Program

Current members of Camphill Communities California should express their interest to the responsible individual or group in their community, who will then approach the Program Director with a request for enrollment. The admissions process will follow all other steps, as outlined above, except for those relating to admission to a participating community.
Scheduling Guidelines

Individual Study Time
The following guidelines for personal study time have been established by the Camphill California faculty for students placed at Camphill Communities California:

1. First year courses will take place from 9:20am until 12:50pm on Thursday. An additional 1.5 hours per week for the artistic classes. Additional 3 hours per week should be scheduled for individual study time. This can be scheduled at any time, including weekends.
2. Students in the second year have their courses on Wednesday from 9:20am until 12:50. An additional 1.5 hours per week for the artistic classes. Additional 3 hours per week should be scheduled for individual study time. This can be scheduled at any time, including weekends.
3. The scheduled weekly study time may not always be enough to complete all assignments, preparatory reading and other course work. Students must be prepared to use other free times, including vacations and days off, from time to time, as needed, to complete their work.

Placement in the Workshop Program
The student’s involvement in the workshop program needs to be taken into account when scheduling study time, especially for third year students.

Students in years one and two should spend a minimum of five hours per week in a workplace. While some consistency in placement is desirable, it is not necessary for all their time to be spent in the same setting.
Policies and Procedures

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

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

Accommodations for Special Learning Needs
Students are responsible for identifying and discussing special learning needs. Students are asked to inform their Class Advisor, CBE Site Supervisor or Program Director of any special learning needs. Class Advisors and CBE Site Supervisors will inform the Program Director of any requests for accommodations that they receive.

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

If the Program Core Faculty Group suspects that a student’s needs for support may be too extensive or of a nature that precludes successful participation in the program, this shall be shared orally and in writing with the student. If appropriate, a probation period may be determined.

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

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

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

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

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

**Student Grievances**

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

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

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

In the event that a student has exercised Camphill Academy’s internal complaint procedure and the issue remains unresolved, the student may refer the problem to Camphill Academy’s accrediting body.
In the event that a student has exercised Camphill Academy’s internal complaint procedure and the issue remains unresolved, the student may refer the problem to Camphill Academy’s accrediting body. Information on the ACCET complaint procedure can be found on the ACCET website (www.accet.org - Documents & Forms) or obtained upon request from the Academy’s Coordinator of Academic Affairs.
Copyright and Software Licenses
The partner organizations implementing a program are responsible for ensuring that all materials made available to instructors and students are made available in compliance with applicable intellectual property protections and licensing requirements. Instructors and students may not engage in activities that violate intellectual property rights in connection with program activities.

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

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

Students may also request to review their physical file on site at the Academy’s main office, by arrangement with the Registrar.
Guidelines for Written Work

Structuring an Essay
An essay has three main parts:

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

Each part has a specific purpose.

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

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

Main Body:
In the main body of the essay, you will deal with the topic by bringing your information, arguments, evidence, examples, facts, perspectives, discussion, evaluation and whatever else you need in order to address the topic and answer all the specific questions that you developed in the introduction. The main body needs to be structured into paragraphs that follow a logical sequence.

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

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

Before you hand in your assignment, please make sure you have edited it for spelling, grammar and style.
Formatting Guidelines

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

The Online Writing Lab (OWL) at Purdue University provides a very helpful summary of the relevant guidelines. The site offers an introductory online workshop, as well as APA formatting and style guidelines. It is recommended that you refer to the OWL website when editing your papers (http://owl.english.purdue.edu/owl/section/2/10/).

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

Title Page

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

The title of the assignment
Your name
The title of the course
The name of the instructor
The date of submission

All of these should be centered.

References

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

Examples:

As Jones (2003) pointed out, many different approaches have been used to deal with this.

One problem appears to be the recurring lack of stamina (Gardner, 2001).

References for direct quotes must also include the page number.

Examples:

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

“On one of her sea journeys she experienced the sea burial of a crew member” (Sander, 2004, p. 88).
At the end of your paper, a section titled “References” must include the full bibliographical reference for each work mentioned in your assignment. Please use the format specified by APA guidelines for each type of source. Below are examples of some of the most common types of references.

**Authored book:**


**Edited book:**


**Individual article from edited book:**


**Periodical article:**


**Unpublished manuscript:**


**Website:**


### Special Guidelines when Referencing Steiner Lectures

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

**Examples:**

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

Rudolf Steiner Library
The Rudolf Steiner Library is the lending and mail-order library of the Anthroposophical Society in America. It includes a wide range of holdings, many of which are directly relevant to the programs and courses offered in the Camphill School of Curative Education and Social Therapy. The catalog can be searched online and librarians are available to provide assistance. Borrowing service is free for members of the Anthroposophical Society, and students are strongly encouraged to join the Anthroposophical Society, a supporting organization for the School of Spiritual Science, with which the Camphill Academy is affiliated. Non-members can access the library for an annual fee.

Project Gutenberg
Project Gutenberg is a free, searchable electronic library. Its contents are based on previously published editions of books, for which copyrights have expired, and which are now in the public domain. This includes most of the ‘classics’ of Western literature.

Collections of Rudolf Steiner’s Work
The Camphill Academy is dedicated to the cultivation of Anthroposophy, the approach to Spiritual Science developed by Rudolf Steiner. Rudolf Steiner’s complete works are published by the Rudolf Steiner Archiv in Dornach, Switzerland, a subsidiary of the Rudolf Steiner Nachlassverwaltung that holds the rights to Steiner’s scientific, literary and artistic estate. The sources listed below were developed after the copyrights to some of Steiner’s works expired. They are not affiliated with the Rudolf Steiner Archiv in Dornach, Switzerland. They may be helpful to students of Steiner’s work. However, no guarantee can be given for the accuracy of the texts provided.

- **Rudolf Steiner Online Archiv** – Based at Brigham Young University’s Department of German Studies and Slavic Languages, this collection brings together previously published German editions of Rudolf Steiner’s writings and lectures, as well as previously published translations into English and other languages.
- **RS Archive** – This independent, non-profit initiative provides access to previously published English translations of Rudolf Steiner’s writings and lectures, as well as previously published German editions (and some other translations). It also includes original (not previously published) translations, which may be of poor quality and need to be treated with caution.
The Online Waldorf Library
The Online Waldorf Library is a project of the Research Institute for Waldorf Education and provides access to publications on Waldorf education and related subjects.

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

Open Access Journals
Peer-reviewed scholarly and professional articles in a wide range of subject areas are made available through open access journals. Several directories will be particularly helpful to those seeking to find current scholarly and professional literature:

- Directory of Open Access Journals (DOAJ) – Provided by Lund University Library in Sweden, this service covers free, full-text, quality controlled scientific and scholarly journals in all subjects and languages.
- Open J-Gate – This is another searchable database of peer-reviewed and professional open access journals in all subject areas.
- Free Electronic Journals – Sorted by subject areas and journal titles, this list, maintained by the library of the University of Nevada, provides links to a wide range of peer-reviewed open access journals for browsing.

Open Access Repositories
Institutional repositories hold documents generated by members of universities, colleges, institutes and scholarly associations. The Directory of Open Access Repositories (OpenDOAR) is a quality-controlled, searchable directory, maintained by Lund University Library in Sweden, which provides access to academic works across many subject areas.

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

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