



## Program Catalog and Handbook – October 2017-2018

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*CreatEd Institute*

## Mission Statement

CreatEd Institute provides a transformative, discovery based Christian approach to cultivating habits of learning and innovation for the 21st Century.

## Staff and Office Information

<b>Created Institute Office</b>	<ul style="list-style-type: none"><li>• Telephone: 828.357.7080</li><li>• Website: <a href="http://created.education">created.education</a></li><li>• Office/Mailing address: 84 Blue Ridge Cir, Black Mountain, NC 28711</li><li>• Email: <a href="mailto:info@created.education">info@created.education</a></li></ul>
<b>Faculty &amp; Campus Life Staff</b>	<ul style="list-style-type: none"><li>• Lee Byberg (Chairman and Faculty)</li><li>• Larissa Duprey (Logistics and Outreach Coordinator)</li><li>• Jack Engel (Network Director)</li><li>• Peter Ikeda (Director of Lead Cultivation)</li><li>• Jeff Ingle (Faculty and Operations)</li><li>• Kevin Jenson (Program Director)</li><li>• Charity Manwaring (Life &amp; Learning Coach)</li><li>• Elijah Knapp (Creative Director)</li><li>• Davis Norment (Life and Learning Coach)</li><li>• Jean Norment (Senior Mentor)</li><li>• Annie Slocum (Life and Learning Coach)</li></ul>

## **Board of CreatEd Institute, Inc.**

- Chairman: Vidar (Lee) was born in Chicago but raised in South America as well as his parents' native Norway. Lee moved to Minnesota in 1982 after graduating from high school in Norway and attended the University of Minnesota Carlson School of Management, where he achieved his Bachelor of Science in Business Administration (1987) and Master of Business Administration (1990).

Lee has a variety of experience managing and leading companies. His experience includes being the Senior Economic Internal Consultant for Phillips Petroleum Company, Vice President of Operations of Life-Science Innovations, General Manager of Willmar Poultry Company, President of Epitopix (R&D of vaccines for food safety in field of livestock) and CEO of Syntiron (a human R&D company focused on the development of a vaccine against Staphylococcus and other community-acquired infections).

Lee has, since 2014, served as CEO of Rivendell Worldview Education Company, LLC, (RWEC).

RWEC is a company based in Minnesota focused on developing and licensing curriculum and critical thinking software for customers in the field of education.

- Secretary: Courtney Sanford attended both the University of North Carolina at Chapel Hill and North Carolina State University in order to have a liberal arts foundation and graphic design degree. She worked as a writer and graphic designer for the Blumenthal Performing Arts Center in Charlotte, taught art at the Bemus School of Art in Colorado Springs, and led bicycle tours for Backroads in Berkeley.

She became a freelance writer and designer while she homeschooled her three children. During this time, she wrote and directed vacation Bible school plays and curriculum, collaborated on classical Christian education books such as *The Essentials of the English Language*, and the *PreScripts Cursive Writing and Drawing Series*, and a classical art history curriculum for *Classical Conversations, Inc.* She has traveled internationally to speak to and train fellow home educators in classical, Christian homeschooling. She also founded *Christian Youth Expeditions, LLC* and led outdoor adventure trips for teens.

She is currently enjoying teaching art history and British literature for *Classical Conversations*. When she's not teaching or writing, she can be found designing sets for a local Christian youth theatre, hiking, drinking coffee, or planning her next international travel adventure.

- Treasurer: John Chapin graduated 1965 from Willmar High in Willmar, Minnesota. Attended and graduated from Dunwoody University in Minneapolis, Minnesota. He returned to Willmar to work in a family business started by his grandfather in 1920 and served in many community boards.

In 1985 he was elected to the position of President of Associated Builders and Contractors (ABC). In 1990, John served as national President of ABC. For 2 years, he also served as head of the National Construction Education Foundation.

John also served two years on Christian Grandparenting Network. After retirement from Willmar Electric Services, he served as the head Administrator of Community Christian School in Willmar Minnesota.

- Program Director: Kevin Jenson's background in educational development stems from his research and study at over 10 different universities on 4 different continents where he earned a Master of Education and a Bachelor of Arts in Marketing, Finance, Global Economics & International Business. A certificate of Christian Ministry and extensive practice with leadership development have convinced him that it is the duty of a Christian educator to facilitate an experience of discovery and encounter with truth that leads to the transformation of the individual.

## Advisory Board of Created Institute, Inc.

- Dr. Bill Brown is Senior Fellow for Worldview and Culture at the Colson Center and National Director of the Colson Fellows Program. He has served as the President of two Christian universities and spoken in over two dozen countries. He consults with international corporations and ministries on employee development, cultural transitions and strategic planning.

Bill is the Executive Producer and teacher of the award-winning DVD series, reView, a worldview curriculum for high schoolers and adults that continues to influence new generations of Christians. He has written over one hundred articles for journals, magazines, newspapers and encyclopedias, including over fifty articles and notes for Impact: The Student Leadership Study Bible. He is the author of Making Sense of Your Faith, Where Have All the Dreamers Gone? Observations from a Biblical Worldview, and Making Sense of Your World, used by colleges and universities as an introduction to worldview/philosophical thinking.

- Jordan Raynor is a serial entrepreneur and best-selling author who leads a growing community of Christians following God's call to create. He is the Founder of Vocreo, where his team helps entrepreneurs across a wide range of industries launch and grow their businesses. In 2016, Jordan took an indefinite leave of absence from Vocreo to take on the role of CEO at one of the firm's clients: the venture-backed tech startup, Threshold 360. Jordan is also a Co-founder of Citizeninvestor—the largest crowdfunding platform for government projects in the United States.

In 2011, Jordan's first company was acquired by Engage—deemed a “mega-interactive agency” by Mashable. At Engage, Jordan's team led digital strategy for some of the most high-profile political and consumer brands in the world including Paul Ryan, Newt Gingrich, Google, Foursquare, and Walmart. A highly sought-after public speaker on the topic of entrepreneurship, Jordan has spoken at Harvard University, SXSW, TEDx, the World Forum for Democracy, the Guardian's Activate Summit, and many other events around the world. Jordan has twice been selected as a Google Fellow.

- Bill Miller is currently vice president of content development for Polymath Innovations a full-service creative agency start-up. In recent years, he served as lead faculty for San Diego Christian College's Rivendell 5 Pursuits Program.

From 2006-2014 he was a member of the humanities faculty of Anglo-American University in Prague, Czech Republic where he taught government, political theory, and leadership courses. While in Prague, Bill also taught courses on leadership and organizational dynamics for Stern School of Business with New York University's Prague study abroad program.

From 1998-2006, he served as a leadership fellow at the Howard G. Hendricks Center for Christian Leadership in Dallas, Texas. Bill also previously led campus ministries at the University of Arizona and Stanford University.

# Holistic Educational Program designed by Rivendell Education Company, LLC

Select a CAPE: **C**ertificates for technical fields, **A**pprenticeships for skills, **P**rojects to launch your BAMS, or **E**xperience for service / employment

Learn a technical skill through independent study	<b>Certificates for "C" in CAPE:</b> Microsoft Office Specialist Computer Programmer Graphic Designer Digital Marketer Etc.	Complete your project guided by practitioner	<b>Apprenticeships for "A" in CAPE (part-time):</b> Artistic crafts Bookkeeping Woodworking Sales Etc.	Launch your new BAMS	<b>Projects for "P" in CAPE:</b> Business Artistic Ministry or Societal endeavor	Ready for service (internship)	<b>Experience for "E" in CAPE (full-time):</b> Business Artistic Ministry or Non-Profit
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Innovation  
 Phase II: Diploma in Applied Critical Thinking and Innovative Solution with a focus in ... (select a CAPE)

What is Thriving?	CAP: Personal Project with Exhibit Prepare New Ventures (BAMS) Optional Elective PD: Bible Study	Experience: 3 months internship (full time) Learn from practitioners Optional Elective PD: Bible Study	Created to Create	Track <b>B</b>
What is Calling?	Organizational Models (structure, ethics, mkt, finance) Optional Elective (Independent study: trade/skill focused, or intro to Hebrew) Entrepreneurialism - Called to Create: Why, What, How, When? Foundations of Learning and Leadership Methods of Learning & Personal Calling, Vision, Values PD: Servant Leadership & Personal Calling, Vision, Values	Endurance Expedition Team Project	Created to Purpose	Track <b>A</b>

BAMS: new business, artistic, ministerial or societal endeavors.

What is Value?	Fine Arts Literature Economics	Re-Creation
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What is Man?	Political Science Sociology Anthropology	Creation of Man, Family, and Society
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What is Reality?	History and Philosophy of Biology History and Philosophy of Physical Science History and Philosophy of Mathematics	Creation of Universe & Life
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What is Truth?	Philosophy Theology Critical Thinking	Before Creation
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Discovery Phase 1: Associate degree in Critical Thinking and Integrated Analysis

On-going courses	Communication Western Civilization Personal and Professional Development Old and New Testament	1st semester
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*CreatEd Institute (C3) Academic Calendar\**  
(Starting Spring 2018)

**Orientation**

Arrival and Orientation (students + parents)  
"Waking Up To The Journey" (students only)

February 13, 2018  
February 14 - 17, 2018

**Semester 1**

Critical Thinking (Rhetoric) Module  
Theology Module  
Philosophy Module

February 19 - March 23, 2018  
March 26 - April 27, 2018  
April 30 - June 1, 2018

*Semester 1 Holidays*

President's Day  
Good Friday & Easter  
Memorial Day  
Session Break

February 19, 2018  
March 30 - April 1, 2018  
May 28, 2018  
June 1 - June 17, 2018

**Semester 2**

Arrival Day  
Mathematics Module  
Physics Module  
Biology Module

June 17, 2018  
June 18 - July 20, 2018  
July 23 - August 24, 2018  
August 27 - September 28, 2018

*Semester 2 Holidays*

Independence Day  
Labor Day  
Session Break

July 4, 2018  
September 3, 2018  
September 29 - October 7, 2018

**Semester 3**

Arrival Day  
Anthropology Module  
Fine Arts Module  
Sociology Module

October 8, 2018  
October 9 - November 9, 2018  
November 12 - December 14, 2018  
January 7 - February 7, 2018

*Semester 3 Holidays*

Columbus Day  
Thanksgiving  
Session (Christmas) Break

October 8, 2018  
November 22-23, 2018 (in Italy)  
December 15 - January 6, 2019

**Semester 4**

Government/Law Module

Economics Module

Literature Module

*Semester 4 Holidays*

President's Day

Good Friday & Easter

**\*Tentative Travel dates for Italy:**

**\*Tentative date for Graduation:**

\*Dates subject to change

\*\*Phase II dates TBA

February 11 - March 14, 2019

March 18 - April 18, 2019

April 22 - May 24, 2019

February 18, 2019

April 19-21, 2019

November 14 - December 13, 2018

May 25, 2019



# Academic Calender Beginning 2017

## **Orientation**

Arrival / Orientation (Students and Parents) August 21-22, 2017  
"Wake up to the Journey" (Students only) August 23, 2017 – August 25, 2017

## **Session 1**

Critical Thinking Module August 28, 2017 – October 5, 2017  
Theology Module October 10, 2017 – November 9, 2017  
Philosophy Module November 13, 2017 - December 14, 2017

### *Session 1 Holidays*

Columbus Day October 9, 2017  
Thanksgiving Break November 22-26, 2017  
Session Break December 15, 2017 – January 7, 2018

## **Session 2**

Arrival Day January 7, 2018  
Math Module January 8, 2018 – February 8, 2018  
Physics Module February 12, 2018 – March 15, 2018  
Biology Module March 19, 2018 – April 19, 2018

### *Session 2 Holidays*

Presidents' Day February 19, 2018  
Good Friday & Easter March 30, 2018 - April 1, 2018  
Session Break April 20, 2018 – May 6, 2018

## **Session 3**

Arrival Day May 6, 2018  
Psychology Module May 7, 2018 – June 7, 2018  
Sociology Module June 11, 2018 – July 12, 2018  
Government/Law Module July 16, 2018 – August 16, 2018

### *Session Holidays*

Memorial Day May 28, 2018  
Independence Day July 4, 2018  
Session Break August 17, 2018 – September 2, 2018

## **Session 4**

Arrival Day September 2, 2018 (Labor Day)  
Economics Module September 3, 2018 – October 4, 2018  
Literature Module October 9, 2018 – November 8, 2018  
Art Module November 12, 2018 – December 14, 2018  
Departure for home\*\*1 December 17, 2017

### *Session Holidays*

Columbus Day October 8, 2018  
Thanksgiving November 22-23, 2018 (In Italy)

Tentative Travel dates for Italy: 11/14/2018 – 12/13/2018

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<sup>1</sup> \*Dates subject to change.

\*\*Students continuing into the fifth and sixth sessions will return in January, 2019. Specific dates and details to be announced.

# Academic Calendar Beginning Fall 2016

Move-in/Orientation Day: September 1st

## Fall 2016 Theos Term: *September 1<sup>st</sup>, 2016 – December 16, 2016*

### Subjects of Study:

- Orientation / Waking up to the Journey: September 1, 2016 – September 5, 2016
- Critical Thinking and Writing: September 6, 2016 – October 7, 2016
- Theology: October 11, 2016 – November 11, 2016
- Philosophy: November 14, 2016 – December 16, 2016

Term break: December 17, 2016 – January 8, 2017

## Spring 2017 Cosmos Term: *January 9, 2017 – April 21, 2017*

### Subjects of Study:

- Mathematics: January 9, 2017 – February 10, 2017
- Physics: February 13, 2017 – March 17, 2017
- Biology: March 20, 2017 – April 21, 2017

Term break: April 22, 2017 – May 7, 2017

## Summer 2017 Anthropos: Term *May 8, 2017 – August 18, 2017*

### Subjects of Study:

- Biblical Anthropology: May 8, 2017 – June 9, 2017
- Sociology: June 12, 2017 – July 14, 2017
- Government and Law: July 17, 2017 – August 18, 2017

Term break: August 19, 2017 – September 3, 2017

## Fall 2017 Ethnos Term: *September 5, 2017 – December 17, 2017*

### Subjects of Study:

- Economics: September 5, 2017 – October 6, 2017
- Literature: October 10, 2017 – November 10, 2017
- Fine Arts: November 13, 2017 – December 15, 2017
  - Tentative Italy Dates: November 15, 2017 – December 9, 2017

\* All dates subject to change; dates of Fine Arts Module subject to change based on accommodation availability and travel costs.

**Typical Program Schedule (Per Five Week Module)**

<b>Week 1</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:30 am</b>	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)
<b>8:30-9:30 am</b>	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation
<b>9:30am-12:30pm</b>	Class	Class	Class	Class	Class
<b>12:30-1:30 pm</b>	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
<b>1:30-3:00 pm</b>	Cabin Cleaning	Class (TBD)	Class (TBD)	Class (TBD)	Community Service  (as occasionally scheduled)
	Class (TBD)				
<b>3:00-6:00 pm</b>	Open	Open	Open	Open	
<b>6:00-6:45 pm</b>	Dinner	Dinner	Dinner*	Dinner	Dinner
<p><b>*Life skills/Professional Formation dinners occur on specific Wednesdays throughout the session. Students will be given a schedule before the start of each session that will include the dates of the life skills for that session. Life skills dinners will typically take place from 4:30-6:30pm.</b></p> <p><b>Evening activities to be scheduled as necessary.</b></p>					

<b>Weeks 2-4</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:30 am</b>	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)
<b>8:30-9:30 am</b>	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation (8:30-10:00am)	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation (8:30-10:00am)	Bible Survey/Spiritual Formation
<b>9:30am-12:30pm</b>	Class	Independent Study	Class	Independent Study	Class
<b>12:30 pm</b>	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
<b>1:30-2:30</b>	Cabin Cleaning	Optional Mapping Workshops (TBD)	Optional Group Reading (TBD)	Optional Mapping Workshops (TBD)	Community Service  (as occasionally scheduled)
<b>2:30-3:30</b>	Optional Group Reading (TBD)				
<b>3:30-6:00 pm</b>	Open	Open	Open	Open	
<b>6:00-6:45 pm</b>	Dinner	Dinner	Dinner*	Dinner	Dinner
<p><b>*Life skills/Professional Formation dinners occur on specific Wednesdays throughout the session. Students will be given a schedule before the start of each session that will include the dates of the life skills for that session. Life skills dinners will typically take place from 4:30-6:30pm.</b></p> <p><b>Evening activities to be scheduled as necessary.</b></p>					

<b>Week 5</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30-8:30 am</b>	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Breakfast (On your own)	Open
<b>8:30-9:30 am</b>	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation (8:30-10:0am)	Bible Survey/Spiritual Formation	Bible Survey/Spiritual Formation (8:30-10:0am)	
<b>9:30am-12:30pm</b>	Class	Class	Class	Finals	
<b>12:30 pm</b>	Lunch Break	Lunch Break	Lunch Break	Lunch Break	
<b>1:30-2:30 pm</b>	Cabin Cleaning	Writing Workshop (TBD)	Writing Workshop (TBD)	TBD	
<b>2:30-3:30</b>	Optional Reading Group (TBD)				
<b>6:00-6:45 pm</b>	Dinner	Dinner	Dinner*	Dinner	
<p><b>*Life skills/Professional Formation dinners occur on specific Wednesdays throughout the session. Students will be given a schedule before the start of each session that will include the dates of the life skills for that session. Life skills dinners will typically take place from 4:30-6:30pm.</b></p> <p><b>Evening activities to be scheduled as necessary.</b></p>					

# Phase 1: Program in *Critical Thinking and Integrative Studies*

## **Description**

### Wisdom-Based Living. Holistic Education

The goal of the intensive, modular 16-months-long Critical Thinking and Integrative Studies Program is to forge mature Christian thinking, character and stewardship by engaging students with the greatest questions humanity has ever asked, alongside many of the greatest minds who have ever lived, all within the context of the greatest story ever told, the Bible, so that they live well—choose wisely, think critically, live honorably, respect culture, fulfill responsibilities, and serve generously. In this way, the CreatEd Institute Critical Thinking and Integrative Analysis Program provides a holistic education.

### Apprenticeship-Style Learning. A Critical Thinking Model

A cohort of 18-30 students will journey together with faculty and a mentor in an apprenticeship learning style, critically examining each core subject's history, philosophy, and seminal texts using a Socratic learning model. Training students in a unique critical thinking and proprietary "Smart-Think" technology, faculty come alongside students to equip them for continuing studies and work.

### Modified Great Books. A Socratic Classroom

Students read their lectures directly from scholars like Plato, Aristotle, Thomas Aquinas, C.S. Lewis, Alexander Hamilton, Thomas Jefferson, and Adam Smith all before coming to class. This allows students to encounter ideas directly from original authoritative works in each subject. These great works provide a fertile ground for students to participate in Socratic dialogues, where students and faculty members grapple over some of the toughest questions known to man. In this way, students learn to identify assumptions, implications, and underlying premises, tracing author's arguments and considering their overall contribution to God's design for human flourishing.

### A Sequenced Modular Curriculum. A Global Classroom

This exceptional program enables students to study modularly—one core subject at a time, in an order that follows the flow of the biblical narrative:

The (God-prescribed) Good Life is rooted in a discerning heart (Critical Thinking) shaped by God's revelation (Theology) as the standard of all thinking (Philosophy) about the measured realities (Math) of the world we inhabit (Physical Sciences) as living Image-Bearers of God (Biology) with unique capacities (Anthropology) in special relationships (Sociology) in ordered communities (Political Science) and structured for shalom (Economics) and creative action (Literature & Art)

This approach builds an overarching unity of knowledge as the core subjects connect together to create a unique lens through which to better understand the nature and character of God.

A highlight for every student is their study of art in Italy. Students' cultural and aesthetic literacy explodes as they experience history, culture, and the great masterpieces of painting and sculpture in Venice, Florence, Rome, and Assisi.

## ***SEMESTER OVERVIEWS***

### Semester 1

#### Theos (God)

- Focus: Rhetorical, Metaphysical and Epistemological Foundations
- Purpose: To equip students with the analytical, theological and philosophical tools to think critically about the essential nature of the Good Life.
- Outcomes: Demonstrate qualitative reasoning competencies through the construction and deconstruction of textually/non-textually based arguments and claims

### Semester 2

#### Cosmos (World)

- Focus: Mathematical, Cosmological and Biological Foundations
- Purpose: To equip students with the mathematical, observational and experimental skills to think scientifically about the natural context(s) of the Good Life.
- Outcomes: Demonstrate quantitative reasoning competencies by pursuing (real-world) computational proficiencies and a growing appreciation for the scientific method and experimentation.

### Semester 3

#### Anthropos (Humanity)

- Focus: Anthropological, Social, and Political Foundations
- Purpose: To equip students with the personal, relational and aesthetic competencies to think creatively about the cultural tasks of the Good Life.
- Outcomes: Demonstrate social reasoning competencies through the observation, interpretation and evaluation of the historically and geographically diverse forms of human rationality.

### Semester 4

#### Ethnos (Peoples and Cultures)

- Focus: Economic, Literary, and Artistic Foundations
- Purpose: To equip students with the historical, theoretical and practical expertise to think justly about the public order of the Good Life.
- Outcomes: Demonstrate practical reasoning competencies through responsible, personal participation in the political processes and financial institutions of society.

## ***Course Listing***

### ***Part 1. Core, Sequenced-Modular Curriculum***

HUM	120	Critical Thinking and Logic (3)
HUM	125	Theology: Existence, Nature, and Character of God (3)
HUM	135	Philosophy: Reality, Knowledge, and Ethics (3)
HUM	140	History and Philosophy of Mathematics (3)
HUM	145	History and Philosophy of the Physical Sciences (3)
HUM	155	History and Philosophy of Biology (3)
HUM	160	Introduction to Biblical Anthropology (3)
HUM	165	Sociology: Historical & Theoretical Concepts (3)
HUM	175	The History and Philosophy of Political Thought (3)
HUM	180	Foundational Principles of Economics (3)
HUM	185	Introduction to Literature (3)
HUM	190	Art: Cultural and Aesthetic Literacy (3)
MATH	115	Liberal Arts Mathematics (3)

### ***Part 2. Biblical Studies Core***

BI	171	Old Testament I: Pentateuch, Job, Joshua, Judges, Ruth (3)
BI	172	Old Testament II: Historical Books (3)
BI	173	Old Testament III: Prophets (3)
BI	271	New Testament Survey (3)

### ***Part 3. Co-Modular Courses Academic Skills and Development***

COM	173	The Art of Public Speaking (2)
COM	171	Composition I (3)
COM	271	Composition II (3)
HIS	111	Studies in the History of Western Civilization I (1)
HIS	112	Studies in the History of Western Civilization II (1)
PPD	101	Personal and Professional Development I (1)
PPD	102	Personal and Professional Development II (1)
PPD	103	Personal and Professional Development III (1)
PPD	104	Personal and Professional Development IV (1)



## ***Course Descriptions***

**Course Title: Old Testament I: Pentateuch, Job, Joshua, Judges, Ruth**

**Course Number: BI 171**

**Course Description:**

This course is a study of the nine First Testament books whose subject matter comes chronologically first, with particular attention given to the narrative thread that runs from Genesis through the time of the Judges, the theological themes that arise from this material, and the manner in which Torah shapes the identity of the Jewish people and foundations of Christianity. Students are introduced to tools helpful for biblical literacy and interpretation, and will be provided with essential historical content regarding these texts.

**Course Title: Old Testament II: Historical Books**

**Course Number: BI 172**

**Course Description:**

This course is an examination of Israel's history from their establishment in the Promised Land to their return from the Babylonian exile, drawing upon historical and exegetical materials. Emphasis will be on knowing the narrative and religious material contained in the text itself. The course will also cover questions of introduction and background, as well as an examination of dating the reigns of the kings of Israel and Judah, and preparing students to recognize the narrative contexts of First Testament prophets. Students will work on developing skills helpful to biblical literacy and be provided with essential historical content helpful for informed interpretation of these texts.

**Course Title: Old Testament III: Prophets**

**Course Number: BI 173**

**Course Description:**

This course is a study of the Major and Minor Prophets. Emphasis will be on the texts and the immediate situations to which they refer, notably the political and religious climate in Kings and Chronicles. This course will also address New Testament and some contemporary uses of these texts, including Messianic prophecies and application of prophecies to contemporary situations. Students will be provided with essential historical content as well as inductive observation skills necessary for proper interpretation.

**Course Title: New Testament Survey**

**Course Number: BI 271**

**Course Description:**

This course is a study of the New Testament. We will undertake a historical study of the New Testament documents, seeking to understand their origin, purpose, and content within their broader historical and cultural context. Students will be familiarized with and practice skills helpful to informed New Testament interpretation. We will also seek to clarify the theological message of each text in light of its historical circumstances, with a view toward understanding their significance for today.

**Course Title: The Art of Public Speaking**

**Course Number: COM 173**

**Course Description:**

This course provides the student with an introduction to the theory of the communication process. Topics include analyzing a target audience, organizing material, preparing an effective method of delivery, executing with poise and authority, and developing informative and persuasive speeches.

**Course Title: Composition I**

**Course Number: COM 171**

**Course Description:**

Composition is an introductory course to the rules and practices of general academic writing. An emphasis is placed on the writing process and skills necessary to conduct college-level research writing using primary and secondary sources while documenting them correctly according to MLA guidelines. Students will practice composing unified, coherent, error-free prose that adheres to Standard Written English.

**Course Title: Composition II****Course Number: COM 271****Course Description:**

Composition II provides continued instruction in the rules and practices of general academic writing. An emphasis is placed on advanced writing techniques where students compose written work supported by the critical reading and thoughtful integration of scholarly sources into original argumentative and analytical writing. Students will learn and apply advanced revision and editing skills during numerous writing workshops where both the instructors and peers will provide constructive critiques during individual, small, and large-group consultations. Students will adhere to MLA guidelines and Standard Written English.

**Course Title: Critical Thinking and Logic****Course Number: HUM 120****Course Description:**

This course provides the methodological foundation for approaching the liberal arts and sciences by introducing the goals, methods, and applications of analytical reasoning as a vital skill for responsible participation in today's public square. As a first course in reasoning, learning to identify, evaluate, and respond to arguments is at the heart of the module, students are trained to spot argumentative structures (e.g., premises, conclusions, evidence), map argumentative logic (e.g., inductively, deductively, syllogistically) and detect argumentative strengths/weaknesses (e.g., soundness, validity, fallacies) in the various literary, visual, and media 'texts' they encounter both in and out of class.

**Course Title: Theology: Existence, Nature & Character of God****Course Number: HUM 125****Course Description:**

This course seeks to establish the theological foundation for pursuing the other liberal arts and sciences by introducing the biblical, historical and philosophical roots of Christian theism's concept of God. Through an introductory look at a philosophy of the Christian religion, students are also introduced to six fundamental branches of Theology—biblical, historical, natural, philosophical, systematic and practical—and the unique contribution each makes to our attempts to speak responsibly about God.

**Course Title: Philosophy: Reality, Knowledge, and Ethics****Course Number: HUM 135****Course Description:**

This course supplies the philosophical foundation for engaging the liberal arts and sciences by introducing the most significant Western thinkers and theories concerned with the nature of reality, knowledge, value, and purpose in the human experience. Students explore the history and concerns of four fundamental branches of philosophical inquiry—Ontology, Epistemology, Axiology, and Philosophy of History—and the unique challenges they pose for Christian theism in current cultural controversies.

**Course Title: The History and Philosophy of Mathematics****Course Number: HUM 140****Course Description:**

This course provides a historical, theological, and philosophical context for mathematics, to lay the arithmetical foundations for progressing in the liberal arts and sciences.

The module begins with the theological foundation of a Triune God, in whom number was extant before time, and progresses to the discovery and development of Geometry (Greece), Algebra (Islamic culture), Trigonometry (India) and Calculus (Modern West). Along the way, we meet some of history's foremost mathematicians and examine the discoveries that made them famous. The result is something of an adventure story. Students will learn and apply the techniques, strategies and formulas associated with each through hands-on, project-based activities designed to facilitate both assimilation and retention of the abstract mathematical concepts and functions.

With this historical foundation laid, the course goes on to explore core concepts involved in the often surprisingly significant relationship between mathematics and the fields philosophy and theology.

**Course Title: History and Philosophy of the Physical Sciences****Course Number: HUM 145****Course Description:**

This course provides the cosmological foundation for grounding the liberal arts and sciences by offering a theoretical introduction to the history, philosophy and methodology of the classical and contemporary physical sciences. As a first course in ‘scientific reasoning,’ understanding the skills and benefits of empirical investigation, firsthand observation, controlled experimentation, and theoretical verification is a priority for the module. The course is conceptual rather than calculus-based in its approach, accommodating the liberal arts learner. After an initial introduction to the philosophical starting-points of the physical sciences, students examine the most significant concepts and contributors to the field. Topics include kinematics, dynamics, energy, nuclear physics, and quantum theory. Along the way, contemporary cultural debates arising from the physical sciences (e.g., theories of origins, etc.) are explored in preparation for informed participation in such discussions in the public square.

**Course Title: History and Philosophy of Biology****Course Number: HUM 155****Course Description:**

This course furnishes the ecological foundation for contextualizing the liberal arts and sciences by offering a theoretical and experimental introduction to the history, philosophy, and methodology of modern biology. Students explore the experimental means, practical aims, and ethical constraints for the study of life and living things. Some specific topics covered: genetics, biotechnology, ecology, population dynamics, microbiology, natural selection, and anatomy. Attention is also given to some of the cultural and theological questions raised in the study of biology.

**Course Title: Introduction to Biblical Anthropology****Course Number: HUM 160****Course Description:**

This module provides a conceptual introduction to the history, philosophy, methodology and most significant concepts in the study of humanity. The course will compare and contrast the anthropological assumptions of Christian theism with the theoretical, clinical and procedural principles and practices of the prevailing schools of Psychology in the Western world (e.g., Psychoanalysis, Behaviorism, Gestalt, etc.). Students will be invited to join the ‘human conversation’ alongside such thinkers as Augustine, Aquinas, Freud, Maslow, Skinner, and Rogers.

**Course Title: Sociology: Historical & Theoretical Concepts****Course Number: HUM 165****Course Description:**

This course unfolds the social foundation for sustaining the liberal arts and sciences by providing a historical, conceptual and theological interpretation of the structures, patterns, and forces shaping and shaped by group relationships in complex societies.

Students explore the formation, function and potential flourishing of the diverse expressions of human community within human cultures. With this in mind, students scrutinize the anthropological and theoretical roots of (1) familial relationships [e.g., husband/wife, parent/child, etc.]; (2) ecclesial relationships [e.g., priest/parishioner, believer/unbeliever, etc.]; (3) civil relationships [e.g., employer/employee, friend/foe, etc.]; and (4) political relationships [e.g., ruler/ruled, ally/enemy, etc.]. Students are challenged to move beyond a descriptive analysis of society’s diversity and wrestle with the prescriptive questions related to identifying relational norms in today’s pluralistic climate with its commitment to moral, sexual, cultural, religious and personal relativism.

**Course Title: The History and Philosophy of Political Thought****Course Number: HUM 175****Course Description:**

This course explores the political foundation for guarding the liberal arts and sciences by exploring the historical, philosophical and practical principles and procedures of government and Western jurisprudence. Through close readings of foundational documents, students explore the ideas and institutions shaping the current political and legal landscape. Along the way, we'll enter the historical debates concerning the philosophical legitimacy and limits of government and law. Politically divisive issues in the contemporary American context—such as civil disobedience, religious liberty, the morality of war, and judicial activism will be explored.

**Course Title: Foundational Principles of Economics****Course Number: HUM 180****Course Description:**

This course surveys the biblical, historical, philosophical and practical principles of economic thought. Structured around the four traditional branches of political economy, the course will examine the theoretical and procedural aspects of (1) producing wealth; (2) distributing wealth; (3) exchanging wealth; and (4) consuming wealth. Through close readings of seminal economic texts and careful policy analysis, students will grapple with the implications of economic theories and concepts for a range of current economic policy issues related to international trade, fiscal sustainability, global development, and today's markets. Along the way, they meet the major thinkers and thinking of the Classical school (e.g., Adam Smith), Collectivist school (e.g., Marx), Austrian school (e.g., Friedrich Hayek), Libertarian school (e.g., Milton Friedman) and Keynesian school (e.g., John Maynard Keynes) of economics. Additionally, students will explore the biblical precepts and principles related to financial stewardship and their relevance to the competing economic visions of today's world.

**Course Title: Art: Introduction to Literature****Course Number: HUM 185****Course Description:**

This module will explore the significance of literature as a means to understand the human condition. Prose, poetry, drama, and fiction will be explored to gain a small glimpse into the breadth of literary expression. Likewise, each genre will be used to expound a particular aspect of the human condition and the particular mediums ability to convey it. As an introduction, this course will examine the (1) history of language arts as they provide (2) insight in the particularities of the human condition through the (3) peculiarities of the human character, (4) perplexities of human conflicts, and (5) possibilities of human consciousness.

**Course Title: Art: Cultural & Aesthetic Literacy [STUDY ABROAD]****Course Number: HUM 190****Course Description:**

This course unveils the cultural foundation for civilizing the (other) liberal arts and sciences by providing a theoretical and practical overview of the history, philosophy and most significant productions in Western Art. This course in 'aesthetic reasoning,' explores the monuments, metaphysics, meaning, methods and morality of beauty. Museums, galleries and streets of Florence, Venice, Assisi, and Rome replace the classroom as students pursue their study of Art through on-site exposure to Italy's masterpieces. Artistic sensibilities are honed through (1) a comprehensive historical review of Western art; (2) a philosophical investigation of the nature and meaning of beauty; (3) a theological evaluation of art's source and significance; (4) a general introduction to the predominant theories of aesthetics and art criticism; and (5) practical training in the analysis of individual works of art. Other forms of artistic expression are also introduced such as music, literature, and dance.

**Course Title: Liberal Arts Mathematics****Course Number: MATH 115****Course Description:**

This course aims to teach students such topics as mathematical reasoning, natural number patterns, geometry, elementary probability and statistics, numeration systems, ordering numbers, linear equations, scientific notation, arithmetic word problems, functions, and financial mathematics and selected current topics to give students practical applications of mathematics for their daily lives. In addition to guided times of math labs and use of Aufmann's and Lockwood's *Basic College Mathematics*, students will be expected to spend time outside of class using the practice exercises provided and resources from Khan Academy. Readiness evaluations are meant to help students focus their time on practice exercises to their personal critical areas.

**Course Title: Studies in the History of Western Civilization I****Course Number: HIS 111****Course Description:**

These courses supplies the contextual foundation for exploring the liberal arts and sciences by furnishing students with a detailed and discipline-specific overview of the most significant moments, movements and makers for each field of study covered in the Rivendell program. As a first course in 'historical reasoning,' imparting an understanding of the assumptions and methods of historical analysis as well as a thorough acquaintance with each discipline's origin, development and present status is at the heart of the module. Delivered in 'modular installments' throughout the entire four-semester program, the course content takes the form of twelve concentrated historical overviews of each discipline (e.g., theology, philosophy, biology, etc.) appropriately positioned at the beginning of each module as a way of contextualizing all subsequent conceptual content. This 'unorthodox' delivery strategy allows students to explore each discipline's tradition more thoroughly while, at the same time, avoiding the compartmentalization of history that so often characterizes standard 'Western Civilization' courses. As a result, this multi-faceted investigation of the Great Tradition, spanning more than 5,000 years of Western civilization, equips students with both an extensive and intensive introduction to the general, philosophical, cultural, political, social and scientific backgrounds of the current global community that awaits them. So armed, they'll then be ready to enter the millennia-long conversation(s) of the Western world (and beyond) with the historical literacy required for productive participation in today's public square.

The first such course, spanning the first two semesters, supplies the contextual foundation and is a concentrated historical overview of the most significant movements in the development of Western scientific thought and achievement (including but not limited to: Aristotelian Cosmology, the Copernican Revolution, Einstein's Theory of Relativity, and Darwin's Origin of Species) as well as the history and development of mathematics in the Western world (from the classical world of Thales and Pythagoras as well as ancient Babylonian and Egyptian mathematics to modern Calculus).

**Course Title: Studies in the History of Western Civilization II****Course Number: HIS 112****Course Description:**

This two-semester course builds on the previous history course in supplying the contextual foundation and is a concentrated historical overview of the most significant movements in the development of the social sciences (with particular attention paid to the development of various "schools" of psychology), the most significant movements in the development of Western political thought, and the history and development of literature and art in the Western world.

**Course Title: Personal and Professional Development I, II, III, IV**

**Course Number: PPD 111, 112, 113, 114**

**Course Description:**

This set of courses (taking place once a semester over the course of the program) is an introduction to the principles of loving others through manners, etiquette, and respect in society. Although some may say etiquette is antiquated and obsolete in our present society, it is really only ignored. If, as Paul says in Romans 12, we are to “give thought to do what is honorable in the sight of all” and follow the other principles laid out in the same chapter, we should study and give thought to etiquette, manners and respect. This course will take the biblical directives given in Romans 12 and, through critical reading and discussion, apply them to the writings of etiquette experts such as Emily Post, Dorothea Johnson, and Jacqueline Whitmore and their thoughts on etiquette in everyday life.

# Academics — “Loving God with Our Mind”

## (Academic Expectations and Requirements)

<p><b>Introduction</b></p>	<p>The CreatEd Institute is primarily method-driven as opposed to lecture-driven and will be an adjustment for many. All class activities and assignments are designed for students to actively think their own way through a subject while becoming better informed about the field. The cohort faculty and mentors serve to guide the cohort through their whole time in the program in active discussions critically analyzing the field’s major questions as well as the classic and modern answers from many different worldviews.</p> <p>At the beginning of the Program, students are taught the <i>CreatEd Critical Thinking Method</i> that emphasizes the art of self-learning and promotes the learning of skills for better reading, reasoning, writing, and rhetoric in order to think actively and analytically for themselves. The Method is used in every module thereafter and will serve as the primary assignment for each class, along with active participations in discussions, eventually including opportunities for students to lead discussions with their peers.</p> <p>Through applying the Method throughout the whole program, students have the opportunity to become proficient critical thinkers. Our expectations will increase and grading will become more stringent over the course of the program as students become more proficient with the Method. Additionally, participants will increasingly be asked to take initiative in designing projects, doing self-directed research, and developing original theses with informed critical thinking.</p>
<p><b>Classroom Participation</b></p>	<p>CreatEd Institute classes are conversational, as both students and faculty come together to discuss the great questions of life. Students are taught to reach conclusions through probing questions posed by faculty and peers.</p> <p>Every student is expected to actively participate in all class discussions. There are four aspects of class participation:</p> <ul style="list-style-type: none"> <li>• Attendance: students must be physically present in class</li> <li>• Respect and Courtesy: verbal as well as non-verbal communication of body language and dress</li> <li>• Engagement: being mentally and emotionally “present” for class discussions and guest lectures; attentiveness</li> <li>• Contribution: charitably furthering class discussions</li> </ul> <p>Class time is a place to practice loving one’s neighbor through manners, courtesy and respect. Therefore:</p> <p style="padding-left: 40px;">Students should not detract from class by activities such as surfing the web, emailing, texting, tweeting, facebooking, etc.).</p> <ul style="list-style-type: none"> <li>• Cell phones should be silenced prior to the start of class.</li> <li>• Sleeping or inattentiveness is not permitted.</li> <li>• Faculty may define and implement additional guidelines for the classroom as needed.</li> </ul> <p>Another way to be respectful is to avoid tardiness. Students are expected to be on time for all program-related events.</p> <p>Because of CreatEd’s emphasis on discussion and reading, class time is not limited to a physical space, and the cohort will frequently break-off in to smaller groups and off-site discussions. However, all of the expectations of attentive participation still apply during off-site cohort times. Classroom engagement includes (but is not limited to) the various aspects mentioned in this section. The level of classroom engagement will factor into the student’s participation grade.</p>

<p><b>Academic Freedom</b></p>	<p>The CreatEd Institute is committed to a policy of academic freedom, which is not only foundational to maintaining an educational environment, but vital given the nature of the CreatEd Program. The Institute believes that the intellectual growth of students demands academic freedom, but freedom in any context carries with it corollary responsibilities and limitations. Responsible behavior is vital to the maintenance of academic freedom.</p> <p>Students are free to and encouraged to inquire into and to examine all views; however when they disagree with their faculty or one another, they are expected to practice courtesy and respect while questioning others' views. They are expected and encouraged to carefully and critically examine information until they are able to formulate informed convictions as to the truth. Students are expected to develop critical thinking skills and adequate research techniques so that their inquiry will be carried out in an honest and scholarly manner.</p> <p>The Created Program has been designed within the context of an evangelical Christian perspective (as delineated in the CreatEd Statement of Faith and Community Covenant), and this is reflected in the construction of the program (e.g., in the amount of time dedicated to particular subjects, such as Bible and Theology). The Created Institute believes that a Christian worldview values critical engagement with these subjects works in tandem with Christian discipleship and devotion to better honor God with our minds. Students are in no way required to reach the same conclusions as their faculty, the Created Institute, or its leadership, but are expected to engage respectfully and thoughtfully with the Christian worldview that informs the Created Institute's approach, just as with any other student's perspectives.</p>
<p><b>Late Work</b></p>	<p>All assigned work must be submitted through the method specified with the given assignment (such as the online education management software or turned-in by physical copy). The penalty for assignments not submitted by the approved method by the due date will be an automatic 10% grade reduction with an additional 10% off per day thereafter. Faculty have the discretion to not accept assignments more than 72 hours after the assignment is due.</p> <p>If a student wishes to request an alternative deadline, extension, or late penalty, they should make such a request in writing to the relevant faculty before the assigned deadline. If more than one faculty person is leading the course, both faculty should be addressed. The request should explain the reason why the student is unable to meet the given deadline and why the proposed alternative deadline is reasonable.</p> <p>Faculty are committed to reasonably deliberating about the student's request, weighing such factors as the believability of the extenuating circumstance, the student's history of timeliness and integrity, and the impact of such a decision on upcoming assignments. Faculty are not required to grant such requests, and may grant a different alternative than either originally proposed or requested by the student (as long as such alternative is not more strict than the originally scheduled deadline or late penalty). In no way will a prior grant of extension be considered as precedent or grounds for future extension.</p>
<p><b>Academic Dishonesty</b></p>	<p>Students are expected to be honest in all of their academic work. Academic dishonesty is a serious violation of both academic standards and biblical teaching and is an affront to other students and the faculty.</p> <p>Students found involved in academic dishonesty will be penalized by the faculty. Penalties may include reduced credit or no credit on the assignment/test, additional assignments, failure of module, or other measures deemed appropriate. Instances of academic dishonesty may be recorded on the student's permanent record.</p> <p>Examples of academic dishonesty include, but are not limited to, plagiarism, cheating on quizzes and exams, pretending to have read class materials, fabricating extenuating circumstances to request an extension, and/or turning in the same assignment or using previous work (e.g., essays, research, speeches) for two or more modules without prior permission from faculty.</p> <p>Examples of plagiarism include, but are not limited to, submission of work, either in part or in whole, completed by another; failure to give proper credit for ideas, statements, facts, or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit; and/or use of another's project or program or part thereof without giving credit.</p>



<p style="text-align: center;"><b>Grades and GPA Reference Chart</b></p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>GPA (Points out of 4)</th> </tr> </thead> <tbody> <tr><td>A</td><td>94 - 100%</td><td>4</td></tr> <tr><td>A-</td><td>90 - 93%</td><td>3.7</td></tr> <tr><td>B+</td><td>87 - 89%</td><td>3.3</td></tr> <tr><td>B</td><td>84 - 86%</td><td>3</td></tr> <tr><td>B-</td><td>80 - 83%</td><td>2.7</td></tr> <tr><td>C+</td><td>77 - 79%</td><td>2.3</td></tr> <tr><td>C</td><td>74 - 76%</td><td>2</td></tr> <tr><td>C-</td><td>70 - 73%</td><td>1.7</td></tr> <tr><td>D+</td><td>67 - 69%</td><td>1.3</td></tr> <tr><td>D</td><td>64 - 66%</td><td>1</td></tr> <tr><td>D-</td><td>60 - 63%</td><td>0.7</td></tr> <tr><td>F</td><td>≤ 59%</td><td>.00</td></tr> </tbody> </table> <p>Note that traditional rounding will be used to determine, to the nearest whole number, a student's percent for the course total. For example, a student earning 79.5% overall for the course would receive a final course grade of 80% resulting in a B, while a student earning 79.47% would receive a final course grade of 79% resulting in a C.</p>	Grade	Percentage	GPA (Points out of 4)	A	94 - 100%	4	A-	90 - 93%	3.7	B+	87 - 89%	3.3	B	84 - 86%	3	B-	80 - 83%	2.7	C+	77 - 79%	2.3	C	74 - 76%	2	C-	70 - 73%	1.7	D+	67 - 69%	1.3	D	64 - 66%	1	D-	60 - 63%	0.7	F	≤ 59%	.00
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<p style="text-align: center;"><b>Academic Requirements for Completion of the Program</b></p>	<p>To successfully complete the program and be awarded a Certificate of Completion of the CreatEd Institute Program, students must:</p> <ol style="list-style-type: none"> <li>a. Complete the Program with a minimum cumulative GPA of 2.00 (a "C" average) in order to graduate.</li> <li>b. Pass each module in the Program. Students receiving an F in a course would need to re-enroll in that course at a future date and complete it with a passing grade to be eligible for receiving their certificate of completion.</li> </ol>																																							
<p style="text-align: center;"><b>Academic Review and Academic Dismissal</b></p>	<p><b>Academic Review:</b> Students will receive an Academic Probation with a Learning Contract should their academic performance indicate that they are not achieving the academic standards necessary to be awarded a certificate of completion. Students will receive an Academic Review for:</p> <ol style="list-style-type: none"> <li>1. A course grade below a 2.0 (C) or a projected cumulative GPA below a 2.0.</li> <li>2. An F earned in any course, with notification that an F in any course makes them ineligible to receive a certificate of completion.</li> </ol> <p>Students who have earned an F may file an Academic Petition with the Program Director in order to make a Learning Contract outlining measures to rectify their academic standing in a timely manner. This Learning Contract must be developed with the Cohort Faculty approved by the Academic Appeals Committee (a faculty representative, spiritual mentor, and the Program Director). Any failure to complete make-up work according to the agreed-upon dates will result in a withdrawal of the Academic Petition. Students receiving an F in a course would be ineligible to receive a certificate of completion. The student would have to apply to retake that course in the future at its published cost.</p> <p>Please note: The CreatEd Program is intensive. Struggling students are encouraged to work with their Faculty <b>before</b> they fall behind. Approval of an Academic Petition will take into consideration a student's attitude, work ethic, and initiative to seek and utilize the supports available.</p>																																							

	<p><b>Academic Dismissal:</b> Students receiving a third course grade below a 2.0 may be subject to Academic Dismissal. Each student's situation will be reviewed on a case-by-case basis. A student may submit an Academic Petition to the Program Director to remain in the Program.</p> <p>Please note: Students are charged for retaking courses.</p>
<p><b>Academic Petitions and Accommodation</b></p>	<p>The CreatEd Institute understands that, on occasion, extenuating circumstances or disabilities necessitate the suspension of academic policy or provision for alternative assessments, etc. In the event that a student believes the circumstances necessitate such a suspension, an academic petition must be submitted and subsequently approved by the Academic Coordinator. If the student is requesting accommodations on the basis of a disability, they should submit documentation of the disability and its nature at this time. Students submitting petitions for other reasons are encouraged to first discuss the matter with their faculty members to determine if an academic petition is warranted. The Academic Coordinator (or Program Director) will contact the student following review of documentation in a timely manner (usually between two-to-three business days from receipt). Except in unusual circumstances, contact will be made in no more than 3 weeks following receipt of properly submitted documentation. The student will be notified of the approved accommodations plan in writing.</p> <p>Students who are approved for special arrangements may request a change or addition to the initial proposal; some such changes might require additional information from the student.</p> <p>CreatEd Institute's small size provides both opportunities and challenges in providing accommodations to students with academic disabilities. While CreatEd Institute will make every reasonable accommodation for students with disabilities, CreatEd Institute has the right to refuse an unreasonable accommodation, adjustment, or auxiliary aid or service that imposes an undue burden or a fundamental alteration of a program or activity of the program. Please see the Essential Eligibility Requirements document for more information.</p> <p>The student is encouraged to communicate throughout the process and to provide feedback upon receipt of accommodations eligibility notification. This is also a time for the student to express any concerns or requests for revisions/addendums to the accommodations offered.</p> <p>If a petition for academic accommodations for a disability is rejected, the student may present a one-time appeal to a committee consisting of at least one classroom representative, one student life representative, and the Program Director. The decision of this committee will be final.</p>
<p><b>Academic Withdrawal and Incompletes</b></p>	<p>In order to avoid receiving an F, a student may file an academic petition to receive instead a W (withdrawal) or I (incomplete). An academic petition must be filed with the Program Director in order to withdraw from a class. If a withdrawal occurs after 60% of a course has completed, it will be recorded as a WF. If a withdrawal has been granted or the student receives an F, the student must file an academic petition to continue in the Program. Students wishing to remain in the Program after withdrawing must apply for audit status.</p> <p>An incomplete in a course involves an academic agreement with the Program Director regarding deadlines for the completion of the incomplete course work. Such deadlines will start at the end of the student's time enrolled in the accelerated courses. Valid reasons for granting incompletes include medical, psychological, or bereavement leave, or, in some circumstances, as a part of a social probation/dismissal/suspension agreement.</p>
<p><b>Attendance Policy</b></p>	<p>Attendance is an integral part of the IN-COMM™ experience in the Created Institute Program. Because the Program is more than academic, this policy spans the entirety of the Program and is inclusive of community service, life skills, etc. The Program is also year-round: therefore, please bear in mind that absences for weddings, family vacations, etc., are still counted as absences.</p> <p>Because the Program works on an accelerated modular system, missing one day of class is the clock-hours</p>

	<p>equivalent of missing a week of class in traditional educational programming. Not only is class attendance essential for learning content, it is essential in demonstrating respect and etiquette to peers and faculty. As such, it is the student's responsibility to immediately inform the faculty of any upcoming absences. If the student is missing from programmed activities and/or the residences for 12 hours or more without having informed staff of an anticipated absence, the student will be considered missing if they have not responded to communication attempts.</p> <p><b>Typical Module Attendance Requirements</b> For the typical module, unless prior approval is received from faculty, students are allowed up to two absences without grade reductions. Upon a third absence, a student's grade may be reduced by one letter grade. After further absences, students are subject to receive a failing grade for the course.</p> <p><b>Class specific attendance requirements</b> Due to the integrated nature of the courses, students are not allowed any absences during the Public Speaking and Composition courses.</p> <p>Bible Courses are woven into the fabric of the curriculum and are an essential component in the development of each student; therefore, students are only allowed up to six absences per session, upon the seventh absence, students' grades are subject to be reduced by one letter grade and upon the eighth absence, the grade is subject to an automatic fail.</p> <p><b>Academic Petition</b> If a student's medical condition keeps him/her from being in the classroom, the prearranged use of video conferencing is permissible and may not qualify as an absence. An Academic Petition should be filed, accompanied by a doctor's note, for any extended medical absences.</p> <p><b>Tardiness</b> Timeliness is expected. If a student walks in after the designated start time, he/she will receive a tardy. If a student leaves early, he/she will receive a tardy. Two tardies is equivalent to an absence.</p>
<p><b>Records Policy</b></p>	<p>One paper copy of records for current and former students is held in a secure fireproof depository: locked filing cabinets stored within a locked windowless room inside CreatEd's Main Office. These records include an academic transcript, any official documentation in regards to campus life, and any files indicating courses completed, grades earned, degrees awarded, and periods of attendance. An additional electronic copy is maintained by the Program's management system, Populi, with access granted only to the office of the Registrar.</p> <p>The Registrar is designated to provide any current or former student with official copies of records and transcript upon written request of the student.<sup>2</sup></p>
<p><b>Policies and Information Regarding Transfer Credit and Transferability</b></p>	<p>The CreatEd Institute's unique, sequenced-modular curriculum is intended to be taken by students in sequence and in community with a consistent cohort of students and faculty. As such, we do not regularly accept transfer credit toward completion of CreatEd's program.</p> <p>In certain cases, exceptions may be made at the discretion of the Program Director. Such cases include the following:</p> <ul style="list-style-type: none"> <li>a) Medical or bereavement leave granted according to CreatEd's published policies which caused absence from certain CreatEd courses in their sequence</li> <li>b) Students from the discontinued San Diego Christian College's Rivendell Program or North Central University's Magnum Opus Program may receive consideration for their completion of courses parallel to the CreatEd Institute's sequenced modular curriculum.</li> </ul> <p>Any other case for exception must be approved by the Program Director and the registrar.</p>

<sup>2</sup> Written requests can be mailed to the CreatEd Institute, attn.: Registrar, 84 Blue Ridge Assembly Circle, Black Mountain, NC 28711, or emailed to registrar@created.education

	<p>In any case, transfer credits will only be accepted under the following conditions:</p> <ol style="list-style-type: none"> <li>CreatEd has received an official transcript of the completed course work</li> <li>The course has been completed with a grade of “C” or higher</li> <li>The course objectives and rigor meets the standards set by CreatEd Institute</li> <li>The course was taken within the last 10 years</li> <li>The course was taken at an accredited institution</li> <li>Transfer credits do not exceed 30 credits.</li> </ol> <p>Decisions about granting transfer credit will be communicated to the student applying for transfer credit within 15 business days of the receipt of the official transcript or the request to make an exception to grant transfer credit, whichever is later. The decision of the Program Director is final.</p> <p>Students should be aware that the transferability of credits granted by CreatEd Institute for the completion of course work is determined entirely by the policies of the accepting institutions, their state and/or federal regulators, and their accrediting agencies (if applicable). Standard practices for transfer of credit for post-secondary education in North Carolina is governed by the UNC/NCCCS Comprehensive Articulation Agreement, which may be found in its entirety, with appendixes, at <a href="http://www.northcarolina.edu/sites/default/files/comprehensive_articulation_agreement_oct_2015.pdf">http://www.northcarolina.edu/sites/default/files/comprehensive_articulation_agreement_oct_2015.pdf</a></p>
<p><b>Requirements for Receiving a Certificate of Completion</b></p>	<p>Students who have successfully completed all program components with an average grade of satisfactory or better may be approved to receive a certificate of program completion. Students must be cleared for graduation through the Program Director.</p> <p><b>Payment of Account:</b> Payment in full (tuition, fees, and fines) is required to receive a certificate of completion and for a release of records of work completed. Certificates will be mailed 3-6 weeks from the time the completion of the program and program requirements is confirmed.</p> <p><b>“Virtus cum Scientia” Distinction:</b> This honor is bestowed by Cohort Faculty upon the student who best exemplifies the phrase “Character with Knowledge United.”</p> <p><b>Transcripts:</b> Because the CreatEd Institute Program is not a college or a university and is neither accredited nor degree offering, CreatEd does not issue traditional transcripts. However, the CreatEd Institute Program will issue transcripts as official notices of work completed in accordance with the Family Educational Rights and Privacy Act. These official notices of work completed will only be sent upon written request of the individual to whom the record belongs. Request by persons other than the student will not be honored without written authorization from the student.</p> <p>Official copies of transcripts are not issued until all accounts with the Institute are cleared. All graduates receive two official transcripts at no charge. Processing will not begin until notification has been received from the Registrar's Office.</p> <p>The transcript request form available on Populi and the office should be printed, filled out and either mailed or faxed to the Program Director’s Office.</p> <p>Students should verify their transcript information on the online education management platform prior to ordering to make sure all of the information is up to date and accurate. If there are any discrepancies, students should communicate that to the Program Director, who will work with the student to resolve the issue.</p> <p><b>Checkout/Campus Departure:</b> All students will check out of campus housing via individual appointments with a member of Campus Life staff. Checklists and requirements will be made available to students prior to graduation.</p>

	<p><b>Address or Name Changes:</b>  In an effort to maintain the integrity and accuracy of our records and to protect our students, alumni, and constituents, graduates must provide appropriate documentation to the CreatEd Institute should they change addresses or surnames.</p>															
<p><b>Payment, Delinquency, Cancellation, and Refund Policies</b></p>	<p>All costs (excluding Italy) are calculated on a per session basis.  All session costs become due two weeks before session start dates, or as arranged as part of a payment plan.  If paying in full, payment is due the first day of classes. If using a payment plan, the first payment is due by the first day of class. Payment plans will be set to finish prior to or at the end of the session.</p> <p>Students will be notified if a due payment (whether payment-in-full or a payment due as part of a payment plan) has not been received, and informed that if it is five business days past due, the student will be asked to leave classes/events, and move out within three additional business days. If, before the end of those three days, accounts have been paid (either in full or in accordance with the payment plan), students may rejoin classes/events.</p> <p>Should a student, for any reason, wish to cancel enrollment in the program, the student must submit written and dated notice to the Program Director. The Program Director will respond in writing to confirm receipt of the written notice within three (3) business days. If the receipt of the written cancellation notice is prior to the start of the program, all session costs, apart from the non-refundable enrollment deposit will be returned.</p> <p>Schedule of Proration for Refunds</p> <table border="0" data-bbox="519 913 1312 1060"> <tr> <td>Withdrawal/Cancellation during calendar days</td> <td>1-10</td> <td>90% refund</td> </tr> <tr> <td>Withdrawal/Cancellation during calendar days</td> <td>11-17</td> <td>75% refund</td> </tr> <tr> <td>Withdrawal/Cancellation during calendar days</td> <td>18-24</td> <td>50% refund</td> </tr> <tr> <td>Withdrawal/Cancellation during calendar days</td> <td>25-38</td> <td>25% refund</td> </tr> <tr> <td>Withdrawal/Cancellation after calendar day</td> <td>38</td> <td>no refund</td> </tr> </table> <p>Any fines for damaged property are not refundable and remain due even in the event of a student's cancellation.</p> <p>The cost of the Italy trip for C1 students (the cohort starting 2016) is due the first day of classes for session 4, and is not eligible for payment plans.  For students after C1, Italy charges are included in session costs.  Because CreatEd Institute pays deposits per student in advance, any refunds will prorated based on the loses of non-refundable costs to CreatEd Institute, which increase closer to the departure date.  This applies to students who are unable to travel for any reason, including sickness and disciplinary dismissal. Therefore, it is very important for students and their families/guardians to have considered their circumstances before committing to the Italy trip.</p>	Withdrawal/Cancellation during calendar days	1-10	90% refund	Withdrawal/Cancellation during calendar days	11-17	75% refund	Withdrawal/Cancellation during calendar days	18-24	50% refund	Withdrawal/Cancellation during calendar days	25-38	25% refund	Withdrawal/Cancellation after calendar day	38	no refund
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<p><b>Tuition Guarantee Bond</b></p>	<p>CreatEd Institute holds a guarantee bond covering all students' prepaid tuition. A copy of this bond is available to view upon request in the main office.</p>															
<p><b>Notice of Nondiscriminatory Policy as to Students</b></p>	<p>CreatEd Institute, Inc. admits students of any race, color, national and ethnic origin, age, family/parental status, or income derived from a federal assistance program to all the rights, privileges, programs and activities generally accorded or made available to students at the school, including in the nondiscriminatory administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.</p>															

# Spiritual Formation —

## “Loving God with Our Heart and Soul”

<p><b>Introduction</b></p>	<p>Surroundings play a vital role in shaping our character, which is the essence of who we are, and habits are embedded deep within the core of that character. When students engage with their culture or enter into a vocation, it is paramount that their daily actions and decisions be conducted with Christ-like character. This will define their capacity to be leaders in their professions. Without skill in navigating the complex moral and ethical choices of our time, the student is destined to become just another face in the crowd—one whose character and behavior is no different from their non-Christian colleagues. Education, therefore, must supply more than technical training and standard knowledge.</p> <p>Our system views the devotional life as only a single (but essential) part of the larger biblical vision of Christian spirituality and its overarching aim to maximize the believer’s conformity to Christ — a conformity which expresses itself in the maturity of one’s relationship to God as seen in the quality of one’s relationships to others and a corresponding integrity in one’s relationship to self.</p>
<p><b>Personal Devotions and Bible Study</b></p>	<p>Each morning, Monday, Wednesday, and Friday, from 8:30-9:30AM and Tuesday and Thursday 8:30-10:00am is set aside for the Spiritual Formation Pursuit that includes Bible study, formal Old Testament and New Testament Survey courses, prayer, worship, and Bible meditation. We encourage regular, personal time with God beyond the scheduled devotion time, and for you to take initiative in seeking out ways to lead in cohort devotional activities.</p> <p>For those wanting further advice in formulating a personal devotional life, come discuss this with your faculty and staff.</p> <p>We may also include additional devotional and worship activities during the Program.</p>

# Holy and Healthy Living —

## “Loving God with Our Strength and Body”

(Moral and Physical Expectations)

<b>Introduction</b>	The CreatEd Institute accepts as fact the assertion that the human body is designed to be the temple of God. With this comes great responsibility. Therefore, the CreatEd Institute concentrates on two streams of thought concerning the body: healthy living (fitness and nutrition) and holy living (using our bodies as instruments of righteousness).
<b>Exercise</b>	We encourage students to exercise at least 30 minutes a day, three times a week. Residence life staff will schedule additional activities to be offered during the Program. In addition to the health benefits, exercise is proven to improve learning and memory. As an added benefit, exercise relieves stress. Staff and mentors will hold students accountable.
<b>Nutrition</b>	Exercise goes hand in hand with nutrition. Balanced nutrition promotes a healthy lifestyle and physical health. Nutrition also affects concentration and learning. Students should be wise about what they eat and maintain a regular meal schedule.
<b>Sleep</b>	<p>Lack of sleep affects learning. It is tempting to stay up late, but too little sleep will affect attentiveness and participation in class, which ultimately affects physical, mental, and emotional well-being. As a guiding principle, students should try to get seven to eight hours of sleep each night Sunday through Thursday.</p> <p>Active and attentive participation in class is expected. Behaviors such as heads on tables, heads bobbing, and staring off into space show a lack of courtesy. Students unable to keep awake in class will be dismissed from class and be marked absent.</p> <p>In the residence halls, students must also be mindful of classmates who are trying to sleep.</p>
<b>Hygiene</b>	<p>Students can help limit the spread of bacteria and viruses by practicing good hygiene.</p> <p>Regarding sickness: If students feel well enough to attend class, they should still be mindful of others by keeping an appropriate distance so as not to spread germs. As for the flu, fever, and other highly contagious viruses, students should avoid contact with the community until they are no longer contagious. Students are responsible to stay current with their classwork and to communicate with their Cohort Faculty about their health status and about any concerns they have with staying current in their classwork.</p>

<p><b>Relationships</b></p>	<p>Students should seek to honor their fellow students and treat them as brothers and sisters in Christ. As such, all relationships between students should be God-honoring and edifying to the broader community. Students choosing to enter into romantic relationships should welcome accountability from the community, including fellow students, faculty, and staff.</p> <p>The CreatEd Institute believes that all sexual relations are to be enjoyed within the confines of marriage between one man and one woman. Therefore, all sexual relations outside of marriage are prohibited. Students are encouraged to set wise boundaries in their relationships in support of their commitment to abstain sexually until marriage, as well as to support healthy relationships in their communities.</p> <p>Participants should be assured that all CreatEd faculty and staff seek to build relationships upon biblical precepts, with the aim of discipling and mentoring students in their pursuit of a successful life in Christ. Our campus community exists to foster authentic, healthy, and safe relationships among all staff and students. Therefore, romantic or sexual relationships, or the pursuit thereof, between students and CreatEd personnel are also prohibited. Additionally, the mere fact of a participant’s completion of CreatEd Institute programing does not negate the formerly established roles of leader and student, and therefore makes romantic relationships (or the pursuit thereof) complicated and potentially unwise. Therefore, it is CreatEd’s policy that no romantic relationship (or the pursuit thereof) is allowed any current staff within six months (or one year for faculty or leadership staff) of a previous student’s involvement in the program (regardless of completion or withdrawal), unless the non-faculty staff member only joined CreatEd after the last participation of the student. Staff who violate this policy will be subject to discipline, up to and including termination of employment. Nevertheless, participants and staff are encouraged to stay in contact with past participants and continue mentoring relationships in a public, friendly, Christian, and professional manner.</p> <p>Additionally, interactions between students and staff or faculty for the purposes of academic discussion, spiritual formation, personal mentoring or discipleship should take place in a semi-private venue (i.e. office with an open door and/or unobscured window). Students are also welcome to meet with faculty in pairs or groups.</p>
<p><b>Media</b></p>	<p>Students are advised to use discretion in regards to media (TV, movies, music, internet, video games, etc.). Faculty and staff can discuss accountability structures or give advice for those wanting or needing it. See Philippians 4:8: “Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”</p> <p>Students should refrain from becoming overly absorbed in any type of media to the detriment of their walk with God, relationships, and studies, and should welcome accountability in these areas from classmates, faculty, and staff.</p> <p>In shared spaces, students should exercise courtesy when using media. Students are encouraged to discuss preferences and personal media standards with one another, preferring one another in love (Philippians 2:3-4).</p> <p>When using media in the spaces exclusively used by CreatEd spaces (i.e., classrooms, residence halls, etc.) students should use discretion, considering and informing all viewers of content and context. Students should be sensitive to the needs of others in their cohort and use the classroom space to facilitate a fair variety of uses. Students should also refrain from illegal (including illegally obtained) copies or streams of media.</p>



<p><b>Curfew</b></p>	<p>CreatEd Institute expects all participants to self-govern and use discretion and consideration for others, particularly in regards to sleep and noise habits. Therefore, CreatEd has no formally set curfew hours. We are housed on the Blue Ridge Assembly YMCA, which does have quiet hours of 11 o'clock, and all are required to respect that requirement by limiting volume of voices, media, vehicles, instruments etc. along with other disturbances, such as lights and large gatherings.</p> <p><i>Exceptions</i> Participants may, on occasion, be asked to adhere to stricter standards due to special events hosted by the Blue Ridge YMCA and around exam days.</p> <p>Residence Hall staff also have discretion to identify particular needs for the consideration of others or participants' sleep health and ask participants to limit activities at night.</p> <p>Participants on social or academic probation may be required to adhere to a curfew as a part of their probation agreement and/or learning contract at the discretion of the Program Director (see the details on probations below).</p>
<p><b>Dress Code</b></p>	<p>While the CreatEd Institute realizes that students come to this campus from a wide range of backgrounds and may hold different ideas regarding appropriate dress, we highly value modesty and respect for self and others. Both of these values need to be taken into consideration when choosing clothing. The way we dress can be reflective of our heart. Let's love and encourage each other in this biblical way — always seeking to care for each other as siblings in Christ.</p> <p>CreatEd reserves the right to ask any student to change attire if it is deemed inappropriate in light of these values. Students should welcome accountability from classmates, faculty and staff in areas of concern, including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Clothing with ads, scenes, branding, or wording that promotes alcohol, drugs, sexual promiscuity, or other unbiblical values</li> <li>▪ Clothing which, in context, is culturally considered revealing and/or sexually provocative. <i>Err on the side of modesty.</i></li> <li>▪ Showing undergarments</li> <li>▪ Slippers and pajamas (acceptable in residence buildings only)</li> <li>▪ Please note: footwear is always required in all buildings except the residences</li> </ul> <p>Students should dress appropriately while in the classroom, for cultural outings, and for any other event that is considered part of the CreatEd Institute. The faculty and staff reserve the right to ask any student to change their clothing if it is inappropriate. If you have any questions regarding your wardrobe, please ask your RA, faculty, or staff.</p> <p>Some Life Skills events, guest lecturers, or other special events may call for more formal attire. Participants are expected to follow directions about such special occasions' level of appropriate attire.</p>
<p><b>Employment</b></p>	<p>Students are expected to attend all scheduled Program classes and events. Students can find employment on and off-campus; however, participation in the Program takes priority.</p> <p>In order to gain and retain student employment with CreatEd, students must be in good standing both academically (i.e. session GPA of 2.0 or higher) and financially (i.e. student's account is paid in full or payment plan is current).</p>

<p><b>Drugs, Alcohol, Tobacco</b></p>	<p>Our campus is a smoke-, alcohol-, and drug-free campus. God has called us to obey lawful authorities, to mutual submission to one another, to purity, to freedom from destructive addictions, to care for our fellow believers, and to encourage one another to love and good deeds.</p> <p>As a result, the CreatEd discipleship program expects all of its students to adopt a wise and healthy lifestyle, and to aid those who cannot in good conscience and/or should not biblically and/or legally use the various substances addressed in this section, by cooperating in our policy of student abstinence and community-based accountability. To be specific, we have the following community expectations: As part of a larger community, and as long as they are enrolled in a CreatEd Program, students are asked to abstain from the use or possession of alcohol or tobacco in any form on campus, during program events, or in the company of any students who are either underage or struggling with related temptations and addictions. Students are also required to abstain from the use or possession of the following on or off campus: hallucinogens, illegal drugs, or nicotine in any form. The misuse of both prescription and non-prescription drugs is also strongly prohibited. Students are expected to follow all applicable laws regarding the purchasing, possessing, distributing, or consuming any substance, including legal age limits on the consumption of alcohol and tobacco.</p> <p>Attendance at the CreatEd Institute is consent to the seizure and confiscation of the above proscribed substances or paraphernalia used for their consumption.</p> <p>Students who struggle with any addictions, including to any of the above substances, should welcome accountability and can obtain help from program faculty, staff, and support services.</p>
<p><b>Gambling</b></p>	<p>Gambling for money and arranging bets involving money are prohibited on campus.</p>
<p><b>Profanity</b></p>	<p>As a demonstration of respect for the community in which we live, all cursing, profanity, racial slurs, and other coarse language are not allowed.</p>
<p><b>Violations of Community Values</b></p>	<p>Students coming to the CreatEd Institute are expected to uphold our community values and standards of behavior outlined in the Life Covenant and Program Handbook.</p> <p>A violation of these values and standards of behavior may result in a written behavioral warning, social probation, or dismissal from the Program. The consequence for the violation will depend upon:</p> <ul style="list-style-type: none"> <li>a) the circumstances, nature, and frequency of the violation</li> <li>b) the student's desire for growth and change</li> <li>c) the impact of the behavior on others in the CreatEd Program</li> </ul> <p>While the practice of issuing a written warning prior to social probation or dismissal will generally be followed, a student may receive either social probation or dismissal on a first offence if, in the decision of the Appeals Committee (the Program Director, spiritual mentor, and faculty representative), the criteria noted above warrant it.</p> <p>While the Created Institute would prefer to disciple students through poor choices toward good character and wise choices, individual violations of the values and standards of behavior can adversely affect the community experience, and therefore may require the Created Institute to dismiss a student from the program.</p>

**Grievance Policy and Procedures**

The CreatEd Institute acknowledges that in any educational community there is the possibility of conflict and student dissatisfaction. The CreatEd Institute wishes to provide an education and services of the highest quality to its students, and to provide equity and harmony in the application of policies and procedures. When a student has a complaint or grievance, there are steps that may be taken to resolve the matter. The following information is offered as a guide in addressing a student grievance. A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the community that in any way adversely affects the status, rights, or privileges of any student. A student may seek redress from the Institute within 60 days of the alleged grievance, but is encouraged to do so as early as possible. The burden of proof rests with the individual making the complaint. Retaliation against an individual who brings a complaint, participates in an investigation or hearing related to allegations, or pursues legal action is prohibited and will not be tolerated.

**Informal Complaint Procedure**

When a student has a grievance, resolution should be sought through informal communication with the appropriate instructor, department chair, staff member, or administrative officer who may be able to help clarify or rectify a situation before a written complaint is filed (Matthew 18:15). Discussion between those involved in a grievance is essential in the early stages of a dispute and is encouraged at all stages. This procedure should be as expeditious as possible. If the dispute cannot be resolved to the student's satisfaction through informal procedures, or if the student in any way feels unsafe about pursuing this direct and informal complaint procedure, the following procedure must be followed.

**Formal Complaint Procedure**

- 1) A student who wishes to make a formal grievance with CreatEd must present the grievance in writing to the Program Director, Kevin Jenson.<sup>3</sup> The following information should be included in the grievance:
  - a) The date of filing the grievance (month, day, year).
  - b) A narrative description of the grievance, including all relevant information, including the date when the dispute became evident. All evidence relevant to the grievance, related proof, and witnesses shall be included in the written statement.
  - c) A proposed statement of the desired resolution.
- 2) The Program Director will send a written acknowledgement to the student within five (5) working days upon receipt of the grievance.
  - a) This acknowledgement will indicate that the grievance has been received, the nature of the grievance, and that the student will receive a written response with a proposed resolution within approximately seven (7) working days from the time the grievance was received.
  - b) A copy of the written student grievance and acknowledgement letter will be sent to the Program Director (or, in case of the grievance being against the Program Director, the President of the Board of Directors).

<sup>3</sup> Kevin Jenson offices out of the Main Office. In the event that the grievance is against the Program Director, the grievance should be filed with the Governing Board via the President of the Board, Lee Byberg (email: lbyberg@creatEd.education). The Board (with the exception of the Program Director) will take on the continued grievance responsibilities laid out in the rest of the grievance policy.

- 3) Administrative disposition of the student grievance generally consists of an investigation into the source of the complaint, previous efforts to resolve the dispute, and any contingencies that may aid in the deliberation and disposition of the problem.
  - a) If the immediate supervisor determines that the nature of the grievance is beyond his/her expertise or authority, the next level administrator shall be consulted and may be asked to respond to the student.
  - b) The responding administrator (i.e., Program Director or Board of Directors) will send the student a written statement informing him/her of their resolution to the grievance.
  - c) This response shall be issued to the student within a reasonable time (usually in three (3) working days upon receipt of the statement).
  - d) A copy of the deliberation response shall be recorded and filed securely).
- 4) When the student receives the deliberation response to his/her written grievance and they are satisfied with the resolution, the matter is completed.
- 5) When the student receives the deliberation response to his/her written grievance, they have the right of appeal to the Grievance Committee if they believe the response to be misinformed and/or inequitable.
  - a) The dissatisfied student may request a hearing with the Grievance Committee by submitting an appeal to the Program Director's office (or to the Board of Directors).
  - b) A Grievance Committee will be scheduled by the Program Director within 72 hours of the hearing request.
  - c) The student will give the Committee a copy of the written grievance statement.
  - d) The Committee will notify the student at least 24 hours in advance of the hearing date.
  - e) The Committee may invite the student and any witnesses to attend the hearing.
  - f) The Committee will review and evaluate the information and evidence presented to them.
  - g) The hearing is kept confidential and all records pertinent to it will also be kept confidential.
  - h) The decision of the Committee shall be by majority vote.
  - i) The decision of the Committee is final and no further appeal within the organization is available.

**Grievance Committee**

The Grievance Committee will consist of Program Director as chairperson, a faculty representative, and a staff representative. If any of these three persons is the person toward whom the grievance is directed, the following will take place:

If the faculty or staff representative, a different member of the respective group will be appointed.

If the Program Director, then, in order to ensure the least bias in the process as possible, then two other members of the Board of Directors will be appointed, and one of them chosen as chairperson. In the event of a tied decision, the chairperson's decision will be considered the final decision.

The decision of the Grievance Committee is final.

<p><b>Misconduct and Reporting<sup>4</sup></b></p>	<p>Misconduct Report Coordinator: Jean Norment  Office: (828) 357-7080  Cell: (808) 989-8278  <i>Any person may call 911 or the local Police Department for immediate safety concerns.</i></p> <p><b>I. Policy Statement on Sexual Misconduct and Interpersonal Offenses</b></p> <p>The CreatEd Institute is committed to establishing and maintaining a safe and healthy environment where all members of the community—students, faculty, staff, and visitors—are treated with respect and dignity. Therefore, the Institute will not tolerate sexual misconduct in any form. Sexual misconduct is not only an act against an individual; it is also an act that affects the entire community. Acts of sexual harassment, sex offenses, stalking, dating violence, and domestic violence are inconsistent with our mission. This policy applies to sexual and gender based harassment.</p> <p>The CreatEd Institute encourages students who believe they have experienced sexual harassment, sex offenses, stalking, dating violence, or domestic violence to report incidents to the Misconduct Report Coordinator. Perpetrators will be subject to strict disciplinary action by the Institute, up to and including suspension, expulsion, or other appropriate sanctions. Retaliation against an individual who brings a complaint, participates in an investigation or hearing related to allegations, or pursues legal action is prohibited and will not be tolerated.</p> <p>This policy applies to conduct that occurs on CreatEd Institute program space or property and in all programs and sponsored activities. Non-community members (guests, alumni, parents, etc.) visiting our campus or participating in programs or events are also expected to abide by the expectations declared here. Conduct that occurs off campus and not in connection with Institute programs can violate this policy if the conduct creates a hostile environment on campus or within an Institute program, or if the incident causes concern for safety or security of the campus.</p> <p><b>II. Making a Complaint and CreatEd’s Response</b></p> <p><i>Any person may call 911 or the local Police Department for immediate safety concerns.</i> An individual who has been the victim of the crime is encouraged, but not required, to make a criminal complaint with the local Police Department. A complaint to the local Police Department results in a criminal investigation to determine if criminal charges will be filed. Any student who wishes to have support or assistance in filing a criminal complaint should contact the Institute’s Misconduct Report Coordinator (see contact information above).</p> <p>A delay in reporting could hinder prosecution at a later time. Therefore, students are encouraged to make a report as soon as possible. In criminal cases, the preservation of evidence is vital and must be done properly and promptly. For example, in cases of rape or other forms of sexual assault, it is important not to shower, change clothes or even brush your hair, as physical evidence may be lost. In cases of violence or physical abuse, it is important to document injuries, with photographs if possible.</p> <p>The Institute’s disciplinary process and the criminal process are not mutually exclusive. This means that an individual may pursue both complaint avenues at the same time, and students</p>
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<sup>4</sup> As CreatEd Institute does not participate in Federal Aid programs, it is not an “eligible institute” under Title IX or Clery Act standards. Nevertheless, CreatEd Institute takes very seriously our responsibility and commitment to ensuring a safe and learning-friendly environment with transparent procedures for dealing with violations of our policies or students’ rights.

	<p>are encouraged to do so for any act of sexual misconduct that may constitute a crime. If appropriate, the Institute may temporarily postpone its proceedings so as not to interfere with law enforcement. Additionally, orders of protection and other forms of legal protection may be available to individuals who have experienced or are threatened with violence by another person. The CreatEd Institute will abide by all legally issued orders of protection, including denying the restricted person access to Institute locations and events.</p> <p><b>III. Mandatory Reporting</b></p> <p>All members of the CreatEd Institute faculty and staff are mandated to report any violation of discrimination or harassment policies. Should a staff or faculty member become aware or have a reasonable expectation that a violation of policy has occurred, they are obligated to promptly report that information to the Institute’s Misconduct Report Coordinator. Students are encouraged to bring all violation reports directly to the Misconduct Report Coordinator to ensure the immediacy of the Institute’s response.</p>
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# Community Service — “Loving Our Neighbor”

## (Service Requirements and Expectations)

<b>Introduction</b>	<p>In removing God from culture, the West lost the conviction of the Great Commandments — to love God and neighbor. This loss has resulted in the rise of a hyper-individualism, or a “me-centered” culture. When the love of God and the love of neighbor are left out of the equation, what remains is solely the love of self. However, in God’s Kingdom, to live, one must die; to save one’s life, one must forfeit his or her own life; to be first, one must be last; to love, one must include enemies; to serve, one must go the second mile.</p> <p>The CreatEd Institute curriculum is designed to give every student the opportunity to experience these magnificent paradoxes that are the secrets to living a fulfilled life. We present our students with the chance to die to self, an opportunity to become “living sacrifices,” and an invitation to truly love others as they do themselves. Therefore, the Institute encourages the practice of loving our neighbor through community service. In doing so, new habits are formed as students come to know the personal experience of a crucified life and the joy that it brings.</p>
<b>Serving the Community</b>	<p>Students are encouraged to creatively bless each other. Acts of service do not need to be elaborate or even recognized by others. The purpose is to get into the habit of thinking of someone other than themselves. Ways to do this may include helping students struggling academically, assisting those who are sick, or writing a note of encouragement to another.</p> <p>From time to time, the staff and faculty of a cohort may arrange for a specific community service project to benefit the larger community around campus. Students are expected to participate with their cohort to the extent they are physically able.</p>

# Personal and Professional Development – “Loving Others through Manners, Etiquette, and Respect”

(Courtesy Requirements and Expectations)

<b>Introduction</b>	<p>Manners and etiquette are signs of a deeper character. The CreatEd Institute Program aims to restore this lost art. Our desire is to see future spouses, parents, and citizens who pass through our Program be a part of a cultural trend of valuing etiquette. As part of our Personal and Professional Development training, students are instructed in the following areas:</p> <ul style="list-style-type: none"> <li>• Formal greetings and the art of conversation</li> <li>• Eye contact when speaking and listening</li> <li>• Body language and poise in formal settings</li> <li>• Interview and resume building techniques</li> <li>• Courtesy and respect for others, including peers, opposite sex, elderly and authority figures</li> <li>• Formal table settings and etiquette</li> <li>• Social media etiquette</li> <li>• Other “people” skills</li> </ul>
<b>Family Dinner</b>	<p>The CreatEd Institute Program Life Skills Dinners facilitate faculty, mentors, and students eating together. Throughout the Program, students participate in scheduled formal dinners. This is a time for the practice of proper dining etiquette and courtesy.</p>
<b>Cultural Events</b>	<p>Every session features a formal evening. Men are expected to wear a coat and tie and women will wear a dress, skirt, or nice pantsuit. The men are given the name of a lady to escort for the evening. Each is expected to treat the other with utmost respect. The formal evening may consist of a cultural event such as an opera, symphony, or play, along with a formal dining experience.</p>

# Campus Facilities, Services, and Safety Information

<b>Residences</b>	<p>The residence policies and procedures that the CreatEd Institute Program has in place rest on three assumptions. They are as follows:</p> <ul style="list-style-type: none"> <li>• While we believe in the personal responsibility of each student, certain understandings and rules are necessary to guarantee each student’s safety and security in the residences.</li> <li>• Most residents are mature, rational adults, and will use common sense and consideration in their dealings with others.</li> <li>• We believe in the stewardship and respect of all property one is charged with using.</li> </ul> <p>As a result of these underlying assumptions, our residence halls have relatively few regulations and rely heavily on the good judgment of each student and their willingness to cooperate with their Resident Assistants, faculty, staff, and other residents.</p> <p><b>The following are some guidelines we have for residence hall life. These guidelines must be adhered to by every resident.</b></p> <ul style="list-style-type: none"> <li>• All students and visitors must adhere to the visiting hours and spaces set for each residence. Visiting hours are, at maximum, between noon-10 Sunday – Thursday and noon-midnight Friday – Saturday. Residents, with their RAs, may set more strict hours. Visitors are not allowed to enter a residence without the presence of a consenting resident.</li> <li>• Student rooms are private, and therefore only open to other students or visitors by invitation. No students or visitors are allowed in the bedrooms of the opposite gender (except during move-in or move-out dates for the sole purpose of helping the resident move in or out and with the permission of the resident).</li> <li>• Students experiencing roommate conflict should consult their Resident Assistants or faculty with resolution in mind. Students should not simply move out of their rooms in the event of roommate troubles.</li> <li>• Students are not allowed to unlock and/or use rooms which are not designated for them to use.</li> <li>• Participants are not allowed in the YMCA staff dormitories. Friendly interactions and friendships with YMCA staff are encouraged, but their dormitories are off-limits for CreatEd participants.</li> </ul>
<b>Appliances and Furniture</b>	<ul style="list-style-type: none"> <li>• Kitchen appliances are only allowed in the kitchens.</li> <li>• No personal appliances such as electric grills, air conditioners, space heaters, etc., are allowed in the residence rooms. However, computers, fans, clock radios, and stereo equipment are permitted.</li> </ul>



	<ul style="list-style-type: none"> <li>• Students wishing to add to or rearrange appliances in the residence halls must first seek approval from the Director of Operations.</li> <li>• All electrical equipment must be in good working condition to ensure a safe environment for students living on campus (i.e. original parts, no taped cords, etc.).</li> <li>• Halogen lights are unsafe and therefore not allowed. Decorative lighting such as Christmas lights or Edison lights is not allowed.</li> <li>• Students may not remove or disassemble the furniture provided in their residences or lounges. If students add furniture to their residences or lounges, they are responsible for its storage, removal, and/or disposal upon graduation.</li> </ul>
<p style="text-align: center;"><b>Cleaning</b></p>	<p>Out of respect for the greater community, students are expected to keep their spaces clean. Every day, students must maintain clean individual and shared living spaces.</p> <p>Students will share responsibilities for keeping clean common living areas (lounges/living rooms, kitchens, bathrooms, showers, hallways). Students will have an assigned cleaning duty in addition to their individual room responsibility.</p> <p>Resident Assistants will hold students accountable to keep their rooms clean on a weekly basis via room checks. Mondays at 1:00p.m. are set aside to clean spaces. RAs will coordinate any changes or rescheduling as needs arise.</p> <p>Students are responsible for the following:</p> <ul style="list-style-type: none"> <li>• Surfaces dusted</li> <li>• Furniture in original state</li> <li>• Beds made</li> <li>• Personal items off floor</li> <li>• Closets organized</li> <li>• Dirty laundry contained</li> <li>• Desks de-cluttered</li> <li>• No food or dirty dishes left out</li> <li>• Floors vacuumed</li> <li>• Garbage emptied</li> <li>• No preventable room odors</li> </ul> <p>Community living necessitates consideration and personal responsibility.</p> <p>The YMCA house-keeping staff will weekly to take the garbage and replace linens and towels in the residences. Therefore, it is recommended that all linens and towels owned by participants and used in lieu of YMCA property be clearly different (i.e., not white towels/linens) to avoid losing personal property in the YMCA's laundering process.</p>
<p style="text-align: center;"><b>Guests</b></p>	<p>If a student's friend or family member wishes to stay overnight on campus, the student must inquire with CreatEd Institute Program staff for availability. Rooms must be reserved at least 24 hours in advance. Students are not allowed to have friends stay overnight in their dorm rooms without prior approval and registration with their Resident Assistant. No guests are allowed to sleep (or otherwise stay) overnight in the common areas. Guests are expected to abide by community standards during their stay, and students are responsible to inform guests of all relevant community standards. A copy of policies relevant to guests</p>

	<p>will be available from the main office during the guest registration process.</p> <p>A three-night limit is in place for all approved guests (including family members) of students in every residence facility.</p>
<b>Vehicles and Transportation Policies</b>	<p>Students are ultimately responsible for personal transportation. This includes trips to and from the airport for holidays and breaks, personal appointments off-campus, etc. When arranging transportation, we recommend checking first with fellow classmates who have cars on campus. When riding with a classmate, students are responsible to make sure that the driver is awake and alert, not intoxicated or otherwise impaired, and a valid driver.</p> <p>Students are not permitted the use of ATVs, quads, or any other seatbelt-less vehicles on campus or during program events.</p> <p>Students are not permitted to use the campus golf carts unless specifically authorized by YMCA staff.</p> <p>Students are not allowed to be transported off-grounds by YMCA staff, including informally, except in cases of dire emergency. In the event of a CreatEd participant also working as YMCA staff, they may only be transported off grounds by other YMCA staff in the execution of their role as YMCA staff (i.e., not for social, informal, or CreatEd Program reasons). CreatEd participants working as YMCA staff are not allowed to transport CreatEd participants while in their role as YMCA staff or in YMCA-owned/leased vehicles.</p>
<b>Mail</b>	<p>Incoming mail is distributed by staff. Standard outgoing mail is picked up from campus daily Monday through Friday. The YMCA front desk has postage available for purchase, including for the mailing of packages.</p> <p>All students should use the following mailing address while in the CreatEd Institute Program:</p> <p>[Student Name]  c/o CreatEd Institute  84 Blue Ridge Assembly Circle  Black Mountain, NC 28711</p> <p>After a student leaves the program, either by withdrawal, dismissal, or completion, it is their responsibility to update their address with their correspondence, not the responsibility of CreatEd Institute. CreatEd Institute will not be responsible for any postage or shipping charges for forwarding mail to other addresses.</p>
<b>Banking</b>	<p>Banking or cashier services are not available on campus.</p>
<b>Lost and Found</b>	<p>Valuables such as money, watches, and jewelry should be turned in to the CreatEd offices. The YMCA lost and found is managed by the YMCA front desk.</p>
<b>Phones</b>	<p>It is strongly recommended that each student enroll in a personal cell phone plan. Texting is a common form of communication used by the CreatEd Institute Program staff and faculty to communicate short messages with participants; if you do not wish to receive texts, please notify the CreatEd Institute Program Main Office.</p> <p>Students are responsible for personal communication with parents, including during the</p>

	<p>program’s module abroad. Participants are encouraged during that time to utilize emails and/or international phone plans for any desired communication with family or guardians.</p>
<p><b>Internet</b></p>	<ul style="list-style-type: none"> <li>• Internet access provided during enrollment in the CreatEd Institute Program is not to be used to access or to disseminate illegal, pornographic, or obscene materials; to engage in any conduct which may be considered to be abusive or harassing.</li> <li>• Users must respect all copyright and other intellectual property rights. Inappropriate use constitutes fraud, plagiarism, or theft; downloading any piece of copyrighted material is illegal, even if the materials are not sold.</li> <li>• The CreatEd Institute Program will report to law enforcement authorities any activities that may be considered illegal, as well as any reports it receives of such activities. The CreatEd Institute Program will cooperate with law enforcement authorities when requested.</li> <li>• Network access is provided on equipment owned and managed by the CreatEd Institute Program; modifying, or attempting to modify, network access in any way is prohibited. No unauthorized network devices may be connected to any physical or wireless connection on campus.</li> <li>• The CreatEd Institute Program reserves the right to monitor, record, filter, or deny network access at any time.</li> <li>• The CreatEd Institute Program is not liable for any damage to end users’ computers as the result of utilizing internet access provided.</li> <li>• The CreatEd Institute Program will review alleged violations of its Acceptable Use Policy on a case-by-case basis and reserves the right to modify this policy at any time.</li> </ul> <p>All questions regarding internet access should be directed to the CreatEd Institute Program Operations Staff.</p> <p>Please note that normal selling activity on the internet is not banned; however, if you are conducting personal business using the CreatEd Institute Program internet, you do so at your own risk. Neither the CreatEd Institute Program nor its campus managers are responsible for lost, interrupted, or mismanaged business due to internet use or failure of any kind.</p> <p>The CreatEd Institute recognizes the growing problem of internet addictions, including to pornography and online gambling, and encourages students struggling in this area to seek out help and accountability from their peers, staff, and medical professionals. While we all are responsible for what websites we choose to visit and content we choose to consume, CreatEd staff care about participants wellbeing in this area and are available to discuss the matter and potential supports or resolutions.</p>
<p><b>Online Education Management System</b></p>	<p>CreatEd Institute utilizes Populi (<a href="https://created.populiweb.com">https://created.populiweb.com</a>) as our online education management (OEM) system. At the beginning of the program, participants will be given an account that houses their records and provides them with a CreatEd Google Account. Populi will be The CreatEd Gmail account will be used for official communication during their time with the program, although participants are allowed to set up email forwarding from their CreatEd account to their personal account if they so choose.</p> <p>Participants will be trained during the first module on how to access Populi, see their</p>

	current information, upload homework, download resources posted by their faculty or staff, and view grades and other evaluative markings on homework.
<b>Food Services</b>	<p>The CreatEd enrollment for certain semesters includes lunch and dinner services through the Blue Ridge Assembly YMCA dining services. For meals the students are responsible, they may either make in the available kitchens, buy-out, or purchase from the YMCA's dining service.</p> <p>The YMCA meal times are  Breakfast 8:00-8:45am  Lunch 12:30-1:15pm  Dinner 6:00-6:45pm</p> <p>The YMCA dining services only open when there are 30 or more people expected to use the dining facilities. The YMCA will provide CreatEd with a schedule of meals and any times the dining facilities are expected to be closed. CreatEd will provide an alternative solution for those meals otherwise included in enrollment on occasions such as catered meals, program picnics, or meal stipends with transportation.</p>
<b>Additional Facilities Information</b>	<p>In addition to the facilities maps and other documents distributed at orientation, maps and additional documentation are available from the front desk in the YMCA lodge.</p> <p>The YMCA pool is open and staffed by a lifeguard 1-6pm between Memorial Day and Labor Day. The YMCA reserves the right to close the pool to participants for weather, maintenance, or special events.</p>
<b>Fire Policy</b>	<p>In order to prevent accidental mistakes and to insure against the fiery destruction of our homes, friends, and property, the students<sup>5</sup> have developed the following proposal for certification that will be followed by students and staff and CreatEd Institute.</p> <p>Only certified students and staff may be permitted to start a fire on the campus. Whoever starts the fire must notify Residence &amp; Discipleship staff and take responsibility to insure the fire is out. If the person who started the fire fails to notify appropriate staff or allows the fire to become a threat (abandonment, unsafe conditions, excessive size, irresponsible behavior, etc...), their certificate will be revoked until another training can be completed. In this, all students present have incentive to insure proper and responsible enjoyment of fires on campus.</p> <p>Certification takes place in two steps:</p> <p>Step 1: everyone participates in a fire safety training provided by the campus staff or the local firefighters. Weather permitting, this will be followed by a bonfire, music, and snacks.</p> <p>Step 2: Those who wish to obtain a fire-starting certificate will complete a short course with campus staff supervision that covers</p> <ul style="list-style-type: none"> <li>• Fire safety <ul style="list-style-type: none"> <li>○ having water nearby</li> <li>○ fire extinguisher placement</li> <li>○ personal awareness of things that can catch alight</li> <li>○ how to contain a fire so it won't escape</li> </ul> </li> <li>• Cabin safety - how to avoid starting a smoky fire</li> </ul>

<sup>5</sup> This policy was drafted by a committee of students under the oversight of the Program Director, review of relevant staff members, and approval by the Board.

	<ul style="list-style-type: none"> <li>○ light a paper to create a ventilation flow</li> <li>○ open windows to create a draft</li> <li>○ using the screen</li> <li>○ not blocking smoke alarms</li> <li>○ clearing out the ash</li> <li>● Review of relevant student handbook materials <ul style="list-style-type: none"> <li>○ How to avoid losing the fire-starting certification</li> </ul> </li> <li>● Practical instruction in fire-starting</li> <li>● Fire care and extinguishing.</li> </ul> <p>Only students who complete step 1 and step 2 of the certification process will be authorized to start and care for fires at CreatEd Institute. Any student or staff may work with the Program Director to initiate an opportunity for certification.</p>
<b>Safety</b>	<ul style="list-style-type: none"> <li>● In the event of alarms going off in the residence halls, students should immediately evacuate the building. Scheduled and random fire drills may occur on campus at any point.</li> <li>● No one is allowed on the roof of any building without authorization from the Services Department.</li> <li>● Prior approval must be obtained for any camping or bonfires on campus (arrange through your RAs).</li> <li>● Students may not climb porches, balconies, or trees.</li> <li>● Students may not prop public access doors open (the only exception is on moving days for the express purpose of moving their belongings in or out).</li> <li>● Fire code prohibits any person from sleeping overnight in common areas.</li> <li>● Fire code also requires that no charcoal grills or flammable items be used on the balconies/decks of any of the residence halls.</li> <li>● Fire code prohibits <i>any</i> items from being placed in the hallways of the residence halls.</li> <li>● For the ongoing security of this campus, please lock your dorm room and residence doors, especially when departing campus.</li> <li>● For the security of classroom equipment, all classroom doors should remain locked. Students are provided access to their specific classroom.</li> </ul>
<b>Immunizations and Medical Insurance</b>	<p>Students are required to complete the form “Immunization Record for Students in North Carolina” for enrollment. If the student seeks an exception, they must file a valid exemption document delineating a religious or medical reason (i.e., not merely undefined personal reasons).</p> <p>Participants are expected to maintain proper health insurance for the duration of their enrollment in the CreatEd Institute Program and have proof of coverage at all times during their enrollment. CreatEd does not provide health insurance or services for obtaining health</p>

	<p>insurance to students – insurance coverage is solely the responsibility of the student (and/or their parents or guardians).</p> <p>The CreatEd Institute Program provides travel insurance for the duration of the study abroad component through Talent Trust, Inc. This policy has a deductible of \$50. For more information on this policy, see: <a href="http://www.talent-trust.com/insurance-programs/omega/">http://www.talent-trust.com/insurance-programs/omega/</a></p>
<p><b>Medical Considerations</b></p>	<p>Any and all students are expected to be capable of and responsible for self-care needs, including, but not limited to, regular hygiene and any special medical considerations, prescriptions, or therapies required by their health and healthcare professionals.</p> <p>Participants who have received regular psychological and/or psychiatric care prior to attending the program are strongly encouraged to seek referrals to similar care providers near campus. The time transitioning out of one’s home and high school years is often stressful, and the changes make it only more important for participants to be aware of their needs and available help, along with keeping consistent and up-to-date with any treatment plans provided by medical professionals. Participants are strongly encouraged to think through and discuss with staff contingency plans for filling their prescriptions in a timely manner if their medication is damaged or stolen while they are enrolled in the Program.</p> <p>Participants should also discuss medical information related to recent or on-going health needs, including medication plans, psychotropic prescriptions, and mental health concerns, to appropriate staff in order that staff might be best informed in case of a medical emergency or health crisis. However, the CreatEd Institute has no medical facilities of its own and is not responsible for students’ medical care. Keeping up with any and all treatment plans and/or prescription medication is the responsibility of the student. This remains the case even if a participant seeks and/or receives accountability, encouragement, and/or prayer by any staff member or volunteer regarding medical concerns. CreatEd staff are not medical professionals, and are neither qualified nor responsible to give medical advice.</p>
<p><b>Emergencies and Community Services</b></p>	<p><b>IN THE EVENT OF A MEDICAL OR SAFETY EMERGENCY, call 9-1-1.</b></p> <p>CreatEd follows the emergency policies and procedures of our host, the Blue Ridge Assembly YMCA, which are handed out at the beginning of the program and are available in each room or upon request.</p> <p>If you notice someone is injured or has their safety in jeopardy, after contacting 9-1-1, the caller should direct emergency personnel to the area. The Blue Ridge Assembly YMCA staff are trained in CPR, AED, and handling emergencies, including calling 911 for serious occurrences. CreatEd staff should also be notified.</p> <p>To contact campus security and emergency maintenance services, call (828) 777-1728 (do not call this number for non-emergency maintenance)</p> <p>National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK).</p> <p><b>Local Medical Facilities:</b></p> <ul style="list-style-type: none"> <li>• Parkway Medical Group, Black Mountain Branch 15 Jane Jacobs Road, Suite 101</li> </ul>

	<p>Black Mountain, NC 2871  Phone (828) 298-0333  Mon – Fri: 8:00am–4:30pm</p> <ul style="list-style-type: none"> <li>• Family Care – Black Mountain  3164 US Hwy 70  Black Mountain, NC 28711  Phone: (828) 669-4505  Mon – Fri: 8:30 AM - 6:00 PM  <a href="http://www.familycareblackmountain.com/">http://www.familycareblackmountain.com/</a></li> </ul> <p><b>Licensed Counseling Centers:</b></p> <ul style="list-style-type: none"> <li>• Woods Family Counseling &amp; Healing Care  Black Mountain, North Carolina 28711  (919) 404-7975  <a href="https://woodsfamilycounseling.com/">https://woodsfamilycounseling.com/</a></li> <li>• Safe Harbor Christian Counseling of Asheville PLLC  596 Old US 74  Fairview, North Carolina 28730  (828) 395-6073  <a href="http://www.safeharbornc.com">www.safeharbornc.com</a></li> </ul> <p>Non-emergency medical, dental, chiropractic, and other doctor appointments should not be scheduled during class time.</p> <p>Students should always refer to the “Emergency Plan” posted in the residence halls and classroom(s).</p> <p><b>Additional Contact Information</b></p> <ul style="list-style-type: none"> <li>• Police Department of Black Mountain Non-Emergency Number: (828) 419-9350  106 Montreat Rd  Black Mountain, NC 28711</li> <li>• Fire Department of Black Mountain Non-Emergency Number: (828)419-9320  106 Montreat Rd.  Black Mountain, NC 28711</li> <li>• Animal Control of Buncombe County: (828) 250-6670</li> <li>• Blue Ridge Mountain Assembly YMCA: (828) 669-8422  84 Blue Ridge Circle - Black Mountain, NC 28711  <a href="https://www.blueridgeassembly.org/">https://www.blueridgeassembly.org/</a>  Guest Services: <a href="mailto:guestservices@yblueridge.org">guestservices@yblueridge.org</a>, 828.669.8422</li> <li>• Black Mountain City website: <a href="http://www.townofblackmountain.org/">http://www.townofblackmountain.org/</a></li> <li>• Buncombe County website: <a href="http://www.buncombecounty.org/">http://www.buncombecounty.org/</a></li> </ul>
<p><b>Non-Emergency  Maintenance  Requests</b></p>	<p>All maintenance requests should be made to the Residence Assistants, who will communicate and coordinate with the YCMA. If your RA is unavailable, feel free to contact another CreatEd RA.</p>
<p><b>Hazardous  Materials</b></p>	<p>The following items are not permitted in or on the Residences:</p> <ul style="list-style-type: none"> <li>• Flammable liquids (e.g. gasoline, kerosene, automotive oils, oil-based paint or their containers, etc.)</li> <li>• Burning candles (warmers are permitted)</li> <li>• Halogen lights</li> <li>• Decorative lights (such as Christmas lights; other lights such as desk or floor lamps are permitted)</li> </ul> <p>Explosives (including fireworks), weapons of any kind (including BB guns) are not permitted anywhere on campus</p> <p>Use of airsoft guns is not permitted on campus.</p>

	Prohibited items are subject to confiscation, and illegal items will be reported to law enforcement personnel. Items legally obtained and legally possessed by students will be returned to them at the end of their participation in the program or shipped to their home at the owner's expense.
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**CreatEd Institute Program**  
**84 Blue Ridge Assembly Circle**  
**Black Mountain, NC 28711**  
**828.357.7080**  
**CreatEd.Education**