



Cummings Graduate Institute for Behavioral Health Studies

CATALOG

2017 - 2018

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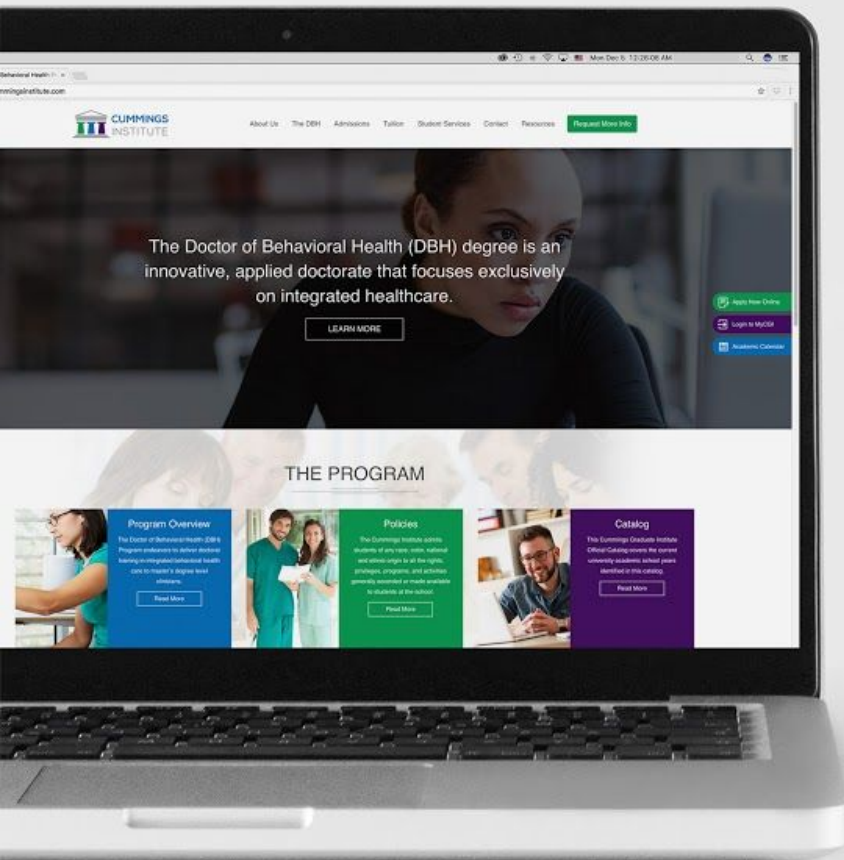
16515 S. 40th St. Ste. 143

Phoenix, AZ 85048

Phone: 480-285-1761

Fax: 480-999-5641

Information: info@cummingsinstitute.com



Errata Sheet

The following changes were updated in the catalog on January 12, 2017.

1. Updated the entire Academic Integrity Policy section to reflect new policy updates.
2. Updated the entire Academic Integrity Student Responsibilities section to reflect new policy updates.
3. Updated the entire Academic Integrity Procedure section to reflect new policy updates.
4. Advisory Board has been updated. List of names has been updated.
5. The header of "Advisory Board" was updated to "2018 Advisory Board"
6. Updated Melissa McGurgan and Stephanie Rosa's administrative titles.
7. Added Denice Lange to the Administrative List
8. Removed Stephen Lee from the Faculty List
9. Added Esther Pineda to the Faculty List
10. Any uses of the word "free" were replaced with a different term.
11. Under the Unofficial Transcript section, "reflecting the school logo" was added to the description of the transcript
12. Any instances of the Program Fee assessment date have been updated to reflect that the Program Fee is assessed to a student's account after an signed Enrollment Agreement is completed.
13. Spring II Admission deadline was added
14. Removed Enrollment Deferral under section IV and kept under section III
15. The section "Skills for Success in an Online Course" was removed.
16. The section "Annual Conference" was updated to "Conference"
17. The course "Skills for Success in an Online Course" was removed from the course chart.
18. All instances where a student form is mentioned, the hyperlink: <https://cummingsinstitute.com/studentforms/> was added for students to reference.



Letter from the CEO and Director

Dear Cummings Graduate Institute for Behavioral Health Studies Students,

The Catalog is an important guide and a collection of policies, procedures, information, and resources designed to keep you informed of both your rights and your responsibilities as a student at the Cummings Graduate Institute.

I encourage you to become familiar with this document and keep it handy on your computer or print it as a hard copy for easy review. The Catalog will answer most questions about your academic and co-curricular experiences. In instances where your questions are unanswered or where you need clarification, please feel welcome to contact the Institute's administrative personnel if you have any additional questions.

As you strive to become a compassionate healthcare professional with great integrity and ability, I will support you in every way possible.

Sincerely,

A handwritten signature in black ink that reads "Cara English". The signature is written in a cursive, flowing style.

Dr. Cara English, DBH
CEO and Director of the DBH Program
Cummings Graduate Institute for Behavioral Health Studies

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I. Cummings Graduate Institute

Introduction

The Cummings Graduate Institute for Behavioral Health Studies, referred hereafter as the “Cummings Graduate Institute” or “CGI”, is a private, nonprofit institution offering graduate and professional behavioral health education through a virtual online campus.

The Cummings Graduate Institute takes great pride in awarding the unique and innovative Doctor of Behavioral Health degree, referred hereafter as “DBH.” This Catalog provides policies, procedures, and information on the Doctor of Behavioral Health Program at the Cummings Graduate Institute.

Cummings Graduate Institute Mission Statement

Cummings Graduate Institute of Behavioral Health Studies is dedicated to disrupting healthcare by preparing entrepreneurial integrated care professionals through innovative and affordable distance education programs, grounded in the Biodyne Model, and focused on delivering patient-centered care, population health improvements, and medical cost savings.

Vision

To improve the way the world experiences healthcare.

Values

Through our Values, CGI demonstrates to our students, faculty, staff, partners, and larger community that we are a disruptive institution, aimed at making a difference for all those who interact with us. Our Values are based in the Biodyne Mindset: the ability to find the right approach from a toolkit of options.

Partnership and Collaboration	Work to engage stakeholders, across disciplines, and with respect for others' points of view, to find solutions.
People First	Seek to listen, understand, anticipate and respond to the need of others. We build relationships that result in life change.
Teamwork	Encourage and support one another. Our major accomplishments are a result of synergy.
Trust	Act with integrity, we build trust in each other and in our partners.
Impact	Make a difference in our local and global communities.
Entrepreneurship and Innovation	Find a need and fill it.
Accountability	Work hard and own up.
Access and Diversity	Promote inclusion and fairness.

Equity and Inclusion

Everyone is welcome at Cummings Graduate Institute for Behavioral Health Studies, whatever your heritage, whomever you choose to love, however your family is formed, whatever your politics, and however you arrived here. CGI promotes equity and inclusion across our entire organization, and in all work that we do in our communities.

As a people-first institution, we welcome the collective and individual talents, skills, and perspectives of our students, faculty, staff, and partners, and actively cultivate a culture of belonging, collaboration, innovation, and mutual respect.

As such, we hope that CGI will be a place where you are inspired, supported, and empowered to contribute to the critical mission, vision, values, and goals of our institution.

Institutional Goals and Objectives

Cummings Graduate Institute has identified the following strategic goals for 2017 to 2020.

Goal I. Achieve Institutional Accreditation

Goal II. Improve Financial Sustainability

Goal III. Increase and Enhance the Visibility and Awareness of the Institute

Goal IV. Improve Operational Effectiveness

Goal V. Build Pipeline & Improve Retention

Authorization, License, Accreditation, and Membership

Cummings Graduate Institute for Behavioral Health Studies is a 501(c)3 private post-secondary institution.

State Licensure as a Degree-Granting Institution

The Cummings Graduate Institute is provisionally licensed as a degree-granting institution by the Arizona State Board for Private Postsecondary Education, 1400 W. Washington St., Room 260, Phoenix, AZ 85007, Phone: (602) 542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov> or www.azppse.gov.

Institution Accreditation

Presently, Cummings Graduate Institute is not institutionally accredited by an accrediting agency recognized by the United States Secretary of Education.

Note: In the United States, many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept transfer course credits and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

Doctorate of Behavioral Health Program Accreditation

The Doctor of Behavioral Health Program at Cummings Graduate Institute for Behavioral Health Studies has been awarded provisional accreditation by the National Institute for Behavioral Health Quality (NIBHQ), 5757 Wilshire Blvd Ste 6, Los Angeles, CA 90036, (714) 927-4439, <http://www.nibhq.org>. NIBHQ provisional accreditation was granted to the Institute's DBH program for meeting all NIBHQ criteria for the doctoral program.

State Authorization

Cummings Graduate Institute is currently authorized, licensed, registered, exempt or not subject to approval as indicated in the following table. We work with states directly to ensure that authorization or licensure is necessary and that required approvals are secured. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check Cummings Graduate Institute's website often for updates: <http://cummingsinstitute.com/state-authorization-and-accreditation/>.

As of May 1, 2017, Cummings Graduate Institute is currently able to enroll students in the following states:

Alaska	Cummings Graduate Institute and the DBH Program have been determined to meet the criteria for exemption from the authorization provisions of AS 14.48 and 20 AAC 17 because the program is online and does not have a physical presence in the state.
Arizona	Cummings Graduate Institute is authorized by the Arizona State Board for Private Postsecondary Education to offer its programs to residents of Arizona. Therefore, Cummings Graduate Institute is in compliance with Arizona regulations concerning postsecondary distance education.
California	Cummings Graduate Institute does not have a physical presence in state. Cummings Graduate Institute is not required by the California Bureau for Private Postsecondary Education to obtain approval to offer its programs to residents of California. Therefore, Cummings Graduate Institute is in compliance with California regulations concerning postsecondary distance education.
Colorado	Cummings Graduate Institute does not have a physical presence in state. Cummings Graduate Institute is not required by the Colorado Department of Higher Education to obtain approval to offer its programs to residents of Colorado. Therefore, Cummings Graduate Institute is in compliance with Colorado regulations concerning postsecondary distance education.
Connecticut	Cummings Graduate Institute does not have a physical presence in state. Cummings Graduate Institute is not required by the Connecticut Office of Higher Education to obtain approval from the Office to offer its programs to residents of Connecticut. Therefore, Cummings Graduate Institute is in compliance with Connecticut regulations concerning postsecondary distance education.
Florida	Cummings Graduate Institute does not have a physical presence in state. Cummings Graduate Institute is not required by the Florida Commission for

	Independent Education to obtain approval from the Commission to offer its programs to residents of Florida. Therefore, Cummings Graduate Institute is in compliance with Florida regulations concerning postsecondary distance education.
Indiana	Cummings Graduate Institute is exempt from State Authorization in Indiana. We are enrolling students whose permanent address is in Indiana.
Kansas	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Kansas Board of Regents to obtain approval from the Board to offer its programs to residents of Kansas. Therefore, Cummings Graduate Institute is in compliance with Kansas regulations concerning postsecondary distance education.
Kentucky	The Cummings Graduate Institute has received approval from the Kentucky Council on Postsecondary Education to enroll students whose permanent address is in Kentucky.
Louisiana	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Louisiana Board of Regents to obtain approval from the Board to offer its programs to residents of Louisiana. Therefore, Cummings Graduate Institute is in compliance with Louisiana regulations concerning postsecondary distance education.
Massachusetts	Cummings Graduate Institute is exempt from State Authorization in Massachusetts. We are enrolling students whose permanent address is in Massachusetts.
Nebraska	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Coordinating Commission for Postsecondary Education to obtain approval from the Commission to offer its programs to residents of Nebraska. Therefore, Cummings Graduate Institute is in compliance with Nebraska regulations concerning postsecondary distance education.
New Hampshire	Cummings Graduate Institute does not have a physical presence in the state, Cummings Graduate Institute is not required by the New Hampshire Department of Education Division of Higher Education – Higher Education Commission to obtain approval from the Commission to offer its programs to residents of New Hampshire. Therefore, Cummings Graduate Institute is in compliance with New Hampshire regulations concerning postsecondary distance education.
New Jersey	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the New Jersey Secretary of Higher Education to obtain approval from the Secretary to offer its programs to residents of New Jersey. Therefore, Cummings Graduate Institute is in compliance with New Jersey regulations concerning postsecondary distance education.
New Mexico	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the New Mexico Higher Education Department to obtain approval from the Department to offer its programs to residents of New Mexico. Therefore, Cummings Graduate

	Institute is in compliance with New Mexico regulations concerning postsecondary distance education.
New York	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the New York Office of College and University Evaluation to obtain approval from the Office to offer its programs to residents of New York. Therefore, Cummings Graduate Institute is in compliance with New York regulations concerning postsecondary distance education.
North Carolina	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the University of North Carolina, Chapel Hill Board of Governors to obtain approval from the Office to offer its programs to residents of North Carolina. Cummings Graduate Institute is therefore in compliance with North Carolina regulations to offer programs to residents of the state.
Ohio	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Ohio Board of Regents and The Ohio State Board of Career Colleges and Schools to obtain approval from the Board to offer its programs to residents of Ohio. Therefore, Cummings Graduate Institute is in compliance with Ohio regulations concerning post-secondary distance education.
Oklahoma	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Oklahoma Board of Private Schools to obtain approval from the Board to offer its programs to residents of Oklahoma. Therefore, Cummings Graduate Institute is in compliance with Oklahoma regulations concerning postsecondary distance education.
Oregon	Cummings Graduate Institute is exempt from State Authorization in Oregon. We are enrolling students whose permanent address is in Oregon.
Rhode Island	Cummings Graduate Institute has no physical presence in Rhode Island, and is therefore not subject to regulations by the Rhode Island Board for Governors for Higher Education to offer its programs to residents of Rhode Island. Therefore, Cummings Graduate Institute is in compliance with Rhode Island regulations concerning postsecondary distance education.
South Carolina	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the South Carolina Commission on Higher Education to obtain approval from the Commission to offer its programs to residents of South Carolina. Therefore, Cummings Graduate Institute is in compliance with South Carolina regulations concerning postsecondary distance education. Cummings Graduate Institute does not imply, promise, or ensure that credits earned at the Institute will transfer to other institutions, since such determinations are made according to the policies of the receiving institution. If you are considering transferring to another school, it is your responsibility to determine whether that school will accept your academic credits. You are encouraged to make this determination as early as possible.

South Dakota	Cummings Graduate Institute is exempt from State Authorization in South Dakota. The South Dakota Secretary of State's Office does not regulate distance or online education. We are enrolling students whose permanent address is in South Dakota.
Tennessee	Cummings Graduate Institute is exempt from State Authorization in Tennessee. We are enrolling students whose permanent address is in Tennessee.
Vermont	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the Vermont State Board of Education to obtain approval from the Board to offer its programs to residents of Vermont. Therefore, Cummings Graduate Institute is in compliance with Vermont regulations concerning postsecondary distance education.
Virginia	Cummings Graduate Institute does not have a physical presence in the state. Cummings Graduate Institute is not required by the State Council of Higher Education for Virginia, Private and Out-of-State Postsecondary Education Unit to obtain approval from the Unit to offer its programs to residents of Virginia. Therefore, Cummings Graduate Institute is in compliance with Virginia regulations concerning postsecondary distance education.

Cummings Graduate Institute is not enrolling students whose permanent address is in the following states:

Alabama	Cummings Graduate Institute is currently in the process for applying for eligibility but is not eligible yet to accept new students
Arkansas	The Arkansas Department of Higher Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Arkansas.
Delaware	Cummings Graduate Institute is currently in the process for applying for eligibility but is not eligible yet to accept new students
District of Columbia	The District of Columbia Education Licensure Commission requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the District of Columbia.
Georgia	Nonpublic Postsecondary Education Commission does not allow Cummings Graduate Institute to enroll students with permanent addresses in Georgia.
Hawaii	Pursuant to the requirements of The State of Hawaii Office of Consumer Protection §446-E, Cummings Graduate Institute is not enrolling students whose permanent address is in Hawaii.
Idaho	The State of Idaho requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Idaho.

Illinois	The Illinois Board of Higher Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Illinois.
Iowa	The Iowa College Student Aid Commission requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address in in the state of Iowa.
Maine	The Maine Department of Higher Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address in in the state of Maine.
Maryland	The Maryland Higher Education Commission requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Maryland.
Michigan	The Michigan Department of Licensing and Regulatory Affairs requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Michigan.
Minnesota	The Minnesota Office of Higher Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Minnesota.
Mississippi	The Mississippi Commission on College Accreditation requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Mississippi.
Missouri	The Missouri Department of Higher Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Missouri.
Montana	The Montana University System has permitted Cummings Graduate Institute from enrolling students whose permanent address is in Montana.
Nevada	The Nevada Commission on Postsecondary Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Nevada.
North Dakota	The North Dakota University System requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of North Dakota.
Pennsylvania	The Pennsylvania Department of Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Pennsylvania.

Puerto Rico	The Puerto Rico Council on Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in Puerto Rico.
Texas	The Texas Higher Education Commission requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Texas.
Utah	The Utah Division of Consumer Protection requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Utah.
Washington	The Washington Student Achievement Council requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Washington.
West Virginia	The West Virginia Council For Community and Technical College Ed and The West Virginia Higher Education Policy Commission requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of West Virginia.
Wisconsin	The Wisconsin Educational Approval Board requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Wisconsin.
Wyoming	The Wyoming Department of Education requires university accreditation by an DOE approved agency for licensure. Cummings Graduate Institute is not enrolling students whose permanent address is in the state of Wyoming.

It is the student's responsibility to understand current circumstances or special requirements in his or her state of residence.

Questions

Any questions a student may have regarding this Catalog that have not been satisfactorily answered after reviewing, they may contact the Policy and Compliance Office (compliance@cummingsinstitute.com) for further questions or clarifications.

Review Documents Prior to Signing

Prospective students are required to review this catalog prior to signing the Cummings Graduate Institute Enrollment Agreement.

Physical & Course Location

Cummings Graduate Institute is a virtual (distance education) university; therefore, all courses are offered online through the Cummings Graduate Institute's learning platform. A link to the online learning environment will be provided to students upon admission.

Cummings Graduate Institute's administrative office is located at the following address:

16515 S. 40th St., Ste. 143

Phoenix, AZ 85048

Phone: 480-285-1761

Fax: 480-999-5641

Board of Directors and Advisory Board

Board of Directors

Caccavale, John, Ph.D., ABMP, **External Member**

Cummings, Dorothy, M.S.S., D.H.L., **Secretary/Treasurer**

Cummings, Janet, Psy.D., **President**

Cummings, Nicholas, Ph.D., Sc.D., **Chair**

Sabatini, Brett, **External Member**

2018 Advisory Board

Ah Quin, Leolani, DBH

Aubrey, Thomas, DBH

Crowson, Lori, DBH

Guadiano Elliott, Kristie, DBH

Haddick, David, Psy.D.

Henagan, Leannette, DBH

Holt, Vanessa, MBA

Jungsten, Mechelle, DBH

Randolph, Natalie, DBH

Thompson, Kyrie, DBH

Williams, Jackson, DBH

Administration

Boring-Bray, Wendy, DBH, **Assistant Director of the DBH Program**

Christianson, Lori, **Director of Instructional Design and Library**

Dale, Robert, **IT Specialist**

English, Cara, DBH, **CEO and Director of the DBH Program**

Harrison, Amanda, **Director of Operations**

Lange, Denice, **Executive Assistant to the Director of Operations**

Maez, Cecelia, **Coordinator of Admissions, Engagement, and Alumni**

McGurgan, Melissa, **Director of Student Services and Communication**

Rosa, Stephanie, **Registrar and Retention Coordinator**

Faculty

Boring-Bray, Wendy

- DBH, Arizona State University
- Specialties: Foundations for Doctoral Study, Biodyne Model, Children & Adolescents, School-Based Health Delivery

Clarke, David

- MD, University of Connecticut
- Specialties: Gastroenterology, Stress and Illness

Cordes, Gayle

- DBH, Arizona State University
- Specialties: EMDR, Trauma-Informed Care

Cummings, Janet

- Psy.D., Wright State University
- Specialties: Pathophysiology, Psychopharmacology, Neuropathophysiology, Biodyne Model

English, Cara

- DBH, Arizona State University
- Specialties: Maternal Wellness, Type I/II Diabetes, Entrepreneurship

Ford, Larry

- DBH, Arizona State University
- Specialties: Biodyne Model, Entrepreneurship

Johnson, Melissa

- DBH, Arizona State University
- Specialties: Women's Health

Jones, Lisa Marie

- DBH, Arizona State University
- Specialties: Cultural Diversity, Health Equity, Intervention Design Models

Olugbala, Fanike

- DBH, Arizona State University
- Specialties: Quality Improvement

Pineda, Esther

- DBH, Arizona State University
- Specialties: Social Work, Diverse Populations, Biodyne Model

Vogelsang, Bobbi

- DBH, Arizona State University
- Specialties: Chronic Disease, Chronic Pain, Biodyne Model

Wilson, C. Carl

- DBH, Arizona State University
- Specialties: Military Families and Veterans, Legal & Ethical Issues in Healthcare, Biodyne Model



II. Administrative Information

Administrative Hours of Operation

Cummings Graduate Institute's Administrative Office is physically open for business Monday through Thursday from 9 AM to 3 PM, Arizona time, and Fridays by appointment only. Our interactive voice response system is available 24 hours a day, 7 days a week. The Doctor of Behavioral Health Program Director and Assistant Director respond to email and phone calls on an as-needed basis outside business hours, generally between the hours of 7 AM to 7 PM AZT.

Faculty are available during online office hours listed on course syllabi and by appointment.

If you have an emergency outside of business hours, students can contact info@cummingsinstitute.com 24 hours a day, 7 days a week, for assistance.

Cummings Graduate Institute's Administrative Office is closed for most major United States Federal Government holidays. This list includes the following:

- Labor Day - September 4, 2017
- Veteran's Day - November 10, 2017
- Thanksgiving Thursday, Friday - November 23 - 24, 2017
- Christmas Eve and Christmas Day - December 25 - 26, 2017
- New Year's Eve - December 29, 2017
- New Year's Day - January 1, 2018

- Martin Luther King, Jr. Day - January 15, 2018
- Presidents' Day - February 19, 2018
- Memorial Day - May 28, 2018
- Independence Day July 4, 2018

Institute Calendar and Term Schedule

Cummings Graduate institute operates continuously with terms beginning throughout the year. Spring I, II, and Fall courses are twelve (12) weeks and the Summer term is seven (7) weeks in length. A one (1) week break is scheduled between each term. All United States federal government holidays will be observed, and classes will not be in session nor will assignments be due on those dates.

Religious Holidays and Observances

Cummings Graduate Institute respects and honors the religion and cultural traditions of our diverse students. Cummings Graduate Institute faculty members work with students to accommodate reasonable deadline extensions so that students can observe holidays and cultural traditions. It is the responsibility of the student to communicate the need for flexibility with due dates or other deadlines for assignments, tests, etc. due to a religious or cultural observance not already part of a planned holiday break for the program.

Institute Calendar

The “year at a glance” calendar shows all term start and end dates. The most up-to-date version of the Cummings Graduate Institute calendar can be found on the website at <http://cummingstinstitute.com/calendar>.

Specific course assignment deadlines are provided for each course by the faculty and listed in the corresponding course syllabi.

Student Educational Records

Education records are defined as official records that are directly related to a student and maintained by the Registrar. When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to them personally.

The Cummings Graduate Institute is committed to protecting privacy of our students, full-time faculty, adjunct faculty, board members, team members, alumni, and any other stakeholders in all communications and documents in the institution’s possession. This information includes, but is not limited to, social security numbers, credit card numbers and check information, personal and financial information, academic transcripts from schools, academic records at this institution, and/or emails. Such information belongs exclusively to the individual and cannot be released outside of the institution without the prior written approval of the individual who owns these records, except as provided under the Family Educational Rights and Privacy Act (FERPA).

The Cummings Graduate Institute maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. The Act covers anyone who has enrolled at the institution, including the following:

- Active students currently enrolled in a program
- Former students and alumni
- Administrative staff members, full-time faculty members, and adjunct faculty members.

When operating websites, the Cummings Graduate Institute takes special measures to ensure the confidentiality of the information is protected. A privacy statement appears on the websites that explains what information the Cummings Graduate Institute may collect through our websites, why the institution collects such information, how the information is protected, and the choices stakeholders have about how the Cummings Graduate Institute uses the information.

The Cummings Graduate Institute has the obligation to safeguard this information and to ensure the stakeholders are protected.

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information the institution may disclose to third parties without receiving prior written consent from the student via a FERPA release form, an authorized signature on another document or a lawfully-issued subpoena or judicial order.

The Registrar's office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. The Act covers anyone who is or has enrolled at the institution.

Procedure to Inspect and Retrieve Education Records

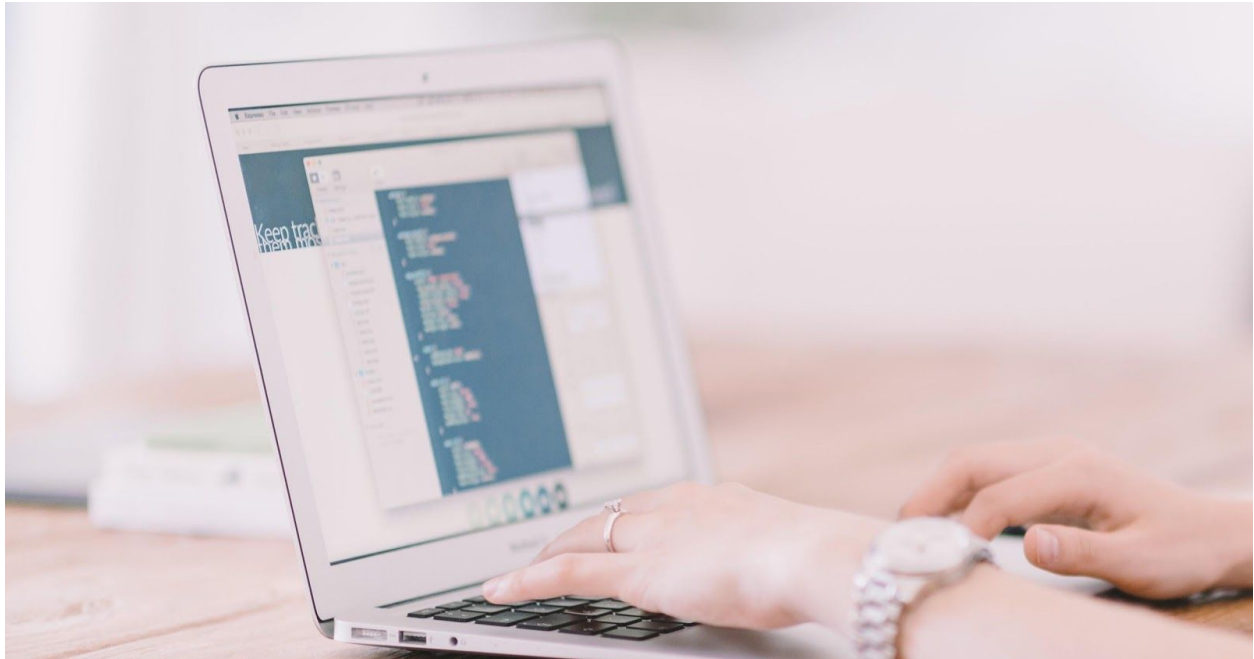
Under FERPA, students have the right to inspect and review their education records. A student who wishes to inspect and review his or her records should submit a written request to the Registrar.

All records requests will be responded to within 14 calendar days from the date of receipt of the request. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time, but in no case more than 45 calendar days after the request was made.

Request to Correct Education Records

Students have the right to request an amendment of education records if they believe the record is inaccurate or misleading. The request for amendment must be made in writing and include a notarized signature. The request must be sent to the attention of the Office of the Registrar and must identify the part(s) of the education records to be amended and specifying the reasons why the student believes the information is inaccurate or misleading.

The Office of the Registrar shall notify the student of the decision within 15 calendar days of the receipt of the request. If the Office of the Registrar denies the student request to correct education records, the student has the right to file a grievance.



Disclosure of Educational Records

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- State and Federal Regulatory Agencies
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial assistance to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Compliance with a judicial order or lawfully-issued subpoena
- Appropriate officials in cases of health and safety emergencies or crises
- State and local authorities, within a juvenile justice system, pursuant to specific State law

The Cummings Graduate Institute has designated certain types of information as "Directory Information," which may be disclosed without a student's consent.

Directory Information

The term “Directory Information” means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed to the public. The following information has been designated by the Cummings Graduate Institute as Directory Information:

- Student's name
- Email address
- Major field of study
- Dates of attendance
- Enrollment status
- Graduation status

This information may be released to interested parties who request for purposes of, but not limited to, the following: employment, volunteer opportunities, rental/credit checks, verification of degree conferral, and/or gathering for research.

Per the Personally Identifiable Information Policy, new and continuing students at Cummings Graduate Institute can contact the Registrar (registrar@cummingsinstitute.com) to adjust what they want as Directory Information.

The Cummings Graduate Institute will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA Hold Form via email from the Registrar (registrar@cummingsinstitute.com). Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

Non-Directory Information

Non-directory information is considered any information that is not listed as directory information. This information may not be released without the prior written consent of the current or former students. Students can request consent by emailing the Registrar (registrar@cummingsinstitute.com) for the Release Form. The form must be submitted to the Registrar. The Registrar follows up via phone to legitimize all information and consent.

Archival of Student Records

Student records are archived in both electronic and hardcopy formats. The hard copy files are housed in secured storage within the Cummings Graduate Institute Administrative Office in Phoenix, Arizona. Files are retained in the Cummings Graduate Institute office for ten (10) years and then transferred to the Arizona State Archives for permanent storage. The electronic files are maintained in the student electronic profile within the Student Information system, Populi. The electronic system is password-protected and located inside a firewall within a secure and redundant server system.

Official Transcripts

The Cummings Graduate Institute provides official transcripts to current students or alumni in good standing by request. One sealed official transcript accompanies a student's diploma or certificate at no charge. Students must request additional official transcript copies from the Office of the Registrar by completing the [Transcript Request Form](#).

Students are assessed the published Cummings Graduate Institute charge of \$20 for each official transcript requested in advance of or beyond the transcript provided with a student's diploma or certificate.

Official transcripts are printed on blue security paper and contain the Cummings Graduate Institute name, address and telephone contact information, the school logo, and are signed by the Cummings Graduate Institute Registrar or designee.

Unofficial Transcripts

The Cummings Graduate Institute provides unofficial transcripts at no charge to current students or alumni in good standing by request.

The unofficial transcript is a downloadable document that is unsigned, reflecting the school logo. The unofficial transcript contains the Cummings Graduate Institute name, address and telephone contact information, and is marked as an unofficial transcript issued to the student. All information fields are password-protected and non-changeable. The Cummings Graduate Institute takes all necessary security measures to protect and secure the address, transcript status, course grades and legend information.

Unofficial transcripts may be downloaded on the student's/alumnus' behalf and sent to the student via email. A paper copy is not to be created and mailed to the students and/or alumni.

To request an unofficial transcript, complete the [Transcript Request Form](#).

Transferability of Credits Earned at Cummings Graduate Institute

The transferability of credits earned at Cummings Graduate Institute is at the complete discretion of an institution where a student may seek to transfer. Acceptance of the degree earned at Cummings Graduate Institute is also at the discretion of the institution to which a student may seek to transfer. If the credits or degree earned at Cummings Graduate Institute are not accepted at the institution where a student seeks to transfer, the student may be required to retake some or all of the courses. Accredited colleges may not accept transfer course credits and degrees completed at unaccredited colleges. All students should confirm that attendance at Cummings Graduate Institute meets their educational goals.

III. Admissions

Cummings Graduate Institute welcomes applications from all students for both degree-seeking and nondegree study.

Admissions Policy

To support and carry out our Mission, Vision, and Values, Cummings Graduate Institute has a thorough admission process to ensure we admit prospective students with the best potential to meet program objectives and to complete an online doctoral degree.

Nondiscrimination Policy

Cummings Graduate Institute admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Cummings Graduate Institute does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Title IX Notice of Nondiscrimination

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. The Title IX Notice reads, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

If a student has any questions about Title IX, they can reach out to the Policy and Compliance Office (compliance@cummingsinstitute.com)

Degree-Seeking Admissions Requirements

To be considered for admission, applicants must meet the following requirements:

1. Master's Degree or higher from an accredited college or university with a cumulative GPA of 3.0 (B average) or better in the field of Behavioral Health or similar (Counseling, Social Work, Marriage and Family Therapy). * See Exception for Admissions policy.
2. Two (2) or more years of experience in the Behavioral Health Field.
3. Technology equipment and basic computer skills to be successful in the online Doctoral of Behavioral Health Program. To view Technology Requirements, visit: cummingsinstitute.com/technology.

Professional Licensure and Admissions

Professional licensure is not a Cummings Graduate Institute admissions requirement. Practicing as a DBH does not require a professional license, and there is no licensure for a DBH in any state or nation at this time.

That said, be aware of the following professional considerations before beginning the DBH Program to make sure it is the right fit for your career goals.

1. Billing for reimbursement as a clinician typically requires a professional license as a behavioral health professional license and those eligible for licensure should clarify their scope of practice with the appropriate Professional Board Office before beginning the DBH Program.
2. The use of the “Doctor” title may be prohibited in certain areas. Every country, state, and employer is different when it comes to the use of the “Doctor” title. Students should research local legislation and employer practices related to the use of the “Doctor” title.

Legislation is evolving quickly. Making an informed decision means knowing the landscape of healthcare in a student’s local area.

Degree-Seeking Admissions Process

To be considered for admission, applicants must submit the following information and documentation:

1. Completed online admissions application form, including the following documentation:
 - a. Copy of a government-issued ID
 - b. Resume or CV
 - c. Writing Sample
 - d. Statement of Intent
 - e. Unofficial transcripts reflecting highest degree earned
 - f. Official transcripts reflecting highest degree earned
 - g. Contact information for four (4) professional references to provide a recommendation in support of your application (three (3) total recommendations needed)*
2. Nonrefundable Application Fee (\$50)**

* Professional references will be contacted at the email address provided to request completion of a recommendation form.

** Waived for students eligible for Military Tuition. Documentation of military status is required during the application process.

Completed applications are reviewed to determine the applicant’s eligibility for admission. Eligible candidates are contacted by the admissions committee to schedule an interview and detailed instructions are shared on how to participate in the interview. The interview is the final step in the admissions application process. Upon completion of the

interview, an admissions decision is rendered by the admissions team, and the applicant will be accepted or declined admission into the DBH program. Notification of the admissions decision is sent to the applicant post interview.

Within five (5) business days of a student's admission to the Doctor of Behavioral Health program, the admitted applicant receives an enrollment packet that includes an enrollment agreement, catalog, and the "Getting Started Guide" for the program. Once the signed enrollment agreement is submitted to CGI by the student, a one-time Program Fee of \$150 will be billed to the student account. Tuition will be billed to the student's account after the student enrolls in courses.

Admissions Decision Appeal Process

An applicant may appeal the admissions decision post receipt of the admissions decision letter by contacting the CEO/Director via email at cenglish@cummingsinstitute.com.

Student Identity Verification

To meet industry standards for an online institution, Cummings Graduate Institute takes measures to verify the identity of our students during the admissions process.

1. Submission of a government-issued ID during the admissions process
2. Review and verification of a government-issued ID during the admissions process
3. Verification of identity during the admissions interviews, via phone or video

Exceptions for Degree-Seeking Admissions Policies

A completed application demonstrating that the candidate meets all admission requirements may advance to interview eligibility with the following exceptions:

1. An applicant who completed a master's degree in a non-Behavioral Health field (e.g. Allied Health fields) must have their transcripts evaluated to determine if previous coursework meets the standard curriculum requirements.
2. Candidates who have completed the application, paid the nonrefundable application fee, and submitted required documentation minus the Official Transcript for admission may be eligible for an interview.
3. Candidates who have completed the application, paid the nonrefundable application fee, and submitted required documentation minus a third professional recommendation, may proceed to an interview if the first and second recommendations have a rating of average, above average, or outstanding in all evaluation areas and a final recommendation of "enthusiastically recommend this applicant."

An application may advance to admission with the following exceptions:

1. Provisional admission may be granted to an applicant who submits and is admitted with a completed application, nonrefundable application fee, and required documentation minus the Official Transcript for admission. A student provisionally admitted under this circumstance must submit the Official Transcript by the

end of their first enrolled term in order to enroll in courses for a second term. Failure to submit an Official Transcript under this circumstance revokes the admissions acceptance, and the student may not proceed with coursework.

2. Provisional admission may be granted to an applicant per the discretion of the Director if the applicant demonstrates the potential to succeed in the interview and interview eligibility review.

International Student Degree-Seeking Admissions Process

Cummings Graduate Institute welcomes international students from around the world. International applicants participate in the same degree-seeking admissions process as U.S applicants and are required to meet the same requirements in addition to the following international admissions requirements:

1. International applicants who have earned their degree from a non-US institution must submit an official, detailed, course-by-course transcript evaluation from a National Association of Credential Evaluation Services (NACES) member.

A list of NACES member organizations can be found at <http://www.naces.org/members.htm>. Evaluation documentation and results must be sent directly from the NACES member to the Institute Registrar for admissions evaluation. Use the mailing address below for NACES transcript evaluation results:

Cummings Graduate Institute
Attn: Registrar
16515 S. 40th St., Ste 143
Phoenix, AZ 85048

The academic credentials evaluation determines if an applicant's education history meets admission requirements. International applicants are responsible for the selection and management of the academic credential evaluation process and should be mindful of the process in managing the enrollment timeline.

2. International applicants must demonstrate completion of a minimum of 30 credit hours of coursework from an accredited college or university in the United States, or from a recognized post-secondary Canadian institution that uses English as its primary language of instruction. Of the 30 credit hours, the following requirements must be met:
 - Fifteen (15) hours in the sciences
 - Six (6) hours in non-remedial English composition
 - Three (3) hours in speech/public speaking.

If prospective students have completed a minimum of fifteen (15) academic credit hours in an institution using English as its primary language of instruction and documentation within two (2) years of applying to the Cummings Graduate Institute with a minimum cumulative GPA of 3.0, they may be exempt from demonstrating English language proficiency.

Admissions Requirements for Applicants whose Native Language is not English

In situations where English was not the language of instruction, international applicants can also meet the English requirement by submitting official documentation with the minimal scores of higher of one of the following:

- Test of English as a Foreign Language (TOEFL, PBT) = 550
- Internet Based Test (iBT) = 80
- International English Language Test (IELTS) = 5
- PTE Academic Score Report = 58

English proficiency scores, if English was not the language of instruction, must be sent directly from the testing agency to the Institute Registrar. Use the mailing address below for English Proficiency test scores:

Cummings Graduate Institute
Attn: Registrar
16515 S. 40th St., Ste 143
Phoenix, AZ 85048

International applicants who do not provide documentation of acceptable US or Canadian course/degree equivalency will not receive any transfer credits, and are not admitted without documentation that meets admission.

Visa Sponsorship

Cummings Graduate Institute does not participate in student visa/I-20 program.

Transfer Students

The Cummings Graduate Institute welcomes transfer students. Transfer students participate in the same admissions process as new applicants and are required to meet the same requirements, in addition to the following transfer student requirements and conditions.

Transfer Credit Policy

Cummings Graduate Institute has set guidelines for transfer credits to be considered. The goal of the process is to recognize previous work by students that meet the expectations of the Institute for academic content, rigor, scope, and relevance. In order for credits to be considered, prospective students must submit unofficial transcripts during the application process for review and an official transcript must be received by the Institute Registrar prior to the student beginning the first day of their program.

All decisions for the award of credit for coursework completed at any other institution is at the sole discretion of the Director of the DBH Program at Cummings Graduate Institute.

Transfer Credit Conditions

Credits must meet the guidelines outlined in the Transfer Credit Policy, including the following:

1. Credits must come from doctoral programs at accredited colleges and universities, or from institutions approved by a foreign nation's Minister of Education where the approval process is comparable to accreditation in the United States.
2. Credits are only be awarded for courses in which grades of 3.0 ("B") or better on a 4.0 scale were obtained as a student and considered equivalent to Cummings Graduate Institute doctoral coursework on a course-by-course basis.
3. Credit(s) awarded are transferred as equivalent credit amount. Course grades and GPA are not transferred or reflected on the student's account, Program of Study, or Official Transcript.
4. Credit(s) must have been earned as a credit-bearing learner and not as an auditing student, faculty, teaching assistant, or experiential learner.
5. Credit is only be awarded for courses completed by the student within seven (7) calendar years prior to acceptance at the Cummings Graduate Institute.
6. In alignment with industry standards, the maximum allowed transfer credits to be accepted are nine (9) credit hours.
7. The Institute reserves the right to deny transfer credits in accordance with Institute Policy.

Transfer Credit from International Schools

In order to qualify for transfer credit, courses completed at recognized international institutions must be applicable to the DBH degree and comparable to the nature and quality of Institute courses. Applicants who wish to receive transfer credit for coursework completed outside the US or at a Canadian institution that does not use English as its primary language of instruction and documentation must submit an official, detailed, course-by-course evaluation obtained from a NACES member.

Transfer Credit Max

The maximum amount of transfer credits awarded is nine (9) credits.

Transfer Credit Evaluation Process

In order for credits to be considered, prospective students must adhere to the following procedure. During the application process, prospective applicants must submit the following:

1. An unofficial transcript of any transfer credits must be uploaded in the online application.
2. An official transcript of the transfer credits. The Official Transcript must be received by the Institute Registrar prior to the student beginning the first day of his or her program.

3. A copy of the prior Institute's Catalog which includes course descriptions for any courses the applicant wishes to transfer must be uploaded in the online application. Additionally, the Institute may request copies of course syllabi for review, in the event the Catalog course descriptions do not fully articulate the course alignment.

Once the unofficial transcript and Catalog are received, the DBH Program Director reviews the initial submitted unofficial transcript and notifies the Registrar using the Transfer Credit Form of any credits that meet the conditions spelled out in the Transfer Credit Policy.

- a. If the Official Transcript is available at time of review and attached to the Transfer Credit Form, the Registrar will award the credits in the student file and account.
- b. If the Unofficial Transcript is only available at the time of review and attached to the Transfer Credit Form, the Registrar will keep credits in pending status until Official Transcript is received and transfer credits are verified.

The applicant receives official notice via email from the Registrar of any pending and fully accepted transfer credits awarded, and notice of awarded transfer credits are added to the student's record.

Transfer Credit Appeal Process

In the event that a student disagrees with the awarded transfer credits or requests an exception to be considered for over the transfer credit maximum policy, the student may submit an appeal using the following procedure accompanied with the transfer credit appeal form. All appeal forms must be received by the Registrar within 10 calendar days from sending the Enrollment Agreement.

1. Complete the Transfer Credit Appeal Form on the Student Forms page at <https://cummingsinstitute.com/studentforms/>
2. Complete the form in its entirety.
3. Submit documentation supporting the request:
 - a. Course description from the catalog at the credit-granting institution.
 - b. Syllabus.
 - c. Explanation for consideration.
4. All correspondence regarding appeals will be delivered to your school email address within 10 calendar days.

Note:

- Submit one (1) appeal form per course.
- All required documents must be received by Cummings Graduate Institute for re-consideration.
- It is the student's responsibility to prove that a course taken at another institution is equivalent to those of the DBH program.

All decisions for the award of credit for coursework completed at any other institution are at the sole discretion of the Cummings Graduate Institute DBH Program Director, and all decisions are final.

Non-Degree Seeking Admissions Requirements

The Cummings Graduate Institute welcomes students who wish to pursue coursework to advance their personal and professional knowledge. To be considered for admission, applicants must meet the following requirements:

1. Master's Degree or higher from an accredited college or university with a cumulative GPA of 3.0 (B average) or better in the field of Behavioral Health or similar (Counseling, Social Work, Marriage and Family Therapy). See Exception for Admissions policy.
2. Two (2) or more years of experience in the Behavioral Health Field.
3. Technological equipment and basic computer skills to be successful in our online Doctoral of Behavioral Health Program. To view up-to-date requirements, visit: cummingsinstitute.com/technology

Non-degree students are limited to completing eight (8) courses as non-degree status.

If a non-degree student later applies for admission to the DBH degree program, the student is required to formally apply to the DBH program and submit all required documentation; the nonrefundable Application Fee will be waived. The student is evaluated as a new applicant and must meet tuition and graduation requirements in addition to policies in effect at the time of application to the degree program. Admission into the DBH program is not assured.

Non-Degree Seeking Admissions Process

To be considered for admission, applicants must submit the following information and documentation:

1. Completed online admissions application form, including the following documentation:
 - a. Copy of a government-issued ID
 - b. Resume or CV
 - c. Unofficial transcripts reflecting highest degree earned
 - d. Official transcripts reflecting highest degree earned

2. Nonrefundable Application Fee (\$50)*

* Waived for students eligible for Military Tuition. Documentation of military status is required during the application process.

Completed applications are reviewed to determine the applicant's eligibility for admission. Upon completion of the application review, an admissions decision will be rendered by the admissions team, and the applicant will be accepted or declined admission into Cummings Graduate Institute to pursue non-degree coursework. Notification of the admissions decision will be sent to the applicant post application review.

Within five (5) business days of a student's admission to Cummings Graduate Institute as a non-degree seeking student, the admitted applicant receives an enrollment packet that includes an enrollment agreement, catalog, and the "Getting Started Guide" for the program. Once the signed enrollment agreement is submitted to CGI by the student, a one-time

Program Fee of \$150 will be billed to the student account. Tuition will be billed to the student's account after the student enrolls in courses.

Admission Classifications

Students admitted to Cummings Graduate Institute are assigned an admission classification based upon the results from the admissions committee. Admissions classifications include the following:

1. Admitted
2. Provisionally Admitted

Student admission classification is stated in the admission notification letter. If a student is classified as provisionally admitted, the letter outlines steps with deadlines as to how the student can advance from provisionally admitted to admitted status.

Admitted Classification

A student may begin a program at Cummings Graduate Institute as an Admitted student if all admissions requirements are met.

Provisional Admission Classification Policy

A student may begin the program at Cummings Graduate Institute under the Provisional Admissions Policy under the following circumstances:

1. Provisional Admission may be granted to an applicant who submits and is admitted with a completed application, nonrefundable application fee, and required documentation minus the Official Transcript for admission. A student Provisionally Admitted under this circumstance must submit the Official Transcript by the end of their first enrolled term in order to enroll in courses for a second term. Failure to submit an Official Transcript under this circumstance revokes the admissions acceptance and the student may not proceed with coursework. This policy does not apply to official transcripts for transfer credit evaluation.
2. Provisional Admission may be granted to an applicant at the discretion of the Director if the applicant demonstrates the potential to succeed in the interview and interview eligibility review. A student provisionally admitted under this circumstance must complete the required courses within the stated outcomes and timeline outlined in the Enrollment Agreement. Failure to complete the required courses within the stated outcomes and timeline revokes the admissions acceptance, and the student may not proceed with coursework.



Admissions Deadlines

Admissions application deadlines for the 2017-2018 academic year are as follows:

Year/Term	Term Start Date	Application Deadline
2017 Fall	September 6, 2017	August 1, 2017
2018 Spring I	January 8, 2018	November 15, 2017
2018 Spring II	April 9, 2018	Feb. 23, 2018

Dates are subject to change.

Change of Personal Information

Applicants are responsible for notifying the Institute of any changes to their contact information, including mailing address, name, and email address. Notification can be submitted to the Admissions Coordinator via email, phone, fax, or mail. Documentation may be required to validate change.

New Student Orientation

A new student orientation is offered through a self-paced online learning course to all newly admitted degree seeking and non-degree seeking students. The orientation course covers a broad range of topics and information necessary to navigate and succeed as a student in Cummings Graduate Institute. Students are expected to complete the course prior to the first day of their first term at Cummings Graduate Institute. Students have continued access to the orientation course and course materials throughout all enrolled terms.

Admissions Application Withdrawal

At any time, an applicant may withdraw an admissions application prior to admissions decision notification. Notification can be submitted to the Admissions Coordinator in any manner, however, in writing via email is preferred. Identity verification may be required to validate change. To be considered as an applicant for a future term, the applicant must reapply.

Admissions Application Cancellation

Applicants have the ability to cancel an application any time prior to application submission. Application fees paid are nonrefundable. Applicants can request to cancel their application in any manner to the Institution. A cancelled application will remain on file for twelve (12) months. If a student wishes to reactivate a cancelled application for a future term, they may do so by contacting the Admission Coordinator by email, fax, or phone.

Incomplete Admissions Application

An admissions application which is missing one or more elements at the time of an admissions deadline, with the exception of Official Transcript for admissions evaluation, is labeled as an incomplete application. Applicants have the ability to move their incomplete applications to the following term by submitting a request to the Admissions Coordinator via email, fax, or phone within twelve (12) months of their application start date. Incomplete applications will remain on file for (twelve) 12 months.

Deferral of Enrollment

Applicants to the Cummings Graduate Institute program who do not enter in the term for which they originally applied and who wish to be considered for application in a later term must reactivate their applications for the new term by submitting a request to the Admissions Coordinator.

The Admissions Office keeps student files for applicants and admitted students who do not enroll for one (1) academic year. Students who delay more than one (1) academic year must reapply and submit a new application and application materials. Students are readmitted under the current catalog that is in effect at the time of readmission.



IV. Enrollment

Enrollment Procedure

After an admitted student returns an Enrollment Agreement to the Registrar (registrar@cummingsinstitute.com), the Registrar meets with the student for the initial orientation. During this time, the Registrar guides the student on registering for DBH 1000: Foundations and DBH 9901: Biodyne Model I. For subsequent terms, it is the student's responsibility to enroll in courses for each term during the registration window indicated on the academic calendar. If a student experiences difficulties during enrollment, they may contact the Registrar (registrar@cummingsinstitute.com).

Enrollment Status

Full Time Enrollment (FTE) is 6 semester credit hours or more per term. Part Time Enrollment (PTE) is 5 semester credit hours or less and no fewer than 1 semester credit hour, per term.

Enrollment Cancellation

Admitted students have up to fourteen (14) calendar days from the date of admission to the DBH Program and prior to the course start date to complete the Enrollment Agreement. The student can request to cancel their application in any manner to the Institution.

Add Course/Registration

A student may add courses to the term during the appropriate registration window. This is completed through the Populi Student Account. If any issues with adding or registering for a course occur, please contact the Registrar (registrar@cummingsinstitute.com).

Drop Course

A student may drop a course before the conclusion of the course's first week. Any changes made to student class schedules may impact financial obligations and/or successful progression in the program. It is the student's responsibility to initiate the drop, add, or withdrawal process. Students are strongly encouraged to review all Institute policies regarding dropping or withdrawing from courses. Please refer to the Cancellation and Refund Policy for details on refunds for monies paid towards tuition for one or more courses. Dropping a course can affect a student's Satisfactory Academic Progress (SAP). Students should refer to the Cancellation and Refund Policy for information on reimbursement.

Course Withdrawal

After the first week of instruction and prior to the final day of instruction, a student may request to withdraw from a course. A withdrawal may only be granted if the request to withdraw is received within the stated timeframe and the student has a passing status in the course or the program director has given approval. A student may not withdraw from a course after the faculty member has submitted a final grade or after the course's end date. Degree-seeking students must send requests to withdraw from a course to their Advisor. Non-degree seeking students must send requests to

withdraw from a course to the Registrar. Fee Cancellation and Refund Policy apply for tuition refunds. Course withdrawals may negatively impact Satisfactory Academic Progress.

Program Withdrawal

A program withdrawal constitutes a drop from all courses and departure from the program, which is different from dropping one or more courses. Withdrawing from the program does not eliminate the student's financial obligations to Cummings Graduate Institute. Students are responsible for any charges owed to Cummings Graduate Institute at the time of withdrawal as determined by the Refund Policy. All refunds will be refunded according to the Refund Policy.

If a student chooses to withdraw from the program, they can notify their Advisor or Registrar in any manner; however, in writing is preferred. The date of withdrawal is determined based on the date the student made initial contact. If the student contacts the Advisor, the Advisor notifies the Registrar. The Registrar communicates with the student regarding the acceptance of their withdrawal and resolution of any outstanding items related their prior enrollment with CGI.

Course Repetition

A student may repeat a course in the DBH Program for grade replacement, and must retake any courses for which they earned a "D" or "F" grade. The student will be required to pay for the retake course, and to complete all course requirements. Only the highest grade for a repeated course is counted in the CGPA. All attempted courses are counted toward the Course Completion Rate and the Maximum Timeframe for Program Completion. The initial courses will be listed on the student's Official Transcript with a notation explaining that a higher grade replaced the initial course.

Courses may only be repeated once without prior approval from the program director. A second failed grade in any course required for graduation may lead to academic dismissal.

Institution Course Cancellations

In the event Cummings Graduate Institute has low enrollment in a course or due to a circumstance beyond Cummings Graduate Institute's control, Cummings Graduate Institute reserves the right to cancel any course that has yet to begin and reschedule it for another term. All students enrolled are issued a full refund for all tuition and fees associated with the cancelled course according to the Refund Policy.

Student Identity Verification

To meet industry standards for an online institution, Cummings Graduate Institute takes measures to verify the identity of students including the following:

1. Submission of a government-issued ID
2. Video or phone admissions interview
3. Access to a secure Learning Management System (LMS) with user-name and strict password requirements
4. Proctored exams requiring the following:
 - a. Photo identification

- b. Live image
- c. Recorded video session

Initial Course Participation

Financial Responsibility

For each course for which a student is registered, the student accepts financial responsibility for the course by the payment deadline prior to beginning classes. Failure to make timely payment of tuition results in the student being removed from the online learning environment. Any courses the student has registered for will automatically be dropped.

Attendance Requirements

All students must log in to each of the courses for which they have enrolled within the first seven (7) days of each academic term. Students who do not log in to the course within the first seven (7) days of the term may be dropped from the course.

Military Attendance Exceptions

Military students may have special circumstances that may inhibit their ability to academically participate on a regular schedule. Such students should contact their faculty member to establish a schedule for submitting their coursework.



V. Grading

Academic Performance Grades

Grades are based on the faculty member's academic judgment that the student has demonstrated a specified level of performance based on objective and subjective grading rubrics, such as papers, presentations, assignments, examinations, projects, and discussions. Students are graded according to their individual performance in the course and not on a curve. Students are not compared with each other to determine a grade or performance ranking. Criteria for awarding grades for achievement may include, but are not limited to, the following:

- Preparation of assignments, including accuracy, clarity and promptness
- Quality of Contribution to faculty member-student discussions
- Demonstrated knowledge of concepts on exams, papers, assignments, etc.
- Application of skills and principles to new and real-life situations
- Organization, presentation and professionalism of written and oral reports
- Originality and reasoning ability demonstrated in working through assignments

Grade points are assigned to each of the following grades as indicated and used to calculate a cumulative Grade Point Average (GPA) for each student:

Grading Scale											
Exemplary			Accomplished			Developing			Unsatisfactory		
A+	97-100	4.0	B+	87-89	3.0	C+	77-79	2.0	D+	67-69	1.0
A	93-96	4.0	B	83-86	3.0	C	73-76	2.0	D	63-66	1.0
A-	90-92	4.0	B-	80-82	3.0	C-	70-72	2.0	D-	60-62	1.0
									F	< 59	0.0

- P (Passing) denotes satisfactory progress (80% (B average) or higher) in the Foundations (DBH 1000) or Culminating Project courses (DBH 9100-A, 9100-B, 9100-C). The "P" grade does not contribute to the calculation of Cumulative Grade Point Average.

Graduate Level Course Grade Requirement

Cummings Graduate Institute considers a grade of B- to be the minimum passing grade for doctoral courses in the DBH program. Students earning a grade below the minimum must retake the course. When retaking the course, the higher of the two grades is recorded on the transcript. The student must pay tuition to retake the class the second time. If the student receives a second "D" or "F" grade in the retake course, they will be dismissed from the institution. Any student who earns a second F for a Culminating Project course will be dismissed from the program. Students are required to have a minimum of a 3.0 Cumulative Grade Point Average and a passing grade in all courses to graduate.

Grade Reporting

Grades for all assignments in all courses in the Doctor of Behavioral Health degree program are based on the Grading Scale above. Rubrics are used for assignments to help students understand how their assignments will be graded before they submit the assignment to help the student meet expectations and be successful. Faculty members are expected to post grades for assignments within seven (7) days of the due date. Students are expected to stay informed of their course grades by checking the online gradebook frequently and communicating directly with the faculty with any questions about assignment grades. Once the term closes, students can expect to see their finalized grade in their student account after ten (10) calendar days.

Appealing a Final Grade

A student may appeal a final course grade. The appeal must be made in writing to the faculty member for the course. Grade appeals must be submitted no more than ten (10) business days after grades are posted. All grade appeals are reviewed by the program director. The appeal decision made under the authority of the program director is final.

Procedure: Appealing a Final Course Grade

Responsibility	Action
Student	<ul style="list-style-type: none">• Students must submit a grade appeal in writing to the faculty member who issued the grade via institutional email no later than ten (10) business days after final grades are posted.• The grade appeal must include why the student feels the grade is incorrect, what grade the student feels was earned, and any supporting documentation to constitute grade change.• Students must copy the program director on the appeal email to the faculty member.
Faculty Member	<ul style="list-style-type: none">• On receipt of notification, review the appeal and provide written comments via email to the student within five (5) business days.• Faculty members must also copy the Director on the appeal email response to the student.
Director	<ul style="list-style-type: none">• If the student is not satisfied with the outcome of the faculty grade appeal, the student must submit a grade appeal, provide corresponding faculty appeal input and any additional information within five (5) business days to the Director.• The Director will respond to the appeal decision within five (5) business days. The Director's decision is final, and the Registrar and Advisor will be copied on the decision email to the student and Faculty Member.

If the student is dissatisfied with the outcome of a grade appeal, the student has the right to file a grievance using the Grievance Procedure.

Administrative Course Codes

Code	Explanation
AUD (Audit)	This course code is assigned when a student enrolls into a course as an Auditor status. The student participates in the course, including the coursework and assignments, but does not receive an academic performance grade. Standard tuitions and fees apply. "AUD" grades do not apply towards GPA.
DR (Dropped)	This course code is assigned when a student cancels participation in a course during the first week of the course session. Students must initiate the process to drop from a course. Dropped courses do not appear on the student's transcript. Students dropping a course are eligible for a full or partial refund in accordance with the Cummings Graduate Institute's Refund Policy.
I (Incomplete)	<p>In the event that an unforeseen circumstance threatens a student's ability to complete a course by the course end date, a student may request a grade of an incomplete (I).</p> <p>For all courses, with the exception of Culminating Project (A, B, C), students may be eligible for an incomplete grade if the following apply.</p> <ul style="list-style-type: none"> ▪ 75% of the assignments have been successfully completed ▪ The student is earning a passing grade of 80% (B) or higher in the course, in accordance with Cummings Graduate Institute Grading Policies. <p>For the Culminating Project (A, B, C) course, students may be eligible for an incomplete grade if the following apply.</p> <p>The student is enrolled in a Culminating Project course and the Incomplete Request Form has been submitted to the Registrar prior to the last day of the course.</p> <ul style="list-style-type: none"> ▪ Students are required to adhere to institutional policies during the Incomplete Grade Request extension period. These include but are not limited to the following: ▪ Students are expected to continue posting attendance throughout the Incomplete Grade Request extension period. ▪ Students may not be on a Leave of Absence (LOA) during the Incomplete Grade Request extension period. ▪ Students must resolve the incomplete grade before enrolling in additional coursework in the program, with the exception of Culminating Project (A, B, C) courses where a student has been assessed a continuation fee. ▪ Students must complete the coursework for the Incomplete Grade Request on or before the deadline determined by the course faculty. Incomplete grade deadline(s) may not extend longer than six (6) weeks without prior Director approval. ▪ If resolution of the incomplete grade in a Culminating Project (A, B, C) course extends longer than 7 weeks post the last day of the course, the student is assessed a continuation fee. ▪ Students who fail to successfully complete all assignments within the Incomplete Grade Request deadline will receive a failing grade and will have to retake the course.
W (Withdrawal)	The student has canceled enrollment in the course after the first week of instruction and before the end of the course. A withdrawal may only be granted if the student has a passing status in the course or the Director has given approval. A student may not withdraw from a course after the faculty member has submitted a final grade or after the course end date. Students must send requests to withdraw from a course to their Advisor. See Cancellation and Refund Policy for tuition refunds. Course withdrawals may negatively impact Satisfactory Academic Progress (SAP); see SAP Policy for details.
WL (Withdrawal due to Leave of Absence)	"WL" indicates that a student has taken a Leave of Absence (LOA) or Military Leave of Absence (MLOA) before the course end date. Students returning from an approved leave of absence

	may re-register for the course(s) from which they withdrew without paying course tuition again. "WL" grades do not apply towards GPA.
XE (Failure due to Academic Dishonesty)	"XE" denotes failure due to academic dishonesty. The XE grade will be recorded on the student's official and unofficial transcript with the notation "failure due to academic dishonesty." The XE grade shall be treated in the same way as an "F" for the purposes of grade point average and determination of academic standing. The XE grade will remain on the transcript permanently if it was awarded for an act of academic dishonesty involving significant premeditation. If an XE grade is conferred, and another violation of academic integrity occurs in a subsequent course, the student will be dismissed from the Cummings Graduate Institute for Academic Dishonesty.



VI. Attendance and Absence Policies

Tardiness

Cummings Graduate Institute is a distance education school and while tardiness is not an issue in the traditional sense, students are expected to attend all assigned classes, webinars, and post assignments on time. Lack of participation and late or missing assignments will result in grade reductions for the course.

Absence Policy

Cummings Graduate Institute courses are not independent study courses. They involve a mixture of independent work outside the online classroom and presence within the online classroom, with all work completed within schedules published in the course and syllabus. Students are expected to engage in courses in an active and timely fashion. Logging into the online course does not alone demonstrate adequate engagement. Student engagement includes activities such as completing assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments) and participating substantively in discussion. Time spent in reading, studying, and preparing written assignments is as important to learning as is participation in the discussion areas and submission of written assignments. However, student attendance can be documented only with presence in the online classroom.

Leave of Absence (LOA)

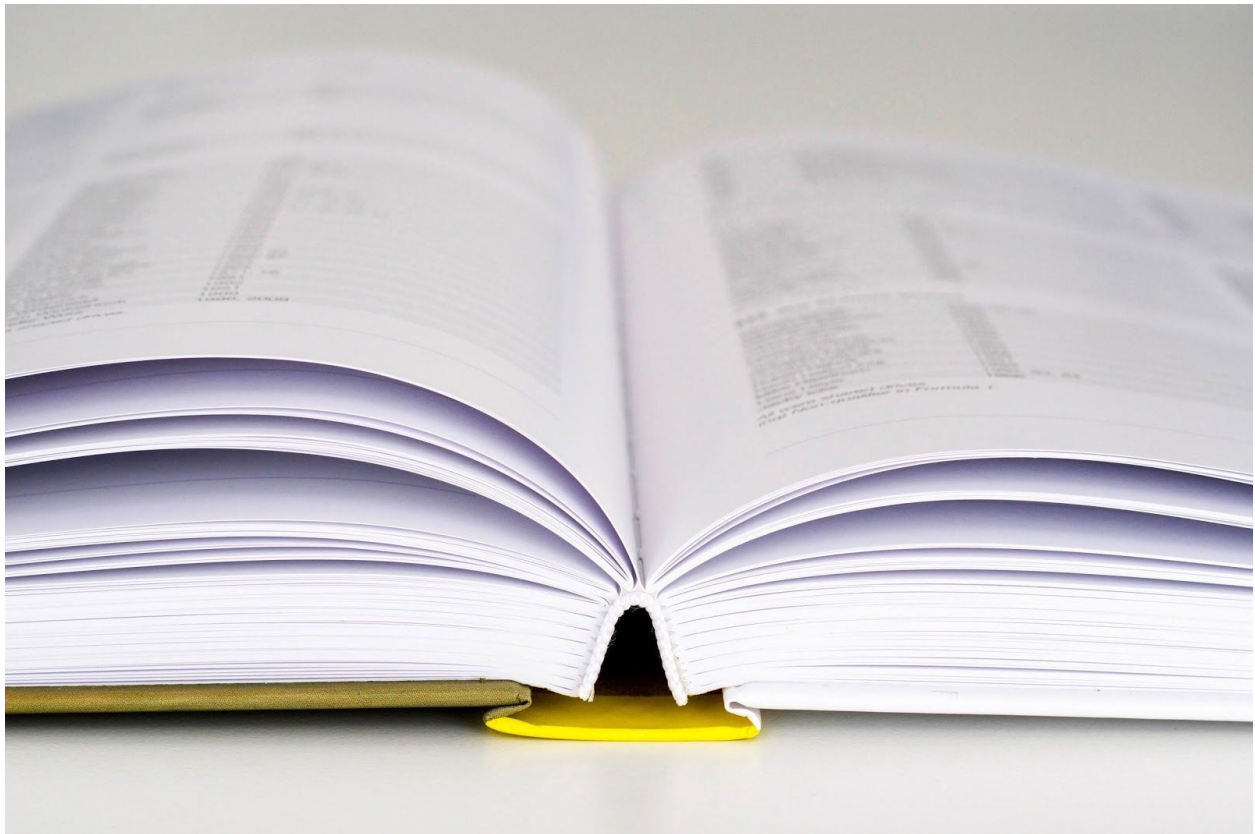
The Cummings Graduate Institute considers granting an Academic Leave of Absence (LOA) after a student has completed at least one (1) credit in the program. A leave of absence is defined as a temporary break from academic registration with a clear intent to return to the Program of Study. In order to remain academically progressing in the program, the student may only qualify for a maximum of two (2) consecutive LOA. Any student wishing to request a LOA needs to contact their Advisor to explain their need for a LOA and request consideration. The Advisor contacts the student with confirmation once a decision is made. After confirmation is provided by the Faculty, the student is responsible for delete and change to access, complete, and submit the Leave of Absence Request form available at <https://cummingsinstitute.com/studentforms/>.

Any course(s) a student is enrolled in at the time of LOA will result in a WL grade and can be retaken upon return to Cummings Graduate Institute. To return from a LOA, the student needs to contact the Registrar (registrar@cummingsinstitute.com) at the end of the LOA. The Registrar notifies the student's Faculty Advisor, who contacts the student to identify the course(s) they need to enroll in. Failure to do so results in termination from the program.

Military Leave of Absence (MLOA)

Any Cummings Graduate Institute students in the Military that receive order for deployment are able to take a Military Leave of Absence (MLOA). A student must complete and submit the Leave of Absence Request form available at <https://cummingsinstitute.com/studentforms/>.

Documentation of deployment is required with the form. The student receives a WL on their transcript and will be able to retake the course, at no cost, to replace the grade. A student can take the appropriate amount of time for a Military Leave of Absence. When a student's Military Deployment Orders are complete, they are expected to return to Cummings Graduate Institute. The student needs to submit a written request for re-enrollment to the Registrar (registrar@cummingsinstitute.com). The Registrar notifies the Advisor, who reaches out to assist the student in his or her re-enrollment. Failure to do so results in termination from the program.



VII. Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which the Cummings Graduate Institute measures student progress toward completion of a degree program. The three components of SAP are Cumulative Grade Point Average (CGPA), Course Completion Rate (Pace), and Maximum Timeframe. If, at any time, a student is not meeting the minimum requirements for SAP, the student receives an email notification at the address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

Only the highest grade for a repeated course is counted in the Cumulative Grade Point Average (CGPA). All attempted courses are counted toward the Course Completion Rate and the Maximum Timeframe for program completion.

Program Cumulative Grade Point Average (CGPA)

A Cumulative Program GPA is calculated using only grades earned at the Cummings Graduate Institute for the student's current Program of Study. The minimum CGPA requirement for doctoral students is 3.0 on a 4.0 scale.

Course Completion Rate (Pace)

Students must earn a passing grade in all required courses. Students must maintain a Course Completion rate of 75% for their Program of Study. The Course Completion Rate is calculated by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted. All courses count as attempted except for drops and withdrawals for Military Leave of Absence (WL grade). Students are required to retake courses for which they earned an unsatisfactory grade. Students may not enroll in additional coursework until they have resolved incompletes earned in previous course attempts.

Maximum Timeframe

The Maximum Timeframe to complete the program is measured in calendar years for the Doctor of Behavioral Health program. Students must complete the program within five (5) years and are only permitted to attempt 90 semester credits before program termination.



Evaluation Schedule

Students enrolled in the DBH program are evaluated for SAP after every term attempted in their programs. Advisors and the Retention Coordinator meet at the close of each term to review student academic progress in the DBH Program.. Criteria used for evaluation include the following:

1. Cumulative GPA
2. Program completion rate
3. Course completion rate

The Retention Coordinator communicates results of this evaluation to assigned students within ten (10) days of evaluation each term and a record of the notice is retained in the student's record.

Applied Credits Within the Institute

All credits earned at the Cummings Graduate Institute that are accepted into the student's current Program of Study are considered as both attempted and completed credits for calculation of the Course Completion Rate, are counted toward the Maximum Timeframe, and are included in Program GPA calculations.

Transfer Credits from Another Institution

All accepted transfer credits from another institution (maximum allowed is nine (9) credits) transferred into the student's current Program of Study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate. Transferred credits are not included in Maximum Timeframe or Program GPA calculations.

Course Withdrawals

All courses from which a student withdraws after the end of the drop period receive a "W" on the student's transcript. These courses are considered attempted credits for calculation of the Course Completion Rate and are counted toward the Maximum Timeframe.



Satisfactory Academic Progress (SAP) Evaluation Statuses

Good Standing

A student is in Good Standing if grades have not been posted yet, or SAP has not been evaluated yet, or student is meeting minimum SAP requirements at time of evaluation, or student regained Good Standing (met all SAP requirements) after being removed from an Academic Warning or Academic Probation period.

Academic Warning

A student is in an Academic Warning status when he or she does not maintain Good Standing according to the SAP evaluation. Students who are on Academic Warning enter into a Learning Contract* with the Advisor, which includes monitoring to ensure positive progress, goals/targets for students to achieve, and a scheduled evaluation with Advisor to check in on progress. If SAP is regained and terms of learning contract were met by the next scheduled SAP evaluation period, the student is returned to Good Standing status.

Academic Probation

A student is in an Academic Probation status when they did not regain Good Standing after being placed on an Academic Warning. All students in Academic Probation status enter into a Learning Contract* by the Advisor that includes monitoring to ensure positive progress, goals/targets for students to achieve, and a scheduled evaluation with the Advisor. If SAP is not regained or the terms of the learning contract were not met by the next scheduled SAP evaluation period, the student will be Academically Dismissed. If SAP is met and the terms of the learning contract were met by the next scheduled evaluation period, the student will regain Good Standing status.

**A Learning Contract is a written contract between the Advisor and/or the Director and the student that documents exactly what the student must do to regain Good Standing status. The Learning Contract includes timeframes for deliverables and specific outcomes/consequences for failure to successfully meet expected outcomes.*

Extended Probation

Special, documented circumstances may permit a student to continue on Extended Probation for an additional evaluation period. Maximum Timeframe to complete is considered prior to permitting a student extended probation. A student is in Extended Probation status only if the student was placed on Academic Probation and fails to regain Good Standing status before the next evaluation point and has worked with the Director to create a Learning Contract based on special, documented circumstances. If approved, the Learning Contract remains in effect until the next evaluation point. If the student fails to follow the Learning Contract, the student is Academically Dismissed. If SAP is met by the next scheduled evaluation period and the Learning Contract was successfully followed, the student regains Good Standing status.

Academic Dismissal

This status indicates a student was on Academic Probation and did not regain Good Standing by the SAP evaluation meeting, and/or did not successfully follow the Learning Contract. Students may file a grievance to appeal the Academic Dismissal and request readmission to the institution.*

**To protect the integrity of the Cummings Graduate Institute, a student may also be Administratively Dismissed. Refer to the Student Code of Conduct policy for further details.*

Faculty Withdrawal of a Student for Disruptive Behavior

An faculty may withdraw a student from a course with a mark of “W” or “F” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the faculty. The Director receives notice of faculty-initiated withdrawals to determine if additional Cummings Graduate Institute action should be taken.

Readmission

All students seeking to resume attendance at the Cummings Graduate Institute are subject to readmission criteria. All students seeking to re-enroll must meet the admission criteria in effect at the time of their readmission. This includes voluntary withdrawals in addition to dismissals for reasons such as non-attendance, non-payment, or violation of Satisfactory Academic Progress (SAP).

Students dismissed due to a violation of the Student Code of Conduct, the Cummings Graduate Institute’s Academic Integrity policy, or due to any other documented legal or ethical matters do not qualify for readmission to the Cummings Graduate Institute.

General Readmission Guidelines

In most cases, upon re-entry, students will return in the same SAP status as when they left unless there has been a substantial degree program change (see below). Returning students are subject to the current course catalog at the time of reentry, including current tuition rates and fees, and program requirements.

If the degree plan comparison determines there has not been a substantial change to the program since the student left the institution, it is considered a re-entry into the same program. SAP does not restart and all previously taken courses count for purposes of calculating Course Completion Rate, Maximum Timeframe and Program GPA. Calculation of Maximum Timeframe includes time away from the Cummings Graduate Institute.

A degree program comparison is not required for students returning to the Cummings Graduate Institute who:

- Withdrew with 75% or more of the credits completed that were required by their degree program at the time of exit, AND
- Are returning within 90 days of their date of withdrawal

Under these circumstances, students may reapply to resume the DBH program without adjustment being made to the courses required to complete the program. SAP does not restart.

Military students returning to the institution from military service-related time away will be reviewed on a case-by-case basis to determine if a comparison is needed. In many cases, these students may re-enter into their previous program version.

Readmission Classifications

Out Two or More Consecutive Terms

A student who for any reason has not enrolled for courses after submitted a signed enrollment agreement in two or more consecutive terms (Summer term included), must apply for readmission. Students are readmitted under the current catalog that is in effect at the time of readmission.

Academically Dismissed

A student who has been academically dismissed once for unsatisfactory academic performance is ineligible for re-entry for a minimum of one term. Should a student wish to return to the program, the student must submit a petition for re-entry, and will be subject to the admissions policies and process, as well as the current academic Catalog in use at the time of re-entry. Students should contact their Advisor to create a petition for re-entry contract before submitting the contract to the Registrar's Office.

Withdrawals

Any student who withdraws during a term and wishes to return the following term, he or she needs to contact his or her prior Advisor to create a petition for reentry.

Transfer of Credits to Re-entry Program

The Cummings Graduate Institute determines which previously completed courses are given credit in the student's re-entry program and creates a new degree plan accordingly.

Readmission after Withdrawal for Non-Payment

All prior financial obligations must be paid before a withdrawn student may resume attendance at the institution. It is the returning student's responsibility to work with the Finance Department (finance@cummingsinstitute.com) directly regarding any previous financial obligation to the institution.

VIII. Graduation

Graduation Requirements

Students who successfully complete a Program of Study prescribed by the Institution, fulfill all course requirements, meet all financial obligations, and remain in Good Standing with the Institution are eligible to apply for graduation. Eligible students must complete and submit a Graduation Request form found at <https://cumingsinstitute.com/studentforms/> thirty (30) calendar days prior to the close of the term to apply for graduation.

Doctor of Behavioral Health students must meet all the following graduation requirements:

1. Successful completion (with a B- grade or better) of all credits outlined in the student's Catalog and Program of Study.
2. Be in Good Academic Standing according to Satisfactory Academic Progress (SAP) policies.
3. Successful completion and defense of a Culminating Project with a passing recommendation from the Committee.
4. Be in Good Financial Standing with the Institute.

Graduation Approval Process

After a student has completed and submitted a Graduation Request form found at <https://cumingsinstitute.com/studentforms/>, with the intent to graduate, the Registrar and the student's Advisor conducts a full academic audit of the student's records. This process ensures that the student meets all Institute and program requirements for graduation. The program director provides final approval of all graduation requests.

If the Registrar and Advisor determine that a student is eligible for graduation, the Registrar notifies the student via email of the approval and additional information on next steps to complete the graduation process and participate in commencement.

If the Registrar and the Advisor determine that a student does not meet graduation requirements and is not eligible for graduation, the Registrar notifies the student via email of the denial and an explanation as to why they were denied. The Registrar also notifies the student's Advisor and the program director. If the student wishes to appeal the graduation approval decision, he or she may email the program director (cenglish@cumingsinstitute.com) and request a graduation decision appeal. The program director works with the Registrar and determine if an appeal will be granted and then notifies the student of the decision via email within one (1) week of initial appeal request email.

IX. Financial Information

Tuition Rates as of May 15, 2017.

Tuition and Fees

Students are responsible for payment of their tuition associated with registered classes no later than the first day before the classes are scheduled to start for the term.

All tuition and fees below represents USD.

Doctor of Behavioral Health Program Tuition

Credit Hours	Standard Tuition Cost	Military Tuition Discount Cost
1	\$350	\$315
2	\$700	\$630
3	\$1,050	\$945
60	\$21,000	\$18,900

Books and Fees

Type of Fee	Standard Tuition Fees	Military Discounts Fees
Nonrefundable Application Fee	\$50	\$0
One-time Program Fee (applied once Enrollment Agreement is signed and returned to Registrar)	\$150	\$150
Re-enrollment fee to Cummings Graduate Institute Program(s)	\$50	\$50
Culminating Project Continuation Fee <i>Applied to the student's account every seven (7) weeks until the Culminating Project section is complete. For more information, please refer to the Culminating Project Continuation Policy.</i>	\$350	\$350
Other fees <ul style="list-style-type: none"> • Late payment (applied every month until payment is current) • Returned check • Declined credit card payment 	\$25	\$25

Graduation Fee*	\$0	\$0
Official Transcript Fee (beyond the copy provided at graduation)	\$20	\$20
Additional Diploma Fee	\$20	\$20
Estimated Book Costs for DBH Program**	\$1,500 - \$2,000*	\$1,500 - \$2,000*

* As a courtesy to our students upon successful completion of their program, Cummings Graduate Institute does not charge a graduation fee. It is the student's responsibility to obtain the necessary attire for the commencement ceremony, but the Institute will provide the first copy of the Official Transcript and Diploma at no additional costs.

** This is an estimate based upon our research through online textbook vendors. Cummings Graduate Institute uses Open Educational Resources (available online at no cost to the student) whenever possible to reduce student cost of attendance. The student will be provided with a list of required textbooks during the initial enrollment process and is responsible for purchasing textbooks and supplies separately.

Teaching Assistant (TA)

Teaching Assistants (TA) are current degree-seeking students enrolled in the DBH Program contracted by Cummings Graduate Institute to support the operations of academic courses. TA assignments are subject to availability based upon the needs of Cummings Graduate Institute. Quantity and availability of TA assignments varies by term. As TA assignment availability is identified by the institution, enrolled students are reviewed and assignments are made by the Cummings Graduate Institute Director based upon the following qualifications.

1. Student has completed, at a minimum, the following:
 - a. Completed the initial term as a degree-seeking DBH student
 - b. DBH 1000: Foundations
 - c. DBH 9901: Biodyne Model I
 - d. DBH 9902: Biodyne Model II
2. Maintains current Satisfactory Academic Progress (SAP) status
3. Successful completion of the course for which the student will be a TA.
4. Recommendation from Cumming Graduate Institute Advisor, supporting the student's request to become a TA.

Students may express interest in serving in a TA position in future terms to their Advisor. The Advisor will communicate all student interest to the Director. The Director reviews all interests and appoint the available TA positions. Upon the TA assignment notification, the student receives a TA Agreement outlining specific duties, reporting manager, and start and end dates for the assignment. The TA Tuition Reduction is applied to the term(s) in which the student has a TA assignment. After the expiration of the TA Agreement, the student no longer receives the TA Tuition Reduction unless

appointed to another TA assignment. The TA Tuition Reduction is listed below. No discount is applied to books and fees for the DBH program.

Teaching Assistant Tuition Reduction Impact

All tuition and fees below represents USD.

Credit Hours	Standard Tuition Cost	Teaching Assistant Tuition Reduction
1	\$350	\$175
2	\$700	\$350
3	\$1,050	\$525

Research Assistants (RA)

Research Assistants (RA) are current degree-seeking students enrolled in the DBH Program contracted by Cummings Graduate Institute to support current Faculty and Curriculum Designers in specific subject areas where they have expertise. RA positions are subject to availability based upon the needs of Cummings Graduate Institute. Quantity and availability of RA positions varies by term. Positions are strictly appointed by the Program Director and/or CEO

Research Assistant (RA) Tuition Reduction Impact

All tuition and fees below represents USD.

Credit Hours	Standard Tuition Cost	Research Assistant Tuition Reduction
1	\$350	\$175
2	\$700	\$350
3	\$1,050	\$525
60	\$21,000	\$10,050



Payment Options

Cummings Graduate Institute works hard to make tuition affordable and accessible for our students. Cummings Graduate Institute developed several payment programs to accommodate all budget types. Student can join a program and pay monthly without accruing interest through Cummings Graduate Institute. Programs are administered by the Cummings Graduate Institute. Please contact us at 480-285-1761 x2 or at finance@cummingsinstitute.com for more information on payment plans.

Students utilizing Cummings Graduate Institute payment programs are responsible for timely payment of tuition and fees. Students must recognize this may mean they are responsible for their financial obligations to the Institute before receiving reimbursement from the student's tuition assistance source.

Payment Options in Detail

Program	Details
Option #1: Pay In Full	<ul style="list-style-type: none"> • Payment of full term tuition is by or on the first day of classes
Option #2: Payment Plan	Fall/Spring – Twelve (12) week terms <ul style="list-style-type: none"> • Three (3) payments • First payment is due on or prior to the start of the first day • The second payment is due thirty (30) calendar days from the start of the term • The third payment is due sixty (60) calendar days from the start of the term • Payments amounts are evenly dispersed through the three (3) payments after a signed Promissory Note is received by the Finance Department from the student.
	Summer – Seven (7) week terms <ul style="list-style-type: none"> • Two (2) payments • First payment is due prior or on the first day of the term. • Second payment is due thirty (30) calendar days from the start of the term. • Payments amounts are evenly dispersed through the two (2) payments

Financial Assistance Options

Cummings Graduate Institute accepts private scholarships, grants, and loans. Scholarships and grants are gift awards that do not need to be repaid. A loan is money you borrow and must pay back with interest.

Cummings Graduate Institute understands the critical importance of the availability of financial assistance for completing the DBH degree. As such, financial assistance may be available for those who qualify through private lenders.

Financial Assistance Disclosure

Cummings Graduate Institute is not recognized by a nationally or regionally accrediting body supported by the United States Department of Education, and does not have a IFAP School Code.

Private Educational Loan Information

Cummings Graduate Institute accepts payment from a Private Education Loan. It is the student's responsibility to ensure payment from the Private Educational Lender is applied towards the tuition in full or by each term. All Cummings Graduate Students who chose to participate in outside Private Educational Loans are responsible to pay back all monies to the student's Private Education Loan lender for the agreement amount.

Employer Reimbursement/Third Party Payments

Any employer reimbursement or assistance can be used to cover tuition and fees. It is the student's responsibility to make arrangements for initial payment to Cummings Graduate Institute and with the employer for reimbursements regarding continuing education.

Private Scholarships and Grants

Cummings Graduate Institute accepts private scholarship and grant dollars to cover part or all of a student's tuition. If a student has been awarded a private scholarship or grant, the student must make arrangements with the Finance Department to use the funds to pay for tuition costs by the tuition deadline each term. Students who receive private scholarships disbursed to their personal accounts are responsible for using these funds appropriately to pay for the intended educational expenses, including tuition, books, supplies, and conference attendance costs.

Veteran Administration Educational Benefits

Cummings Graduate Institute is not eligible to offer VA educational benefits at this time.

Importance of Meeting Financial Obligations

Cummings Graduate Institute considers all financial obligations payable immediately, unless otherwise stated. A student may not be issued grades, diplomas, official transcripts, letters of recommendations, or have the ability to register for courses until all finances are paid for each term. Upon completion of the DBH degree program, any outstanding financial balance is due and payable immediately. Cummings Graduate Institute withholds diplomas and transcripts and prohibits participation in the graduation ceremony and/or the conferring of a degree until all unpaid financial accounts have been satisfied.

Forbearance and Deferment Options

Cummings Graduate Institute is proud of its ability to provide a doctoral degree program in an online environment at a highly competitive price. Students and prospective students should contact the Finance Department or their lenders to discuss forbearance or other deferment options.

There are several deferment options, including active military, public service, economic hardship, and others. While Cummings Graduate Institute does not offer any of these option, if there are any questions, please contact Cummings Graduate Institute's Finance Department with any questions at finance@cummingsinstitute.com or call 480-285-1761 x2.

Default of Financial Obligation

If a student's financial obligations are in default (defined as not paying a financial obligation within 30 days of the due date), Cummings Graduate Institute may declare the entire balance due without further notice and require full payment immediately. Failure to pay the unpaid balance within ten (10) days may result in any or all of the following:

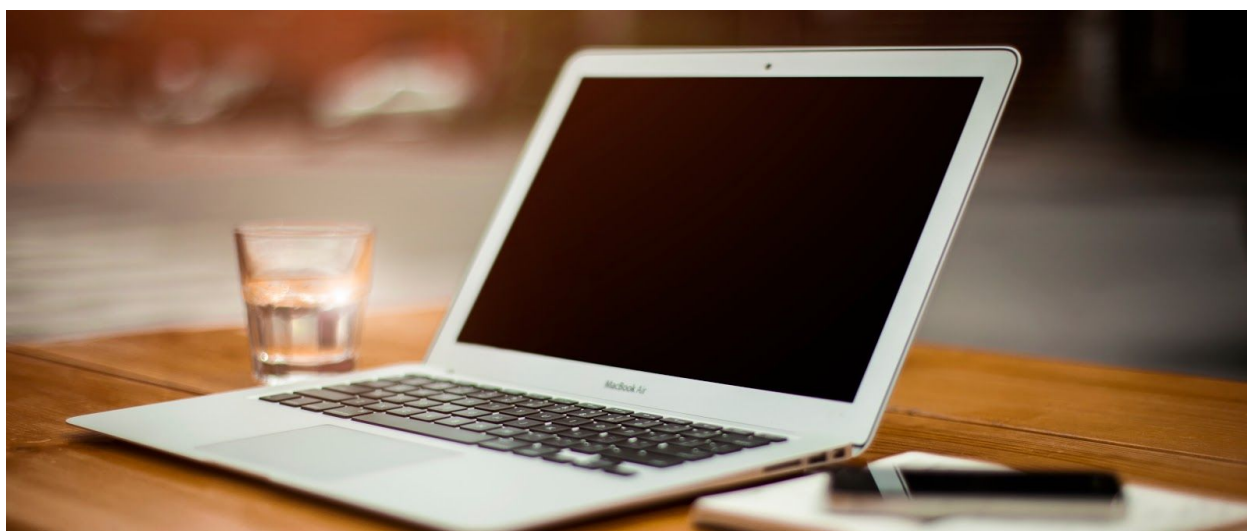
- Access to the Learning Management System (LMS) removed until balance has been paid
- Denial of registration, transcripts, diplomas, grades, and graduation
- Assignment of the account for collection
- Reporting the delinquent account status to a credit bureau
- Financial dismissal from Cummings Graduate Institute

In the event a student account is delinquent, Cummings Graduate Institute, as well as outside agencies working on its behalf, have the right to communicate with the student via email and/or phone regarding an outstanding balance. When an account is turned over for collection, the student is obligated to pay Cummings Graduate Institute's collection expenses. If a lawsuit or other action is filed, litigation falls under Arizona state jurisdiction and the student agrees to pay Cummings Graduate Institute's attorney's fees as fixed by the trial court. If any party appeals any part of the trial court's decision, the student agrees to pay Cummings Graduate Institute's attorney's fees for the appeal as fixed by the appellate court.

Any disputes, mediation, or legal proceedings will be held in Maricopa County in the State of Arizona.

Holder in Due Course Statement

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5- 14-76).



X. Student Services

Educational Delivery System

Cummings Graduate Institute uses an integrated learning platform called Brightspace/D2L to deliver a fully online learning model. Brightspace/D2L (internally known and referred to as “myCGI”) fully supports the adaptive learning generation and accommodates the potential for increased student enrollment over time.

All courses are delivered online in weekly modules, including reading assignments, pre-recorded lecture videos, live webinars, discussion boards, resource lists, assignments, quizzes, and tests. Students can track their progress at any time using the gradebook from each of their courses, which is accessible 24/7 and is updated by faculty weekly. Assignments are submitted through dropbox folders in each course, and all assignments are run through an anti-plagiarism software called Turnitin.

Live webinar events provide opportunities for synchronous (live) chat between faculty and students. Students and faculty members participate in webinars using a camera and microphone, thereby making the experience feel very much like a real classroom environment. Live webinars are collaborative and interactive, meaning students converse with one another and engage in discussion with professors to create an active, lively, and dynamic classroom setting in real time. While every course offers a synchronous webinar date and time, which means that students must attend live at a specific time according to the course schedule, students may also watch recordings of webinars asynchronously. Students are required to view webinar recordings they were unable to attend live, and may be asked to participate in a discussion forum that supports and enhances learning from the webinar.

CGI’s courses are NOT correspondence endeavors where the student receives downloads of information in a sterile model of academic learning. Our courses require active participation from class members and faculty, who are selected both for their expertise as practicing clinicians who enjoy teaching and for their proficiency in working within the online environment.

Courses are available to students 24 hours a day, 7 days a week, providing a self-directed, but not self-paced learning environment. Students must pace themselves to complete all weekly learning modules on time. Our delivery system is designed to maximize long-term learning outcomes for doctoral students who are also working professionals.

Our Instructional Design team provides training support videos and written, online materials for students and faculty. For any assistance in the Learning Management System (LMS), please email idt@cummingsinstitute.com.

Academic Advising

The Cummings Graduate Institute's Academic Advising program supports students' academic success and degree completion. Academic Advisors are assigned to students upon admission to Cummings Graduate Institute.

Advisors work with the Retention Coordinator and each student collaboratively from admission through graduation, advising each on their academic performance, helping to navigate institutional structures, and connecting the student with resources to support educational and professional performance and research.

Culminating Project Resources

The Cummings Graduate Institute offers the following academic resources to all students to aid in their success and development.

1. Institutional Review Board (IRB) support through a partnership with the University of New Mexico. Students are responsible for paying for their new project, continuations and amendments.
 - a. UNM OIRB Fee Schedule

New Project	\$1,500
Continuations	\$500
Amendments	\$500
Other Submission	
Change to Project Team	No Charge
Reportable Events	No Charge
Protocol Violations	No Charge
Responses to IRB Letter	No Charge
Closures	No Charge

2. Consultations with a subject matter expert in research design and data analysis planning will be available to students during the second and third Culminating Project cohorts.
3. All Advisors and Faculty provide extensive academic support to students on assignments to enhance success in the program.
4. The Library has a unique set of LibGuides, which are collections of resources specific to student success in the Culminating Project.

Students can access these academic resources through the Culminating Project courses, CORE Library, and through consultation with their Advisor.

Library

Available to students remotely, the Cummings Graduate Institute's state-of-the-art online library, Cummings Online Resources (CORE) has an extensive, integrated online collection of evidence-based resources.

Accessed via the Cummings Graduate Institute's website, CORE's online collection includes tens of thousands full-text journals and online reference works, providing students and faculty with access to e-Journals and databases seamlessly through online search engines.

CORE is committed to supporting the academic research needs of students, faculty and staff. The CORE Library and its Librarian deliver this support and aim to fulfill the mission of Cummings by helping students and faculty to discover, acquire, adapt, and innovate with information, in addition to teaching information literacy skills that assist students to interpret, use, and share what they learn.



Library services include the following:

- Research Databases – Access to databases containing thousands of journals, magazines, newspapers, and other information resources in the fields of health, medicine, psychology, and business.
- Research Assistance – The CORE Librarian is available to help students with research projects and assignments. Students may book an appointment with the CORE Librarian on the library's website.
- Library Tutorials – Pre-recorded user guide videos and tutorials are available on the CORE website. The tutorials provide in-depth information about using CORE resources and services. Students are strongly encouraged to view a CORE tutorial prior to beginning coursework.
- Library Hours – The library's resources are available 24 hours a day, 7 days a week.

For more information on the CORE Library and its services, please visit the library's website: <http://azhin.org/cummings>.

Registrar's Office

The Office of the Registrar manages student academic records and course enrollments on behalf of the Cummings Graduate Institute. The Registrar's Office can help students to do the following:

- Order and view transcripts
- Run a degree audit (degree completion worksheet report)
- Apply for graduation
- Apply for readmission to the Institute
- And more!

The Registrar's Office provides a wide range of services for academic departments and faculty as well. The Registrar's Office can be contacted at registrar@cummingsinstitute.com or call 480-285-1761 x3.

Office of Finance

The Office of Finance manages student financial account records, billing, payments, and refunds. The Office of Finance can help students with the following tasks:

- Pay tuition
- Set up a payment plan
- Process scholarships and private loans
- Process third-party questions
- Access tuition payment records
- Process refunds

The Office of Finance provides a wide range of services for academic departments and faculty as well. The Office of Finance can be contacted at finance@cummingsinstitute.com or 480-285-1761.

Advocacy Resource

The Student Advocacy and Assistance service at Cummings Graduate Institute guides students in resolving educational, personal and other academic impediments toward successful completion of their academic goals. Student Advocacy and Assistance purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom by providing students with resources to make informed decisions and take a proactive role in the resolution process so that they may maintain progress toward earning a degree.

Student Advocacy and Assistance strives to make appropriate referrals and contacts to help address students' personal concerns and negotiate through the various administrative options available to them as a student of CGI. Student Advocacy and Assistance can help students define the problem and find the best resources to address their concerns during difficult times. Some of the possible means for resolving educational barriers and difficulties include:

- Absence Letters

- Course Incomplete
- Course Withdrawal
- Compassionate Withdrawal
- Medical Withdrawal

To request the support of Student Advocacy and Assistance, students should contact advocacy@cummingsinstitute.com or (480)285-1761 ext 1 at the first sign of difficulty, distress, or concern in their personal or academic lives.

Disability Resources

The Cummings Graduate Institute is dedicated to serving students with disabilities by providing reasonable accommodations for everyone to be successful in furthering their education at this institution. Students with disabilities are encouraged to disclose and submit a special needs request for disability to the Director at minimum of two (2) weeks before the start date of classes or immediately after diagnosis.

The Director reviews all requests for accommodations and may require documentation of disability to determine whether the disability identified falls under the protection of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act. The Director makes reasonable accommodations that can be made without fundamentally altering the essential nature of the DBH academic program requirements and if the student can be successful in our program. The Director notifies the student in writing of the accommodation request status including approved accommodations for educational purposes. Appropriate faculty and select Institute staff members with an educational need to know will also be informed of any approved accommodations.

A student may choose to attempt a class without accommodations and to self-identify later in the process. However, if the student opts for this approach, any grades that have been earned without the use of accommodations remain as published.

Disability records are kept confidential and separate from academic records.

In addition, registration with Disability Services may take place at any point during the term. Once the student has provided the appropriate documentation, the accommodations can be instituted.

The Cummings Graduate Institute does not discriminate based on disability. Cummings Graduate Institute is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable laws prohibiting disability discrimination.

Conference

The Cummings Graduate Institute is committed to providing opportunities for networking and collaboration, real-world learning opportunities, and national and global field experiences using virtual applications, so that students can observe and learn from experts in the field of integrated care, no matter where they are located. Cummings Graduate Institute

hosted conferences may be accessed virtually, so that students, graduates, and field experts may come together via online technology to share innovations and opportunities in this rapidly evolving field.

Alumni Relations

The Cummings Graduate Institute invites all graduates to become a member of its Social Media alumni groups. These groups allow networking amongst alumni.

A quarterly newsletter including exciting updates, alumni accomplishments, career workshops, and announcements is distributed to all alumni via email.



XI. Student Conduct Policies and Procedures

Code of Conduct

The Cummings Graduate Institute for Behavioral Health Studies has established the following Code of Conduct for students. Each student is expected to understand the terms and conditions set forth in this Policy. The Cummings Institute is committed to maintaining a community with exceptional ethical standards of professional and academic conduct.

Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the institution.

Doctoral candidates are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following six categories:

1. Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials.
2. Harassment, stalking, humiliation, name-calling, the use of insulting or offensive language, cyber-bullying, threatening communications, abuse and intimidation.
3. Conduct, in speech, written communication or behavior, that is disrespectful or unprofessional or racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group.
4. Disruption or obstruction of the normal operations of the institution; including unauthorized use of any of the institution's facilities, informational or material properties, and resources.
5. Conduct that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the institution's policy that prohibits bringing alcohol, recreational drugs, or firearms onto institutional property or any location during a institution-sponsored event.
6. Failure to cooperate during an institutional investigation.

All members of the Cummings Institute community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority. For violations of an academic nature, the appropriate authority is the relevant faculty member and/or Director. For minor violations of an interpersonal nature, the appropriate authority is the relevant faculty member or Director. For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the Director.

A candidate who is the victim of a sexual assault should immediately notify law enforcement by dialing 911. If an incident of sexual assault occurs at an institutional location or institution-sponsored event or activity, it must be immediately reported to the Director. All students, staff, and faculty of the institution are mandated reporters of child abuse. Any student, staff member, or faculty member who, in the course of his or her educational or job responsibilities, suspects the sexual or physical abuse of a child must immediately report the incident to the law enforcement by dialing 911.

Code of Conduct Related to Harassment

Harassment, physical abuse, threatening comments, or intimidation of any person on Cummings Institute property or at sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any member of the institution's community or any other person or persons is strictly prohibited. Such conduct includes, but is not limited to stalking, cyber stalking, verbal, physical, or sexual harassment, and retaliation as a result of complaints or alleged misconduct.

Report It

All students are encouraged to report incidents to any faculty member for confidential support and guidance. Cummings Institute takes campus safety very seriously. Any student or faculty member who suspects abuse must immediately report their suspicions to the CEO, who will work with the reporting party to contact law enforcement when needed.

Expectations of the Student

Cummings Graduate Institute expects students to pursue the Mission, Vision, and Values of the Institute in their work with colleagues, faculty, and staff, as well as in their work in their local communities. Doctors of Behavioral Health, will represent an innovative profession with both great power and great responsibility for improving healthcare for the greater good. As such, students are expected to live true to professional codes of ethics for behavioral health providers as well as for healthcare quality professionals.

Behavior deemed to be in violation of the CGI Mission, Vision, and Values, or in violation of professional codes of conduct will be subject to review by the Student Disciplinary Committee.

Students are required to maintain communication with all Administrative and/or Faculty members at Cummings Graduate Institute. They are expected to enter into their online classrooms and actively participate as members of the course. They are expected to return all communication for Administrative and/or Faculty members within seventy-two (72) hours of initial contact. Cummings Graduate Institutes uses email, phone, and text messaging as official forms of institute communication. Students disclose their preferred method of communication in their signed Enrollment Agreement. Students opt-in or out to text messaging via Populi, the student information system. Students are required to use their designated Cummings Graduate Institute email for all email correspondence.

Media Release

By enrolling at Cummings Graduate Institute, students authorize Cummings Graduate Institute to use their name, photo(s), video, and/or testimonial, in institutional materials, during and post enrollment at the institution.

Acknowledgement of this consent is captured in the Enrollment Agreement. By signing the media release statement in the Enrollment Agreement, students understand their name, photo, testimonial, or likeness of may be used in a wide variety of promotional material including newsletters, flyers, posters, brochures, advertisements, annual reports, press kits and submissions to journalists, websites, social networking sites and other print and digital communications. If for

any reason while enrolled, the student wishes to not be included in any media for Cummings Graduate Institute, they will need to complete and submit a Media Release form found at: <https://cumplingsinstitute.com/studentforms/>.

Expectations of Faculty

Faculty members are expected and required to return and respond to all student communication within forty-eight (48) hours of initial contact. Faculty members are required to post their preferred method of contact in the syllabus for student to be aware of how to contact the faculty member. This way students have an ensured opportunity to connect with faculty members each week.

Faculty members will post a grade for all assignments within seven (7) days of the assignment due date. At the end of the term, faculty members will submit final grade on the Wednesday following the close of the term to the Learning Management System (LMS). The grade will then be processed by the LMS and submitted to the Registrar for verification and final posting within ten (10) calendar days from the close of the term.

Academic Integrity Policy

The purpose of the Academic Integrity Policy is to ensure the validity of each student's work while at Cummings Graduate Institute, and to provide a transparent understanding of the university's expectation to academic behavior.

Cummings Graduate Institute is committed to supporting students and faculty in understanding and applying standards of Academic Integrity. Students are informed of the definition of plagiarism within the online Learning Management System and Library. Cummings Graduate Institute strictly adheres to the procedure for acts of academic dishonesty. It is considered a serious violation to cheat or plagiarize someone else's work, even unintentionally. The key to the Academic Integrity Policy originates in the writer's choices on how to divide one's voice from the voices of others.

Cheating is defined as giving or receiving unauthorized use of an individual's work with the intent or purpose of using it for an additional academic assignment.

Intentional plagiarism can be defined as appropriating the words or ideas of someone else and passing them off as one's own. Intentional plagiarism can include, but is not limited to, the following:

- ❖ copying entire documents and presenting them as one's own;
- ❖ cutting and pasting from the work of others without properly citing the source;
- ❖ stringing together quotes and /or ideas of others without connecting their work to your own original work;
- ❖ asserting ideas without acknowledging their sources, or reproducing verbatim work written by others without properly citing your sources.

Unintentional plagiarism is the accidental appropriation of the work of others due to a lack of understanding of documentation conventions. However, this misuse of sources is still considered a violation of Academic Integrity Policy.

Self-plagiarism is the act of presenting one's previously used work as an original work in subsequent assignments and is inconsistent with honesty and truthfulness in scholarship. Submitting the same coursework to multiple courses also violates the Academic Integrity Policy unless the re-submitted work is substantially changed and cited as previous work.

Academic Integrity Student Responsibilities

Students are expected to inform themselves about what constitutes plagiarism:

- ❖ CGI allows no more than 15% similarity match in written assignments.
 - Exceptions to the 15% are up to instructor discretion only.
- ❖ Students are responsible for reviewing the Turnitin report for each written assignment after submission to the Assignment Folder in a course(s).
- ❖ After applying filters for bibliography and quotes, match percentages must be no greater than the DBH program's allowable cutoff of 15%.
- ❖ If the assignment is over the 15%, the student is responsible for editing work prior to the due date, and resubmitting the assignment to the assignment folder. The student must revise the assignment until the match percentage is no greater than 15%.
- ❖ After the assignment due date has passed, assignments for which the Turnitin match percentage is greater than 15% after applying filters for bibliography and quotes will receive a zero grade. The Academic Integrity Procedure will take effect for next step and action items.

Academic Integrity Procedure

1. After the Instructor reviews the Turnitin report for the assignment submission, if there is an assignment above the 15% mark, the instructor is required to email the Director of the Program: the student's name, date of the assignment, and the Turnitin report for the plagiarized submission,
2. Then, the Director of the Program will review the email from the instructor and the student's Populi account for prior Academic Integrity Violations. If this is the:
 - a. **First Offense in Program:** Instructor will immediately notify the student via email, copying the Director of the Program and Registrar. The instructor will allow the student two (2) business days to rewrite and resubmit the assignment. Violation will be documented by the instructor in the student's file.
 - b. **Second Offense in Program:** Instructor will immediately notify student via email, copying the Director of the Program and Registrar, of the zero grade for the assignment (F). Violation will be documented by the instructor in the student's file.
 - c. **Third Offense in Program:** Instructor will immediately notify student via email, copying the Director of the Program and Registrar, of Academic Integrity Violation (XE) grade in the course. The Program Director will respond to the student within five (5) business days of notification of a Third Offense with a plan of action. The student is subject to program termination by the Student Disciplinary Committee.

The Student Disciplinary Committee consists of the Director of the Program, Assistant Director of the Program, Director of Student Services & Development, Director of Operations, and Registrar.

Copyright Compliance Policy

Cummings Graduate Institute's Library (CORE) is committed to compliance with intellectual property law and the preservation of the rights of copyright owners and users of copyrighted materials. The Library strives to inform all its constituencies of the rights and responsibilities under the fair use provisions of the Copyright Act (17 U.S.C. Section 107).

- Fair use applies to the digital environment without regard to the medium of the original work.
- Fair use does not supersede licensed resources, unless the terms of controlling agreements specifically defer to U.S. Copyright Act 17 U.S.C. Section 107.
- Fair use depends on a case-by-case examination of facts surrounding each case, and the four factors identified in U.S. Copyright Act 17 U.S.C. Section 107:
 1. The purpose or character of the use, including whether such use is of a commercial nature or for nonprofit educational purposes.
 2. The nature of the copyrighted work used.
 3. The amount and substantiality of the work being used.
 4. The effect of the use on the market for or value of the original work.

The Library works to comply with the Fair Use Guidelines and the U.S. Copyright Law (Title 17, U.S. Code) regarding photocopied materials. The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified by the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. The Cummings Institute reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Copyright Infringement

All users should be aware that any information, software, or graphics on the Internet may be protected by federal copyright laws, regardless of whether a copyright notice appears on the work. Licensing agreements may control redistribution of information from Cummings Institute's Internet-related systems or from the Internet. Duplication or transmission of such material may not be undertaken without express authorization from the Director of Instructional Design.

Cummings Institute computer systems and networks must not be used to download, upload, or otherwise handle illegal and/or unauthorized copyrighted content. Any of the following activities constitute violations of acceptable use policy, if done without permission of the copyright owner (this list is not meant to be exhaustive, as copyright law applies to a wide variety of works):

- Copying and sharing images, music, movies, or other copyrighted material using P2P file sharing or unlicensed CD's and DVD's.
- Posting or plagiarizing copyrighted material; and
- Downloading copyrighted files which the user has not already legally procured.

Student Responsibilities

All CGI users should be aware that any information, software, or graphics on the Internet may be protected by federal copyright laws, regardless of whether a copyright notice appears on the work. Licensing agreements may control redistribution of information from Cummings Graduate Institute's Internet-related systems or from the Internet. Duplication or transmission of such material may not be undertaken without express authorization from the Director. This means that you may not download and share course materials without the express permission of the course faculty and the Director of the DBH program, regardless of whether a copyright notice appears on the work, and that you must adhere to federal copyright laws in your academic and professional work.

For more information, please visit the CORE Libguide on Copyright Compliance.

<http://azhin.org/c.php?g=267542&p=1943786>

Acceptable Use of Information Technology Policy

The Institute's intentions for publishing an Acceptable of Information Technology Use Policy are not to impose restrictions that are contrary to the Institute's established culture of openness, trust and integrity. The Cummings Graduate Institute is committed to protecting the employees, partners and the company from illegal or damaging actions by individuals, either knowingly or unknowingly.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, web browsing, and FTP, are the property of the Institute. These systems are to be used for business purposes in serving the interests of the company, and of our faculty and students in the course of normal operations.

Effective security is a team effort involving the participation and support of every Institute employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

The scope of this policy includes any and all use of institutional IT resources, including but not limited to, the student and faculty portals, computer systems, phones, email, the network, network resources, and institution's Internet and Intranet connections.

The Cummings Graduate Institute recognizes that use of e-mail and the Internet make communication more efficient and effective. However, Internet service and e-mail are valuable, costly resources and their purpose is to facilitate educational business. Irresponsible use reduces their availability for critical business operations, compromises security and network integrity, and leaves the institution open to potentially damaging litigation. All use of the Cummings

Institution IT resources must be in support of business, education, and research consistent with the purposes of the institution. This policy discusses acceptable usage for computers, e-mail, and the Internet.

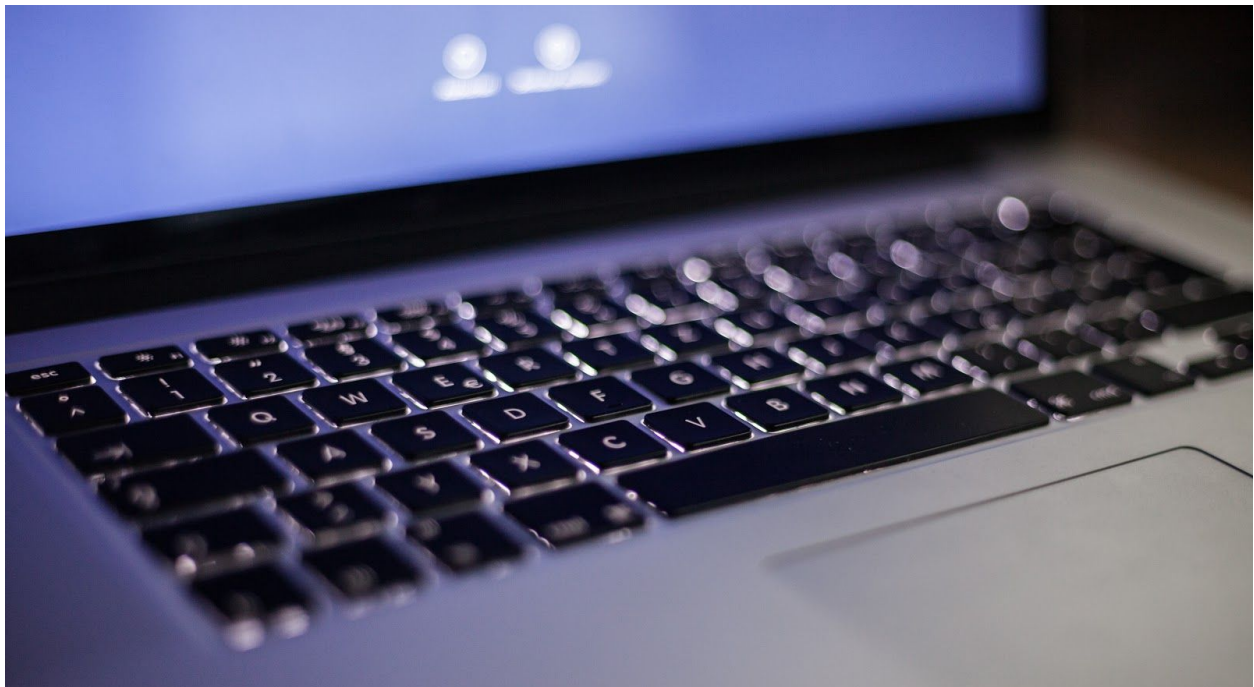
Restrictions and Prohibitions on Use and Access

The following activities are strictly prohibited, with no exceptions. If any doubt exists as to what these activities are, contact the CEO.

1. Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by the Institute.
2. Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which the Institute or the end user does not have an active license is strictly prohibited. See the Copyright Policy in Staff/Faculty Handbook for further reference.
3. Accessing data, a server or an account for any purpose other than conducting Institute business, even with have authorized access, is prohibited.
4. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The IT Director should be consulted prior to export of any material that is in question.
5. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
6. Revealing an account password to others or allowing use of any Institute account by others. This includes family and other household members when work is being done at home. See the Password Policy for details.
7. Using an Institute computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction.
8. Making fraudulent offers of products, items, or services originating from any Institute account.
9. Making statements about warranty, expressly or implied, unless it is a part of normal job duties.
10. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.
11. Port scanning or security scanning is expressly prohibited unless prior notification to the Institute is made.
12. Executing any form of network monitoring which will intercept data not intended for the employee's host, unless this activity is a part of the employee's normal job/duty.
13. Circumventing user authentication or security of any host, network or account.
14. Introducing honeypots, honeynets, or similar technology on the Institute network.
15. Interfering with or denying service to any user other than the employee's host (for example, denial of service attack).

16. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/Intranet/Extranet.
17. Providing information about, or lists of, the Institute employees or students to parties outside the Institute.
18. Accessing obscene or pornographic material. An exception to this provision would be accessing such material for legitimate academic purposes directly related to the course content and exemption must be received from the Director. Under no circumstances shall child pornography be accessed.

When utilizing IT resources, all institutional policies are in effect at all times. Any student, staff member, or faculty member who abuses the privilege of Cummings Graduate Institute facilitated access to student or faculty portals, e-mail, or the Internet may be denied access to and, if appropriate, be subject to disciplinary action, up to and including termination or dismissal from the institution.



XII. Student Rights

Student Rights & Responsibilities

It is the student's responsibility to be familiar with the information presented in the Catalog, and to know and observe all regulations and procedures relating to the program they are pursuing. In no case will a regulation be waived or an exception be granted because students plead ignorance of, or contend that they were not informed of the regulations and procedures included in the Catalog. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

The Section entitled "Admission Requirements" from the current online catalog, in effect at the time of signing the Enrollment Agreement, is the official source and permanent reference governing the terms of a student's enrollment.

Cummings Graduate Institute recommends that students should keep a copy of the catalog for their records. The Cummings Institute reserves the right to change policy and procedures at any time. If the Cummings Institute does change policy and/or procedures, students will be notified via the announcements system of the online learning platform.

Refund Policy

Cummings Graduate Institute strives to provide a fair and equitable refund policy in compliance with state and accrediting bodies. All money due to a student for a cancellation request will be due thirty (30) days after request is submitted, regardless of materials being turned into Cummings Graduate Institute.

Five-Day Cancellation Period

An applicant who provides notice of cancellation within five (5) calendar days of signing an Enrollment Agreement is entitled to a refund of all monies paid minus the Nonrefundable Application Fee of \$50. Notice of cancellation must be conveyed to Cummings Graduate Institute Registrar in any manner available to the student (Mail: Cummings Graduate Institute, Attn: Registrar, 16515 S. 40th St., Suite 143, Phoenix, AZ 85048; Email: registrar@cummingsinstitute.com; Phone: 480-285-1761 ext.3; or fax: 480-999-5641).

The effective date of cancellation will be determined by the date in which the student first reached out (i.e. via phone, fax, email, or by postmark on indicated on request letter through the mail). Any monies paid to CGI, outside of the Nonrefundable Application Fee, will be refunded. The refund will be distributed to the student within thirty (30) days of notification.

Denied Admission Refund Policy

A student who is denied admissions will not be refunded the Nonrefundable Application Fee.

All Other Courses Refund Policy

A student who chooses to withdraw from a course more than five (5) days after signing an enrollment agreement will follow this refund schedule:

1. Before beginning one or more courses, meaning prior to the start of the first day of the course, the student is entitled to a refund of 100% of the tuition minus the Program Fee (\$150) and Nonrefundable Application Fee (\$50)
2. After the commencement of one or more courses, the tuition refund, minus the Program Fee (\$150) and Nonrefundable Application Fee (\$50), amount shall be determined as follows:
 - a. 7 weeks course refund schedule

Length of Term	Percentage of Tuition Returned to the Student Minus the Nonrefundable Application Fee and/or Program Fee AFTER	
7 weeks	1st week	80%
	2nd week	60%
	3rd week	40%
	4th week	20%
	5th week	0%

- b. 12 weeks course refund schedule

Length of Term	Percentage of Tuition Returned to the Student Minus the Nonrefundable Application Fee and/or Program Fee AFTER	
12 weeks	1st week	80%
	2nd week	70%
	3rd week	60%
	4th week	50%
	5th week	40%
	6th week	30%
	7th week	20%

	8th week	10%
	9th week	0%

Program or Course Cancellation Policy and Regulations

Any changes made to student class schedules may impact the student’s financial obligations to Cummings Graduate Institute and student’s eligibility for financial assistance. It is the student’s responsibility to initiate the drop or withdrawal process. Students are strongly encouraged to review all Institute policies regarding dropping or withdrawing from courses.

Please refer to the Cancellation and Refund Policy for details on refunds of monies paid towards tuition for one or more courses.



Complaints

Cummings Graduate Institute is committed to integrating institutional objectives in innovative ways to demonstrate excellence, access and impact in the online program. When an issue is brought to Cummings Graduate Institute’s attention, Cummings Graduate Institute will take appropriate action to seek resolution. Students are encouraged to pursue Cummings Graduate Institute’s internal grievance procedures found in this catalog for any complaints before contacting external sources for resolution.

If the complaint cannot be resolved after exhausting the Cummings Graduate Institute grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. Complaints must be filed within three (3) years of the student’s last date of attendance. The student must contact the State Board for further details. The

State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, Phone: 602-542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov> or www.azppse.gov.

Students residing outside Arizona may also file a complaint with their state of permanent residence.

Student Grievance Policy

A grievance is an educational or personal issue or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to their education. The institute's mission is to resolve a grievance quickly and to the satisfaction of the grieving party. With some exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's Advisor, the program Director, or the immediate supervisor of the person responsible for the action.

Grievance Procedure

To pursue a formal grievance, students must adhere to the following:

1. Students should first attempt to resolve difficulties informally by bringing those concerns directly to the person or persons with whom there is a disruptive issue or condition.
2. If informal efforts to resolve the grievance have failed, students must file their written grievance complaint & supporting documentation, using the Complaint/Grievance Form, with the DBH Program Director. At this time, anyone may obtain the form by following this link: <https://cummingsinstitute.com/studentforms/>. Such written complaint must be filed within one (1) month of the incident that is the subject of the grievance. The grievance complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, a summary of the informal attempts at resolution, and a suggested remedy.
3. The Director will review the grievance complaint, conduct a thorough investigation, and provide a written response to the student within ten (10) business days.
4. A student who wishes to appeal the Director's response must file a copy of the grievance complaint and the Director's response with the President of the Cummings Graduate Institute Board of Directors within five (5) business days of receiving the Director's response.
5. The President of the Board will conduct an investigation, and render a final written response to the student within fifteen (15) business days of receiving the copy of the grievance complaint and the Director's response.

Privacy rights of students, faculty, and staff will be respected. Access to the summaries for all legitimate purposes will be afforded to all parties until the grievance is resolved. Copies may be retained only by those parties against whom a grievance is alleged. Grievance records will not be made part of any permanent student, faculty, or staff record.

Please Note: If the student complaint cannot be resolved after exhausting this grievance procedure as listed above, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. Complaints must be filed

within three (3) years of the student's last date of attendance. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, Phone: 602-542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov> or www.azppse.gov.

Grievance Form

Instructions: A grievance is an educational or personal issue or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to their education. Students who have a complaint or grievance about their DBH program experience should complete the Complaint/Grievance Form and submit it to the program Director as detailed in the Cummings Graduate Procedure. Students should allow ten (10) business days to receive a written response to their complaint or grievance.

To access the Complaint/Grievance Form, visit: <https://cummingsinstitute.com/studentforms/>. If the complaint cannot be resolved after exhausting this grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. Complaints must be filed within three (3) years of the student's last date of attendance. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, Phone: 602-542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov> or www.azppse.gov.

The Grievance Policy is printed in all editions of the Cummings Graduate Institute Catalogs. It is also posted on the Cummings Graduate Institute Website, located at <http://www.cummingsinstitute.com>.

XIII. Degree Programs

Degree Program Name

The Doctor of Behavioral Health (DBH) Program

Doctor of Behavioral Health Mission Statement

The Mission of the Doctor of Behavioral Health Program is to educate integrated care professionals to best deliver whole-person healthcare to diverse communities and to improve access to quality healthcare for all people.

Degree Program Outline

1. Purpose:

The Doctor of Behavioral Health (DBH) Program delivers doctoral training in integrated behavioral healthcare to master's degree-level clinicians. This degree is designed to address the unmet educational need to prepare behavioral health providers to practice in primary care and other medical settings as part of an interdisciplinary team. The DBH Program will prepare students to deliver patient-centered care, work in interdisciplinary teams, employ evidence-based practice and quality improvement approaches, and utilize informatics. Cummings Graduate Institute's overarching objective is to respond to the need to prepare clinicians to address both shifts in the nation's patient population and changing practice environments.

2. Program Outcomes:

Outcome 1: DBH graduates will consult effectively with the medical team as a behavioral health expert using knowledge of medical culture and acute, chronic, and comorbid conditions.

Outcome 2: DBH graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

Outcome 3: DBH graduates will design cost-effective population health approaches to treating chronic and comorbid conditions while addressing social determinants of health.

Outcome 4: DBH graduates will design and evaluate evidence based practice for behavioral conditions in medical settings based on principles of quality improvement.

Outcome 5: DBH graduates will create a business case based on a population health approach to improving access to quality, integrated healthcare.

3. Subjects:

"Foundations of Doctoral Study" is a one (1) credit, required course for all new students.

Required Core Course offerings (totaling 36 required credit hours) are designed to prepare Doctors of Behavioral Health to successfully lead cultural change in healthcare according to CJ Peek’s (2009) “[Three World View](#),” while addressing the [Institute for Healthcare Improvement’s Triple Aim](#), and Bodenheimer & Sinky’s (2014) [Fourth Aim](#), improving the work life of clinicians and staff. Our unique blend of courses reflect the DBH Program’s three pillars: Medical Literacy, Integrated Behavioral Health Interventions, and Entrepreneurship.

All students complete nine (9) credit hours in Culminating Project, an applied integrated care project demonstrating innovation in the field and ability to respond creatively and competently to the needs of rapidly-evolving patient population and healthcare environments.

Total required core course credit hours: 43.

DBH 1000 Foundations of Doctoral Study (1 credit hour - required)		
Pillar I: Medical Literacy (9 credit hours required)	Pillar II: Integrated Behavioral Health Interventions (12 credit hours required)	Pillar III: Entrepreneurship (12 credit hours required)
DBH 9000: Pathophysiology in Biodyne Context (3 credit hours)	DBH 9901: Biodyne Model I (3 credit hours)	DBH 9013: Legal and Ethical Issues in Healthcare (3 credit hours)
DBH 9010: Psychopharmacology for the DBH (3 credit hours)	DBH 9902: Biodyne Model II (3 credit hours)	DBH 9014: Quality in Healthcare (3 credit hours)
DBH 9011: Neuropathophysiology for Behavioral Health Providers (3 credit hours)	DBH 9012: Population Health Management, Cost Offset & ROI (3 credit hours)	DBH 9015: Business Practices for the Biodyne Entrepreneur (3 credit hours)
	DBH 9022: Health Equity (3 credit hours)	DBH 9018: Leadership & Strategic Development in Healthcare (3 credit hours)
DBH 9100 A/B/C Culminating Project (9 credit hours required)		

Elective course offerings are designed to allow DBH students to choose from a selection of courses that will best meet the needs of their career plans.

Independent Study credits allow students to work closely with one or more faculty members to research evidence-based interventions in specialty areas that are not covered in more detail in the required or elective courses.

Total required elective and/or independent study credits: 17.

4. Units:

Student will earn one (1) unit for the Foundations course, three (3) units of credit for each required core courses, and one (1) to three (3) credits for electives and/or specialty study.

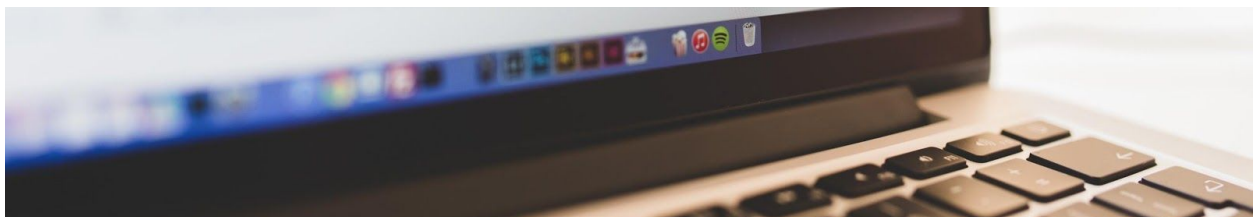
5. Skills/Jobs to be learned in the DBH Program:

Student will be trained as doctoral-level experts in integrated behavioral healthcare. Graduates will be prepared to work as behavioral health consultants, providers, and managers in primary healthcare settings, including hospitals, Primary Care Medical Homes, Federally Qualified Health Centers, and specialty medical settings. All students will complete a Culminating Project that demonstrates synthesis of the three pillars and prepares students to propose improvements, secure investors, and achieve the DBH Vision of improving the way the world experiences healthcare.

Cummings Graduate Institute cannot assure employment or job placement to graduates upon program/course completion or graduation from the institution.

6. Number of clock and/or credit hours for the DBH Program:

A total of sixty (60) credit hours will be required for graduation. Required courses will make up forty-three (43) credit hours. Students will be required to take an additional seventeen (17) credit hours in electives, independent/specialty study, or additional applied research to complete the sixty (60) credit hour program.



Degree Program Course List and Descriptions

Foundations of Doctoral Study – 1 credit hour – required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of Doctoral Study	1	This course is an orientation to the program and to the essential skills needed to pursue a Doctor of Behavioral Health degree. Doctoral level skills, such as academic integrity, time management, effective use of the library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, and practice those appropriate to their degree and career goals.	Co-req: DBH 9901
Medical Literacy Courses – 9 credit hours – required				
DBH 9000	Pathophysiology in Biodyne Context	3	The course provides an overview of pathophysiology and medical treatment of common medical conditions in primary care (e.g., diabetes, hypertension, asthma, coronary artery disease, cancer, etc.). The emphasis is on normal functioning of all systems within the human body, major diseases within each system, common medical treatments for each condition, co-morbid behavioral conditions, and behavioral treatments that can serve as prevention and adjunct treatment.	Pre-req. DBH 1000 DBH 9901
DBH 9010	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basic of pharmacology sufficient to understand mechanisms of action, side effect profiles, interaction effects, and other issues related to the biology of psychotropic medications. The course emphasizes responsible psychotropic medication use, with a focus on which patients are likely to be medication responsive and which patients would be better treated with other (behavioral) interventions.	Pre-req. DBH 1000, DBH 9901
DBH 9011	Neuropathophysiology for Behavioral Health Providers	3	This course explores the biological basis of human behavior with an emphasis on the anatomy and physiology of the neurological and endocrine systems. Functional neuroanatomy and experience-dependent brain plasticity are explored. Particular attention is given to psychoneuroimmunology, behavioral genetics, neuropsychological assessment and brain-imaging methods, and stress/trauma.	Pre-req. DBH 1000 DBH 9901
Integrated Behavioral Health Interventions – 12 credit hours – required				

DBH 9901	Biodyne Model I: The Biodyne Model of Assessment	3	The focus of this course is on the Biodyne (Greek for “life change”) Model of brief, focused interventions across the lifespan developed by the renowned psychologist Dr. Nicholas A. Cummings and his daughter, psychologist Dr. Janet Cummings. Emphasis will be placed on the Biodyne assessment and intervention model rather than one-size-fits-all approaches to psychotherapy. This course will focus on use of the Biodyne Model of assessment and intervention for the DBH working in fast-paced primary care settings as well as other models of integrated healthcare delivery. Assessment tools for common chief mental health complaints and comorbid health conditions will be covered, and limitations of these assessment tools will be discussed. Special attention will be paid to the skill set needed to enter integrated care settings and market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
DBH 9902	Biodyne Model II: Assessment and Behavioral Interventions for Chronic & Comorbid Conditions	3	The focus of this course will be on the experience of chronic illness from both the patient’s and the provider’s standpoint. Emphasis will be placed on biopsychosocial aspects of chronic illnesses and Biodyne Model behavioral interventions, as well as effective health change methods, including health promotion and health-focused psychotherapy and counseling. Considerations for treating special populations and culturally diverse patients will be discussed.	Pre-req. DBH 1000, DBH 9901
DBH 9012	Population Health Management, Cost Offset & ROI	3	Preventing and improving chronic disease outcomes can reduce overuse of health services and associated costs as demonstrated by integrated behavioral healthcare intervention research. These interventions are typically delivered in integrated settings such as primary care and based on the population health management model. This course will review advanced applications of population-based behavioral interventions such as design, measures, analysis, cost and cost savings, and return on investment for chronic conditions. Students will review evidence-based interventions include therapeutic lifestyle change, medication adherence, cognitive behavioral treatment and other emerging healthcare interventions using eHealth methods. This course meets the demand for innovative, research-supported approaches to reducing healthcare costs by improving disease prevention and management outcomes as required by healthcare reform paradigms such as Accountable Care Organizations (ACOs), Health Homes, Patient-Centered Medical Homes (PCMHs), and Meaningful Use initiatives.	Pre-req. DBH 1000, DBH 9901 DBH 9902
DBH 9022	Health Equity	3	This course will focus on factors associated with disparities in health status and the delivery of health care and identify possible interventions and solutions. Students will explore relationships among individual characteristics such as gender identification, education, income, literacy, race, ethnicity, culture, acculturation, disability, age, and sexual orientation; interpersonal factors such as communication with healthcare providers, family and social ties, and discrimination; and societal-level factors such as neighborhood and community context, health care organizations, economics, politics and policies and seek to understand how those factors shape health behaviors, access to health care services, unequal treatment, and health status in the United States. Students will critically examine the multifaceted issue of health disparities	DBH 1000 DBH 9901 DBH 9902 DBH 9012

			faced by vulnerable populations, review health policy and social programs regarding their ability to reduce or eliminate inequality, propose alternatives, and identify steps practitioners, leaders, payers, and systems can take to reduce parity gaps.	
Entrepreneurship – 12 credit hours – required				
DBH 9013	Legal & Ethical Issues in Healthcare	3	This course addresses legal and ethical considerations associated with the professional practice of Doctors of Behavioral Health in healthcare settings. Consideration of the legal right to make health decisions and the consequences of poor mental and physical health on a person's ability to exercise one's own legal rights will be examined. Students will review legal terms related to healthcare, including conducting personal affairs, making healthcare and end of life wishes known, and ensuring wishes are respected. Steps patients can take to protect themselves against losing control, particularly important for older adults, will be examined.	Pre-req. DBH 1000, DBH 9901
DBH 9014	Quality in Healthcare	3	This course provides an overview of healthcare quality management including performance measurement and models of pay for performance. Students will explore current healthcare legislation and its effects on these models. This course prepares behavioral health clinicians to provide care consistent with quality measures used in primary care and other medical settings within healthcare reform paradigms. At the end of the course, students will have completed several of the required courses towards the Institute for Healthcare Improvement's Basic Certificate in Quality & Safety.	Pre-req. DBH 1000 DBH 9901 DBH 9012
DBH 9015	Business Practices for the Biodyne Entrepreneur	3	This course addresses legal, ethical, and business considerations associated with the professional practice of Doctors of Behavioral Health. Professional ethical standards and codes of ethics are compared and contrasted. Special attention will be given to models of management and organizational leadership, financial and legal considerations in structuring a business, and legal requirements in healthcare practice. Emphasis is given to professional development and entrepreneurial opportunity as a Doctor of Behavioral Health.	Pre-req. DBH 1000 DBH 9901 DBH 9902 DBH 9012 DBH 9014
DBH 9018	Leadership & Strategic Development in Healthcare	3	This course explores leadership styles and operational structures that promote integration amongst disciplines and healthcare providers. Students will begin to analyze their own leadership style and to examine the types of leaders and team members they will need to gather to improve population health, per capita costs, and the healthcare experience while maintaining a high quality, balanced work life for providers.	Pre-req. DBH 1000 DBH 9901 DBH 9902 DBH 9012 DBH 9014
Culminating Project – 9 credit hours				
DBH 9100 (A/B/C)	Culminating Project	3	The Culminating Project is an applied integrated care project that demonstrates a student's innovation in the field, and ability to respond creatively and competently to the needs of rapidly evolving patient populations and healthcare environments. Students will work closely with their advisor, faculty mentor, faculty members, and DBH graduate experts	Pre-req. DBH 1000, DBH 9901, DBH 9902, DBH 9000, DBH 9010,

			to develop a project that is closely tailored to the student's career goals after graduation, and which reflects a growing area of opportunity in the healthcare marketplace. Students will begin working on their project when they begin the program through assignments and research conducted in each of their courses. Ideally, the Culminating Project will demonstrate the student's knowledge of applying evidence-based practice, as well as a thorough entrepreneurial knowledge of the challenges and opportunities in integrated care settings. Students will accumulate a scholarly review of literature, which informs their integrated care project design and implementation, and empowers them to develop a business plan demonstrating skill in entrepreneurial design, planning, and execution.	DBH 9011 DBH 9012, DBH 9013 DBH 9014, DBH 9015, DBH 9022 Reserved for DBH Degree Seeking Students*
Independent Study and Elective Courses – 17 credit hours required				
DBH 9903	Biodyne Model III: Behavioral Interventions for Families & Couples	3	The focus of this course will be on integrated behavioral health interventions for couples and families. Emphasis will be placed on biopsychosocial assessment, individual, couples, and family dynamics, as well as maladaptive personality and coping styles that play causal roles in physical symptoms and chronic illness.	Pre-req. DBH 1000, DBH 9901
DBH 9904	Biodyne Model IV: Assessment and Interventions for Geriatrics	3	This course will focus on brief assessment and treatment of older adults using an integrated care approach that includes the Biodyne model of behavioral intervention. The course will provide practical information needed by the behavioral health consultant in a medical setting including effective communication strategies; screening for mood, cognition and elder abuse; interventions for common problems that present in outpatient medical settings including depression, grief, memory impairment, alcohol and substance abuse; coping with chronic medical conditions. The course will also highlight interventions and prevention programs for caregivers.	Pre-req. DBH 1000, DBH 9901
DBH 9905	Behavioral Interventions for Chronic Pain	3	This course provides an understanding of the extent to which chronic pain impacts primary care and population health, the impacts of chronic pain on both patients and caregivers, subjective and objective elements of pain perception and assessment, the uses and dangers of pharmacological pain treatment, and behavioral treatments that have proven effective for effective pain management. The course promotes a "management over cure" perspective, with an emphasis on helping patients to alter their relationship with, and perception of, chronic pain.	Pre-req. DBH 1000, DBH 9901, DBH 9000, DBH 9010
DBH 9016	Independent & Specialty Study	1-3	Students may take up to 6 credit hours of Independent and Specialty study, while working closely with one or more faculty members, to research evidence-based interventions in specialty areas, such as oncology, OB/GYN, pediatrics, intensive outpatient substance abuse treatment, respiratory therapy, etc. that are not covered in more detail in the required core courses. In certain circumstances, and at the discretion of the Director, Independent Study (IS) may be approved as a substitute or in exchange for required core courses.	Pre-req. DBH 1000 DBH 9901 Others to be determined by the faculty.

DBH 9017	Solving Medical Mysteries	1	The purpose of this course is to learn how to successfully diagnose and treat physical illness caused by various forms of psychosocial stress. Because patients are often unaware of the nature or degree of stresses that are responsible for their illness, emphasis will be placed on learning how to detect and use clues that the patient provides to develop a more complete understanding of the patient's struggles than they are able to perceive for themselves. A major part of the course will be selecting, assessing and treating a patient known to you who has medically unexplained physical symptoms.	Pre-req. DBH 1000, DBH 9901
DBH 9019	Intervention Design Models: Application of Behavioral Learning Theories	3	This course will examine major theories and models of cognition, motivation, and health behavior and their application to the practice of health behavior change. Special attention is given to the use of theory in planning effective intervention programs in primary care and other medical settings and the use of health behavior theory in addressing health issues in diverse populations.	Pre-req. DBH 1000 , DBH 9901
DBH 9020	Military Families and Veterans	1	This course introduces behavioral health providers to the elementary concepts and principles related to healthcare needs of military personnel and their dependents. This course will use the Biodyne model and other evidence-informed techniques to deliver culturally-competent interventions to service men and women and their families. Variables examined include the history of military healthcare, the journey for scientific methods, and understanding how this subculture views and approach healthcare. In addition, operational strategies designed to assist with overcoming barriers to seeking treatment will be explored. This course will review tools and resources designed and implemented to assist civilian providers in integrated healthcare settings and will identify and develop new tools and resources for use in integrated settings of care.	Pre-req. DBH 1000, DBH 9901
DBH 9021	Women's Health	1	The Women's Health course elective focuses on the integrated healthcare needs of women from adolescence through older adulthood. Program content examines the comprehensive bio/psycho/social/spiritual/ cultural needs of women, including care quality improvements needed in reproductive, gynecological, prenatal, postpartum settings, common minor and acute health problems, as well as influences that affect women's lives. Emphasis on Integrated Behavioral Health Interventions used in health promotion, risk reduction, clinical decision making and management of Women's health issues, perinatal care of mothers and infants, and gynecological health.	Pre-req. DBH 1000 & DBH 9901
DBH 9024	Introduction to EMDR in Integrated Settings	3	EMDR is a comprehensive psychotherapy empirically validated in over 24 randomized studies. This introductory course provides experiential training that will familiarize students with a spectrum of EMDR therapy applications that accelerate the treatment of pathologies related to disturbing events and present life conditions. A number of neurophysiological studies have documented the rapid post treatment effects for a range of presenting complaints including traumatic stress, anxiety, somatic conditions, depression and addictions. A part of this course will involve the selection and treatment of a patient known by the student.	Pre-req. DBH 1000, DBH 9901

DBH 9028	Special Protocols in EMDR	1	Past trauma and difficult life experiences can lead to problem behaviors or symptoms that present in a medical environment and interfere with treatment adherence and successful outcomes. Examples include swallowing and needle phobias, pain memories that elevate chronic pain, and compulsions that contribute to obesity, smoking, and substance misuse among other problem behaviors. This course will offer a review of such challenging cases and provide students who have completed basic EMDR therapy training with further instruction and practice utilizing specialty protocols to address phobias, pain management, and urge reduction. Each student will develop and implement a comprehensive trauma-informed treatment plan for a patient case.	Pre-req: DBH 1000 DBH 9901 DBH 9024
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* An enrollment exception may be granted to non-degree seeking students per the discretion of the Director. If granted, a non-degree seeking student may be advised to withdraw from a course per the discretion of the Director and/or course Faculty.

Acknowledgements

Within ten (10) days from the date of a revision to this catalog, or the date a new catalog is published, the Cummings Graduate Institute for Behavioral Health Studies shall submit a written or electronic copy of the catalog to the Arizona State Board for Private Postsecondary Education.

This catalog shall be available to students and prospective students in written and/or electronic formats.

Catalog Changes

The Catalog contains degree requirements for all degree programs, rules and regulations impacting students, descriptions of courses. Changes to policies described in the Catalog may require the approval of the DBH Program Director.

Changes to the Catalog are published on a quarterly basis; up to four (4) editions per year, and updated to the Arizona State Board for Private Postsecondary Education in a timely manner. Revised editions of the catalog are made available to all students on the Cummings Graduate Institute's website. At the time of publication of a new edition of the Catalog, an announcement will be sent by the DBH Program Director to all students, faculty, and staff providing notification of the catalog update and instructions on how to access it.



Degree Program Changes

Degree program changes are changes to degree programs or degree titles that must be approved by the DBH Program Director, Board of Directors, and Advisory Board. Examples of degree program changes include the following.

1. Adding a degree program or degree title
2. Deleting a degree program or degree title
3. Renaming a degree program or degree title
4. Adding a graduate certificate program

All updates are submitted to the DBH Program Director for review and approval, then to Board of Directors, and Advisory Board.

Course Offerings Changes

Course changes are changes to course(s) that must be approved by the DBH Program Director. These include but are not limited to, the following:

1. Adding new courses
2. Changes to course numbers or course titles
3. Changes to course descriptions and prerequisites

Course/curriculum changes are discussed regularly with the Advisory Board. Official updates are approved by the Board of Directors and shared with the Advisory Board.

Academic Changes (Non-Substantial and Substantial)

Academic changes are changes to a program's degree requirements or academic policies that affect a student's pursuit of an existing degree. Academic changes fall into two (2) classifications: a non-substantial and a substantial academic change.

A **non-substantial academic change** is defined as a change that affects the degree requirements or academic policies of a program while remaining within the minimum requirements of the Cummings Graduate Institute. These include but are not limited to, the following:

1. Changing course requirements for a degree program
2. Establishing, changing, or dropping requirements for admission to a degree program
3. Changes to program contact information, including phone number, physical address, and email
4. Minor edits to the program description which do not have effect on policies or requirements

A **substantial academic change** is defined as a change that affects the minimum degree requirements or academic policies of Cummings Graduate Institute. These include but are not limited to, the following:

1. Changes in the Enrollment Agreement
2. Changes in the Catalog
3. Changes in the Program
4. Changes in the Educational Resources
5. Changes in the Equipment
6. Changes in the Administrative Personnel and Faculty
7. Changes in Organizational Structure and/or Governance
8. Changes in Financial Conditions
9. Changes in Status of Accreditation
10. Changes in Federal Financial Eligibility

All updates are submitted to the DBH Program Director, then to CGI Board of Directors, for review and approval.



