



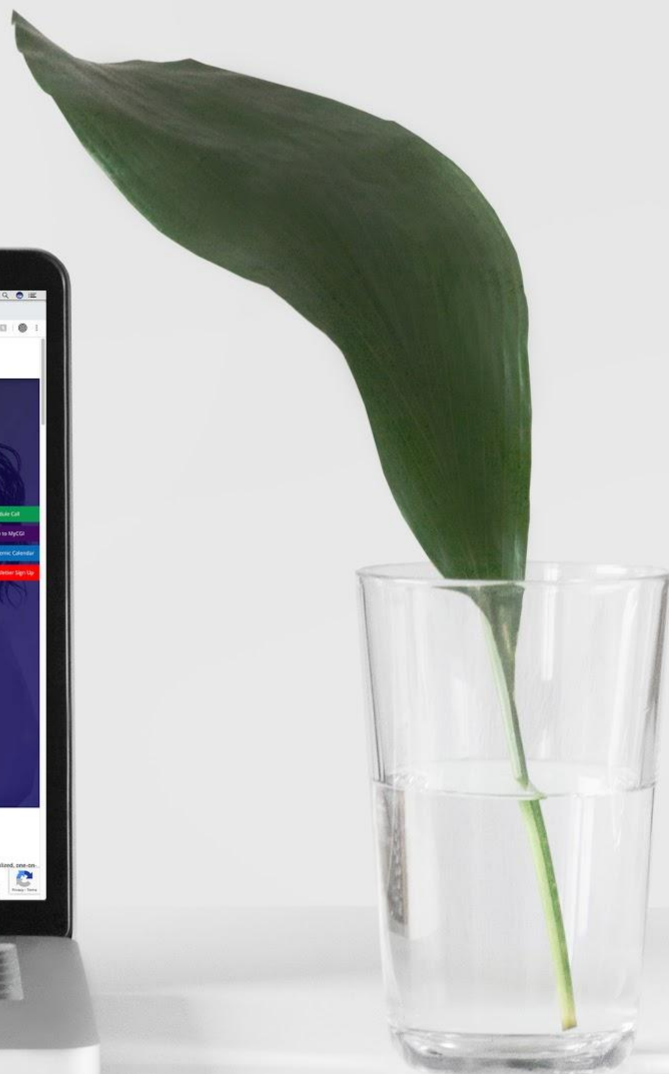
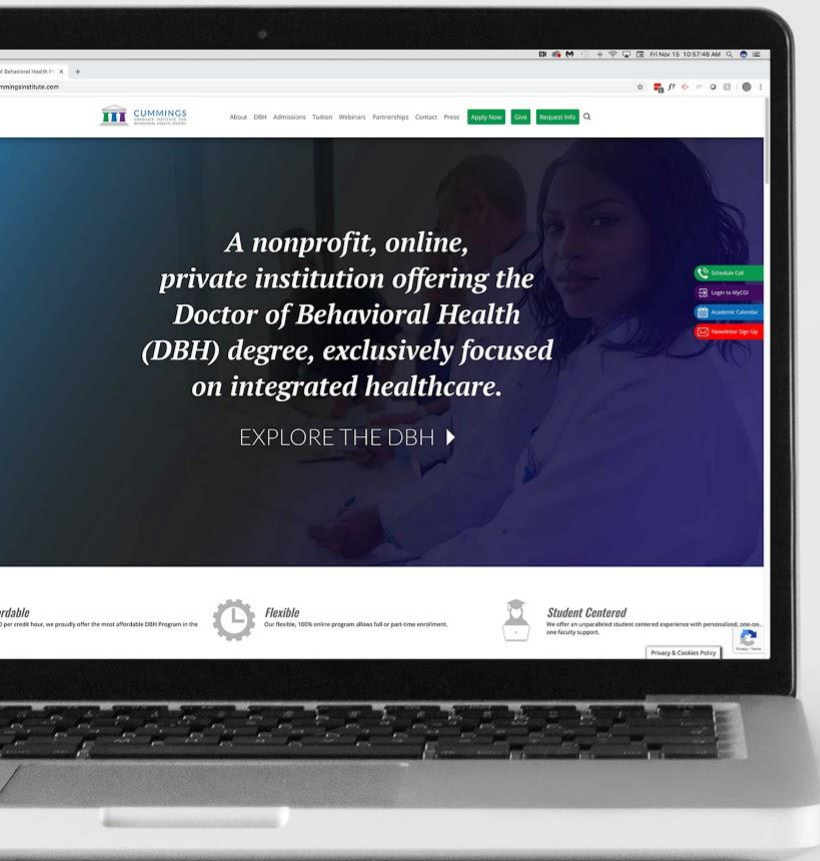
Cummings Graduate Institute for Behavioral Health Studies

# CATALOG

## 2021 - 2022

Terms: Fall 2021 - Summer 2022  
Update: April 16th, 2021, Edition 1

2111 E. Baseline Rd., St. E1  
Tempe, AZ 85283  
Phone: 480-285-1761  
Fax: 480-999-5641



# Errata Sheet

The following changes were updated in the Catalog on April 16th, 2021.

1. Updated physical address throughout the catalog. Change in location address was approved by the state board and DEAC in April 2021.
2. Dr. Larry Ford was added to the Board of Directors list
3. Updated Advisory Board List
4. Updated Staff List
5. Updated holidays
6. Updated administrative campus facility sections
7. Updated admissions deadline dates
8. Updated the course repetition policy
9. Change Culminating Project course number from 9100 A/B/C to 9101, 9102, 9103
10. DBH 9030 was added as an elective in the course catalog



## Letter from the CEO

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.

As you strive to become a healthcare disruptor with great integrity, clinical skills, and an entrepreneurial mindset, 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  
Chief Executive Officer  
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 to hereafter as the “Cummings Graduate Institute” or “CGI”, is an accredited, 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 to hereafter as “DBH.” This Catalog provides policies, procedures, and information on the Doctor of Behavioral Health Program and non-degree certificate programs at the Cummings Graduate Institute.

## Cummings Graduate Institute Mission Statement

Cummings Graduate Institute for Behavioral Health Studies is dedicated to disrupting healthcare by preparing entrepreneurial integrated care professionals through innovative and affordable quality 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 the 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 needs 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 the 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 2020 - 2024.

**Goal I. Improve Sustainability**

**Goal II. Create Strategic Partnerships**

**Goal III. Improve Operational Effectiveness**

**Goal IV. 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 licensed as a degree-granting institution by the Arizona State Board for Private Postsecondary Education, 1740 West Adams, Suite 3008, Phoenix, AZ 85007, Phone: (602) 542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov>.

## Institution Accreditation

Cummings Graduate Institute for Behavioral Health Studies is accredited by the Distance Education Accrediting Commission (DEAC). DEAC is listed by the United States Department of Education (USDE) as a recognized accrediting agency. DEAC's scope of recognition by the Secretary of Education is the accreditation of postsecondary institutions in the United States that offer degrees and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree. DEAC is recognized by the Council for Higher Education (CHEA). DEAC's scope of recognition by CHEA is the accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master's, first professional and professional doctoral degree level. DEAC is a private, nonprofit organization that operates as a national accreditor of institutions that

primarily offer distance education. DEAC is located at 1101 17th Street NW, Suite 808, Washington, D.C. 20036, Telephone 202.234.5100 / E-mail: [info@deac.org](mailto:info@deac.org). DEAC's goal is to ensure a high standard of educational quality in the distance education institutions it accredits by requiring compliance with its published standards, policies and procedures and by fostering continual self-improvement. DEAC is dedicated to ensuring a quality education for the more than 2 million students who annually study at its accredited institutions. With its 93 years of history and its highly refined and federally recognized accreditation program, DEAC offers distance-learning institutions the most current, relevant and practical services for the 21st century. Visit DEAC's website at [www.deac.org](http://www.deac.org).

## State Authorization

Cummings Graduate Institute is an approved and participating NC-SARA institution. Below is a chart of all states within the United States of America and surrounding territories that CGI is authorized to enroll students.

Alabama	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Alabama under the terms and provisions of SARA.
Alaska	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Alaska under the terms and provisions of SARA.
Arizona	The Arizona State Board for Private Postsecondary Education granted Cummings Graduate Institute a Regular Degree License in July 2019.
Arkansas	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Arkansas under the terms and provisions of SARA.
California	As a private, non-profit, accredited institution, Cummings Graduate Institute is exempt according to the California Bureau for Private Postsecondary Education and thus can enroll students from California.
Colorado	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Colorado under the terms and provisions of SARA.
Connecticut	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Connecticut under the terms and provisions of SARA.
Delaware	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Delaware under the terms and provisions of SARA.
District of Columbia	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in the District of Columbia under the terms and provisions of SARA.
Florida	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Florida under the terms and provisions of SARA.
Georgia	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Georgia under the terms and provisions of SARA.

Guam	Cummings Graduate Institute does not have a physical presence in Guam and is accredited by the Distance Education Accrediting Commission (DEAC). Thus Cummings Graduate Institute is in compliance with postsecondary distance education regulations and rules for Guam.
Hawaii	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Hawaii under the terms and provisions of SARA.
Idaho	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Idaho under the terms and provisions of SARA.
Illinois	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Illinois under the terms and provisions of SARA.
Indiana	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Indiana under the terms and provisions of SARA.
Iowa	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Iowa under the terms and provisions of SARA.
Kansas	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Kansas under the terms and provisions of SARA.
Kentucky	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Kentucky under the terms and provisions of SARA.
Louisiana	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Louisiana under the terms and provisions of SARA.
Maine	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Maine under the terms and provisions of SARA.
Maryland	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Maryland under the terms and provisions of SARA.
Massachusetts	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Massachusetts under the terms and provisions of SARA.
Michigan	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Michigan under the terms and provisions of SARA.
Minnesota	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Minnesota under the terms and provisions of SARA.
Mississippi	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Mississippi under the terms and provisions of SARA.
Missouri	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Missouri under the terms and provisions of SARA.



Montana	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Montana under the terms and provisions of SARA.
Nebraska	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Nebraska under the terms and provisions of SARA.
Nevada	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Nevada under the terms and provisions of SARA.
New Hampshire	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in New Hampshire under the terms and provisions of SARA.
New Jersey	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in New Jersey under the terms and provisions of SARA.
New Mexico	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in New Mexico under the terms and provisions of SARA.
New York	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in New York under the terms and provisions of SARA.
North Carolina	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in North Carolina under the terms and provisions of SARA.
North Dakota	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in North Dakota under the terms and provisions of SARA.
Ohio	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Ohio under the terms and provisions of SARA.
Oklahoma	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Oklahoma under the terms and provisions of SARA.
Oregon	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Oregon under the terms and provisions of SARA.
Pennsylvania	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Pennsylvania under the terms and provisions of SARA.
Puerto Rico	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Puerto Rico under the terms and provisions of SARA.
Rhode Island	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Rhode Island under the terms and provisions of SARA.
South Carolina	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in South Carolina under the terms and provisions of SARA.

South Dakota	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in South Dakota under the terms and provisions of SARA.
Tennessee	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Tennessee under the terms and provisions of SARA.
Texas	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Texas under the terms and provisions of SARA.
Utah	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Utah under the terms and provisions of SARA.
Vermont	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Vermont under the terms and provisions of SARA.
Virgin Islands	Cummings Graduate Institute does not have a physical presence in the Virgin Islands and is accredited by the Distance Education Accrediting Commission (DEAC). Thus Cummings Graduate Institute is in compliance for postsecondary distance education regulations and rules for the Virgin Islands.
Virginia	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Virginia under the terms and provisions of SARA.
Washington	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Washington under the terms and provisions of SARA.
West Virginia	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in West Virginia under the terms and provisions of SARA.
Wisconsin	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Wisconsin under the terms and provisions of SARA.
Wyoming	As an approved SARA institution in Arizona, Cummings Graduate Institute is operating in Wyoming under the terms and provisions of SARA.

## Questions

Please contact the Policy and Compliance Office ([compliance@cgi.edu](mailto:compliance@cgi.edu)) 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 Program Enrollment Agreement.



## Physical & Course Location

Cummings Graduate Institute is a 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 enrollment.

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

2111 East Baseline Road, Suite E1

Tempe, AZ 85283

Phone: 480-285-1761

Fax: 480-999-5641

## Board of Directors and Advisory Board

### Board of Directors

Dorothy Cummings, M.S.S., D.H.L.

Dr. Janet Cummings, Psy.D., Chair

Mary Denny

Dr. Larry Ford, DBH

Brett Sabatini

## Advisory Board

Andrea Boudreax

Bennet Davis

Janine Fonfara

Larry Ford

Jodie NewDelman

Curtis Randolph

Natalie Randolph

Anne Wojtak

## Administration

Jason Blair, Instructional Design Tech

- Masters of Arts in Education
- University of Phoenix

Lori Christianson, Director of the Electronic Campus

- Masters of Science in Education in Curriculum, Instruction, and Assessment
- Walden University

Dr. Cara English, Chief Executive Officer

- Doctor of Behavioral Health
- Arizona State University

Amanda Harrison, Chief Operating Officer

- Masters of Education in Postsecondary and Higher Education
- Arizona State University

Vicki Hayes, Registrar and Enrollment Coordinator

- Masters of Education
- Northern Arizona University

Dr. Alicia Iniguez Monzon, Director of Continuing Education and Partnerships

- Doctor of Education in Educational Leadership
- California State University, Fresno

Denice Lange, Controller and Office Manager

- High School Diploma
- Corona del Sol High School

Melissa McGurgan, Director of Marketing

- Masters of Fine Arts
- Arizona State University

Dr. Fanike-Kiara Olugbala Young, Director of the DBH Program

- Doctor of Behavioral Health
- Arizona State University

Cecelia Sotelo, Admission Coordinator

- Masters of Education in Postsecondary and Higher Education
- Arizona State University

Dr. Joshua Watson, Assistant Director of Student Services

- Doctor of Education in Educational Leadership
- University of Southern California



# Faculty

Dr. Ulysses Baldwin

- Doctor of Behavioral Health, Arizona State University
- Specialties: Healthcare management, integrated healthcare, policies

Dr. Wendy Boring-Bray

- Doctor of Behavioral Health, Arizona State University
- Specialties: Foundations for Doctoral Study, Biodyne Model, Children & Adolescents, School-Based Health Deliver

Dr. Gayle Cordes

- Doctor of Behavioral Health, Arizona State University
- Specialties: EMDR, Trauma-Informed Care

Dr. Janet Cummings

- Doctor of Psychology, Wright State University
- Specialties: Pathophysiology, Psychopharmacology, Neuropathophysiology, Biodyne Model

Dr. Michelle Davis

- Doctor of Behavioral Health, Arizona State University
- Specialties: Pain Management, Holistic Health & CAM Interventions, Integrated Healthcare, Health & Executive Coaching, Positive Psychology

Dr. Cara English

- Doctor of Behavioral Health, Arizona State University
- Specialties: Maternal Wellness, Type I/II Diabetes, Entrepreneurship

Dr. Larry Ford

- Doctor of Behavioral Health, Arizona State University
- Specialties: Biodyne Model, Entrepreneurship

Dr. Toni Harper

- Doctor of Behavioral Health, Arizona State University
- Specialties: Patient centered care

Dr. Fanike-Kiara Olugbala Young

- Doctor of Behavioral Health, Arizona State University
- Specialties: Quality Improvement

Dr. Esther Pineda

- Doctor of Behavioral Health, Arizona State University
- Specialties: Social Work, Diverse Populations, Biodyne Model

Dr. Liliane Rocha

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Autism, Integrated behavioral healthcare

Dr. C. Carl Wilson

- Doctor of Behavioral Health, 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 and Academic Offices operate based on Pacific Time Zone (PST). CGI's physical administrative office hours of operation are Monday - Thursday from 9 am-3 pm, and by appointment on Fridays. However, due to the COVID-19 pandemic, Cummings Graduate Institute's Administrative Staff is working remotely for the foreseeable future.. The best way to get in contact with the Administrative Staff is via email. Our interactive voice response system is available 24 hours a day, 7 days a week. The Chief Executive Officer and Chief Operating Officer respond to email and phone calls on an as-needed basis outside business hours, generally between the hours of 7 am to 7 pm PST. 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@cgi.edu](mailto:info@cgi.edu) 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 - Monday, September 6, 2021
- Fall Break (Columbus Day) - Monday, October 11, 2021
- Veteran's Day - Thursday, November 11, 2021
- Thanksgiving - Thursday, November 25 - Friday, November 26, 2021
- Christmas Holiday (Eve and Day observed) - Thursday, December 23 - Friday, December 24, 2021
- New Year's Holiday (Eve and Day observed) - Thursday, December 30 - December 31, 2021
- Martin Luther King, Jr. Day - Monday, January 17, 2022
- Presidents' Day - Monday, February 21, 2022
- Memorial Day - Monday, May 30, 2022
- Juneteenth (observed) - Monday, June 20th, 2022
- Independence Day - Monday, July 4, 2022

### 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 minimum of a one (1) week break is scheduled between each term, but some terms have a two (2) week break. 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 <https://cgi.edu/calendar/>.

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

## Administrative Campus Facility

The CGI administrative office location is conveniently located off the 101 Freeway and Baseline Road. Cummings Graduate Institute has free parking for students, staff, faculty, and guests. Security is managed 24 hours a day, 7 days a week. The air conditioned administrative office offers printing services for faculty and staff. The administrative office has a kitchenette, community restrooms, shared workspaces for students, faculty, and staff, a meeting room, a conference room with electronic set up for virtual meetings, an electric and computer server closet, and a storage closet for supplies and student records.

## 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.

Cummings Graduate Institute is committed to protecting the 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).

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. FERPA covers anyone who is or has been 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, 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 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 Cummings Graduate Institute uses the information.

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 been 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 records are 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 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 Registrar shall notify the student of the decision within 14 calendar days of the receipt of the request. If 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@cgi.edu](mailto:registrar@cgi.edu)) 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 by completing a [FERPA - Nondisclosure Form](#). Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

If you have further questions or are in need of assistance, contact the Registrar at [registrar@cgi.edu](mailto:registrar@cgi.edu).

## 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 completing a [FERPA - Authorization of Information Release Form](#). Once the completed form is submitted, The Registrar follows up via phone to legitimize all information and consent.

If you have further questions or are in need of assistance, contact the Registrar at [registrar@cgi.edu](mailto:registrar@cgi.edu).

## Data Privacy Policy

The Data Privacy Policy describes how Cummings Graduate Institute for Behavioral Health Studies (CGI) manages personal information and respects your privacy. This policy may be amended by the Compliance Department when applicable. CGI encourages online visitors and users of our website and social media sites to regularly review our [Privacy Policy](#).



## Social Media Privacy Policy

Cumming Graduate Institute established the Social Media Privacy Policy to aid in safeguarding students from sharing information about other students without prior student consent. This can include but is not limited to posting pictures, screenshots, and posts including identifying information about other students and sharing group work content on social media or online forums. It is the responsibility of the student to obtain their colleagues' consent prior to posting on social media. Consent can be granted through any form of communication and must be kept on file by the requesting student as documentation of consent. Cumming Graduate Institute is not responsible for approving or monitoring student's personal social media accounts or tracking student consent for social media posts. If a student needs to report a social media post for violation of this policy, they should report it to the Compliance Office at [compliance@cgi.edu](mailto:compliance@cgi.edu).

## 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 Tempe, Arizona. Files are retained in the Cummings Graduate Institute office indefinitely. 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 additional charge during the commencement ceremony. Students must request additional official transcript copies from 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 at commencement. If the student makes a mistake on the Transcript Request Form, please contact the Registrar at [registrar@cgi.edu](mailto:registrar@cgi.edu). If the Registrar has already sent out the transcript and is required to send out a new one due to the requestor's error, the requester will be charged an additional \$20 to fix the error.

If a current student or alumni is requesting an expedited official transcript, an additional \$65 will be assessed. All official transcripts are processed on the next business day of the original request date.

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

Cummings Graduate Institute provides unofficial transcripts at no charge to current students or alumni in good academic 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.

## 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 credit(s) 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. Cummings Graduate Institute was awarded institutional accreditation by the Distance Education Accrediting Commission, an accrediting agency recognized by the United States Department of Education, on June 21, 2019. 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 non-degree 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 does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

### 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).

The Title IX Coordinator for CGI is the Chief Operating Officer. If any issues arise or need to be reported, it should be reported directly to the Chief Operating Officer. The Chief Operating Officer can be reached by email at [compliance@cgi.edu](mailto:compliance@cgi.edu) or by office phone at (480)-285-1761 ex. 6.

### 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: <https://cgi.edu/technology/>.

# Professional Licensure and Admissions

Students are advised to contact state licensing boards to determine whether the DBH Degree and Program meets the educational requirements for licensure in the state where the student resides. Students understand that they are responsible for researching their state laws and workplace/site policies related to the use of the Doctor title as a Doctor of Behavioral Health. 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 state health professional licensure office in their state.
2. The use of the “Doctor” title may be prohibited in certain areas. Every country, state, and the 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.

The 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 the highest degree earned
  - f. Official transcripts reflecting the 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 Coordinator 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 committee, 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 ten (10) calendar days of a student's accepted admission to the Doctor of Behavioral Health program or non-degree program, the admitted applicant receives an enrollment packet that includes a Program Enrollment Agreement and Catalog for the program. Once the signed Program Enrollment Agreement is submitted to CGI by the student, a one-time Program Fee of \$150 will be billed to the student account and the student will be enrolled in CGI's New Student Orientation (NSO). The first-term tuition will be billed to the student's account after the student finishes New Student Orientation and is registered in their courses. Every time after the initial term, students will be billed for tuition following the close of course registration.

## Admissions Decision Appeal Process

An applicant may appeal the admissions decision post receipt of the admissions decision letter by contacting the Director of the DBH Program via email at [dbhdirector@cgi.edu](mailto:dbhdirector@cgi.edu).

## 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, non-refundable 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 the coursework.
2. Provisional admission may be granted to an applicant per the discretion of the Director of the DBH Program 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  
2111 East Baseline Road  
Suite E1  
Tempe, AZ 85283

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  
2111 East Baseline Road  
Suite E1  
Tempe, AZ 85283

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 degree seeking 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. Transfer credits are accepted for degree seeking programs only. 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 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 amounts. 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 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.

## Prior Education & Training Policy for Veterans

In Accordance with 38 CFR § 21.4253(d)(3), Cummings Graduate Institute will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate.

## Transfer Credit Max

The maximum amount of transfer credits awarded for the DBH program is nine (9) credits. Transfer credits are not accepted for non-degree programs.

## 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 to 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 into 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 Director of the DBH Program 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.

- If the Official Transcript is available at the time of review and attached to the Transfer Credit Form, the Registrar will award the credits in the student file and account.
- 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 Request Form](#)
2. Submit documentation supporting the request:
  3. Course description from the catalog at the credit-granting institution.
  4. Syllabus.
  5. An explanation for consideration.
6. 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 reconsideration.
- 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 Director of the DBH Program, 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: <https://cgi.edu/technology/>

Non-degree students are limited to completing twenty-four (24) credit hours 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.

*Note for veterans: Only degree-seeking students, enrolled in the DBH programs are approved for GI Bill® benefits. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA).*

## 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 the highest degree earned
  - d. Official transcripts reflecting the 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 seven (7) calendar 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.

*Note for veterans: Only degree-seeking students, enrolled in the DBH programs are approved for GI Bill® benefits.*



## 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, non-refundable application fee, and required documentation minus the Official Transcript for admission. A student Provisionally Admitted under this circumstance must submit an 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 the 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 of the DBH Program 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 the coursework.

## Admissions Deadlines

Admissions application deadlines for the 2021-2022 academic year are as follows:

Year/Term	Term Start Date	Application Deadline
Fall 2021	September 13, 2021	June 25, 2021*
Spring I 2022	January 10, 2022	October 29, 2021*
Fall 2022	September 19, 2022	June 24, 2022*

*\*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 the change.

## 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 the 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, but it is preferred that cancellations are emailed to the Admission Coordinator at [admissions@cgi.edu](mailto:admissions@cgi.edu). A cancelled application will remain on file for twelve (12) months. If a student wishes to reactivate a canceled 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 that 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 Application

Applicants to Cummings Graduate Institute 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 along with the required 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 a signed Program Enrollment Agreement to the Registrar through DocuSign, the Registrar then communicates with the student the next steps of enrollment. During this time, the Registrar also enrolls the student in CGI's New Student Orientation (NSO) which is a self-paced online learning course covering a broad range of topics and information. If a student experiences difficulties during enrollment, they may contact the Registrar at [registrar@cgi.edu](mailto:registrar@cgi.edu).

### New Student Orientation

A New Student Orientation (NSO) 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 the Cummings Graduate Institute. Students are expected to complete the course by the deadline three (3) weeks prior to the start of the term. Students have continued access to the orientation course and course materials throughout all enrolled terms. If a student fails to complete NSO on or by the deadline, they will be deferred to the next enrollment term. Please see the Deferral of Enrollment section of this catalog.

### Enrollment Status

Full-Time Enrollment (FTE) is three (3) semester credit hours or more per term. Part-Time Enrollment (PTE) is two (2) semester credit hours or less and no fewer than one (1) semester credit hour, per term.

### Enrollment Cancellation

Admitted students have a minimum of fourteen (14) calendar days from the date of admission to the DBH Program and prior to the course/term start date to complete the Enrollment Agreement. The student can request to cancel their enrollment 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 at [registrar@cgi.edu](mailto:registrar@cgi.edu).

### 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. 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. If a student would like to add, drop, and withdraw from any course prior to the term, they will need to notify their Academic Advisor or CGI's Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)). Students must contact the Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)) to add, drop, and withdraw from a course while the term is in session.

## 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. Withdrawals 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 Director of the DBH Program 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 Academic Advisor or CGI's Registrar. Non-degree seeking students must send requests to withdraw from a course to CGI's Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)). Cancellation and Refund Policy applies 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 any CGI staff member in any manner; however, an email to the Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)) is preferred. The date of withdrawal is determined based on the date the student made initial contact. If the student contacts any CGI staff member, then that CGI staff member notifies the Registrar and the Director of the DBH Program. The Registrar communicates with the student regarding the acceptance of their withdrawal and resolution of any outstanding items related to 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 “C”, “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 Time Frame 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 Director of the DBH Program. 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 canceled course according to the Refund Policy.

## Deferral of Enrollment

Enrolled students at Cummings Graduate Institute who do not enter in the term for which they originally were accepted for and returned a signed agreement for must notify the Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)).

The Registrar’s will keep enrolled student files for admitted students who do not enroll for one (1) academic year. Students who defer for 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.

## New Student Orientation Deferral of Enrollment ONLY

If an enrolled student does not complete the New Student Orientation course by the deadline, they will be automatically deferred to be enrolled in the next available term. CGI’s Registrar will reach out to the student and arrange the deferral of enrollment and the next steps.



## 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

In compliance with the provisions of the Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Cummings Graduate Institution will periodically confirm that a person who has accepted admission to CGI is the person who is completing the Enrollment Agreement, that a student taking an examination is the person who is registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Cummings Graduate Institute will use one or more of the following methods for verification:

- Secure login with username and password
- Proctored examinations
- New or emerging technologies and practices that are effective in verifying student identification.
- Submission of a government-issued form of identification

All methods of verifying student identity will protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA) and any other applicable laws or regulations regarding the confidentiality of personally identifiable information and CGI's privacy policy.

## 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. For more information regarding Financial Responsibility, please refer to the Default of Financial Obligation section of this Catalog.

### Attendance Requirements

All students must log in to each of the courses for which they have enrolled within forty-eight (48) hours of each academic term's official start date and time. Students who do not log in to the course within forty-eight (48) hours 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 members 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), DBH 1100 ePortfolio, or Culminating Project courses (DBH 9101, 9102, 9103). The "P" grade does not contribute to the calculation of Cumulative Grade Point Average.



## Foundations (DBH 1000), ePortfolio (DBH 1100), and Culminating Project Courses (DBH 9101, 9102, 9103) Grading Scale ONLY

Foundations (DBH 1000), ePortfolio (DBH 1100), and Culminating Project course (DBH 9101, 9102, 9103) uses a pass/fail grading system. The faculty overseeing the course determines all final grades. The pass or fail grade will be based on a balance evaluation of both qualitative (e.g., participation in webinars) and quantitative (completion of assignments) data. Final Grades will be posted as follows:

Grading Scale - Foundations and Culminating Project Course (DBH 9101, 9102, 9103) ONLY		
Grade	Grade Code	Description
Passing	P	Passing the course (students who have completed the required assignments with a total grade of 80% or above)
Failing	F	Failing the course (students who have not completed the required assignments or who have completed them at a total grade of 79% or lower). A failing grade will result in a requirement to retake the course. The student will be unable to progress to the next cohort until a passing grade has been earned for the course.
Incomplete	I	<p>Incomplete (students who have completed substantial work on all assignments and require additional edits or time in the course). If a student requires additional time beyond the semester of enrollment to complete assigned deliverables for one or more Culminating Project cohort courses, an "I" grade may be requested.</p> <p>This grade indicates that the student has entered into a written agreement, using the Incomplete Grade Form, with the faculty member for a six-week extension of the remaining deliverables, and that the student is currently making progress towards those deliverables under the supervision of the faculty member.</p> <p>An "I" grade will result in students being unable to progress to the next cohort of DBH 9101, 9102, 9103 until the required coursework is completed and approved by the faculty member. Once the coursework is approved, the faculty member will submit a Grade Change Form to the Registrar to assign the appropriate passing grade and students will be allowed to register for the next cohort of DBH 9101, 9102, 9103.</p> <p>If the student is unable to complete the deliverables per the terms of the Incomplete Grade Form within the 6-week extension, the student must request an additional extension, and will be subject to a continuation fee of \$350 for the additional extension. The student will be unable to progress to the next cohort of DBH 9101, 9102, 9103 until all deliverables as outlined in the Incomplete Grade Form have been satisfied and approved by the student's faculty member and Chair of the CP Committee.</p>

## Graduate Level Course Grade Requirement

Cummings Graduate Institute considers a grade of B- to be the minimum passing grade for courses in the DBH Program and non-degree certificate programs. 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 non-passing 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 and non-degree certificate programs 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) calendar 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

Cummings Graduate Institute encourages students to have an open and professional communication channel with their faculty to resolve any issues or concerns regarding their assignments grades or final course grades. The course faculty member upon receipt of notification from the student will review the appeal and provide written comments via email to the student within seven (7) calendar days. Faculty members must also copy the Director of the DBH Program on the appeal email response to the student.

If the student is unable to come to an agreement regarding grades in their course with the faculty member, they can submit a [Grade Appeal Form](#) to the Cummings Graduate Institute Director of the DBH Program.

A student may only appeal a grade if it conflicts with:

1. Grading rubrics published for the assignment/course.
2. Communication (emails, announcements, etc.) from the faculty.
3. A calculation error results in a change to the final grade.

Grade appeals must be submitted within thirty (30) calendar days of the end of the term. All grade appeals are reviewed by the Director of the DBH Program. The appeal decision made under the authority of the Director of the DBH Program is final.

## Procedure: Appealing a Final Course Grade

Responsibility	Action
Student	<ul style="list-style-type: none"> <li>Students must complete and submit a <a href="#">Grade Appeal Form</a> within thirty (30) calendar days of the end of the term.</li> <li>If applicable, attach any supporting documentation with the form (screenshots, assignments, emails, etc.).</li> </ul>
Director of the DBH Program	<ul style="list-style-type: none"> <li>The Director will be given ten (10) calendar days to respond to the student's request and submit the form back to the student. The Director will also submit the Grade Appeal Form to the Registrar at <a href="mailto:registrar@cgi.edu">registrar@cgi.edu</a> for documentation.</li> <li>The Director's decision to the grade appeal is final.</li> </ul>

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

## Administrative Course Codes

Code	Explanation
AUD (Audit)	Auditing is the presence in the classroom without receiving academic credit or a letter grade. A student wishing to audit a course is required to email the Registrar or the Director of the DBH Program for approval.
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 incomplete (I).</p> <p><b>For all courses, with the exception of the Culminating Project (A, B, C), students may be eligible for an incomplete grade if the following applies:</b></p> <ul style="list-style-type: none"> <li>75% of the assignments have been successfully completed</li> <li>The student is earning a passing grade of 80% (B) or higher in the course, in accordance with Cummings Graduate Institute Grading Policies.</li> </ul> <p><b>For the Culminating Project (9101, 9102, 9103) courses:</b></p> <p>Incomplete (students who have completed substantial work on all assignments and require additional edits or time in the course). If a student requires additional time beyond the semester of enrollment to complete assigned deliverables for one or more Culminating Project cohort courses, an "I" grade may be requested.</p> <p>This grade indicates that the student has entered into a written agreement, using the Incomplete Grade Form, with the faculty member for a six-week extension of the remaining deliverables, and that the student is currently making progress towards those deliverables under the supervision of the faculty member.</p>

	<p>An "I" grade will result in students being unable to progress to the next cohort of DBH 9101, 9102, 9103 until the required coursework is completed and approved by the faculty member. Once the coursework is approved, the faculty member will submit a Grade Change Form to the Registrar to assign the appropriate passing grade and students will be allowed to register for the next cohort of DBH 9101, 9102, 9103.</p> <p>If the student is unable to complete the deliverables per the terms of the Incomplete Grade Form within the 6-week extension, the student must request an additional extension and will be subject to a continuation fee of \$350 for the additional extension. The student will be unable to progress to the next cohort of DBH 9101, 9102, 9103 until all deliverables as outlined in the Incomplete Grade Form have been satisfied and approved by the student's faculty member and Chair of the CP Committee.</p>
W (Withdrawal)	<p>The student has canceled enrollment in the course after the first week of instruction and before the end of the course. A cancellation can be received from a student in any manner but is preferred by the Institution to be received by email. Depending on the date of withdrawal a student may be entitled to a refund based on the Institute's Refund Policy. Course withdrawals may negatively impact Satisfactory Academic Progress (SAP); see Satisfactory Academic Policy for details.</p> <p>The "W" also indicates that a student has taken a Leave of Absence (LOA) before the course end date. For more information, please see the Leave of Absence (LOA) policy for specific details</p>
XE (Failure due to Academic Dishonesty)	<p>"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 any course, the student will be dismissed from the Cummings Graduate Institute for Academic Dishonesty.</p>



## 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.

### Instructor-Approved Absences

Instructor-excused absences are handled between the student and the instructor. Examples of absences that may be excused by an instructor include missed classes due to a family commitment, severe weather conditions, or a death in the student's extended family.

Students who need this type of excuse are expected to personally inform the instructor at least forty-eight (48) hours in advance of the absence. The instructor will evaluate these instances on a case-by-case basis and may ask for supporting documentation. The instructor will use their judgment as to whether or not to excuse the absence and what arrangements may be made for making up missed work.

If an extenuating circumstance that may be a longer length of time or require additional support, please review the Leave of Absence (LOA) Policy for information.

### Leave of Absence (LOA)

Leave of Absence (LOA) is defined as a temporary break from academic registration with a clear intent to return to their program of study for reasons including but not limited to medical, military, or voluntary. An approved Leave of Absence will enable a degree seeking or non-degree seeking students to re-enter their degree program without re-applying to the university. A student on Leave of Absence is not required to pay fees; however, they are not permitted to place any demands on institute faculty or use any institute resources. Cummings Graduate Institute will consider granting an

Academic Leave of Absence (LOA) after a student has completed at least one (1) credit in their program of study. For further information regarding the Leave of Absence Process, please refer to the section below titled "Process".

## Satisfactory Academic Progress

In order to remain in good academic standing according to the Satisfactory Academic Progress Policy, the student may only request to be on leave for a maximum of two (2) consecutive academic terms. Leave of Absence does not impact pace within a student's Satisfactory Academic Progress. Should a Leave of Absence result in the student exceeding the maximum time frame of five (5) years to complete their degree, the Director of the Program may grant an exception authorizing additional time to complete the degree not to exceed seven (7) years from the start of enrollment.

If a student is requesting an in-term Leave of Absence, any course(s) a student is enrolled in at the time of Leave of Absence will result in a W grade and will need to be retaken upon their return to their program of study. For a Leave of Absence requested prior to the start of the term, the student will be withdrawn from any enrolled courses and refunded any corresponding tuition payments.

## Military Leave of Absence Exceptions

Any Cummings Graduate Institute students in the Military that receive an order for deployment are able to take a Leave of Absence for an appropriate amount corresponding to the duration of their deployment. Documentation of deployment is required with the Leave of Absence Request Form.

If a student is requesting an in-term Military Leave of Absence, any course(s) a student is enrolled in at the time of Leave of Absence will result in a W grade, and the student will be able to retake the course, to replace the grade. The student will be refunded 100% of the tuition paid for the course no matter when they withdraw. For a Military Leave of Absence requested prior to the start of the term, the student will be withdrawn from any enrolled courses and refunded all tuition paid to the institution.

Leave of Absence (LOA) is defined as a temporary break from academic registration with a clear intent to return to their program of study for reasons including but not limited to medical, military, or voluntary. An approved Leave of Absence will enable a student to re-enter their degree program without re-applying to the university. A student on Leave of Absence is not required to pay fees; however, they are not permitted to place any demands on institute faculty or use any institute resources. Cummings Graduate Institute will consider granting an Academic Leave of Absence (LOA) after a student has completed at least one (1) credit in their program of study.

## Leave of Absence Request Process

In general, a Leave of Absence should be requested a minimum of four (4) weeks prior to the beginning of an academic term. Exceptions to this guideline will be considered on a case-by-case basis. Any student wishing to request a Leave of Absence needs to submit a Leave of Absence Request Form to their Academic Advisor along with any necessary documentation (i.e. medical note, deployment documentation, or workforce documentation). The Academic Advisor will

review and approve or deny any requests within fourteen (14) calendar days. The Academic Advisor will submit the Leave of Absence Request Form and any supporting documentation to the Registrar, who will then confirm with the student the decision on the Leave of Absence.

Four (4) weeks prior to the indicated Leave of Absence return date, the Registrar will contact the student to provide them with re-entry instructions to guide their return from a leave of absence. The Registrar will notify the student's Academic Advisor of the student's decision. If the student decides to resume their coursework, the Academic Advisor must contact the student to schedule their Program of Study meeting in collaboration with the Registrar to identify the course(s) the student needs to enroll in future terms and modify the degree completion date, if needed, which will be reflected in the student's revised Program of Study. If the student decides to not continue as an enrolled student at CGI, the Registrar will process their request of withdrawal. If a student fails to communicate with the Registrar by the end date of Leave of Absence, CGI will deem the student inactive, terminate the student from their Program of Study, and withdraw them from enrollment.

With the exception of Military Leave of Absence, if a student needs additional time beyond the two (2) consecutive academic terms allocated, they will need to submit another Leave of Absence Form requesting an extension including their reason for the extension. The Registrar will work with the student's Academic Advisor to approve or deny the request if within the maximum time allotment of two (2) consecutive academic terms. If the request is beyond the two (2) consecutive academic term maximum, the Registrar will work with the Director of the Program and the Academic Advisor to approve or deny the request. If any additional documentation is required, the Registrar will communicate directly with students.

On the first day of a Leave of Absence, a student's access is revised as follows:

- Populi - The student role remains active. Start and leave dates of the Leave of Absence will reflect on the student information section of the student information tab. A system tag "Leave of Absence" will be applied to the student's account. Leave of Absence dates are not included on a student's transcript.
- Learning Management System - Student access remains active. Students have access to system announcements but no access to courses.
- Library - Student access is suspended. Students will have access to the library upon return from Leave of Absence.
- Communication - The student continues to receive institutional communication via email, including but not limited to Catalog Announcements, finance office messages, student newsletters, monthly newsletters, and announcements. Communication from the student's Academic Advisor and Faculty will pause for the duration of the Leave of Absence.



Upon return from a Leave of Absence, a student's access is revised as follows:

- Populi - The student role is active. Leave of Absence will no longer be reflected in the student information section of the student information tab. The system tag is removed.
- Learning Management System - The student role is active. Students return to active student access to the system, including prior and currently enrolled courses.
- Library -The student role is active. Students return to active student access to the library.
- Communication - The student receives institutional communication via email and communication from the student's Academic Advisor and Faculty resumes.



## VII. Satisfactory Academic Progress

### Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which Cummings Graduate Institute measures degree and non-degree seeking student progress toward completing the program. The three components of SAP are Cumulative Grade Point Average (CGPA), Course Completion Rate (Pace), and Maximum Timeframe. SAP status is emailed to students at the conclusion of each academic term. If at any time a student is not meeting the minimum requirements for SAP, CGI sends them an email notification. Students are responsible for understanding SAP 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 Time Frame 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 degree and non-degree 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 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 in which they earned an unsatisfactory grade. They may not enroll in additional coursework until they resolve incompletes earned in previous course attempts.

### Maximum Timeframe

#### Maximum Time Frame DBH

The Maximum Time frame 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 credits before program termination. However, if exceptions are granted by the Director of the DBH Program, students may complete their degree within seven (7) years of enrollment.

#### Maximum Time Frame Non-Degree Certificate: Trauma Informed Care

The Maximum Time frame to complete the certificate program is measured in calendar years for the Trauma Informed Care Certificate program. Students must complete the program within two (2) years and are only permitted to attempt

12 credits before program termination. However, if exceptions are granted by the Director of the DBH Program, students may complete their certificate program within three (3) years of enrollment.

## Maximum Time Frame Non-Degree Certificate: Integrated Behavioral Healthcare

The Maximum Time frame to complete the certificate program is measured in calendar years for the Integrated Behavioral Healthcare Certificate program, specialites: Adult, Gerontology, Military Families & Veterans, Women's Health, and Leadership. Students must complete the program within two (2) years and are permitted to attempt the following credits per specialty before program termination.

- Speciality - Adult: 16 credits maximum
- Speciality - Gerontology: 13 credits maximum
- Speciality - Military Families & Veterans: 12 credits maximum
- Speciality - Women's Health: 14 credits maximum
- Speciality - Leadership: 13 credits maximum

However, if exceptions are granted by the Director of the DBH Program, students may complete their certificate program within three (3) years of enrollment.

## Evaluation Schedule

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

1. Program Cumulative Grade Point Average (CGPA)
2. Program completion rate
3. Course completion rate

The Registrar communicates results of this evaluation to assigned students within ten (10) calendar 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 Time Frame, and are included in CGPA calculations.

## Transfer Credits from Another Institution

All accepted transfer credits from another institution (maximum allowed is nine (9) credits) transferred into the degree seeking 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 CGPA 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 Time Frame.



# Satisfactory Academic Progress (SAP) Evaluation Statuses

## Good Standing

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

## Academic Warning

Students are in an Academic Warning status when they do not maintain Good Standing according to the SAP evaluation. Students who are on Academic Warning are placed on a Learning Contract\* with the Advisor, a contract that involves the Advisor monitoring them to ensure that they are progressing and meeting their goals/targets and meeting with them to evaluate their progress. If they meet SAP and the terms of the Learning Contract by the next scheduled SAP evaluation, they regain Good Standing status.

## Academic Probation

Students are in an Academic Probation status when they do not regain Good Standing after being placed on an Academic Warning. All students in Academic Probation status are placed on a Learning Contract\* with the Advisor, a contract that involves the Advisor monitoring them to ensure that they are progressing and meeting their goals/targets and meeting with them to evaluate their progress. If they do not regain SAP or meet the terms of the learning contract by the next scheduled SAP evaluation period, they are Academically Dismissed. If they meet SAP and the terms of the Learning Contract by the next scheduled evaluation, they 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 students to continue on Extended Probation for an additional evaluation period. The maximum timeframe to complete is considered prior to permitting a student extended probation. Students are in Extended Probation status only if they were placed on Academic Probation and fail to regain Good Standing status before the next evaluation and have worked with the Director of the DBH Program to create a Learning Contract based on special, documented circumstances. If approved, the Learning Contract remains in effect until the next evaluation. If students fail to follow the Learning Contract, they are Academically Dismissed. If they meet SAP by the next scheduled evaluation and follow the terms of the Learning Contract, they regain 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. Additionally, any behavior deemed to be in violation of the [CGI Mission, Vision, and Values](#) will be subject to review by the Student Disciplinary Committee, and may result in dismissal from CGI. 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.*

*\*Students may be Academically Dismissed even if there aren't prior warning or probations on file*

## Faculty Withdrawal of a Student for Disruptive Behavior

A faculty member may withdraw a student from a course with a mark of "F" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the faculty. The Director of the DBH Program 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 to 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 CGPA. Calculation of Maximum Time Frame 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 submitting 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 processes, 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, the student must contact the Registrar ([registrar@cgi.edu](mailto:registrar@cgi.edu)) for next steps.

## 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 Student Billing Department ([finance@cgi.edu](mailto:finance@cgi.edu)) directly regarding any previous financial obligations to the institution.





## VIII. Graduation

### Graduation Requirements

#### Degree Program 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](#) 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.

#### Degree Program Graduation Approval Process

After a student has completed and submitted a [Graduation Request Form](#) 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 Director of the DBH Program 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 Director of the DBH Program. If the student wishes to appeal the graduation approval decision, they may email the Director of the DBH Program ([dbhdirector@cgi.edu](mailto:dbhdirector@cgi.edu)) and request a graduation decision appeal. The Director of the DBH Program works with the Registrar and determines if an appeal will be granted and then notifies the student of the decision via email within seven (7) calendar days of initial appeal request email.

## Non-Degree Certificate Program Conferral Requirements

Students who successfully complete all certificate courses prescribed by the Institution, fulfill all course requirements, meet all financial obligations, and remain in Good Standing with the Institution are eligible for a certificate completion. Upon completion of the last course, they will receive their certificate electronically.

Non-degree Certificate 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. Be in Good Financial Standing with the Institute.

## Non-Degree Certificate Program Conferral Approval Process

After a student has completed their final course within the certificate program, the Registrar conducts a full academic audit of the student's records. This process ensures that the student meets all Institute and program requirements for conferral.

If the Registrar determines that a student is eligible for conferral, the Registrar notifies the student via email of the approval and additional information on next steps of completion.

If the Registrar determines that a student does not meet the conferral requirements and is not eligible for the certificate of completion, the Registrar notifies the student via email of the denial and an explanation as to why they were denied. If the student wishes to appeal the conferral decision, they may email the Director of the DBH Program ([dbhdirector@cgi.edu](mailto:dbhdirector@cgi.edu)) and request a conferral decision appeal. The Director of the DBH Program works with the Registrar and determines if an appeal will be granted and then notifies the student of the decision via email within seven (7) calendar days of initial appeal request email.



## IX. Financial Information

### 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

Tuition Rates as of June 7th, 2018.

Credit Hours	Standard Tuition Cost	Military Tuition Discount Cost (10% discount from Standard Tuition Cost)
1	\$350	\$315
2	\$700	\$630
3	\$1,050	\$945
60	\$21,000	\$18,900

## Non-Degree Certificate Program Tuition

Tuition Rates as of October 9, 2020.

Credit Hours	Standard Tuition Cost	Military Tuition Discount Cost (10% discount from Standard Tuition Cost)
1	\$350	\$315
2	\$700	\$630
3	\$1,050	\$945
12	\$4,200	\$3,780
13	\$4,550	\$4,095
14	\$4,900	\$3,920
16	\$5,600	\$5,040

## Books and Fees

Type of Fee	Standard Tuition Fees	Military Discounts Fees
Nonrefundable Application Fee	\$50	\$0
One-time Program Fee <i>Applied once Program Enrollment Agreement is signed and returned to Registrar</i>	\$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"> <li>• Late payment (applied every month until payment is current)</li> <li>• Returned check</li> <li>• Declined credit card payment</li> </ul>	\$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**
Estimated Book Costs for Non-Degree Certificate Programs**	\$475 - \$1,100**	\$475 - \$1,100**
Institutional Review Board Fee (if applicable)***	\$1,500 - \$2,500***	\$1,500 - \$2,500***
Delta Epsilon Tau Honors Society Student Membership Fee	\$60	\$60

\* 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.

\*\*\*Institutional Review Board (IRB) supported through a partnership with the University of New Mexico. Students are responsible for paying for their new project, continuations, amendments, human subjects research determinations, and Just in Time and 118 Determinations. Invoices are sent from the University of New Mexico to Cummings Graduate Institute upon the IRB's review of the student's project. Cummings Graduate Institute will pay the invoice to the University of New Mexico. Then Cummings Graduate Institute will invoice the student via Populi. Refunds are not available to any IRB Fee Schedule because the University of New Mexico does not offer a refund to any student/institution, since the invoice is delivered post review. Students will have thirty (30) days to pay the invoice via Populi before being assessed a late fee. If a student fails to pay on time, they will be subject to Cummings Graduate Institute's Collection Timeline.

## Military Tuition Discount

Students who are active duty military, veterans, or spouse of active duty military or veterans are able to receive a Military Discount at CGI. The Military Discount at CGI is a waived application fee and a 10% in tuition reduction each term enrolled at CGI. Students who are active duty military, veterans or the spouse of active duty military or veteran should inform the Admission Team during the Admission Application and interview process. Documentation is required in order to confirm eligibility. The following documents should be submitted during the Admission Application or to the Institute Registrar at [registrar@cgi.edu](mailto:registrar@cgi.edu).

If the student is the active duty military or veterans:

1. DD-124
2. Discharge of active duty

If the student is the spouse/domestic partner of the active duty military or veteran:

1. Marriage certificate to verify the student's spouse/domestic partner
2. If the spouse/domestic partner each have different last names, please submit both student and spouse/domestic partner identification

## Teaching Assistants (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 and/or Director of the DBH Program, 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 appoints 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 one course, maximum three (3) credit hours, for 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

### Teaching Assistant Discount for Standard (Non Military) Students

All tuition and fees below represents USD.

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

### Teaching Assistant Discount for Military Students

All tuition and fees below represents USD

Credit Hours	Military Tuition Cost	Military Tuition Cost with the Teaching Assistant Tuition Reduction
1	\$315	\$157.50
2	\$630	\$315
3	\$945	\$472.50

## Research Assistants (RA)

Research Assistants (RA) are currently enrolled 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 Director of the DBH Program and/or Chief Executive Officer.

### Research Assistant Discount for Standard (Non Military) Students

All tuition and fees below represents USD.

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

### Research Assistant Discount for Military Students

All tuition and fees below represents USD

Credit Hours	Military Tuition Cost	Military Tuition Cost with the Research Assistant Tuition Reduction
1	\$315	\$157.50
2	\$630	\$315
3	\$945	\$472.50

## 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. Programs are administered by the Cummings Graduate Institute. Please contact the Student Billing Department at 480-285-1761 or at [finance@cgi.edu](mailto:finance@cgi.edu) 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

After students are enrolled in their courses, the Student Billing Department will assess their term invoice to their student Populi account. All invoices will show full tuition amount due for the term and all invoices, regardless of how students intend to pay, the invoice will be broken down into payment plans according to the term they are enrolled. For the Spring 1, Spring 2, and Fall term the full total amount of tuition will be broken into three (3) payments. For the Summer term, the full total amount of tuition will be broken into two (2) payments. All invoices will show the payment due dates and amount due on that payment due date. Students may choose to pay tuition in full on or prior to the start date of the term or pay tuition based upon the payment plan on their term invoice.

Additionally, for the Spring 1, Spring 2, and Fall term, all courses students register for, regardless of seven (7) or twelve (12) weeks will be totaled for a term total and then broken into three (3) payment plans.

Term/Options	Details
Spring 1, Spring 2, and Fall Terms	Payment Plan (3 payments) <ul style="list-style-type: none"> <li>• Three (3) payments (tuition for the term is totaled and spread across three equal payments)</li> <li>• The first payment is due on or prior to the start of the first day for that term.</li> <li>• The second payment is due thirty (30) calendar days from the first payment due date.</li> <li>• The third payment is due sixty (60) calendar days from the first payment due date.</li> </ul>
Summer Term	Payment Plan (2 payments) <ul style="list-style-type: none"> <li>• The first payment is due on or prior to the start of the first day for that term.</li> <li>• The second payment is due thirty (30) calendar days from the first payment due date.</li> </ul>
Payment in Full	Students are required to pay tuition following the payment plans detailed above; however, if they prefer to pay their tuition in full, payment is due prior to the start of the first day.

For example, if a student who enrolls in one, 3-credit hour course for the Spring 1 Term, their full term tuition total would be \$1,050. The first payment of \$350 is due on or prior to the start of the first day of the term, the second payment of \$350 is due thirty (30) calendar days from the first payment due date, and the third payment of \$350 is due sixty (60) calendar days from the first payment due date.

## 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. Cummings Graduate Institute will not work with any outside companies. It is the responsibility of the student to communicate with the outside company.

## Financial Assistance Disclosure

Cummings Graduate Institute is accredited by the Distance Education Accrediting Commission (DEAC). Cummings Graduate Institute is not qualified for Title IV funds and does not have a IFAP School Code.

### Prior Education Loan Deferment

Cummings Graduate Institute is not qualified to accept Title IV funds, which means students enrolled at Cummings Graduate Institute are not eligible to defer prior loans from other degrees or education.

### 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 Institute students who choose 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. Cummings Graduate Institute will not communicate directly with the Private Lender in any matter regarding student finances. It is the student's full responsibility to ensure payment is received by Cummings Graduate Institute in accordance with its payment deadlines policies.

### 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 payment to Cummings Graduate Institute and with the employer for reimbursements regarding continuing education. Cummings Graduate Institute will not communicate directly with the third party or employer in any matter regarding student finances.

### 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 Student Billing

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.

## Institutional Scholarships

Cummings Graduate Institute for Behavioral Health Studies offers institutional scholarships to both returning and first-year students enrolled in degree seeking programs. Institutional scholarships are available on a limited basis each academic term. Funding is based on academic merit and consideration is given to all students who apply. Renewal is not guaranteed. These scholarships are made possible through generous donations and fundraising efforts of CGI.

Questions about institutional scholarships can be directed to [scholarships@cgi.edu](mailto:scholarships@cgi.edu).

## Veteran Education Benefits and Policies

In accordance with 38 USC 3679(e), any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to Cummings Graduate Institute a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans’ Affairs (VA) website –eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to Cummings Graduate Institute.
2. Ninety days after the date the Cummings Graduate Institute certified tuition and fees following the receipt of the certificate of eligibility.

Cummings Graduate Institute will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet their financial obligations to Cummings Graduate Institute due to the delayed disbursement of funding from the VA under chapter 31 or 33.

When a covered individual does not meet satisfactory progress towards their degree program, the VA is promptly informed so benefits can be discontinued in accordance with law.

Note: A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits. Only degree seeking students enrolled in the DBH program are approved for GI Bill® benefits.

## Importance of Meeting Financial Obligations

Cummings Graduate Institute considers all financial obligations payable immediately, unless otherwise stated. A student may not be issued official transcripts, letters of recommendation, certificates of completion or have the ability to register for future certificates until all finances are paid in full. Upon completion of the certificate, any outstanding financial balance is due and payable immediately

## Financial Obligations for Withdrawn Students

A program withdrawal constitutes a drop from all courses and departure from the program. 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. Any outstanding financial balance at the time of withdrawal is due and payable immediately. All refunds will be refunded according to the Refund Policy.

## 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 Student Billing 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 options, if there are any questions, please contact Cummings Graduate Institute's Student Billing Department with any questions at [finance@cgi.edu](mailto:finance@cgi.edu) or call 480-285-1761

## Default of Financial Obligation

If a student's financial obligations are in default (defined as not paying a financial obligation by the due date), Cummings Graduate Institute Finance Department will follow the following Collections Timeline:

1. Tuition is due according to the student's term invoice. Payment options are listed below:
  - a. Spring I, Spring II, and Fall terms have a 3-payment plan
  - b. Summer term has a 2-payment plan.
  - c. The first payment is due on or by the first day of the term. The second payment is due on or by the thirty (30) calendar days from the term start date (the specific due date is predetermined by the Student Information System, Populi). If applicable, the third payment is due on or by thirty (30) calendar days following the second payment plan due date (the specific due date is predetermined by the Student Information System, Populi).
  - d. If a student is paying their tuition in full, it is due, in full, on or by the start of the term.
2. All students are given one (1) email reminder one week (7 calendar days) prior to the payment due date.
3. If the student has not made payment on or by the due date, the student is assessed a late fee of \$25 on the following business day. In addition, the Finance Department will put a financial lock on the student's Populi

account. At that time, the Finance Department will reach out to the student via email notifying them of the late fee and financial lock.

4. Students who have not paid their outstanding tuition within seven (7) calendar days, the Student Billing Department will notify the Registrar who will put a Registration Lock on the student's account in Populi, which prevents them from being able to register for courses. In addition, the Student Billing Department will email the Librarian to remove the student from their courses in the Learning Management System.
5. Upon a student making payment to their student account to bring it current, the Student Billing Department will:
  - a. Remove the financial lock on the student's account
  - b. Notify the Registrar to remove any registration locks on the student's account due to financial reasons
  - c. Notify the Librarian to re-enroll the student into their courses in the LMS.
6. Reminder emails of delinquent accounts will be sent every thirty (30) calendar days until payment is received.
7. After ninety (90) calendar days of unpaid tuition and fees, the student's account will be deemed uncollectible and the student will not be able to continue in the program. The student will be given notice via email and certified mail of this enrollment change due to lack of payment. The balance will remain on the student's account and then the Institution will document the tuition as uncollectible and it will either be sent to collections or written off the balance within its company books.

Note:

- *If a student needs assistance or has questions, please reach out to the Chief Operating Officer. The Chief Operating Officer will work with students to make accommodations when difficult times arise in the student's life.*
- *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 the amount paid by the debtor (FTC Rule effective 5- 14-76).

## X. Student Services

### Educational Delivery System

Currently, Cummings Graduate Institute uses an integrated learning platform to deliver a fully online learning model. The online learning space (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 visit [Tech Support](#).



## Academic Advising

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

Advisors work with the Registrar 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.

## Mentorship Program

Cummings Graduate Institute's Mentorship Program provides degree seeking students with support and resources during their time in the DBH program, ultimately helping to make the DBH student experience more successful and satisfying. Benefits of the program include:

- Assistance with the transition after graduation
- Improvement project implementation support at work
- Support during difficult times
- Guidance and advice

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving.

## Culminating Project Resources

The purpose of the Culminating Project is to demonstrate mastery of the knowledge and skills necessary to serve as leaders in healthcare. It is a scholarly response to a healthcare problem of practice. Degree seeking students may respond to the problem through either traditional research with the option of going through an institutional review board (IRB) or with an entrepreneurial project. For both options, students first define a healthcare problem as the topic of investigation. There must be evidence from a combination of clinical experience and professional literature stating there is a problem. The Culminating Project involves a critical review of the relevant research and theoretical literature related to the problem and possible solutions to the problem.

All students who undertake the research option and are interested in publishing their work must complete the IRB process if their study involves interviewing, surveying, testing, treating, and/or experimentally manipulating human participants or archival data on human subjects. IRB approval must be gained prior to beginning the research.

All degree seeking students at Cummings Graduate Institute are required to complete the CITI Training for Human Subjects Research to ensure students are aware of and remain in compliance with ethical standards for conducting research. CGI partners with the University of New Mexico's Office of Institutional Review Board to review human subjects research proposals.

Not all Culminating Projects require IRB approval. The “Common Rule” (45 CFR 46 subpart A) defines a set of research activities that may be exempt from its purview. Exempt research has very little, if any, associated risk. CP Instructors and Committee Chairs work with doctoral students to determine whether a proposed Culminating Project requires IRB approval.

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

Institutional Review Board (IRB) supported through a partnership with the University of New Mexico. Students are responsible for paying for their new project, continuations, amendments, human subjects research determinations, and Just in Time and 118 Determinations. Invoices are sent from the University of New Mexico to Cummings Graduate Institute upon the IRB’s review of the student’s project. Cummings Graduate Institute will pay the invoice to University of New Mexico. Then Cummings Graduate Institute will invoice the student via Populi. Refunds are not available to any IRB Fee Schedule because the University of New Mexico does not offer a refund to any student/institution, since the invoice is delivered post review. Students will have thirty (30) days to pay the invoice via Populi before being assessed a late fee. If a student fails to pay on time, they will be subject to Cummings Graduate Institute’s Collection Timeline.

1. UNM IRB Fee Schedule

New Project	\$1,500
Continuations	\$500
Amendments	\$500
Human Subjects Research Determinations	\$500
Just in Time and 118 Determinations	\$500
<a href="#">Other Submission</a>	
Administrative Reviews	No Charge
Reportable Events and Unanticipated Problems	No Charge
Protocol Deviations	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.

Degree seeking 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 of 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>.

## Reading and Writing Support

CGI degree seeking and non-degree seeking students have access to the Excelsior Online Writing Lab (OWL), which is a free public writing resource offering comprehensive support for college-level writing and reading, including grammar guidance, through the use of rich, multimedia technology. These resources are freely available via a Creative Commons Attribution-4.0 International License and cover a variety of topics appropriate for students entering an academic environment, such as an APA refresher, information about the research process, how to avoid plagiarism, and writing in

the health sciences discipline. Resources may be used in courses at CGI, and students can also visit the Excelsior Owl directly at <https://owl.excelsior.edu/>.

## 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 degree seeking and non-degree 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@cgi.edu](mailto:registrar@cgi.edu) or call 480-285-1761.

## Student Billing Office

The Student Billing Office manages degree seeking and non-degree student financial account records, billing, payments, and refunds. The Student Billing Office can help students with the following tasks:

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

The Student Billing Office provides a wide range of services for academic departments and faculty as well. The Student Billing Office can be contacted at [finance@cgi.edu](mailto:finance@cgi.edu) or 480-285-1761 ex. 2.

## Center for Student Veterans & Military-Connected Students

CGI is committed to helping veteran, active-duty, guard and reserve personnel achieve their education goals and maximize military education benefits. When transitioning into graduate student life, veterans may feel limited in their academic options due to family, career or other location obstacles that may restrict them from attending courses on campus. This is where Cummings Graduate Institute can help. As CGI is a 100% online institution, our "Center for Student Veterans & Military Connected Students" is an online space we create on our website to host any veteran supportive information and needs. In addition to our online center, we do have shared space in our new facility that veteran students are welcome to use if they need to have a space in an in person office setting. But as 100% of our

students are online and a majority are located outside of Arizona, we created the online Center for Veterans to be inclusive of our in-state and out of state students.

Cummings Graduate Institute honors Air Force benefits, Army benefits, Coast Guard benefits, Marine Corps benefits, and Navy benefits as well as military spouse benefits. It is our ultimate goal to give service-members the opportunity to receive life-changing healthcare career training.

When transitioning into graduate student life, veterans may feel limited in their academic options due to family, career or other location obstacles that may restrict them from attending courses on campus. This is where Cummings Graduate Institute can help. Those who need a more flexible schedule to complete their education can find here at Cummings Graduate Institute.

Cummings Graduate Institute strives to provide online students with the same resources as their on-campus peers. Students enrolled in CGI online courses should expect to have access to resources such as writing support, academic advising, counseling and veteran-specific resources.

## Student Veteran Outside Support Services

### Student Veterans of America

Through their robust website, the [Student Veterans of America](#) not only support their on campus students, but also those going to school online. From their active social media presence to a myriad of online opportunities, they support all student veterans regardless of the attendance venue.

### Vet Center Program

Coming back from a deployment is never easy and it becomes difficult if the veteran decides to enroll in school right away. One of the services offered is readjustment counseling for those returning from a qualifying combat zone, along with their family members. Other services include bereavement counseling, sexual trauma counseling and a [Veteran Hotline](#). The [Vet Centers](#) are community centric and located away from VA facilities for confidentiality purposes.

### Veterans on Campus: Support Training

Through their robust website, the [Student Veterans of America](#) not only support their on campus students, but also those going to school online. From their active social media presence to a myriad of online opportunities, they support all student veterans regardless of the attendance venue.

### Military to College Transition Resources

Transitioning back to a civilian life is hard enough for many veterans but going to school online at the same time can compound the issues they face. But through an online program called [half of us](#), they can get support if they are feeling

angry or at a loss of what to do. Part of the site is videos of students like them that have faced the same issues and have overcome them. Students who need to talk to someone right away can call 1-800-273-talk (8255).

## Veteran Support Hotlines

Sometimes veterans may need to talk to someone right away about issues they may be currently having; sometimes it can be a matter of life or death. Fortunately, there are people—other veterans—that stand ready to help. [Vets 4 Warriors](#) is one of those organizations. To contact them call (1-855-838-8255), or text or chat live online.

Health & Wellness for Student Veterans & Military- Connected Students

## CGI Disability Support Services

Cummings Graduate Institute is dedicated to serving degree seeking and non-degree 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 [Disability Notification and Accommodation Form](#) at least/minimum of two (2) weeks before the start date of classes or immediately after diagnosis.

The Director of the DBH Program 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 of the DBH Program 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 of the DBH Program 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.

## MyHealthVet

One of the most important ways to access VA health care is My HealthVet, the no-cost, online Personal Health Record that empowers Veterans to become informed partners in their health care. With My HealthVet, America's Veterans can access trusted, secure, and current health and benefits information as well as record, track and store important health and military history information at their convenience. <https://www.myhealth.va.gov/>

## VetSuccess on Campus

[VetSuccess on Campus](#) for short, this branch of the Department of Veteran Affairs strives to help veterans make the transition to the college world whether going to school on or off campus. VSOC Counselors stand ready to make sure veterans have what they need to be successful at reaching their education and employment goals. All listed on this web page have their email listed, so even online-only students can contact them.

## Suicide Prevention Hotline

[Suicide Prevention Hotline](#) – Help is available for student veterans in crisis. They can call anytime of the day or night for help at 1-800-273-8255 or make contact through the live [chat](#).

## Military Onesource

Military Onesource is a one-stop shop that is beneficial to online students. They have eight different categories dealing with veterans and their families from health and wellness, to relationships and education and employment to name three of the ones more applicable to the online student. Plus, they have nine different categories in their quick access list. A valuable resource for any veteran student regardless of venue. And for student veterans needing confidential help, they have an access point for that too.

## 8 Keys to Veterans' Success

Cummings Graduate Institute is proud to be a signatory to the [8 Keys of Veterans' Success through the Department of Education](#). Cummings Graduate Institute is committed to implement the promising practices outlined in the 8 Keys, as follows:

1. Create a culture of trust and connectedness across the campus community to promote well-being and success.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size).

5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
6. Utilize a uniform set of data tools to collect and track information, including demographics, retention, and degree completion.
7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
8. Develop systems that ensure sustainability of effective practices for veterans.

## The Principles of Excellence

Cummings Graduate Institute is pleased to be a signatory to [The Principles of Excellence by the Departments of Defense, Education, and Veterans Affairs \(VA\)](#). Thus forward, CGI will adhere to the following guidelines for our student veterans and military-connected students:

1. Provide students with a personalized form covering the total cost of an education program.
2. Provide educational plans for all military and Veteran education beneficiaries.
3. End fraudulent and aggressive recruiting techniques and misrepresentations.
4. Accommodate Service members and Reservists absent due to service requirements.
5. Designate a point of contact to provide academic and financial advice.
6. Ensure accreditation of all new programs prior to enrolling students.
7. Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.

For a list of VA Educational Benefits offerings at CGI, please visit: <https://cgi.edu/tuition/va-education-benefits/>

To learn more about the Center for Student Veterans & Military-Connected Students at CGI, visit:

<https://cgi.edu/veterans/>.

For more information on student veteran and military-connected student services, please email [veterans@cgi.edu](mailto:veterans@cgi.edu).



## Advocacy Resource

The Student Advocacy and Assistance service at Cummings Graduate Institute guides degree seeking and non-degree seeking students in resolving educational, personal, and other academic impediments toward successful completion of their academic goals. The purpose of this service 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

The Student Advocacy and Assistance is managed by a licensed counseling professional who also serves as a student Advisor. Currently, the service is under the scope of the Director of the DBH Program, who is trained to protect student confidentiality and to provide appropriate referrals in alignment with the goals of this student service. In the event that a student discloses intent to harm self or others, the Director of the DBH Program adheres to a mandatory reporting policy, which entails contacting the mobile crisis team(s) local to the student for assistance.

## Disability Resources

Cummings Graduate Institute is dedicated to serving degree seeking and non-degree 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 [Disability Notification and Accommodation Form](#) at least/minimum of two (2) weeks before the start date of classes or immediately after diagnosis.

The Director of the DBH Program 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 of the DBH Program 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 of the DBH Program 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.

## Professional Development and Networking

The Cummings Graduate Institute is committed to providing opportunities for networking and collaboration, real-world learning opportunities, national and global field experiences, so that students can learn from experts in the field of integrated care, no matter where they are located. A weekly email compiled and sent from DBH program administration that alerts degree seeking students, non-degree students, and faculty members to upcoming conferences, webinars, events from partner organizations, and national/international conferences, as well as grant opportunities in integrated care. DBH program administrators and faculty members identify and host webinars that can be offered by CGI's subject matter experts at no cost to enrolled students, alumni, and faculty members.



## Alumni Relations

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

A weekly email including exciting updates, alumni accomplishments, career workshops, upcoming conferences to attend with opportunities to present or poster, and announcements is distributed to all alumni. All degree program alumni are invited to send updates related to their careers to be included in the monthly Biodyne Mindset newsletter. Degree program alumni are granted admission at no cost to all CGI conferences, professional development webinars and events, and are given Alumni Access to the CORE library.



# 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. Cummings Graduate 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.

Degree seeking and non-degree students 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 Graduate 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 Chief Executive Officer or Chief Operating Officer, 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 and non-degree certificate graduates possess 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, and may result in dismissal from CGI.

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 forty-eight (48) 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 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](#).

## 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 students 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) calendar 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

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 Plagiarism Detection 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 Program's allowable cutoff of 15%.
- If the assignment is over 15%, the student is responsible for editing work prior to the due date, and re-submitting the assignment to the assignment folder. The student must revise the assignment until the match percentage is not greater than 15%.
- After the assignment due date has passed, assignments for which the Plagiarism Detection match percentage is greater than 15% after applying filters for bibliography and quotes will receive a zero grade. The instructor of the course will reach out to the Director of the Program to know if the violation was a first, second, or third violation for the student. Then the Academic Integrity Procedure will take effect for next steps.

## 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 DBH Program: the student's name, date of the assignment, and the Turnitin report for the plagiarized submission,
2. Then, the Director of the DBH 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: Faculty member immediately notifies the student via email, copying the Director of the Program and Registrar, and allows the student two (2) business days to rewrite and resubmit the assignment. Violation is documented in the student's file by the faculty member.
  - b. Second Offense: Faculty member immediately notifies the student via email, copying the Director of the Program and Registrar, of the zero grade for the assignment (F). Violation is documented in the student's file by the faculty member.
  - c. Third Offense: Faculty member immediately notifies the student via email, copying the Director of the Program and Registrar, of Academic Integrity Violation (XE) grade in the course. The Program Director response to the student within five (5) business days of notification of a Third Offense with sanctions, which can include program termination.

## 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:
  - The purpose or character of the use, including whether such use is of a commercial nature or for nonprofit educational purposes.
  - The nature of the copyrighted work used.
  - The amount and substantiality of the work being used.
  - 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 laws of the United States govern 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. Cummings Graduate Institute reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve a 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 the institution's Internet and Intranet connections.

The Cummings Graduate Institute recognizes that use of email and the Internet make communication more efficient and effective. However, Internet service and email 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 Cummings Graduate Institute 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, email, 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 or COO.

- 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.
- 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.



- Accessing data, a server or an account for any purpose other than conducting Institute business, even with authorized access, is prohibited.
- 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.
- Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email bombs, etc.).
- Revealing an account password to others or allowing the 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.
- 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.
- Making fraudulent offers of products, items, or services originating from any Institute account.
- Making statements about warranty, expressly or implied, unless it is a part of normal job duties.
- 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.
- Port scanning or security scanning is expressly prohibited unless prior notification to the Institute is made.
- 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.
- Circumventing user authentication or security of any host, network or account.
- Introducing honeypots, honeynets, or similar technology on the Institute network.
- Interfering with or denying service to any user other than the employee's host (for example, denial of service attack).
- Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, by any means, locally or via the Internet/Intranet/Extranet.
- Providing information about, or lists of, the Institute employees or students to parties outside the Institute.

- 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, email, 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. Cummings Graduate Institute reserves the right to change policy and procedures at any time. If Cummings Graduate Institute does change policy and/or procedures, students will be notified via the announcements system of the online learning platform.

### Title IX Policy

Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. 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).

At CGI, we presently are unable to accept Title IV funds. That does not mean, however, that our students do not receive any kind of federal funds that may assist them with paying for their education. There are many types of federal funding, such as the GI Bill®, that are not always obvious. Because we cannot know what types of federal funding a student may be receiving, it is in our best interests to comply with policy requirements. There are three laws that govern CGI's policies and procedures regarding sex discrimination and sexual misconduct. Those include [Title IX of the Education Amendments Act of 1972](#), the [Clery Act](#), and the [Violence Against Women Act](#).

Any person that has witnessed or experienced gender-discrimination, sexual harassment, or sex violence are encouraged to file a complaint. CGI takes every report seriously, investigates the complaint, and works to protect the complainant and quickly find resolution.

The Title IX Coordinator for CGI is the Chief Operating Officer. If any issues arise or needs to be reported, it should be reported directly to the Chief Operating Officer. The Chief Operating Officer can be reached by email at [compliance@cgi.edu](mailto:compliance@cgi.edu) or by office phone at (480)-285-1761.

## Refund Policy

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

## Five-Day Application Cancellation Period

An applicant who provides notice of an application cancellation within five (5) calendar days of submitting an Application Fee is entitled to a refund of all monies paid. Notice of cancellation must be conveyed to Cummings Graduate Institute Admission Coordinator in any manner available to the student, yet it is preferred to be communicated by email (Mail: Cummings Graduate Institute, Attn: Admissions, 2111 East Baseline Road, Suite E1, Tempe, AZ 85283; Email: [admission@cgi.edu](mailto:admission@cgi.edu); Phone: 480-285-1761; or fax: 480-999-5641).

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

## Denied Admission Refund Policy

An applicant who has submitted all required admissions materials but was denied by Cummings Graduate Institute for Behavioral Health Studies will not be refunded the Application Fee.

## Five-Day Enrollment Cancellation Period

A student who provides notice of cancellation within five (5) business days of signing an Enrollment Agreement is entitled to a refund of all monies paid. Notice of cancellation may be conveyed to any Cummings Graduate Institute staff member in any manner available to the student. Cummings Graduate Institute prefers to receive Enrollment Cancellations via email. Other options may include - Mail: Cummings Graduate Institute 2111 East Baseline Road, Suite E1, Tempe, AZ 85283; Email: [info@cgi.edu](mailto:info@cgi.edu); Phone: 480-285-1761; 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 indicated on request letter through the mail). Any monies paid to CGI, including the Application Fee, will be refunded. The refund will be distributed to the student within thirty (30) calendar days of notification.

## All Other Courses Refund Policy

Cummings Graduate Institute considers the week in a term, starting on a Monday through the following Sunday.

A student who chooses to withdraw from a course more than five (5) calendar 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 and Nonrefundable Application Fee.
2. After the commencement of one or more courses, the tuition refund, minus the Program Fee and Nonrefundable Application Fee, amount shall be determined as follow:
  - 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%

7-week Refund Example: If a student withdraws from a 7-week course during the second week, the student will be refunded 60% of their tuition paid excluding the application fee and program fee. The refund amount would be: \$350 (tuition cost for one (1) credit hour course) x 60% (refund percentage) = \$210 (amount refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

7-week Military Discount Refund Example: If a military student withdraws from a 7-week course during the second week, the student will be refunded 60% of their tuition paid excluding the application fee and program fee. The refund amount would be: \$315 (tuition cost for one (1) credit hour course) x 60% (refund percentage) = \$189 (amount refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

7-Week TA/RA Discount Refund Example: If a student, on TA/RA contract, withdraws from a 7-week course during the second week, the student will be refunded 60% of their tuition paid excluding the application fee and program fee. The refund would be \$157.50 (tuition cost for one (1) credit hour course) x 60% (refund percentage) = \$94.50 (amount

refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

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%

12-week Refund Example: If a student withdraws from a 12-week course during the second week, the student will be refunded 70% of their tuition paid excluding the application fee and program fee. For a student qualified for standard tuition, the refund amount would be: \$1,050 (tuition cost for one (1) three (3) credit hour course) x 70% (refund percentage) = \$735 (amount refunded to the student). This refund is mailed to the student within thirty (30) days from the date of withdrawal.

12-week Military Discount Refund Example: If a student withdraws from a 12-week course during the second week, the student will be refunded 70% of their tuition paid excluding the application fee and program fee. For a student qualified for military tuition, the refund amount would be: \$945 (tuition cost for one (1) three (3) credit hour course) x 70% (refund percentage) = \$661.50 (amount refunded to the student). This refund is mailed to the student within thirty (30) days from the date of withdrawal.

12-week TA/RA Discount Refund Example: If a student withdraws from a 12-week course during the second week, the student will be refunded 70% of their tuition paid excluding the application fee and program fee. The refund would be \$472.50 (tuition cost for one (1) three (3) credit hour course) x 70% (refund percentage) = \$330.75 (amount refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

## Financial Hardship

If a student is going through a difficult time, and is worried about being able to pay tuition, the student should reach out to the Chief Operating Officer. The Chief Operating Officer will listen to the student's issue and work with the student to find the best resolution. Cummings Graduate Institute wants to support its students as best as it can during their hardship. While the support will be different for each instance, we commit to doing whatever we can to help you through the hardship, while staying enrolled at CGI. The Chief Operating Officer can be reached by email at [aharrison@cgi.edu](mailto:aharrison@cgi.edu) or by phone at (480)-285-1761.

## Complaints

Cummings Graduate Institute is committed to integrating institutional objectives in innovative ways to demonstrate excellence, access, and impact in online programs. When an issue is brought to Cummings Graduate Institute's attention, Cummings Graduate Institute will take appropriate action to seek resolution internally. 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 a complaint cannot be resolved by CGI, students residing in Arizona may contact the Arizona State Board for Private Postsecondary Education (contact information following the Grievance section). Students residing outside Arizona may also file a complaint with their state of permanent residence.

If a complaint cannot be resolved by CGI, students residing outside of Arizona need to contact their local State Board Agencies.



## Student Complaint/Grievance Policy

A grievance is an educational issue or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to their education. The institute aims to resolve complaints quickly and to the satisfaction of the aggrieved party. With some exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, with the student's Advisor, the program Director, or the immediate supervisor of the person responsible for the action. If these options for resolution cannot occur, then student's may follow CGI's Complaint Procedure to carry out a complaint and/or grievance against the institution.

The Complaint Policy is printed in all editions of the Cummings Graduate Institute Catalogs. It is also posted on the Cummings Graduate Institute website, located at [https://cgi.edu/complaints\\_grievances/](https://cgi.edu/complaints_grievances/)

## Cummings Graduate Institute Complaint Procedure

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

- The students must first bring their grievance directly and informally to the person or persons with whom they have the grievance.

If this informal effort to resolve a grievance fails, the student must file a written grievance complaint & supporting documentation, using the [Grievance Form](#), with the Compliance Office. The student must file such written complaints within three (3) months of the incident that is the subject of the grievance. The complaint must include a concise statement of the allegations that form the basis of the complaint, including a careful statement of the facts, a summary of the informal attempts at resolution, and a suggested remedy.

- The Compliance Office reviews the grievance complaint, conducts a thorough investigation, and provides a written response to the student within ten (10) business days.
- A student who wishes to appeal the Compliance Office response must file a copy of the complaint and the Compliance Office's response to the Chair of the Cummings Graduate Institute Board of Directors within five (5) business days of receiving the Compliance Office response. The most current list of Cummings Graduate Institute's Board of Directors and contact information can be located here: <https://cgi.edu/who-we-are/>
- The Chair of Cummings Graduate Institute's Board conducts an investigation and renders a final written response to the student within fifteen (15) business days of receiving the copy of the complaint and the Compliance Office's response.

*Note: 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.*



## Cummings Graduate Institute Complaint Form

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 should complete the [Complaint/Grievance Form](#) and submit it to the Compliant Office. The student must file such written complaints within three (3) months 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 of the complaint, including a careful statement of the facts, a summary of the informal attempts at resolution, and a suggested remedy.

Cummings Graduate Institute's Complaint/Grievance Form can be located at: [https://cgi.edu/complaints\\_grievances/](https://cgi.edu/complaints_grievances/)

## Arizona State Board for Private Postsecondary Education Complaint Procedure

If a student complaint cannot be resolved after exhausting the complaint or grievance procedures as listed above, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. Complaints or grievances must be filed within three (3) years of the student's last date of attendance. The Arizona State Board for Private Postsecondary Education staff shall investigate the complaint of the allegations and if the complaint is true and violates the statute of the Arizona State Board for Private Postsecondary Education rules. Upon completion of the Arizona State Board for Private Postsecondary Education's staff investigation, the complaint shall be referred to the Complaint Committee for review. Based upon the information provided the Complaint Committee can do one of the following:

1. Dismiss the complaint if the committee determines that the complaint is without merit;
2. File a Letter of Concern;
3. Refer the complaint to the full Arizona State Board for Private Postsecondary Education for further review and action.

The student must contact the Arizona State Board for Private Postsecondary Education for further details. Arizona State Board for Private Postsecondary Education's Complaint/Grievance Form and further information can be found at this website: <https://ppse.az.gov/complaint>. The Arizona State Board for Private Postsecondary Education address is 1740 West Adams Suite 3008, Phoenix, AZ 85007, Phone: 602-542-5709, Fax: (602) 542-1253, <http://www.ppse.az.gov>.

## State Agency List

Students also have the right to contact state authorization or accrediting agency contacts for specific issues.

For distance education students who are residents of states outside of Arizona, consumer inquiries may be directed to the following list of consumer protection agencies. The most up to date list of state agencies can be found at this location: <http://bit.ly/cgistateagency>.

## SARA Complaint Procedure

Cummings Graduate Institute is an Arizona SARA approved institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must complete Cummings Graduate Institute's and the Arizona State Board for Private Postsecondary Education's grievance process, as listed above. Upon completion of the institutional and AZPPSE complaint process, a non-instructional complaint may be submitted to the AZ SARA Council. The Arizona SARA Council Complaint Submission can be found at the link below: [Arizona SARA Council Complaint Submission](#)

## Distance Education Accrediting Commission Complaint Procedure

Cummings Graduate Institute is accredited by the Distance Education Accrediting Commission (DEAC). Students may also file a grievance or complaint with the Distance Education Accrediting Commission through their Online Complaint System, which enables individuals to (Rev. 07.08.19 42) file a complaint directly from the DEAC website. The complaint form may be found at [www.deac.org/Student-Center/Complaint-Process.aspx](http://www.deac.org/Student-Center/Complaint-Process.aspx). All complaints should be submitted using this form. For those who cannot access the Internet, written complaints will be accepted provided they include the complainant's name and contact information and a release from the complainant(s) to DEAC. Where circumstances warrant, the complainant may remain anonymous to the institution, but all identifying information must be given to DEAC.

Written complaints must contain the following: the basis of any allegation of noncompliance with DEAC standards and procedures; all relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations; a release authorizing DEAC to forward a copy of the complaint, including identification of the complaint(s) to the institution. In cases of anonymous complaints or where the complainant requests for his or her name to be kept confidential, DEAC considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that an institution may be in violation of DEAC's standards and whether the complainant's identity is not necessary to investigate.

Distance Education Accrediting Commission (DEAC)  
(Formerly the Distance Education and Training Council (DETC))  
1101 17th Street NW,  
Suite 808  
Washington, D.C. 20036  
Telephone: 202.234.5100  
Fax: 202.332.1386  
Website: [www.deac.org](http://www.deac.org)

## 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, to work in interdisciplinary teams, employing 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:

Required Course offerings 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 & Sinsky’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 a 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.

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: Neurophysiology 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 9101, 9102, 9103 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.

4. Units:

Students will earn one (1) to three (3) credit hours for each course as listed and described in the Degree Program Course List and Descriptions below. Course units (credit hours) are clearly delineated in each course syllabus.

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

Students 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 a 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 to complete the sixty (60) credit hour program.

Foundations	1 credit hour
Core Courses	33 credit hours
Culminating Project Courses	9 credit hours
Electives/Independent Study	17 credit hours
Total credit hours for degree program	60 credit hours

## 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 the Biodyne Model	1	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.	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, comorbid 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 basics 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 in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to 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  Recommended Pre-req: 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	DBH 1000 DBH 9901  Recommended Pre-req: DBH 9902 DBH 9012

			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 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	Quality progress in healthcare has been at best inconsistent and fragmented. The U.S. health system lacks agreement on a single set of quality measure standards which would enable accurate measure of value. Clinical and administrator professions lack the skills, tools, and techniques to lead quality-driven healthcare. Instead, healthcare systems make up their own quality standards based on their populations, thus creating a disjointed effort with often disparate results. The value transformation is to enable quality automation as a tool for tracking effectiveness in quality of care and streamlining safety protocols. In this course the student will explore existing NCQA HEDIS level quality programs at the population level, healthcare plan metrics and clinical quality measures. The definition of healthcare quality is not just quality measures, but rather a holistic, integrated, patient-centered approach of tracking quality and performance improvements.	Pre-req. DBH 1000 DBH 9901  Recommended Pre-req: DBH 9012
DBH 9015	Business Practices for the Bodyne 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  Recommended Pre-req: 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  Recommended Pre-req: DBH 9902 DBH 9012 DBH 9014
<b>Culminating Project – 9 credit hours</b>				
DBH 9101, 9102, 9103	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 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.	Pre-req. DBH 1000, DBH 9901, DBH 9902, DBH 9000, DBH 9010, DBH 9011  DBH 9012, DBH 9013 DBH 9014, DBH 9015,  DBH 9022  Reserved for DBH Degree Seeking Students*
<b>Independent Study and Elective Courses – 17 credit hours required</b>				
DBH 1100	ePortfolio	1	The DBH candidate will complete an electronic portfolio to integrate all prior learning, related coursework, and experiences by compiling and improving artifacts created throughout the DBH program. The ePortfolio provides a venue for the student to demonstrate mastery of the program outcomes expected prior to beginning the Culminating Project, also known as the Comprehensive Exam. The student's advisor and/or portfolio committee works with candidates on an individual basis to ensure that each artifact required in the portfolio is adequately prepared, competency statements and other requirements are written, and a presentation medium is selected to connect these items together. The student will also prepare the ePortfolio for its defense to the Portfolio Committee. The outcome of this course is a scheduled and/or completed Comprehensive Exam (ePortfolio defense).	Pre-req. DBH 1000, DBH 9901, DBH 9902, DBH 9000, DBH 9010, DBH 9011  DBH 9012, DBH 9013 DBH 9014, DBH 9015,  DBH 9022  Reserved for DBH Degree Seeking Students*

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 a 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 impact 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,  Recommended Pre-req: DBH 9000, DBH 9010
DBH 9906	Cultural Diversity, Health, & Illness	3	In this course, we will focus on the relationship between cultural diversity, health status disparities, healthcare disparities, and multicultural behavioral care in primary care and other integrated settings. Course Objective: The objective of this course is to prepare behavioral care providers to identify the relationship between cultural diversity, health status, and disparities in quality of care and referrals; to acknowledge and recognize provider bias and account for them appropriately; and to use effective culturally informed therapeutic interventions in primary care and related medical settings.	Pre-req. DBH 1000 DBH 9901
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	Pre-req. DBH 1000, DBH 9901

			the selection and treatment of a patient known by the student.	
DBH 9026	Trauma-Informed Care	3	This course provides an in-depth exploration of the impact of trauma on health outcomes. Students will identify operational practices that may re-traumatize patients and lead to provider burnout, and develop realistic strategies for mitigating or resolving trauma history and compassion fatigue. Students will pitch ideas for healthcare systems who've set out to meet Triple Aim requirements as well as reduce provider burnout and compassion fatigue.	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  Recommended Pre-req: DBH 9024
DBH 9029	Integrated Care and Autism	3	The course provides an overview of autism spectrum disorders (ASD) and the physical and mental health conditions that are commonly associated with it. Emphasis is placed on how biopsychosocial context can impact an individual's access to diagnosis and treatment of ASD, in addition to how integrated care can be tailored to promote more effective, timely, person-centered care to people on the spectrum.	Pre-req: DBH 1000 DBH 9901
DBH 9030	Return on Investment in Healthcare	1	This course will assist students with identifying systematic approaches that determine the impact of investments on outcomes. Students will learn how to determine return on investment in healthcare, identify financial goals and objectives and calculate expenses and items that belong on a budget sheet.	Pre-req: DBH 1000 DBH 9901

\* An enrollment exception may be granted to non-degree seeking students per the discretion of the Director of the DBH Program. If granted, a non-degree seeking student may be advised to withdraw from a course per the discretion of the Director of the DBH Program and/or course Faculty.

## Acknowledgements

Within ten (10) calendar 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 Director of the DBH Program 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 Director of the DBH Program for review and approval, then to the Board of Directors for approval.

### Course Offerings Changes

Course changes are changes to course(s) that must be approved by the Director of the DBH Program. 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.

## 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.

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 an 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 the Status of Accreditation
10. Changes in Federal Financial Eligibility

All updates are submitted to the Chief Executive Officer and/or Chief Operating Officer for review and approval.

## XIII. Non-Degree Certificate Programs

### Non-Degree Certificate Program Name

Trauma Informed Healthcare Certificate

### Non-Degree Certificate Program Outline: Trauma Informed Healthcare

1. Purpose:

The Trauma Informed Healthcare certificate provides an in-depth exploration of the impact of trauma on health outcomes. Students will identify clinical and operational practices that may re-traumatize patients and lead to provider burnout, and develop realistic strategies for mitigating or resolving trauma history and compassion fatigue. Included in this certificate is EMDRIA-authorized coursework and supervision leading to the Basic Eye Movement Desensitization and Reprocessing (EMDR) Certificate. Each student will develop and implement a comprehensive trauma-informed treatment plan for a patient case. Because patients are often unaware of the nature or degree of stresses that are responsible for their illness, this certificate will prepare students 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.

2. Program Outcomes:

Outcome 1: Certificate 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 1: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

Outcome 1: Certificate graduates will design cost-effective population health approaches to treating chronic and comorbid conditions while addressing social determinants of health.

3. Subjects:

Required Course offerings are designed to prepare certificate graduates 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 & Sinsky's (2014) [Fourth Aim](#), improving the work life of clinicians and staff.

This non-degree certificate program incorporates courses from the Doctor of Behavioral Health degree program.

4. Units:

Students will earn one (1) to three (3) credit hours for each course as listed and described in the Course List and Descriptions below. Course units (credit hours) are clearly delineated in each course syllabus.

5. Skills/Jobs to be learned in the Trauma Informed Healthcare Certificate Program:

Students will be trained as experts in trauma informed 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.

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 Trauma Informed Healthcare Certificate Program:

**A total of twelve (12) credit hours will be required for completion.**

Foundations	1 credit hour
Core Courses	11 credit hours
Total credit hours for certificate program	12 credit hours

## Non-Degree Certificate Program Course List and Descriptions: Trauma Informed Healthcare

Foundations of Doctoral Study - 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901



Core Courses – 11 credit hours - required				
DBH 9901	Bio-dyne Model I: The Bio-dyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Bio-dyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
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 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 9026	Trauma-Informed Care	3	This course provides an in-depth exploration of the impact of trauma on health outcomes. Students will identify operational practices that may re-traumatize patients and lead to provider burnout, and develop realistic strategies for mitigating or resolving trauma history and compassion fatigue. Students will pitch ideas for healthcare systems who've set out to meet Triple Aim requirements as well as reduce provider burnout and compassion fatigue.	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	Pre-req: DBH 1000 DBH 9901  Recommended Pre-req: DBH 9024

			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.	
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\* An enrollment exception may be granted to non-degree seeking students per the discretion of the Director of the DBH Program. If granted, a non-degree seeking student may be advised to withdraw from a course per the discretion of the Director of the DBH Program and/or course Faculty.

## Non-Degree Certificate Program Name

Integrated Behavioral Healthcare, specialty area of focus

1. Adult
2. Gerontology
3. Military Families & Veterans
4. Women's Health
5. Leadership

## Non-Degree Certificate Program Outline: Integrated Behavioral Healthcare

### 1. Purpose:

This certificate will focus on use of evidence-based models of integrated behavioral health delivery for the clinical provider who is working in fast-paced primary care or specialty medical settings. Assessment tools appropriate for use in electronic health records 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.

Five specialty areas are offered, each of which reflect the need for specific and advanced training in clinical practice with certain populations. Adult, Gerontology, Military Families & Veterans, and Women's Health specialty tracks provide coursework to prepare the student to understand the epidemiology and prevalence of mental health disorders, chronic disease, and comorbidities specific to the population of focus, as well as evidence-based interventions that effectively address these issues to improve overall health and quality of life for these populations in medical settings and communities. The Leadership specialty prepares students to accept leadership roles in healthcare, including management and executive positions responsible for leading intrapreneurial improvement

efforts as well as innovation and entrepreneurial challenges that address gaps in healthcare delivery settings.

Students completing this certificate in any of the speciality areas will be better prepared as healthcare professionals to deliver integrated clinical care, consult with medical teams as a leader and integration expert, and to launch innovative practice models that offer unique value propositions to the healthcare marketplace.

2. Program Outcomes by Specialty:

a. Speciality - Adult:

Outcome 1: Certificate 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: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

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

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

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

b. Speciality - Gerontology:

Outcome 1: Certificate 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: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

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

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

c. Speciality - Military Families & Veterans:

Outcome 1: Certificate 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: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

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

Outcome 4: Certificate graduates will create a business case based on a population health approach to improving access to quality, integrated healthcare.

d. Speciality - Women's Health:

Outcome 1: Certificate 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: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

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

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

e. Speciality - Leadership:

Outcome 1: Certificate 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: Certificate graduates will deliver evidence-based screening, assessment, and behavioral interventions appropriate for primary care and specialty medical settings.

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

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

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

3. Subjects:

Required Course offerings are designed to prepare certificate graduates 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 & Sinkov's (2014) [Fourth Aim](#), improving the work life of clinicians and staff.

This non-degree certificate program incorporates courses from the Doctor of Behavioral Health degree program.

4. Units:

Students will earn one (1) to three (3) credit hours for each course as listed and described in the Course List and Descriptions below. Course units (credit hours) are clearly delineated in each course syllabus.

5. Skills/Jobs to be learned in the Integrated Behavioral Health Certificate Program:

Students will be trained as experts in integrated behavioral health. 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.

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 Integrated Behavioral Healthcare Certificate Program by specialty:

Speciality - Adult

**A total of sixteen (16) credit hours will be required for completion.**

Foundations	1 credit hour
Core Course	3 credit hours
Specialty Courses	12 credit hours
Total credit hours for certificate program	16 credit hours

Speciality - Gerontology

**A total of thirteen (13) credit hours will be required for completion.**

Foundations	1 credit hour
Core Courses	3 credit hours
Specialty Courses	9 credit hours
Total credit hours for certificate program	13 credit hours

Speciality - Military Families & Veterans

**A total of twelve (12) credit hours will be required for completion.**

Foundations	1 credit hour
Core Courses	3 credit hours
Specialty Courses	12 credit hours
Total credit hours for certificate program	12 credit hours

Speciality - Women's Health

**A total of fourteen (14) credit hours will be required for completion.**

Foundations	1 credit hour
Core Courses	3 credit hours
Specialty Courses	10 credit hours
Total credit hours for certificate program	14 credit hours

Speciality - Leadership

**A total of thirteen (13) credit hours will be required for completion.**

Foundations	1 credit hour
Core Courses	3 credit hours
Specialty Course	9 credit hours
Total credit hours for certificate program	13 credit hours

# Non-Degree Certificate Program Course List and Descriptions: Integrated Behavioral Healthcare

Speciality - Adult

Foundations of Doctoral Study – 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901
Core Course – 3 credit hours - required				
DBH 9901	Biodyne Model I: The Biodyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
Specialty Courses – 12 credit hours - required				
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 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 impact 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,  Recommended Pre-req: DBH 9000, DBH 9010
DBH 9010	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basics 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 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 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.	DBH 1000 DBH 9901  Recommended Pre-req: DBH 9902 DBH 9012

Speciality - Gerontology

Foundations of Doctoral Study – 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901
Core Course – 3 credit hours - required				
DBH 9901	Biodyne Model I: The Biodyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
Specialty Courses – 12 credit hours - required				
DBH 9904	Biodyne Model IV: Assessment and Interventions for Geriatrics	3	This course will focus on a 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 9010	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basics 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

Speciality - Military Families & Veterans

Foundations of Doctoral Study – 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901
Core Course – 3 credit hours - required				

DBH 9901	Biodyne Model I: The Biodyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
Specialty Courses - 8 credit hours - required				
DBH 9010	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basics 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 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 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 9026	Trauma-Informed Care	3	This course provides an in-depth exploration of the impact of trauma on health outcomes. Students will identify operational practices that may re-traumatize patients and lead to provider burnout, and develop realistic strategies for mitigating or resolving trauma history and compassion fatigue. Students will pitch ideas for healthcare systems who've set out to meet Triple Aim requirements as well as reduce provider burnout and compassion fatigue.	Pre-req: DBH 1000 DBH 9901
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Speciality - Women's Health

Foundations of Doctoral Study – 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901
Core Course – 3 credit hours - required				
DBH 9901	Biodyne Model I: The Biodyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
Specialty Courses – 10 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 9010	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basics 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 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 9026	Trauma-Informed Care	3	This course provides an in-depth exploration of the impact of trauma on health outcomes. Students will identify operational practices that may re-traumatize patients and lead to provider burnout, and develop realistic strategies for mitigating or resolving trauma history and compassion fatigue. Students will pitch ideas for healthcare systems who've set out to meet Triple Aim requirements as well as reduce provider burnout and compassion fatigue.	Pre-req: DBH 1000 DBH 9901

Speciality - Leadership

Foundations of Doctoral Study – 1 credit hour - required				
Course Number	Course Title	Credit Hours	Course Description	Pre- or Co-requisites
DBH 1000	Foundations of the Biodyne Model	1	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.	Co-req: DBH 9901
Core Course – 3 credit hours - required				
DBH 9901	Biodyne Model I: The Biodyne Model in Integrated Care Settings	3	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. Special attention will be paid to the skill set needed to enter integrated care settings, the use of the Biodyne Model in these environments, and how to market oneself effectively as a new Behavioral Health Consultant.	Co-Req: DBH 1000
Specialty Courses – 9 credit hours - required				
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  Recommended Pre-req: 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  Recommended Pre-req: 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  Recommended Pre-req: DBH 9902 DBH 9012 DBH 9014

\* An enrollment exception may be granted to non-degree seeking students per the discretion of the Director of the DBH Program. If granted, a non-degree seeking student may be advised to withdraw from a course per the discretion of the Director of the DBH Program and/or course Faculty.

## Acknowledgements

Within ten (10) calendar 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 non-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 Director of the DBH Program to all students, faculty, and staff providing notification of the catalog update and instructions on how to access it.

## Non-Degree Program Changes

Non-degree Degree program changes are changes to non-degree degree programs or non-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.

5. Adding a non-degree program or degree title
6. Deleting a non-degree program or non-degree title
7. Renaming a non-degree program or non-degree title
8. Adding a graduate certificate program

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

## 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.

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:

5. Changing course requirements for a degree program
6. Establishing, changing, or dropping requirements for admission to a degree program
7. Changes to program contact information, including phone number, physical address, and email
8. Minor edits to the program description which do not have an 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:

11. Changes in the Enrollment Agreement
12. Changes in the Catalog
13. Changes in the Program
14. Changes in the Educational Resources
15. Changes in the Equipment
16. Changes in the Administrative Personnel and Faculty
17. Changes in Organizational Structure and/or Governance
18. Changes in Financial Conditions
19. Changes in the Status of Accreditation
20. Changes in Federal Financial Eligibility

All updates are submitted to the Chief Executive Officer and/or Chief Operating Officer for review and approval.

