Cummings Graduate Institute for Behavioral Health Studies

CATALOG

2026 - 2027

Terms: Fall 2026 - Summer 2027

Update: October 9, 2026, Edition 2

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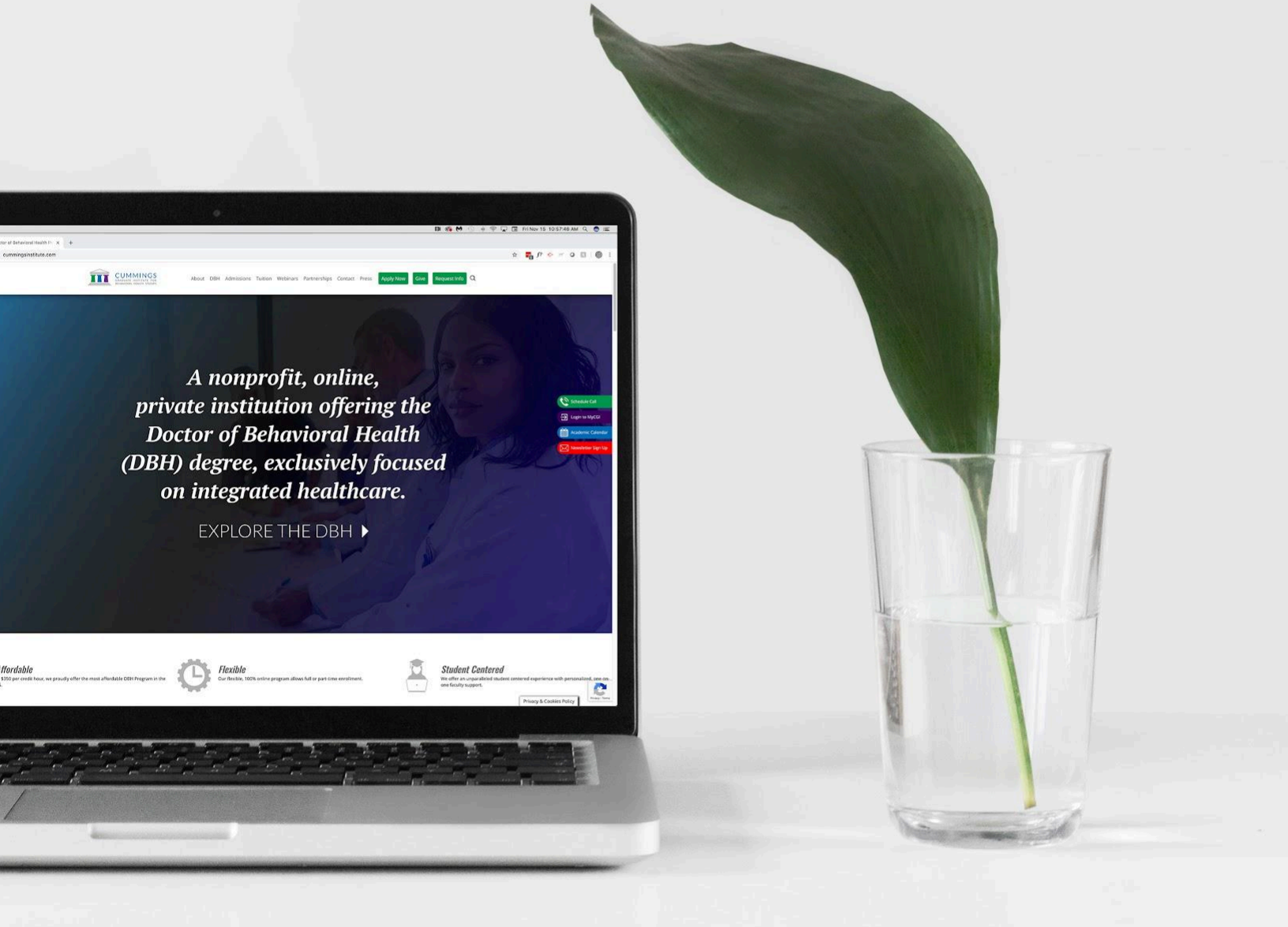

Errata Sheet

The following changes were updated in the Catalog on October 9, 2026.

1. Updated mission statement
2. Removed DBH 1200 and DBH 1201 from the course list for the DBH Program
3. Updated staff list
4. Updated the faculty list
5. Administrative Hours of Operation section was updated
6. Updated the Admissions Deadline section
7. Updated the deferral of enrollment section
8. Updated the Fees table
9. Updated the Default of Financial Obligation section
10. Updated the Academic Integrity Policy

Letter from the COO

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. At a minimum, CGI's Catalog is updated on a quarterly basis. Each time the Catalog is updated, we will send out an announcement. 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 contact the Compliance Department at compliance@cgi.edu.

As you strive to become a healthcare disruptor with great integrity, clinical skills, and an entrepreneurial mindset, our academic and operational team will support you in any way possible.

Sincerely,

Amanda Harrison

Amanda Harrison
Chief Operating 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.

This Catalog provides policies, procedures, and information on the Doctor of Behavioral Health (DBH) Degree Program and the non-degree certificate programs at CGI.

Cummings Graduate Institute Mission Statement

Cummings Graduate Institute for Behavioral Health Studies delivers high quality, innovative, and affordable distance education to prepare healthcare professionals to improve well-being through integrated, locally responsive, and team-based care that is grounded in the Biodyne Model.

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 CGI, 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

CGI has identified the following strategic goals for 2026 - 2030.

Goal I. Academic Excellence & Innovation

Goal II. Student Support & Retention

Goal III. Growth to Scale

Goal IV. Thoughtful Leadership & Partnerships

State Licensure as a Degree-Granting Institution

CGI is licensed 501(c)3 private post-secondary 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 is recognized by the Council for Higher Education (CHEA). DEAC is located at 1101 17th Street NW, Suite 808, Washington, D.C. 20036, Telephone 202.234.5100 / E-mail: info@deac.org. Visit DEAC's website at www.deac.org.

State Authorization

CGI is an approved and participating 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, Alaska, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming,	As an approved SARA institution, CGI is eligible to enroll students in this state.
Arizona	CGI is licensed by the Arizona State Board for Private Postsecondary Education with a Degree License.
California	As a private, non-profit, accredited institution, CGI is exempt according to the California Bureau for Private Postsecondary Education.
Guam, Virgin Islands	CGI does not have a physical presence in Guam and is accredited by the Distance Education Accrediting Commission (DEAC). Thus CGI is in compliance with postsecondary distance education regulations and rules for Guam.

Catalog Questions

Please contact the Compliance Department at compliance@cgi.edu for further questions or clarifications.

Review Documents Prior to Signing

Prospective students are required and expected to review this catalog prior to signing the Program Enrollment Agreement prior to the start of their first day.

Physical & Course Location

CGI is a 100% distance education university. All courses are offered online through CGI's learning management system. CGI's administrative office is located at the following address:

2111 East Baseline Road, Suite E1

Tempe, AZ 85283

Phone: 480-285-1761

Board of Directors and Advisory Board

Board of Directors

Dr. Janet Cummings, Psy.D., Chair

Mary Denny, Member

Dr. Larry Ford, DBH, Member

Brett Sabatini, Member

Advisory Council

Dr. Bennet Davis, MD

Dr. Janine Fonfara, DBH

Administration

Dr. Ulysses G. Baldwin, Jr., DBH Program Director

- Doctor of Behavioral Health
- Arizona State University

Dr. Jason Blair, Senior eLearning Developer

- Doctor of Education in Education Administration
- University of Phoenix

Lori Christianson, Senior Director of the Electronic Campus

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

Dr. Cara English, Chief Executive Officer and Chief Academic Officer

- Doctor of Behavioral Health
- Arizona State University

Amanda Harrison, Chief Operating Officer

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

Denice Lange, Senior Operations Coordinator

- High School Diploma
- Corona del Sol High School

Cecelia Maez, Director of Admission

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

Melissa McGurgan, Senior Director of Marketing

- Master of Fine Arts
- Arizona State University

Devonna Medina, Operations Assistant

- High School Diploma
- Wolsey High School

Jaime Mendoza, Marketing Coordinator

- Master of Science in Family and Human Development
- Arizona State University

Karrie Miller, Admission and Enrollment Coordinator

- Bachelor of Arts - Liberal Arts and English
- University of Maine at Augusta

Faculty

Dr. Ulysses G. Baldwin, Jr.

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

Dr. Charla Burns

- Doctor of Medicine, University of Texas Medical Branch (UTMB) John Sealy School of Medicine
- Specialities: Internal Medicine

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. Samantha Darnell-Tracy

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Clinical healthcare, legislative advocacy and policy, residential long-term patient care

Dr. Allison Earl

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Clinical healthcare, women's healthcare, trauma informed healthcare

Dr. Cara English

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

Dr. Ellen Fink-Samnick

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Quality Healthcare Improvement

Dr. Holly Gregory

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Clinical operations, program, adult onset autoimmune disease, trauma informed care

Dr. Rachel Grimes

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Chronic illness, childhood trauma and abuse, trauma informed care and EMDR certified

Dr. Heather Jelonek

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

Dr. Nikole Jiggetts

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: social work, EMDR, play therapy, trauma informed care

Dr. Ronke Komolafe

- Doctor of Behavioral Health, Arizona State University
- Specialties: Healthcare operations, entrepreneurship, leadership, healthcare analysis

Dr. Natalie Randolph

- Doctor of Behavioral Health, Arizona State University
- Specialties: Substance abuse

Dr. Billie Ratliff

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Social work, developmental trauma, and trauma informed healthcare

Dr. Selena Schmidt

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Psychiatric Mental Health, Substance Use Disorder, Community Health, Functional Medicine, Hospital Administration

Dr. Diane Scott

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Mental health field, military, trauma informed healthcare

Dr. Michelle Stroebel

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Intellectual and Developmental Disabilities, LGBTQIA+ healthcare, Trauma-Informed care, and Neurodiversity

Dr. Jennifer Wims-Madden

- Doctor of Behavioral Health, Cummings Graduate Institute for Behavioral Health Studies
- Specialties: Trauma informed healthcare, integrated behavioral healthcare leadership, mental help nursing, psychopharmacology

II. Administrative Information

Administrative Hours of Operation

CGI's Administrative and Academic Offices operate based on the Pacific Time Zone (PST/PDT). CGI's Administrative and Academic Staff work remotely, so the best way to get in contact with the Administrative and Academic Staff is via email. Our interactive voice response system is available 24 hours a day, 7 days a week. 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 24 hours a day, 7 days a week, for assistance.

CGI's Administrative and Academic Offices are closed for most major holidays. This list includes the following:

- Labor Day - Monday September 7, 2026
- Fall Break Day - Monday, October 12, 2026
- Veteran's Day - Wednesday November 11, 2026
- Thanksgiving - Wednesday, November 25- Friday, November 27, 2026
- Winter Break - Thursday, December 24, 2026 - Sunday, January 3, 2027
- Martin Luther King, Jr. Day - Friday January 15 - Monday, January 18, 2027
- Presidents' Day - Monday, February 15, 2027
- Memorial Day - Monday, May 31, 2027
- Juneteenth - Friday June 18, 2027
- Independence Day - Friday July 2 - Monday, July 5, 2027
- Labor Day - Monday September 6, 2027

Institute Calendar and Term Schedule

CGI operates continuously with terms beginning throughout the year. Spring I, II, and Fall courses are twelve (12) weeks and the Summer term is six (6) weeks in length. A minimum of a two (2) week break is scheduled between each term. All United States federal government holidays will be observed, and classes will not be in session nor will assignments be due on those dates.

The "year at a glance" calendar shows all term start and end dates. The most up-to-date version of the CGI calendar can be found on the website at https://cgi.edu/resources/academic-calendar/.

Religious Holidays and Observances

CGI respects and honors the religion and cultural traditions of our diverse students. CGI 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.

Student Educational Records

Education records are defined as official records that are directly related to a student and maintained by the Operations Department. 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.

CGI 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).

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

CGI 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 Operations Department 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 Operations Department via email at registrar@cgi.edu.

All records requests will be responded to within fourteen (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 forty five (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 Operations Department and must identify the part(s) of the education records to be amended and specify the reasons why the student believes the information is inaccurate or misleading.

The Operations Department shall notify the student of the decision within fourteen (14) calendar days of the receipt of the request. If the Operations Department 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

CGI 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 CGI 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 CGI can contact the Operations Department (registrar@cgi.edu) to adjust what they want as Directory Information.

CGI 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 Operations Department at 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 Operations Department follows up via phone to legitimize all information and consent.

If you have further questions or are in need of assistance, contact the Operations Department at registrar@cgi.edu.

Data Privacy Policy

The Data Privacy Policy describes how 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. CGI 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 Department at compliance@cgi.edu.

Archival of Student Records

Student records are archived in electronic. 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. Electronic records are maintained indefinitely.

Official Transcripts

CGI provides official transcripts to current students or alumni in good standing by request. Students must request additional official transcript copies from the Operations Department by completing the Transcript Request Form.

Students are assessed the published CGI charge of $20 for each official transcript requested. If a student needs the official transcript printed and rushed, the fee increases to $50.

If the student makes a mistake on the Transcript Request Form, please contact the Operations Department at registrar@cgi.edu. If the Operations Department 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 transcript fee to fix the error.

Official transcripts are printed on blue security paper and contain CGI's name, address, and telephone contact information, the school logo, and are signed by an Institute Official Designee.

Unofficial Transcripts

CGI provides unofficial transcripts at no charge to students or alumni. The unofficial transcript is a downloadable document. The unofficial transcript contains CGI's name, address, and telephone contact information, and is unsigned and marked as an unofficial transcript issued to the student. All information fields are password-protected and non-changeable. CGI takes all necessary security measures to protect and secure the address, transcript status, course grades, and legend information. Paper copies of unofficial transcripts are not available or provided to students by CGI, but students are able to download the unofficial transcripts and print it at their own convenience.

Transferability of Credits Earned at Cummings Graduate Institute

The transferability of credits earned at CGI is at the complete discretion of an institution where a student may seek to transfer. Acceptance of the degree earned at CGI is also at the discretion of the institution to which a student may seek to transfer. If the credit(s) or degree earned at CGI 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.

CGI was awarded institutional accreditation by the Distance Education Accrediting Commission, an accrediting agency recognized by the United States Department of Education, on June 22, 2019. All students should confirm that attendance at CGI meets their educational goals.

III. Admissions

CGI 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, CGI has a thorough admission process to ensure we admit prospective students with the best potential to meet program objectives and to complete an online degree or non-degree program.

Nondiscrimination Policy

CGI does 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

CGI prohibits discrimination on the basis of sex including sexual harassment, sexual violence, gender identity, and sexual orientation in all programs and activities. If any student, faculty, or employee feel they are being discriminated against in any manner they should contact the Title IX Coordinator via email. The CGI Title IX Coordinator is Amanda Harrison, Chief Operating Officer (aharrison@cgi.edu). Once a claim has been filed, the Title IX Coordinator will open a case and handle the matter in accordance with state and federal guidelines.

Degree-Seeking Admissions Requirements

Doctor of Behavioral Health (DBH) Program

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).
2. Two (2) or more years of experience in the field of Behavioral Health or similar.
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/.
4. Ability to follow online instructions in the application phase to demonstrate the ability to be successful in an online program.

Professional Licensure and Admissions

Students are advised to contact state licensing boards to determine whether the academic degree 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. Professional licensure is not a CGI admissions

requirement. The legislation is evolving quickly. 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. Making an informed decision means knowing the landscape of healthcare in a student's local area.

Practicing as a Doctor of Behavioral Health 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. 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.

Degree-Seeking Admissions Process

Doctor of Behavioral Health (DBH) Program

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. Statement of Intent
    d. Unofficial transcripts reflecting the highest degree earned
    e. Official transcripts reflecting the highest degree earned
    f. Contact information for four (4) professional references to provide a recommendation in support of your application.
        i. *Professional references will be contacted at the email address provided to request completion of a recommendation form.*
2. 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. Eligible candidates are invited by a member of the admissions committee to complete an admissions 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 welcome email. From there the Enrollment Team sends out the enrollment package via DocuSign that includes a Program Enrollment Agreement, Catalog, Program Fee

Payment information, and Emergency Contact information. Students have fourteen (14) calendar days to review and sign the enrollment package. Upon submission of the enrollment package via DocuSign, students will automatically be directed, via DocuSign, to submit payment for their one-time Program Fee of $150. Upon successful completion of the enrollment package, students are processed through the remaining enrollment steps. This includes Academic Advisor introduction, single sign-on set up, enrolling in the first term course, and being notified by the student billing department of their first invoice for the first term.

Admissions Decision Appeal Process

An applicant may appeal the admissions decision post receipt of the admissions decision letter by contacting the Compliance Department via email at compliance@cgi.edu. The Compliance Department will do an initial review of the appeal and then forward the appropriate Program Director to make the final decision. Once the appeal has been reviewed, the Program Director will notify the Compliance Department. The Compliance Department will notify the applicant of the final decision. If the applicant continues to disagree with the decision, the applicant can follow the Complaint and Grievance Policy.

Student Identity Verification

To meet industry standards for an online institution, CGI 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

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 further to determine if previous coursework meets the standard curriculum requirements. Transcript evaluations will be conducted by the Admission Department or escalated to the Program Director to verify previous education will align with the current program requirements.
2. Candidates who have completed the application, paid the application fee, and submitted required documentation minus the official transcript, from their highest degree earned, for admission may be eligible for an interview if an unofficial transcript is submitted in place of an official transcript. Official transcripts will be required if admitted to the program in accordance with the Official Transcript Policy.
3. Candidates who have completed the application, paid the application fee, and submitted required documentation minus all necessary professional recommendation responses, may proceed to an interview if at least two recommendations have been received and have a rating of above average, or outstanding in all evaluation areas and a final recommendation of “enthusiastically recommend” this applicant.

An application be admitted, provisionally, with the following exceptions:

1. Provisional admission may be granted to an applicant who submits all required documentation minus the official transcript from the highest degree earned. A student provisionally admitted under this circumstance must submit the official transcript by the end of their first enrolled term in order to enroll and take courses in courses in the second term.
    a. Failure to submit an official transcript by the end of the first term will constitute the institution to administratively withdraw the student upon the start of the first day of the next term.
2. Provisional admission may be granted to an applicant per the discretion of the Program Director if the applicant demonstrates the potential to succeed in the interview and interview eligibility review. This provisional admittance is and shall be used in very limited circumstances.

International Student Degree-Seeking Admissions Policy and Process

CGI welcomes international students. International applicants are required to 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 https://naces.org/members/. Evaluation documentation and results must be sent directly from the NACES member to the Admission Department. Use the mailing address below for NACES transcript evaluation results:

    Cummings Graduate Institute
    Attn: Admission Department
    2111 East Baseline Road, Suite E1
    Tempe, AZ 85283
    admissions@cgi.edu

    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 thirty (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 thirty (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 CGI 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 minimum scores or higher.

For doctoral degree applicants must meet the following:

- A minimum score of 65 on the paper-delivered Test of English as a Foreign Language TOEFL PBT);
- Or a minimum score of 80 on the Internet Based Test (iBT);
- Or a 6.5 on the International English Language Test (IELTS);
- Or a 58 on the Pearson Test of English Academic Score Report;
- Or a 105 on the Duolingo English Test;
- Or a 55 on the 4-skill Michigan English Test (MET);
- or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE);
- or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

English proficiency scores, if English was not the language of instruction, must be sent from the testing agency to the Admission Department. Use the mailing or email address below for English Proficiency test scores:

Cummings Graduate Institute
Attn: Admission Department
2111 East Baseline Road, Suite E1
Tempe, AZ 85283
admissions@cgi.edu

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

CGI does not participate in the student visa/I-20 program.

Transfer Students

CGI 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

CGI 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 CGI for academic content, rigor, scope, and relevance. In order for credits to be considered, prospective students must submit a Transfer Credit Request Form and provide the supporting documentation for review. Transfer credit can be requested at any point during the program, but it is highly recommended that students wishing to transfer credits, submit the Transfer Credit Request Form at the time of their Admission Application.

Transfer Credits must meet the following conditions in order to be considered for transfer into CGI.

1. Credits must come from a degree seeking program at an accredited college and/or university.
2. Credits must be degree level equivalent in order to be transferred into the institution.
3. 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 CGI doctoral coursework on a course-by-course basis.
4. 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.
5. Credit(s) must have been earned as a credit-bearing learner and not as an auditing student, faculty, teaching assistant, or experiential learner.
6. Credit is only awarded for courses completed by the student within seven (7) calendar years prior to acceptance at CGI.
7. In alignment with industry standards, the maximum allowed transfer credits to be accepted is dependent upon the program. The maximum credits allowed to be transferred are outlined within the Transfer Credit Request Form.
8. The Institute reserves the right to deny transfer credits.

Transfer Credit from International Schools

In order to qualify for transfer credit, courses completed at recognized international institutions must be applicable to CGI's degree program and comparable to the nature and quality of the 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 a Transfer Credit Request Form and required documentation, plus course-by-course evaluation obtained from a NACES member.

Transfer Credit Max

Doctor of Behavioral Health Program (DBH) - up to nine (9) credits can be transferred.

Non Degree Programs - transfer credits are not accepted.

Transfer Credit Evaluation Process

Transfer credit can be requested at any point during the program, but it is highly recommended that students wishing to transfer credits, submit the Transfer Credit Request Form and supporting documentation at the time of their Admission Application. In order for credits to be considered, prospective students must adhere to the following procedure.:

1. Applicant or student start by filling out the Transfer Credit Request Form. The form outlines which credits are being requested and which documents need to be submitted to support the request. The required documentation is outlined as followed:
    a. An unofficial transcript of any transfer credits must be uploaded via the Transfer Credit Request Form. *(Note: transfer credits cannot be officially awarded to the student until the official transcript associated with the transfer credits is received by the Admissions or Operations Department)*
    b. A copy of the prior institute's catalog which includes course descriptions for any courses the applicant wishes to transfer must be uploaded in the Transfer Credit Request Form. *(Note: CGI may request copies of course syllabi for review, in the event the catalog course descriptions do not fully articulate the course alignment to CGI.)*
2. Once the Transfer Credit Request Form and supplemental documents are submitted electronically the Operations Department reviews the requested credits to ensure they first meet the Transfer Credit Policy Conditions. If the credits meet the Transfer Credit Policy conditions, the Operations Department forwards the materials and the Transfer Credit Decision Form to the Program Director.
3. The Program Director reviews the materials shared with them. The Program Director's review consists of looking at the courses being requested to be transferred in content from the prior institution's catalog. If the course description and information in the catalog is not enough, the Program Director will/can request course syllabi to allow for a proper review.
4. Upon completion of the review, the Program Director documents the decision on the Transfer Credit Decision Form and shares that with the Operations Department.
    a. If the credit is denied, the request will show the denial and the reasoning for the denial.
    b. If the credit is approved, the request will show the approval and which course the transfer credit will be equivalent to at CGI.
5. The Operations Team does a final audit of the transfer credits and decision form. Then sends the form to the Program Director for an electronic signature.
6. After all signatures have been collected on the Transfer Credit Decision Form, the Operations Department notifies the Enrollment Team and student and/or applicant of the decision.
7. The Operations Department is then responsible for awarding the transfer credits if approved.

a. If the official transcript is available at time of review, the Operations Department awards credits based on the evaluation and updates students' file, online account, and documents it in the Enrollment Agreement if the Transfer Credits are reviewed prior to the Enrollment Agreement being sent out to the applicant.
b. If the unofficial transcript is only available at the time of review and attached to the Transfer Credit Request Form, the Operations Department marks the transfer credits in pending status until an official transcript is received and transfer credits are verified. *(Note: transfer credits cannot be officially awarded until the official transcript has been received.)*

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 Operations Department within ten (10) calendar days from receiving the Transfer Credit Decision Form.

1. Complete the Transfer Credit Appeal Form and upload all required supporting documentation. *(Note: Submit one (1) appeal form per course. All required documents must be received by CGI for reconsideration before any appeal review. It is the student's responsibility to prove that a course taken at another institution is equivalent to those of the program.)*
2. Once the appeal has been received, it will be sent for review to the Program Director.
3. The Program Director will make a final review and decision. All decisions for the award of credit for coursework completed at any other institution are at the sole discretion of the Program Director and all appeal decisions are final
4. The decision regarding the appeal will be emailed by the Operations Department within fourteen (14) calendar days of receiving the online appeal form and supporting documentation.

Non-Degree Seeking Admissions Requirements

CGI welcomes students who wish to pursue coursework to advance their personal and professional knowledge. Non-degree students are limited to completing twenty-four (24) credit hours as non-degree status. 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).
2. Two (2) or more years of experience in the field of Behavioral Health or similar.
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/.
4. Ability to follow online instructions in the application phase to demonstrate the ability to be successful in an online program.

If a non-degree student later applies for admission to the degree program, the student is required to formally apply to the degree program and submit all required documentation. The degree application fee will be waived. The student is evaluated as an internal transfer student applicant. Admission into the degree program is not assured.

Non-Degree 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. 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 CGI to pursue non-degree coursework. Notification of the admissions decision will be sent to the applicant post-application review.

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 welcome email. From there the Enrollment Team sends out the enrollment package via DocuSign that includes a Program Enrollment Agreement, Catalog, Program Fee Payment information, and Emergency Contact information. Students have fourteen (14) calendar days to review and sign the enrollment package. Upon submission of the enrollment package via DocuSign, students will automatically be directed, via DocuSign, to submit payment for their one-time Program Fee of $150. Upon successful completion of the enrollment package, students are processed through the remaining enrollment steps. This includes Academic Advisor introduction, single sign-on set up, enrolling in the first term course, and being notified by the student billing department of their first invoice for the first term.

Admission Classifications

Students admitted to CGI 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.

Admissions Deadlines

Term/Year	Term Start Date	Application Deadline
Spring I 2027	Monday, January 11, 2027	Friday, October 23, 2026
Spring II 2027	Monday, April 19, 2027	Friday, February 12, 2027
Fall 2027	Monday, September 20, 2027	Friday, June, 25 2027

CGI reserves the rights to adjust admission deadline dates and term start dates.

Change of Personal Information

Applicants are responsible for notifying the Admission Department (admissions@cgi.edu) of any changes to their contact information, including mailing address, name, and email address. Notification can be submitted to the Admissions Department via email. 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. The applicant needs to notify the Admission Department via email at admissions@cgi.edu. 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. Applicants can request to cancel their application in any manner to the institution, but it is preferred that cancellations are emailed to the Admission Department at admissions@cgi.edu. A canceled 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 Department via email at admissions@cgi.edu.

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 Department via email at admissions@cgi.edu within twelve (12) months of their application start date. Incomplete applications will remain on file for twelve (12) months.

Entrance Term Change Policy

Cummings Graduate Institute for Behavioral Health Studies (CGI) permits an applicant or new student who has not yet started courses to request a one-time change from their original entrance term to the next available entrance term.

This policy applies to:

- Applicants who have been admitted but have not submitted an Enrollment Agreement.
- New students who have enrolled by signing and submitting an Enrollment Agreement but have not yet started courses.

An applicant or new student may change their entrance term only once and only to the next available entrance term.

The table below outlines the allowable entrance term changes and application expiration dates.

Original Entrance Term	Eligible Subsequent Entrance Term	Application Expiration Date if Individual Does Not Start
Fall	Spring I	First day of Spring I term
Spring I	Spring II	First day of Spring II term
Spring II	Fall	First day of Fall term

Note: CGI does not currently offer a summer application entrance term.

Applicants Who Have Not Submitted an Enrollment Agreement

An admitted applicant who is unable to begin courses in their original entrance term may request a one-time change to the next available entrance term. The applicant's existing admission application will remain active through the eligible subsequent entrance term.

If the applicant does not enroll and begin courses by the first day of the eligible subsequent entrance term, the admission application expires on that date.

New Students Who Have Submitted an Enrollment Agreement

A new student who has submitted an Enrollment Agreement but has not yet started courses may request a one-time change to the next available entrance term.

The new student must complete and submit a new Enrollment Agreement for the new entrance term and will be assessed an additional program fee.

If the new student does not begin courses by the first day of the eligible subsequent entrance term, the admission application expires on that date.

Application Expiration

Applicants and new students who do not begin courses within either their original entrance term or eligible subsequent entrance term will have their admission application expire on the first day of the eligible subsequent entrance term.

If an admission application expires and the individual wishes to continue the enrollment process for a future entrance term, they must reapply for admission. The individual must submit a new admission application, all required application materials, and the applicable application fee and complete the admission and enrollment processes in effect for the new application.

Applicants and new students are subject to the catalog requirements in effect at the time of their admission and execution of the applicable Enrollment Agreement.

No exceptions to this policy are permitted. Requests to extend an admission application beyond the eligible subsequent entrance term will be denied.

IV. Enrollment

Enrollment Procedure

After a student accepts their admissions to CGI, the student enters into the enrollment process. The enrollment process is controlled by the Operations Department. The first step of the enrollment process is to sign the Program Enrollment Agreement electronically within fourteen (14) calendar days. The Enrollment team sends out the enrollment package via DocuSign that includes a Program Enrollment Agreement, Catalog, Program Fee Payment information, and Emergency Contact information. Students have fourteen (14) calendar days to review and sign the enrollment package. Upon submission of the enrollment package via DocuSign, students will automatically be directed, via DocuSign, to submit payment for their one-time Program Fee of $150. Upon successful completion of the enrollment package, students are processed through the remaining enrollment steps. This includes Academic Advisor introduction, single sign-on set up, enrolling in the first term course, and being notified by the student billing department of their first invoice for the first term.

Emergency Contact for Enrolled Students

Students enrolled at CGI in either degree or non degree programs will be required to provide an emergency contact. This emergency contact information will only be used in the case of emergency or if we have been unable to get in contact with a student after multiple attempts in multiple communication channels by multiple administrative staff.

Enrollment Status

Full-Time Enrollment (FTE) is one (1) semester credit hour or more per term. CGI does not have a status for part-time Enrollment. CGI can customize a program of study depending on each individual student's schedule and availability.

Enrollment Cancellation

Admitted students have a minimum of fourteen (14) calendar days from the date of admission to the degree program and prior to the course/term start date to complete the Program Enrollment Agreement. If a student does not complete their Program Enrollment Agreement they will be automatically withdrawn from the enrollment process.

Students can request to cancel their enrollment at any point prior to the start of the first day of the first term without being subject to the refund policy. Notice of cancellation should be sent via email to the Operations Department at registrar@cgi.edu.

Add Course/Registration

A student may add courses to the term during the appropriate registration window without penalty. This is completed through the Populi Student Account. If any issues with adding or registering for a course occur, please contact the Operations Department via email at registrar@cgi.edu.

If a student wants to add a course outside of the registration window, they will need to email the Operations Department for their request. Students are not permitted to add any additional course in their first term outside of DBH 1000 and DBH 1001. Students are also required to seek Academic Advisor approval to take more courses than six (6) credit hours in a term.

Drop Course

A student may drop a course before the start of the first day without being subject to the refund policy. 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. Students are strongly encouraged to review all CGI policies regarding dropping a course(s). 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). If a student would like to drop from any course they will need to notify their Operations Department via email at registrar@cgi.edu or their Academic Advisor who will notify the Operations Department.

Course Withdrawal

After the start of the term and prior to the final day of term, 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. A student may not withdraw from a course after the faculty member has submitted a final grade or after the course/term end date. Degree-seeking students must send requests to withdraw from a course to their Academic Advisor, the Faculty Member, or the Operations Department via email at registrar@cgi.edu.

Since non-degree seeking students do not have an Academic Advisor, they must request a withdrawal from a course to the Operations Department at registrar@cgi.edu. Cancellation and Refund Policy applies for tuition refunds that may be applicable to a course withdrawal. 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 CGI. Students are responsible for any charges owed to CGI at the time of withdrawal as determined by the Cancellation and Refund Policy. All refunds will be refunded according to the Refund Policy.

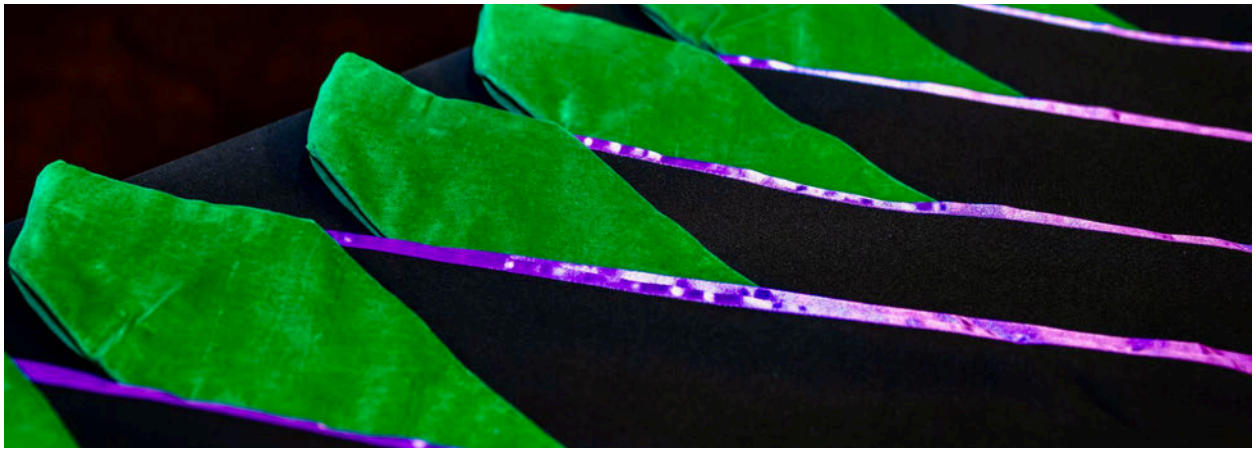
If a student chooses to withdraw from the program, they can notify any CGI staff member in any manner; however, an email to the Operations Department via email at registrar@cgi.edu is preferred. The date of withdrawal is determined based on the date the student made initial contact. If the student contacts any CGI staff member, then that CGI staff member notifies the Operations Department via email at registrar@cgi.edu. The Operations Department communicates with the student regarding their withdrawal via email to their CGI and personal email address since they will lose access to their email address as part of their program withdrawal.

Course Repetition

A student may repeat a course in the degree or non degree program for grade replacement. Students 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 the 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 be repeated once without prior approval from the Program Director. If a student wishes to repeat a course more than one (1) time, they are required to obtain Program Director approval.

Institution Course Cancellations

In the event CGI has low enrollment in a course or due to a circumstance beyond CGI’s control, CGI 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.



Deferral of Enrollment

CGI does not allow a deferral of enrollment once they have started the program on the first day of the students first term.

Student Identity Verification

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

1. Submission of a government-issued ID during the admission process
2. Video admissions interview
3. Access to a secure single sign on account with individual usernames and passwords. In addition, a secure Learning Management System (LMS) access with individual username and strict password requirements.
4. Proctored exams requiring the following:
    a. Photo identification (in english)
    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, CGI will periodically confirm that a person who has accepted admission to CGI is the person who is completing the Program 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, CGI 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
- Virtual course meetings with video turned on

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 per the Default of Financial Obligation Policy.

Attendance Requirements

All students must log into 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 will be contacted via email to confirm enrollment. If a student does not log into the course by the first day of the second week, they will be dropped from the course and subject to the Cancellation and Refund Policy. They will also be administratively dismissed from the program they are enrolled in at CGI.

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 (CGPA) for each student:

Grading Scale								
Exemplary			Accomplished			Unsatisfactory		
A+	97-100	4.0	B+	87-89	3.0	C- to C+	70-79	0.0
A	93-96	4.0	B	83-86	3.0	D- to D+	60-69	0.0
A-	90-92	4.0	B-	80-82	3.0	F+ and below	< 59	0.0

Pass/Fail Grades

Certain courses use a Pass/Fail Grading Scale. Any course using the Pass/Fail Grading Scale will note the grading scale in the syllabus. 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 - Pass/Fail		
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.

Incomplete Grades

Incomplete is defined as 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 term of enrollment to complete assigned deliverables, an Incomplete "I" grade may be requested.

This grade indicates that the student has entered into a written agreement, using the Incomplete Grade Request Form, with the faculty member for up to the 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. Once the coursework is approved, the faculty member will notify the Operations Department via email at registrar@cgi.edu of the grade export. The Operations Department will update and finalize the student's grade in the Student Information System (SIS).

If the student is unable to complete the deliverables per the terms of the Incomplete Grade Request Form, the student must request an additional extension, and will be subject to a continuation fee of $400 for the additional extension. The extension is not guaranteed and is subject to faculty and Program Director approval.

DBH Culminating Project Only

An Incomplete "I" grade will result in students being unable to progress to the next course of the Culminating Project series. They are unable to move forward until the required coursework is completed and approved by the faculty. Once the coursework is approved, the faculty member will notify the Operations Department via email at registrar@cgi.edu of the grade export. The Operations Department will update and finalize the student's grade in the Student Information System (SIS). Following the grade being finalized, the Operations Department will enroll them into the next course of the Culminating Project series. Culminating Project students are only allowed a one-time six (6) weeks Incomplete Grade extension to complete the work. If the student is unable to complete the deliverables within the six (6) weeks, the student will automatically be subject to a Culminating Project Continuation Fee of $400 for the additional extension. The student will be charged $400 every six (6) weeks until the course is finalized or the student runs out of timer per the Maximum Timeframe policy.

Graduate Level Course Grade Requirement

CGI considers a grade of B- to be the minimum passing grade for courses in the degree and non degree 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 subject to academic dismissal from the institution. Students are required to have a minimum of a 3.0 Cumulative Grade Point Average and a passing grade in all courses to graduate.

DBH Culminating Project Only

Any student who earns a C+ or below for any Culminating Project courses will be dismissed from the program immediately.

Grade Reporting

Grades for all assignments in all courses in the degree programs and non-degree certificate programs are based on the Grading Scales 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

CGI 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 Program Director 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 Operations Department.

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.

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

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	Code Title	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 Operations Department or the Program Program for approval.
W	Course Withdrawal	The student has withdrawn enrollment in the course after the first day of instruction and before the end of the course. The “W” also indicates that a student has taken a Leave of Absence (LOA) before the course end date.
I	Incomplete	Incomplete is defined as 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 term of enrollment to complete assigned deliverables, an Incomplete “I” grade may be requested.
XE	Failure Due to Academic Dishonesty	“XE” denotes failure due to academic dishonesty. The XE grade will be recorded on the student's official and unofficial transcript with the notation "failure due to academic dishonesty." The XE grade shall be treated in the same way as an "F" for the purposes of grade point average and determination of academic standing. The XE grade will remain on the transcript permanently if it was awarded for an act of academic dishonesty. If an XE grade is conferred, and another violation of academic integrity occurs in any course, the student will be academically dismissed from CGI for violation against the Academic Integrity Policy.

VI. Attendance and Absence Policies

Tardiness

CGI 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

CGI 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.

Faculty-Excused Absences

Faculty-excused absences are handled between the student and the faculty. Examples of absences that may be excused by a faculty 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 faculty at least forty-eight (48) hours in advance of the absence. The faculty will evaluate these instances on a case-by-case basis and may ask for supporting documentation. The faculty 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 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. CGI 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 email 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 notify the Operations Department who will create the Leave of Absence Request Form and send the form and any supporting documentation for electronic signatures.

Four (4) weeks prior to the indicated Leave of Absence return date, the Operations Department will contact the student to provide them with re-entry instructions to guide their return from a leave of absence. The Operations Department 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 Operations Department 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. This meeting can be virtual or over email. If the student decides to not continue as an enrolled student at CGI, the Operations Department will process their non return as a withdrawal. If a student fails to communicate with the Operations Department by the end date of Leave of Absence, CGI will deem the student inactive and withdraw the student from the program. Failure to return from a Leave of Absence does not eliminate any financial obligation. Students are responsible and subject to the Cancellation and Refund Policy.

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 request a Leave of Absence extension. The Operations Department will review the request and submit it to the Program Director for final approval or denial. Approval and denial will be dependent on students' current Satisfactory Academic Progress Policy. If any additional documentation is required, the Operations Department 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. An automatic 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.

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

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, but it can impact maximum timeframe. Should a Leave of Absence result in the student exceeding the maximum time frame of five (5) years to complete their degree, the Program Director 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 in accordance with the Cancellation and Refund Policy.

Military Leave of Absence Exceptions

Any CGI 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. CGI will consider granting an Academic Leave of Absence (LOA) after a student has completed at least one (1) credit in their program of study.

VII. Satisfactory Academic Progress

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which CGI 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 of Poor SAP status. 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 CGI 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. 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 Timeframe DBH

The Maximum Timeframe to complete the program is measured in calendar years for the Doctor of Behavioral Health program. Students must complete the program within five (5) years and are only permitted to attempt 90 credits before program termination. However, if exceptions are granted by the Program Director, students may complete their degree within seven (7) years of enrollment.

Maximum Timeframe Trauma Informed Healthcarecare Certificate

The Maximum Time frame to complete the certificate program is measured in calendar years for the Trauma Informed Healthcare 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 Program Director, students may complete their certificate program within three (3) years of enrollment.

Maximum Timeframe Integrated Behavioral Healthcare Certificate

The Maximum Timeframe to complete the certificate program is measured in calendar years for the Integrated Behavioral Healthcare Certificate program specialties: 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 Program Director, 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. The Operations Department reviews 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 Operations Department communicates results of this evaluation to assigned students within fourteen (14) calendar days of evaluation each term and a record of the notice is retained in the student's communication record.

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 during a term receive a “W” on the student’s transcript. These courses are considered attempted credits for calculation of the Course Completion Rate and are counted toward the Maximum Timeframe.

Satisfactory Academic Progress (SAP) Evaluation Statuses

Good Standing

Students are in Good Standing if they are meeting minimum SAP requirements at the time of the SAP evaluation, or they regained Good Standing after being on 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 an Academic Warning Learning Contract. The contract outlines specific action items the student must complete in order to regarding Good SAP status. If they meet SAP requirements and the terms of the Learning Contract by the next SAP evaluation, they will regain Good Standing status. If students do not meet SAP at the next evaluation, they move to Academic Probation.

Academic Probation

Students are on 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 an Academic Probation Learning Contract. The contract 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 Academic Probation Learning Contract by the next scheduled SAP evaluation period, they are Academically Dismissed. If they meet SAP and the terms of the Academic Probation Learning Contract by the next scheduled evaluation, they regain Good Standing status.

Extended Academic Probation

In very limited and special documented circumstances, students may be given approval by the Program Director to continue on Academic Probation for an additional evaluation period The maximum timeframe to complete is considered prior to permitting a student extended probation. Students are in Extended Academic 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 Advisor to create a Learning Contract based on special, documented circumstances. If approved, the Academic Probation Learning Contract remains in effect until the next evaluation. If a student fails to follow the Academic

Probation 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 Academic Probation Learning Contract. Additionally, any behavior deemed to be in violation of the CGI Mission, Vision, and Values will be subject to review by the 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. CGI also reserves the right to Administratively and/or Academically Dismiss a student even if there aren't prior warning or probations on file. All decisions for Administrative and/or Academic Dismissal are reviewed and approved by the Disciplinary Committee.

Faculty Withdrawal of a Student for Disruptive Behavior

A faculty member may withdraw a student from a course with a grade of "F" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the faculty. The Program Director receives notice of faculty-initiated withdrawals to determine if additional action should be taken.

Death of a Student Policy

In the unfortunate event that a student were to pass away, the next of kin should notify CGI in any manner possible. The Operations Department will abide by the Death of a Student Policy and process a full withdrawal from the institution. All records for the student will follow the Archival of Student Records Policy. If given permission by next of kin, CGI will share the news of the student's passing along with any funeral or celebration of life arrangements with CGI community.

Readmission

All students seeking to resume admittance at CGI 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, CGI's Academic Integrity policy, or due to any other documented legal or ethical matters do not qualify for readmission to CGI.

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 required to sign a new Program Enrollment Agreement and 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 reentry 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 CGI. Unless a new Program Enrollment Agreement is signed, then Maximum Timeframe restarts with a new Program Enrollment Agreement. 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

Enrollment Readmission

A new student who has submitted an Enrollment Agreement but has not yet started courses may request a one-time change to the next available entrance term.

The new student must complete and submit a new Enrollment Agreement for the new entrance term and will be assessed an additional program fee.

If the new student does not begin courses by the first day of the eligible subsequent entrance term, the admission application expires on that date.

Academically Dismissed Readmission

A student that has been Academically Dismissed from CGI is unable to return for any degree or non-degree programs.

Course Withdrawal Readmission

Any student who withdraws during a term and wishes to return the following term, the student must contact the Operations Team via email at registrar@cgi.edu for next steps.

Program Withdrawal Readmission

Any student who withdraws from the degree or non degree program and wishes to rejoin, they must contact the Operations Department via email at registrar@cgi.edu. The Operations Department will review the request and determine if a new admission application and Enrollment Agreement are required.

Withdrawal After Non Payment Readmission

If a student is withdrawn due to 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 directly with the Student Billing Department regarding any previous financial obligations to the institution by email at finance@cgi.edu.

Transfer of Credits to Re-entry Program

CGI determines which previously completed courses are given credit in the student's re-entry to the degree program and creates a new program of study accordingly.

VIII. Graduation

Graduation Requirements

Degree Program Graduation Requirements

Students who successfully complete a Program of Study prescribed by the CGI, fulfill all course requirements, meet all financial obligations, and remain in Good Standing with the CGI are eligible for graduation. Eligible students will receive a Graduation Application Form via email from the Operations Department. The student must complete and return the Graduation Application Form at least thirty (30) calendar days prior to the close of the term prior to their final term.

Degree Program 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.
4. Successful completion and defense of a Culminating Project with a passing recommendation from the student's Culminating Project Committee.

Degree Program Graduation Approval Process

After a student has completed and submitted a Graduation Application Form, the Operations Department reviews the form and uploads it to the student's Populi profile. The Operations Department begins the final degree audit for the student. This includes but is not limited to financial audit, student record audit, program of study audit, Academic Advisor reviews, and if needed a Program Director review.

If the Operations Department determines, after the final degree audit, that a student is eligible for graduation, the Operations Department 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 Operations Department determines that a student does not meet graduation requirements and is not eligible for graduation, the Operations Department notifies the student via email of the denial and an explanation as to why they were denied. The Operations Department also notifies the student's Advisor and the Program Director. If the student wishes to appeal the graduation approval decision, they may email the Program Director via email at dbhdirector@cgi.edu and request a graduation decision appeal. The Program Director will work with the Operations Department and determine if an appeal will be granted and then notify 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 CGI, fulfill all course requirements, meet all financial obligations, and remain in Good Standing with CGI are eligible for a certificate of 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,

Non-Degree Certificate Program Conferral Approval Process

After a student has completed their final course within the certificate program, the Operations Department 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 Operations Department determines that a student is eligible for certificate conferral, the Operations Department notifies the student via email of the approval and additional information on next steps of completion.

If the Operations Department determines that a student does not meet the conferral requirements and is not eligible for the certificate of completion, the Operations Department notifies the student via email of the denial and an explanation as to why they were denied. If the student wishes to appeal the graduation approval decision, they may email the Program Director via email at dbhdirector@cgi.edu and request a graduation decision appeal. The Program Director will work with the Operations Department and determine if an appeal will be granted and then notify 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 represent USD.

Degree Programs Tuition Rate

Enrolled Prior to Spring I 2022

Any student enrolled Spring I 2022 and prior is grandfathered into the prior credit hour rate of $350 per credit. Tuition rates, fees, and terms of tuition rate are listed on all student's program enrollment agreements.

Enrolled Fall 2022 and After

The following tuition rates are for students enrolled in the degree and non degree programs, Fall 2022 and later. Tuition Rates as of April 1, 2022.

Credit Hours	Standard Tuition Cost	Military Tuition Discount Cost (10% discount from Standard Tuition Cost)
1	$400	$360
2	$800	$720
3	$1,200	$1,080
60	$24,000	$21,600

Non-Degree Certificate Program Tuition

Enrolled Prior to Spring I 2022

Any student enrolled Spring I 2022 and prior is grandfathered into the prior credit hour rate. Tuition rates, fees, and terms of tuition rate are listed on all student's program enrollment agreements.

Enrolled Fall 2022 and After

The following tuition rates are for any students enrolled in the Integrated Behavioral Healthcare certificate and its specialties and the Trauma Informed Healthcare certificate programs Fall 2022 and after. Tuition Rates as of April 1, 2022.

Credit Hours	Standard Tuition Cost	Military Tuition Discount Cost (10% discount from Standard Tuition Cost)
1	$400	$360
2	$800	$720
3	$1,200	$1,080
12	$4,800	$4,320
13	$5,200	$4,680
14	$5,600	$5,040
16	$6,400	$5,760

Books and Fees

Type of Fee	Standard Tuition Fees	Military Discounts Fees
Application Fee	$50	$0
Reapplication Fee	$50	$0
Program Fee (one-time payment) *Paid upon completion of the Program Enrollment Agreement.*	$150	$150
Technology Fee *Fee is assessed every term a student is enrolled in for either a degree or non-degree program.*	$150/term	$150/term
Culminating Project Continuation Fee *Applied to the student's account every term after the initial three terms allowed to complete the Culminating Project series.*	$500	$450

Late payment *Applied every 30 days until payment is current. For more information, please view Default of Financial Obligation.*	$25	$25
Registration Late Fee *Applied to any student's account that does not register within the registration window.*	$25	$25
Graduation Fee*	$0	$0
Official Transcript Fee *Official Transcripts can be printed or sent electronically*	$20	$20
Official Transcript Fee - Rush Delivery Fee	$50	$50
Additional Diploma Print Fee	$50	$50
Estimated Book Costs for Degree Programs**	$500 - $2,000**	$500 - $2,000**
Estimated Book Costs for Non-Degree Certificate Programs**	$475 - $1,100**	$475 - $1,100**
CGI Institutional Review Board Fee*** *Fee for CGI IRB*	$0	$0
UNM Institutional Review Board Fee*** *Estimated fee for the UNM IRB review*	$1,500-$3,500	$1,500-$3,500
Delta Epsilon Tau Honors Society Student Membership Fee **Not paid to CGI, offered as a student services option*	$60	$60
Credit Card Processing Fees *Credit card processing fees. ACH payments or physical check payments do not have fees associated with them.*	2% of all credit and debit card charges	2% of all credit and debit card charges
Physical Copy Non-Degree Program(s) Certificate. *Price per certificate.*	$50	$50
Digital Copy Non-Degree Program(s) Certificates *Price per certificate.*	$10	$10

** As a courtesy to our degree seeking students upon successful completion of their program, CGI does not charge an additional graduation fee. It is the student's responsibility to travel and obtain the necessary attire for the commencement ceremony, but CGI will provide the first copy of the Official Transcript, doctoral hood, and white coat at no additional cost or additional fee.*

*** This is an estimate based upon our research through online textbook vendors. CGI 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.*

****The Institutional Review Board (IRB) is run internally by CGI at no additional cost from their tuition, to a degree seeking student. If a student plans to submit or use their CP project towards any federal funds, students will be required to partner with CGI's external partner, University of New Mexico (UNM) and go through their IRB process. If this is applicable, these are the estimated fees associated with the UNM IRB process.*

Military Tuition Discount

Students who are active duty military, veterans, or spouses 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 Operations Department at registrar@cgi.edu.

If the student is the active duty military or veterans:

1. DD-214
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) - Degree Seeking Students Only

Teaching Assistants (TA) are current degree-seeking students enrolled in the DBH Program contracted by CGI to support the operations of academic courses. TA assignments are subject to availability based upon the needs of CGI. 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 Program Director based upon the following qualifications.

1. Student has completed, at a minimum, the following:
    a. Completed the one (1) academic year as a degree-seeking DBH student
    b. Complete the following courses - DBH 1000, DBH 1001, DBH 9901, & DBH 9902

2. Maintains a current Good Satisfactory Academic Progress (SAP) status
3. Successful completion of the course for which the student will be a TA.
4. Recommendation from Academic Advisor and/or Program Director, supporting the student's request to become a TA.

Students may express interest in serving in a TA position in future terms to their Academic Advisor. The Academic Advisor will communicate all student interest to the Operations Department or Program Director. The Program Director reviews all interests and appoints the available TA positions based upon CGI need. Upon the TA assignment notification, the student receives a TA Agreement outlining specific duties, reporting faculty, and the start and end dates for the assignment. The TA Tuition Reduction is applied as a one time credit to the student's account. 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.

Teaching Assistant Tuition Reduction Impact - DBH Students Only

TA Assignment Course Credit Hours	TA Tuition Credit Amount
1	$500
2	$750
3	$1,000

Payment Options

CGI works hard to make tuition affordable and accessible for our students. CGI has developed several payment programs to accommodate all budget types. Please contact the Student Billing Department at 480-285-1761 or at finance@cgi.edu for more information on payment plans.

All students are put on a payment plan regardless of the term. For the Spring I, Spring II and Fall term, the payment plan is three (3) equal payments. For the Summer term, the payment plan is two (2) equal payments. Students are able to pay for their tuition in full by the first day of the term. Students must recognize they are responsible for their financial obligations to CGI 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 full term invoice to their student information account. All invoices will show full tuition and any fees due for the term and all invoices, regardless of how students intend to pay, will break down the full payment into payment plans according to the term they are enrolled. For the Spring I, Spring II, and Fall term the full total amount of tuition and fees will be broken into three (3)

equal payments. For the Summer term, the full total amount of tuition and fees will be broken into two (2) equal 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 outlined in their term invoice and within the student information system.

Term/Options	Details
Spring I Spring II Fall Terms	Payment Plan (3 payments) • Three (3) payments (tuition and fees for the term is totaled and equally split into three equal (3) payments) • The first payment is due on or prior to the start of the first day for that term. • The second payment is due thirty (30) calendar days from the first payment due date. • The third payment is due sixty (60) calendar days from the first payment due date.
Summer Term	Payment Plan (2 payments) • Two (2) payments (tuition and fees for the term is totaled and equally split into two equal (2) payments) • The first payment is due on or prior to the start of the first day for that term. • The second payment is due thirty (30) calendar days from the first payment due date.
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 was enrolled in the degree or non-degree program registers for one (1), 3-credit hour course for the Spring I term, their full term tuition and fees total would be $1,350. The first payment of $450 is due on or prior to the start of the first day of the term, the second payment of $450 is due thirty (30) calendar days from the first payment due date, and the third payment of $450 is due sixty (60) calendar days from the first payment due date.

For example, if a student who was enrolled in the degree or non-degree program registers for one (1), 1-credit hour course for the Summer term, their full term tuition and fees total would be $550. The first payment of $275 is due on or prior to the start of the first day of the term, the second payment of $275 is due thirty (30) calendar days from the first payment due date.

Financial Assistance Options

CGI understands the critical importance of the availability of financial assistance for completing the degree. As such, financial assistance may be available for those who qualify through private lenders. CGI will not work with any outside companies for loans. It is the responsibility of the student to communicate with the outside company. CGI will accept external scholarships, grants, and loans, but at the relationship of the student with the lender or donor. It is the

responsibility of the student to be sure payment from any lender or donor is paid to CGI on or before the payment deadlines. If not, the student will be penalized a late fee and will be in Default of Financial Obligation.

Financial Assistance Disclosure

CGI is accredited by the Distance Education Accrediting Commission (DEAC). CGI is not qualified and does not participate for Title IV funds and thus does not have an OPEID or IFAP School Code.

Prior Education Loan Deferment

CGI is not qualified to accept Title IV funds, which means students enrolled at CGI are not eligible to defer prior student loans from other degrees or educational institutions.

Private Educational Loan Information

CGI 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 CGI 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. CGI will not communicate directly with the Private Lender in any matter regarding student finances. It is the students full responsibility to ensure payment is received by CGI 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 CGI and with the employer for reimbursements regarding continuing education. CGI will not communicate directly with the third party or employer in any matter regarding student finances.

Private Scholarships and Grants

CGI accepts private scholarships 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

CGI offers two (2) scholarships - the Institutional Scholarship and the Dr. Nicholas Cummings Scholarship. Both scholarships are open and available to returning and first-year students enrolled in degree seeking only 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 assured. These scholarships are made possible through generous donations and fundraising efforts of CGI. Questions about institutional scholarships can be directed to the Operations Department via email at scholarships@cgi.edu.

Veteran Education Benefits and Policies

As of December 31, 2022 CGI is no longer eligible to accept VA Benefits. For questions, please contact the Operations Department via email at compliance@cgi.edu.

Importance of Meeting Financial Obligations

CGI considers all financial obligations payable immediately, unless otherwise stated. A student may not be granted recommendation to graduate, issued letters of recommendation, certificates of completion or have the ability to register for future certificates until all finances are paid in full.

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 CGI. Students are responsible for any charges owed to CGI 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

CGI 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 via email at finance@cgi.edu to discuss forbearance or other deferment options.

Default of Financial Obligation

If a student's financial obligations are in default (defined as not paying a financial obligation by the due date), CGI 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 three (3) payment plan
    b. Summer term has a two (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). 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).
    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 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. The Finance Department will also reach out to the student via email notifying them of the late fee and financial lock.
4. The following business day the Finance Department assesses the late fee and Financial Lock, the Finance Department will notify the Operations Team via email who will put a Registration Lock on the student's account in Populi, which prevents them from being able to register for courses in the next term. In addition, the Finance Department emails the Electronic Campus Team to remove and deactivate the student from their courses in the Learning Management System, Canvas.
5. Upon a student making payment to their student account, to bring it current, the Finance Department will:
    a. Remove the financial lock on the student's account
    b. Notify the Operations Team to remove any registration locks on the student's account
    c. Notify the Electronic Campus to re-activate 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. If payment is not received within 30 days, the account will be assessed an additional late fee of $25.
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 will write off the balance within its company books.

Note: If a student needs assistance or has questions, please reach out to the Student Billing Department via email at finance@cgi.edu. The Student Billing Department will work with students to make accommodations when difficult times arise in the student's life.

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, CGI 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

CGI Academic Advising program supports degree seeking students' academic success and degree completion. Advisors are assigned to students upon admission to CGI.

Advisors work with the Operations Department 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

CGI's Mentorship Program is run through the Academic Advisors. Academic Advisors provide degree seeking students with support and resources during their time in the degree program, ultimately helping to make the 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 and the Institutional Review Board (IRB)

All students at CGI are required to comply with the ethical standards for conducting research. Students should refer to the Institutional Review Board webpage. All candidates seeking to publish research with human subjects are required to submit an Institutional Review Board (IRB) application to CGI's IRB Committee. Approval of the official IRB application must be received from the IRB prior to any data collection. IRB guidelines and resources can be found in the Culminating Project course.

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, unless otherwise required by Department or Agency heads. Exempt research has very little, if any, associated risk.

If students are conducting research with their hospital or organization, they may be required to get approval from an external IRB. CGI's CP committee partners with UNM for any escalated IRB requests or needs in student projects.In such cases, the CP committee will assist the student in preparing for that process to the extent possible. Students are responsible for providing documentation on the process and contact information to the CP committee as needed for any assistance requested with an external IRB.

The CP Instructor, IRB Director, and candidate will determine whether a submitted Culminating Project meets the requirements for exemption from IRB review. If the Culminating Project does not meet criteria for exemption, the candidate will be notified and the project will require resubmission for either expedited review or review by the full IRB.

Institutional Review Board Process

The Institutional Review Board process is as follows:

1. The student reviews the CGI IRB Decision Tree and IRB Submission Checklist and Researcher Handbook in the DBH 9101 course.
2. The student works with the course instructor to come to a decision about whether their project involves human participants research.
3. If an IRB application is not required, students will be notified in writing via email.
4. If an IRB application is required, students will complete and submit the required application to the course instructor, receive and implement feedback, and finally submit the application to the IRB. All IRB forms and templates are available at cgi.edu/irb

NOTE if your project requires IRB approval, you CANNOT begin your study without IRB approval - no data may be collected until you have approval.

5. The application is reviewed by the IRB. The IRB may send questions back to the student about the project for or request further information before approving. Once all information has been received, the IRB will make a final decision that will be communicated to the student.

a. The IRB process has three stages: In-take, Pre-review, and IRB Review.

1. In-Take: The submission is reviewed by the CP course instructor to ensure your application contains the minimum required documents as noted in the checklist. If it does, it is approved and sent to Pre-Review.

2. Pre-Review: The IRB will review your submission and notify you of questions or concerns that must be addressed prior to approval. Your job is to address each of the questions, to discuss these with your CP course instructor, or to contact the IRB with questions or for more information. Once you've addressed all the issues, the submission will be sent for IRB Review.

3. IRB Review: Your submission will be scheduled for IRB Review. The IRB will review your submission, and they will send you an email noting the result and determination. Possible determinations include:

1. Approved - begin/continue the project or proceed with the proposed changes;

2. Exempt (for federally funded projects only) - begin/continue the project or proceed with the proposed changes;

3. Modifications Required - specific changes must be made or more information is required before approval; If you receive a modifications required letter, you CANNOT begin the research until you respond and the response is reviewed and approved.

4. Disapproved – the research cannot be conducted as submitted.

6. This process varies in time frame. If the student is diligent and responsive to communications and is quick to contact the CP instructor and/or the IRB with questions, students should be able to get through the process in 30 days or less. If students are disorganized and do not do well with implementing feedback, it may take longer. Keys to success are checking & responding to emails, appropriate and adaptive responses to clarifications, and communication with CP instructor and IRB.

Library

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

Accessed via CGI'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

In support of its students, CGI offers a comprehensive Writing Center aimed at promoting the development of scholarly writing skills. Students can receive assistance with brainstorming ideas for upcoming ideas, developing an outline, synthesizing their research, and much more. Detailed feedback on drafts of written assignments is also offered. All meetings take place virtually on Zoom between the student and CGI's Writing Coach. This is a no additional cost service offered to all enrolled students. Students can request an appointment, via email at writing@cgi.edu, on their own or they may be referred by a faculty member.

International Student Academic Accommodations

CGI administrative staff and faculty will ensure fairness in access and engagement with course resources and assignments for students enrolled from outside North American time zones.

CGI staff interacting with students from outside North America are required to make themselves available at least once a week outside North American academic and business hours (i.e., 7:00 am to 8:00 pm) to call or videoconference with students related to admissions, enrollment, and academic business.

The Program Director is responsible for ensuring that all coursework can be accessed and completed successfully without having to attend a synchronous webinar in a North American time zone. The Program Director is required to review all course activities and to work with instructors and instructional designers to ensure that students enrolled from time zones outside North America can successfully complete course activities without having to attend a synchronous activity that is outside normal business or academic hours in their time zone (from 7:00 am to 9:00 pm).

The Program Director is required to monitor student progress with the Retention Team, and to respond in a timely manner (i.e., within 72 hours) to requests for accommodation due to time zone constraints from students.

Faculty Members are required to select one time in the early morning and one time in the evening in North American time zones that enrolled students can choose from to attend synchronous webinars, office hours, or to engage in any other required synchronous course related activities. Faculty members are responsible for ensuring that all course activities can be completed in an asynchronous manner for students located outside the North American time zones.

Enrolled students are required to engage, either synchronously or asynchronously, in all required course activities. Students who encounter difficulties engaging in course activities due to time zone constraints are required to report this first via email to their course instructor(s) and to request an alternative activity with a cc to the Program Director.

Registrar's Office

The Registrar role is managed by the Operations Department. The Operations Department manages student academic records and course enrollments on behalf of CGI. The Operations Department 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 CGI
- And more!

The Operations Department provides a wide range of services for academic departments and faculty as well. The Operations Department can be contacted at registrar@cgi.edu.

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 or 480-285-1761.

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 CGI 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.

CGI 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 CGI can help. Those who need a more flexible schedule to complete their education can find it here at CGI.

CGI 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.

8 Keys to Veterans' Success

CGI is proud to be a signatory to the 8 Keys of Veterans' Success through the Department of Education. CGI 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.

Advocacy Resource

The Student Advocacy and Assistance service at CGI 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 Program Director, 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 oneself or others, the Program Director adheres to a mandatory reporting policy, which entails contacting the mobile crisis team(s) local to the student for assistance.

CGI Disability Support Services

CGI does not discriminate based on disability. CGI 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.

Admitted or enrolled students who believe they have a current and essential need for disability accommodations are responsible for registering with and requesting accommodations through CGI. The student must provide CGI with qualifying disability documentation verifying the nature and extent of the disability prior to receiving any accommodations. CGI will make every effort to provide reasonable accommodations for qualified students with disabilities.

Eligibility

The Americans with Disabilities Act as amended (ADAAA) 2008 provides comprehensive Civil Rights protection and is designed to remove barriers which prevent persons with disabilities from accessing the same educational and employment opportunities as persons without disabilities. The law also provides access to public accommodations, state and local government services, transportation, and telecommunications. The Americans with Disabilities Act also prohibits discrimination against a qualified individual with a disability with regard to admission to educational institutions or vocational training programs (public or private); employee compensation; job training; and other terms, conditions and privileges of employment.

Definition of a Disability

The Definition of Disability is provided in the Americans with Disabilities Act Amendments of 2008, Section 4. An individual with a disability is defined in the act as someone who has "a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment." The regulations define "physical or mental impairment" as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine. The regulations also cover any mental or psychological disorder, such as intellectual disability (formerly termed mental retardation), organic brain syndrome, emotional or mental illness and specific learning disabilities.

Notes

Individuals who are current illegal users of drugs are not protected under the ADA. The legal use of a controlled substance under medical perspective is permitted. Addiction is considered a disability. A person who is addicted to drugs, but is not actively using drugs, is considered a person with a disability and is protected by the law. Alcohol is not considered a controlled substance.

No Requirement for Citizenship

The Americans with Disabilities Act covers all persons with disabilities in the United States, whether or not they are citizens and without regard to racial or ethnic origin.

Reasonable Accommodation

Reasonable accommodation is the provision of an auxiliary aid, or modification to the course or program which will allow access to the job duties, the educational process, program and degree, or activity. The Americans with Disabilities Act requires an institution of higher education to provide reasonable accommodations to a qualified individual with a disability provided that accommodation does not create an undue hardship. Some examples of reasonable accommodation are making existing facilities readily accessible to and usable by persons with disabilities; flexible timeline for program completion; acquisition or modification of equipment or devices; appropriate adjustment or modification of examinations or policies; the provision of qualified readers, note takers, and/or sign language interpreters; provision of alternative print formats.

Accommodation Request Process

CGI 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. 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. 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. Once a student identifies they need an accommodation, they should follow the following steps:

1. If a student believes they are in need of a disability accommodation plan, the student should fill out a Disability Notification and Accommodation Form on the Student Form Page.
2. The student must provide CGI with qualifying disability documentation verifying the nature and extent of the disability prior to receiving any accommodations.

3. The Operations Department will receive the request and will work with the Program Director and Curriculum Team to review the accommodation request and documentation submitted and provide accommodations options for the student.
4. Once a plan is developed, the Operations Department will send the drafted plan to the student to review and final approve.
5. Once approved by the student, the Operations Department will send the plan out for electronic signatures.
6. The plan is then uploaded to the student's student information system in a private section on their student information account.
7. The plan is then sent by the Operations Team to faculty at the start of each term depending on which courses the student is enrolled in for the term.

Professional Development and Networking

CGI 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. Program administration 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. 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

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

- Facebook Alumni Group
- LinkedIn Alumni Group

All degree program alumni are invited to send updates related to their careers to be included in the monthly Biodyne Mindset newsletter by emailing info@cgi.edu.

XI. Student Conduct Policies and Procedures

Code of Conduct

CGI has established the following Code of Conduct for students in the degree and non degree programs. Each student is expected to understand the terms and conditions set forth in this policy. CGI 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 an institution-sponsored event.
6. Failure to cooperate during an institutional investigation.

All members of the CGI 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 and/or the Program Director. For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the Title IX Coordinator and/or the Program 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 Title IX Coordinator and/or Program 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 CGI physical or virtual 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. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the institution.

Report It

All students are encouraged to report incidents to any faculty member, Program Director, Title IX Coordinator, or the Operations Department for confidential support and guidance. CGI takes virtual 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

CGI 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. Degree and non-degree 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 CGI. 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. CGI uses email, phone, and text messaging as official forms of institute communication. Students disclose their preferred method of communication in their signed Program Enrollment Agreement. Students opt-in or out to text messaging via Populi, the student information system. Students are required to use their designated CGI email for all email correspondence.

Media Release

By enrolling at CGI, students authorize CGI 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 Program Enrollment Agreement. By signing the media release statement in the Program 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 CGI, they will need to complete and submit a Media Release Form.

Expectations of Faculty Communication

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. The grade will then be processed by the LMS and exported to be submitted to the Operations Department for verification and final posting within ten (10) calendar days from the close of the term.

Academic Integrity Policy

Cummings Graduate Institute supports students and faculty in understanding and applying standards of Academic Integrity. CGI defines plagiarism within the online Learning Management System and Library for students to review. Cummings Graduate Institute strictly applies its Academic Integrity Policy and adheres to the procedure to address 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.

In any manner of presentation, it is the responsibility of each student to produce her/his own original academic work.

Cheating

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

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, original work;
- 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 one's own original work;

- asserting ideas without acknowledging their sources, or reproducing verbatim work written by others without properly citing their sources.
- submitting work that was generated, revised, or substantively assisted by automated tools or third-party services (including artificial intelligence systems) and presenting that work as one's own when such use has not been explicitly authorized by the instructor or appropriately disclosed.

Unintentional Plagiarism

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

Self-plagiarism

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

Contract Cheating

Contract Cheating is the utilization of a third party or source to complete academic work (labs, exam papers, quizzes, homework assignments, sketches, graphic design, etc.) or facilitating the use of third party's services, for which another then submits as academic work for credit. Examples include the following:

- Unauthorized selling of a student's papers, study materials or exams, or the faculty or Institute's teaching materials or exams.
- Paying another to copy their answers whether it is an exam, homework, project, assignment, etc. Payment does not have to be money; it can include 'favors' with no exchange of money, trade-in-kind (like swapping papers with another student), or exchange of goods or services (buying someone a meal, etc.) Utilizing or accessing an online resource or account service (Chegg, StackOverflow, Discord, etc.), whether such resource/service is free or requires payment for use or access, where the professor's or university's materials are uploaded without authorization.
- Take an exam for someone or have another take an exam for you.
- Asking or hiring someone (a friend, family member, partner, classmate, private tutor, etc.) to complete any portion or all of an assignment or paper for you or provide extensive input.

- Using artificial intelligence (AI) to produce ideas and/or ghostwrite content for assignments without instructor knowledge or permission or providing appropriate citations.

Fabrication/Falsification

Fabrication/Falsification is intentional and unauthorized lie, alteration, exaggeration, or invention of any information or citation in any academic discourse, assignment, or assessment. Examples include the following:

- Artificially creating data when it should be collected from an actual experiment.
- Unauthorized alteration or falsification of data, documents, codes, images, music, art, or other work.
- Unauthorized omission of data, information, or results in documents, reports, and presentations.
- Hiding data, results, or information using inappropriate scales, magnification and representation in charts, graphs, and other forms of representation.
- Unauthorized impersonation of another person to complete an academic activity.
- Unauthorized use of another individual's computer login ID and password.
- Citing nonexistent or irrelevant works.
- Making up citations on a bibliography or works cited page.
- Skewing data in accord with what you think results should be.
- Changing answers after an exam has been returned.

Unauthorized Assistance

Unauthorized assistance refers to the use of sources of support that have not been specifically authorized in this policy statement or by the course instructor(s) in the completion of academic work to be graded. Such sources of support may include but are not limited to advice or help provided by another individual, published or unpublished written sources, and electronic sources. Examples of unauthorized assistance include but are not limited to:

- Collaboration on any assignment beyond the standards authorized by this policy statement and the course instructor(s).
- Submission of work completed or edited in whole or in part by another person.
- Supplying or communicating unauthorized information or materials, including graded work and answer keys from previous course offerings, in any way to another student.

- Use of unauthorized information or materials, including graded work and answer keys from previous course offerings.
- Use of unauthorized artificial intelligence tools or services.
- Use of unauthorized devices.
- Submission for credit of previously completed graded work in a second course without first obtaining permission from the instructor(s) of the second course. In the case of concurrent courses, permission to submit the same work for credit in two courses must be obtained from the instructors of both courses.

Artificial Intelligence and Academic Integrity

The use of artificial intelligence (AI) tools in coursework must align with course expectations and instructor guidance. Submitting AI-generated content as one's own work, using AI to complete assignments without disclosure, or using AI tools in ways that are explicitly prohibited by the instructor constitutes academic dishonesty.

When AI tools are permitted, students are responsible for clearly disclosing their use in accordance with course instructions and for ensuring that all AI-assisted content is appropriately cited or acknowledged. Any use of AI that is undisclosed or uncited is considered plagiarism.

Students are expected to understand and follow instructor-specific guidelines regarding AI use. When expectations are unclear, students must consult with the instructor before using AI tools.

Policy related to AI and Academic Integrity

1. Disclosure is required - any use of generative AI must be disclosed per CGI's guidelines and properly cited.
2. AI is not an author - AI tools cannot be credited as authors.
3. Output must be shared with course instructors - Students are required to submit the full AI output as a PDF along with the folder of Source Documentation.
4. Author responsibility - Authors are responsible for verifying all AI-generated content including facts and citations.
5. Limited use allowed - AI tools can be used for specific authorized tasks (see course syllabus for the specific guidelines and students are required to talk to course instructors to clarify questions about authorized use) but this must be disclosed (see #1 in this list).
6. Confidentiality rule - Authors must not input unpublished or confidential material into AI tools.

Policy Procedure for All Courses Except Comprehensive Exams and Culminating Project

1. After the Instructor reviews the Turnitin report for the assignment submission, if there is an assignment above the 15% mark, the instructor will review and notify the student of next steps.

    a. Note: If the report comes back above 85%, the faculty is required to email the Program Director: the student's name, date of the assignment, and the Turnitin report for the plagiarized submission,

2. First Offense: Faculty member immediately notifies the student via email, copying the Operations Department via email at registrar@cgi.edu, 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.

3. Second Offense: Faculty member immediately notifies the student via email, copying the Program Director and the Operations Department via email at registrar@cgi.edu, of the zero grade for the assignment (F). Violation is documented in the student's file by the faculty member.

4. Third Offense: Faculty member immediately notifies the student via email, copying the Program Director and the Operations Department via email at registrar@cgi.edu, of the Academic Integrity Violation (XE) grade in the course. The Program Director responds to the student within seven (7) calendar days of notification of a Third Offense with sanctions, which can include program termination.

Note: At any stage of the review process, the faculty member or Program Director may refer an academic integrity concern to the CGI Disciplinary Committee based on the severity of the violation. The Committee may determine that the matter constitutes a Code of Conduct violation and impose sanctions, up to and including immediate dismissal from the program, independent of the progressive steps outlined above in this policy.

Policy Procedure for Comprehensive Exams and Culminating Project

All Comprehensive Exam and Culminating Project submissions are subject to review using Turnitin or a comparable similarity-reporting tool. Similarity percentages are used as an initial screening indicator only; determinations of academic integrity violations are based on faculty review of the report and the nature, extent, and intent of the violation, not percentage thresholds alone.

Initial Review and Notification

- When a similarity report exceeds 15%, the instructor reviews the report in detail and determines whether the similarity reflects acceptable scholarly use or a potential academic integrity concern.
- If the instructor identifies a potential violation, the student is notified of next steps.
- Similarity reports exceeding 85% must be reported immediately to the Program Director, including the student's name, assignment details, and the Turnitin report.

Discretionary Review and Escalation

Because the work of a Culminating Project represents independent, original scholarship at the doctoral level, faculty and program leadership retain discretion to escalate sanctions based on severity, including bypassing progressive steps outlined below.

Factors considered may include, but are not limited to:

- The proportion and nature of unoriginal content
- Evidence of intentional misconduct
- Use of undisclosed or prohibited AI tools
- Prior academic integrity violations
- The stage of the Culminating Project process

Minor or Correctable Violation

If it is a minor or correctable violation, CGI expects the discretion of the faculty member to determine the outcome of the minor or correctable violation.

- The faculty member notifies the student via email
- The student may be permitted to revise and resubmit within two (2) business days.
- The violation is documented in the student's academic file.

Serious Violation

For violations that faculty feel exceed the minor or correctable violation, the faculty member needs to notify the Program Director, who will review the violation and if necessary consult with the Disciplinary Committee on the severity of the violation.

- The faculty member notifies the student via email, copying the Program Director and Operations Department at registrar@cgi.edu .
- The student will receive a zero (F) for the assignment or milestone.
- The violation is documented in the student's academic file.

Note: At this stage of the review process, the faculty member or Program Director may refer an academic integrity concern to the CGI Disciplinary Committee based on the severity of the violation. The Committee may determine that the matter constitutes a Code of Conduct violation and impose sanctions, up to and including immediate dismissal from the program, independent of the progressive steps outlined above in this policy.

Egregious Violation or Academic Misconduct

In cases involving substantial plagiarism, submission of AI-generated work as original scholarship, falsification, or repeat violations:

- The faculty member immediately notifies the Program Director to review the work. The Program Director will consult the Disciplinary Committee to outline the necessary investigation steps.
- Once the Disciplinary Committee outlines the necessary steps, the Program Director will email the student, copying the faculty member and Operations Department at registrar@cgi.edu.
- Upon investigation, the Disciplinary Committee will determine the violation sanction.
- The Program Director communicates sanctions to the student within seven (7) calendar days.
- The violation is documented in the student's academic file.

Note: The CGI Disciplinary Committee will determine a sanction based on the severity of the violation. The Committee may determine that the matter constitutes a Code of Conduct violation and impose sanctions, up to and including immediate dismissal from the program, independent of the progressive steps outlined above in this policy.

Documentation

All academic integrity violations, regardless of outcome, are documented in the student's academic record and may be considered in future determinations.

Copyright Compliance Policy

CGI'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. CGI 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 CGI's Internet-related systems or from the Internet. Duplication or transmission of such material may not be undertaken without express authorization from the Program Director. This means that you may not download and share course materials without the express permission of the course faculty and the Program Program Director, 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.

Acceptable Use of Information Technology Policy

CGI'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. CGI 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.

CGI 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 CGI 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 Operations Department at registrar@cgi.edu.

- 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 Operations Department 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 CGI 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 Program Enrollment Agreement, is the official source and permanent reference governing the terms of a student's enrollment.

CGI recommends that students should keep a copy of the catalog for their records. CGI reserves the right to change policy and procedures at any time. If CGI 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 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.

Refund Policy

CGI strives to provide a fair and equitable refund policy in compliance with the state. All money due to a student for a cancellation request will be returned thirty (30) calendar days after the request is submitted.

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 can be conveyed to CGI Admission Department in any manner available to the student, yet it is preferred to be communicated by email to admission@cgi.edu. (Mail: CGI, Attn: Admissions, 2111 East Baseline Road, Suite E1, Tempe, AZ 85283; Email: admission@cgi.edu; Phone: 480-285-1761).

The effective date of application cancellation will be determined by the date in which the student first reached out (i.e. via phone, 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 CGI will not be refunded the Application Fee.

Five-Day Enrollment Cancellation Period

A student who provides notice of cancellation within five (5) calendar days of signing a Program Enrollment Agreement is entitled to a refund of all monies paid. Notice of cancellation may be conveyed to any CGI staff member in any manner available to the student, but it is preferred to be communicated via email at enrollment@cgi.edu. (Mail: CGI, Attn: Enrollment Department, 2111 East Baseline Road, Suite E1, Tempe, AZ 85283; Email: enrollment@cgi.edu; Phone: 480-285-1761).

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

CGI 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 a Program Enrollment Agreement will follow this refund schedule:

1. Before beginning one (1) 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.

2. After the commencement of one or more courses, the tuition refund amount shall be determined as follow:

    a. 6 weeks course refund schedule

Length of Term	Percentage of Tuition Returned to the Student Based Upon the Week of Withdrawal	
6 weeks	1st week	80%
	2nd week	60%
	3rd week	40%
	4th week	20%
	5th week	0%

6-week Refund Sample - Standard Tuition: If a student withdraws from a 6-week course during the second week, the student will be refunded 60% of their tuition paid. The refund amount would breakdown to be: $400 (tuition cost for one (1) credit hour course) x 60% (refund percentage) = $240 (amount refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

6-week Refund Sample - Military Discount: If a military student withdraws from a 7-week course during the second week, the student will be refunded 60% of their tuition paid. The refund amount would be: $360 (tuition cost for one (1) credit hour course) x 60% (refund percentage) = $216 (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 Based Upon the Week of Withdrawal	
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 Sample - Standard Tuition: If a student withdraws from a 12-week course during the second week, the student will be refunded 70% of their tuition. For a student qualified for standard tuition, the refund amount would be: $1,200 (tuition cost for one (1) three (3) credit hour course) x 70% (refund percentage) = $840 (amount refunded to the student). This refund is mailed to the student within thirty (30) calendar days from the date of withdrawal.

12-week Refund Sample - Military Discount: If a student withdraws from a 12-week course during the second week, the student will be refunded 70% of their tuition paid. For a student qualified for military tuition, the refund amount would be: $1,080 (tuition cost for one (1) three (3) credit hour course) x 70% (refund percentage) = $756 (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 Student Billing Department via email at finance@cgi.edu. The Student Billing Department will listen to the student's issue and work with the student to find the best resolution. CGI 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.

Complaints

CGI is committed to integrating institutional objectives in innovative ways to demonstrate excellence, access, and impact in online programs. When an issue is brought to CGI's attention, CGI will take appropriate action to seek resolution internally. Students are encouraged to pursue CGI'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.

Cummings Graduate Institute Complaint and 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 students 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/.

Cummings Graduate Institute Complaint and Grievance Procedure

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

1. 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. 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.

2. The Compliance Officer reviews the grievance complaint, conducts a thorough investigation, and provides a written response to the student within fourteen (14) calendar days.
3. A student who wishes to appeal the Compliance Department response must file a copy of the complaint and the Compliance Office response to the Chair of the Cummings Graduate Institute Board of Directors within seven (7) calendar days of receiving the Compliance Department 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/
4. The Chair of Cummings Graduate Institute's Board conducts an investigation and renders a final written response to the student within twenty-one (21) calendar days of receiving the copy of the complaint and the Compliance Office 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. 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 here.

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/student-complaint-procedure. 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, https://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: State Authorization Agencies.

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. 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

XIII. Degree Programs

Doctor of Behavioral Health Program

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. CGI'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 & Sinksy'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, which is an applied integrated care project demonstrating innovation in the field and respond creatively and competently to the needs of rapidly-evolving patient populations and healthcare environments.

Foundation Courses	DBH 1000 Foundations of Doctoral Study (1 credit hour - required)	DBH 1001 Success in Doctoral Studies (2 credit hours - required)
Pillar I: Medical Literacy (9 credit hours required)	Pillar II: Integrated Behavioral Health Interventions (12 credit hours required)	Pillar III: Entrepreneurship (12 credit hours required)
DBH 9000: Pathophysiology in Biodyne Context (3 credit hours)	DBH 9901: Biodyne Model I (3 credit hours)	DBH 9013: Legal and Ethical Issues in Healthcare (3 credit hours)
DBH 9010: Psychopharmacology for the DBH (3 credit hours)	DBH 9902: Biodyne Model II (3 credit hours)	DBH 9014: Quality in Healthcare (3 credit hours)
DBH 9011: Neuropathophysiology for Behavioral Health Providers (3 credit hours)	DBH 9012: Population Health Management, Cost Offset & ROI (3 credit hours)	DBH 9015: Business Practices for the Biodyne Entrepreneur (3 credit hours)
	DBH 9022: Health Equity (3 credit hours)	DBH 9018: Leadership & Strategic Development in Healthcare (3 credit hours)
Culminating Project Series	DBH 1100: ePortfolio (1 credit hour required)	DBH 9101, 9102, 9103 Culminating Project A, B, C (9 credit hours required)
Electives (14 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.

CGI 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 comprise forty-six (46) credit hours. Students will be required to take an additional fourteen (14) credit hours in electives, independent/specialty study to complete the sixty (60) credit hour program.

Foundations	3 credit hours
Core Courses	33 credit hours
Culminating Project Courses	10 credit hours
Electives/Independent Study	14 credit hours
Total credit hours for degree program	60 credit hours

DBH Degree Program Course List and Descriptions

Foundations of Doctoral Study – 3 credit hours 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 1001
DBH 1001	Success in Doctoral Studies	2	This is a course designed to introduce DBH Candidates to the rigor involved with completing doctoral level work. Particular emphasis will be placed on the differences between academic and non-academic writing, how to write and correctly format a literature review, mastery of APA, and making effective use of the technology and learning management system that drives everything at CGI.	Co-req DBH 1000
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 1001
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 1001
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 1001

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.	Pre-req. DBH 1000 DBH 1001
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 1001, 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 including 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 1001, 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 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.	Pre-req. DBH 1000, DBH 1001, DBH 9901 Recommended Pre-req: DBH 9902 DBH 9012
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 1001, DBH 9901 Recommended Pre-req: DBH 9902 DBH 9012
DBH 9014	Quality in Healthcare	3	This course provides an overview of healthcare quality management including performance measurement and models of pay for performance. Relevant history of contemporary quality metrics and accreditation entities will be discussed. In addition, the course will address the evolution of behavioral health quality measures within primary care and advancement of quality models and initiatives related to integrated care. Students will also explore relevant 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.	Pre-req. DBH 1000, DBH 1001, 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 1001, DBH 9901 Recommended Pre-req: All DBH required courses

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 1001, DBH 9901 Recommended Pre-req: DBH 9902 DBH 9012 DBH 9014
Culminating Project – 10 credit hours required				
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 1001, DBH 9901, DBH 9902, DBH 9000, DBH 9010, DBH 9011 DBH 9012, DBH 9013 DBH 9014, DBH 9015, DBH 9018, DBH 9022 Reserved for Degree Seeking Students ONLY
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. *Note: DBH 9101 does not run in the Summer term. Student's program of studies are designed to avoid starting DBH 9101 in the summer term. If a student deviates from their plan of study, it can potentially affect their timing to start DBH 9101.*	Pre-req. DBH 1000, DBH 1001, DBH 9901, DBH 9902, DBH 9000, DBH 9010, DBH 9011 DBH 9012, DBH 9013 DBH 9014, DBH 9015, DBH 9018, DBH 9022, DBH 1100 Reserved for Degree Seeking Students ONLY

Independent Study and Elective Courses – 14 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 1001 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 1001 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 1001 DBH 9901 Recommended Pre-req: DBH 9000, DBH 9010
DBH 9016	Independent & Specialty Study	1-3	Students may take up to 6 credit hours of Independent and Specialty study, while working closely with one or more faculty members, to research evidence-based interventions in specialty areas, such as oncology, OB/GYN, pediatrics, intensive outpatient substance abuse treatment, respiratory therapy, etc. that are not covered in more detail in the required core courses. In certain circumstances, and at the discretion of the Director, Independent Study (IS) may be approved as a substitute or in exchange for required core courses.	Pre-req. DBH 1000, DBH 1001 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 1001 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,	Pre-req. DBH 1000, DBH 1001 DBH 9901

			and understanding how this subculture views and approaches 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.	
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 1001 DBH 9901
DBH 9024	Leading Edge Trauma Therapies for Integrated Care	3	This course will familiarize students with a spectrum of innovative trauma therapies that neurophysiological studies have documented to accelerate the treatment of pathologies related to traumatic stress. Course content provides an introduction to the following interventions: EMDR; somatic therapies, including sensorimotor psychotherapy (SP) and somatic experiencing (SE); Internal Family Systems (IFS), Applied Neurofeedback; and Psychedelic Assisted Psychotherapy (PAP).	Pre-req. DBH 1000, DBH 1001 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 1001 DBH 9901
DBH 9027	Treating Substance Use Disorders in Integrated Settings	1	The substance abuse elective course focuses on the integrated health care needs of individuals from adolescence through older adulthood, with an emphasis on substance use disorders. Course content explores Big Pharma's role in the opioid epidemic, the correlation between chronic pain and substance use disorders, the micro, mezzo, and macro costs associated with substance use, substance use disorder assessment tools, SBIRT, MAT treatment options, emerging treatment options, in addition to treatment options for opioid use disorders for pregnant women. Emphasis on integrated behavioral health interventions utilized in health promotion, risk reduction, clinical decision making and management of patients with substance use disorders.	Pre-req. DBH 1000, DBH 1001 DBH 9901
DBH 9028	Intergenerational Trauma	1	This course provides an introduction to intergenerational and racialized trauma. Research in the field of epigenetics illustrates that the untreated effects of trauma suffered by one generation, whether individual or collective, are passed on to up to four subsequent generations. We will explore historical and current research on the transmission of trauma among specific oppressed populations including select ethnic groups and BIPOC. This course will teach DBH-Cs to recognize intergenerational transmission of trauma, understand the	Pre-req. DBH 1000, DBH 1001 DBH 9901 Recommend ed Pre-req: DBH 9024

			mechanisms of transmission as well as implications for integrated care, along with effective treatment strategies.	
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 1001 DBH 9901
DBH 9032	Healthcare Policy and Advocacy	3	This course fosters critical analysis and a comprehensive understanding of the complex interrelationship between health care policies and their impact on healthcare outcomes. Students will develop an understanding of policy implementation, including how legislation is developed and the role of the judicial system in shaping healthcare policy. With an emphasis on advocacy, students will learn how to influence and engage in the policy process to drive systemic healthcare improvements and positive changes in clinical practice, healthcare delivery, and patient outcomes.	Pre-req. DBH 1000, DBH 1001 DBH 9901
DBH 9034	Value Based Care	3	This course provides foundational knowledge of the health insurance industry, emphasizing key concepts, terminology, and the structure of insurance contracts. Students will explore how insurance works, including the mechanisms of value-based care programs, their impact on healthcare delivery and reimbursement, and the challenges associated with navigating the dual systems of fee-for-service (FFS) and fee-for-value (FFV). Through an in-depth examination of contract language and insurance processes, this course equips students with the knowledge necessary to understand the complexities of modern healthcare financing and its implications for healthcare systems.	Pre-req. DBH 1000, DBH 1001 DBH 9901
DBH 9035	Women's Health in Integrated Care Settings	3	This course provides a deep exploration of the intersection between women's physical, mental, and behavioral health in integrated care settings. Through a gender-informed and population health lens, students examine complex and often under-addressed topics such as perinatal mental health, hormonal transitions, chronic and comorbid conditions, and the effects of trauma and co-occurring disorders. Emphasis is placed on the behavioral health provider's role in consultation, early identification, and implementation of evidence-based interventions within primary care. Students will apply market analysis strategies to evaluate gaps in women's healthcare access and develop integrated care plans that respond to local needs and social determinants of health.	Pre-req. DBH 1000, DBH 1001 DBH 9901 Recommended Pre-req: DBH 9021
DBH 9036	Rural Health	1	This course explores the unique challenges, strategies, and solutions associated with healthcare leadership in rural communities. Students will critically examine the complexities of delivering quality healthcare in rural settings. The course will explore the socio-economic, cultural, and logistical barriers rural healthcare leaders face; including workforce shortages, access to care, and financial sustainability. Students will also assess the roles of healthcare administrators, policymakers, and community stakeholders in shaping sustainable solutions for rural health systems. By the end of the course, students will understand the intricacies of rural healthcare leadership and be equipped to design and implement solutions that improve healthcare delivery in underserved communities.	Pre-req. DBH 1000, DBH 1001 DBH 9901

DBH 9037	Data Analysis for Decision-Making	3	This course provides in-depth knowledge and understanding of data analysis, reporting and decision making in healthcare. Students will use statistical software such as Excel Analysis ToolPak or SAS to run and review data to inform healthcare operations, policy and clinical decision making to improve access to care, population health, reduce cost of care, clinician and patient satisfaction and reduce health disparities and adjust for risks. Students will focus on data review, interpretation and visualization of statistics to generate reports and develop operational, clinical, financial and policy driven recommendations to leadership and collaborators for better healthcare outcomes. By the end of this course, students will be able to understand health informatics and data analytics, analyze healthcare data using statistical software, apply insights from datasets to improve healthcare operations and outcomes, and evaluate regulatory, legal, and ethical considerations in data collection and use.	Pre-req. DBH 1000, DBH 1001 DBH 9901
DBH 9038	Integrated Care for the LGBTQ+ Population	3	Behavioral health care for LGBTQ+ populations in primary care settings is shaped by trauma, policy, stigma, and structural inequities. This course explores how these forces influence care delivery and behavioral health outcomes, with an emphasis on consultation, cultural safety, and evidence-informed practice. Students apply co-design approaches that engage stakeholders with lived experience to develop equity-centered practice improvements that strengthen integrated behavioral health care.	Pre-req. DBH 1000, DBH 1001 DBH 9901

XIII. Non-Degree Certificate Programs

Trauma Informed Healthcare Certificate

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 & Sinksy'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 CertificateProgram:

   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.

   CGI 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	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 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	Leading Edge Trauma Therapies for Integrated Care	3	This course will familiarize students with a spectrum of innovative trauma therapies that neurophysiological studies have documented to accelerate the treatment of pathologies related to traumatic stress. Course content provides an introduction to the following interventions: EMDR; somatic therapies, including sensorimotor psychotherapy (SP) and somatic experiencing (SE); Internal Family Systems (IFS), Applied Neurofeedback; and Psychedelic Assisted Psychotherapy (PAP).	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	Intergenerational Trauma	1	This course provides an introduction to intergenerational and racialized trauma. Research in the field of epigenetics illustrates that the untreated effects of trauma suffered by one generation, whether individual or collective, are passed on to up to four subsequent generations. We will explore historical and current research on the transmission of trauma among specific oppressed populations including select ethnic groups and BIPOC. This course will teach DBH-Cs to recognize intergenerational transmission of trauma, understand the mechanisms of transmission as well as implications for integrated care, along with effective treatment strategies.	Pre-req: DBH 1000 DBH 9901

Integrated Behavioral Healthcare Certificate

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 & Sinksy'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 CertificateProgram:

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.

CGI 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:
    a. 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

    b. 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

    c. 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

    d. 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

    e. 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,
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

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	Pre-req. DBH 1000, DBH 9901

			selecting, assessing and treating a patient known to you who has medically unexplained physical symptoms.	
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 approaches 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

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. Relevant history of contemporary quality metrics and accreditation entities will be discussed. In addition, the course will address the evolution of behavioral health quality measures within primary care and advancement of quality models and initiatives related to integrated care. Students will also explore relevant 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.	Pre-req. DBH 1000 DBH 9901

DBH 9015	Business Practices for the Biodyne Entrepreneur	3	This course addresses legal, ethical, and business considerations associated with the professional practice of Doctors of Behavioral Health. Professional ethical standards and codes of ethics are compared and contrasted. Special attention will be given to models of management and organizational leadership, financial and legal considerations in structuring a business, and legal requirements in healthcare practice. Emphasis is given to professional development and entrepreneurial opportunity as a Doctor of Behavioral Health.	Pre-req. DBH 1000 DBH 9901
DBH 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

Acknowledgements

Within ten (10) calendar days from the date of a revision to this catalog, or the date a new catalog is published, CGI 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 Program Director.

Changes to the Catalog are published as needed and are 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 CGI's website. At the time of publication of a new edition of the Catalog, an announcement will be sent 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 Program Director and the Board of Directors, and then reviewed by the 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

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 Program Director, and the Board of Directors, and then reviewed by the Advisory Board. Examples of degree program changes include the following.

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

Course Offerings Changes

Course changes are changes to course(s) that must be approved by the Program Director. Course/curriculum changes are discussed regularly with the Advisory Board. 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 prerequisite

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 CGI. 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 CGI. 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.

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