

Overview of the Accreditation Process & Standards I and II

Mission and Governance

Marcia Mastracci Ditmyer, PhD, MBA, MS

Amanda Harrison, M.Ed.

Monday, October 21, 2024 @ 10:15am to 11:00am

Overview of the Accreditation Process

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Initial Applicants

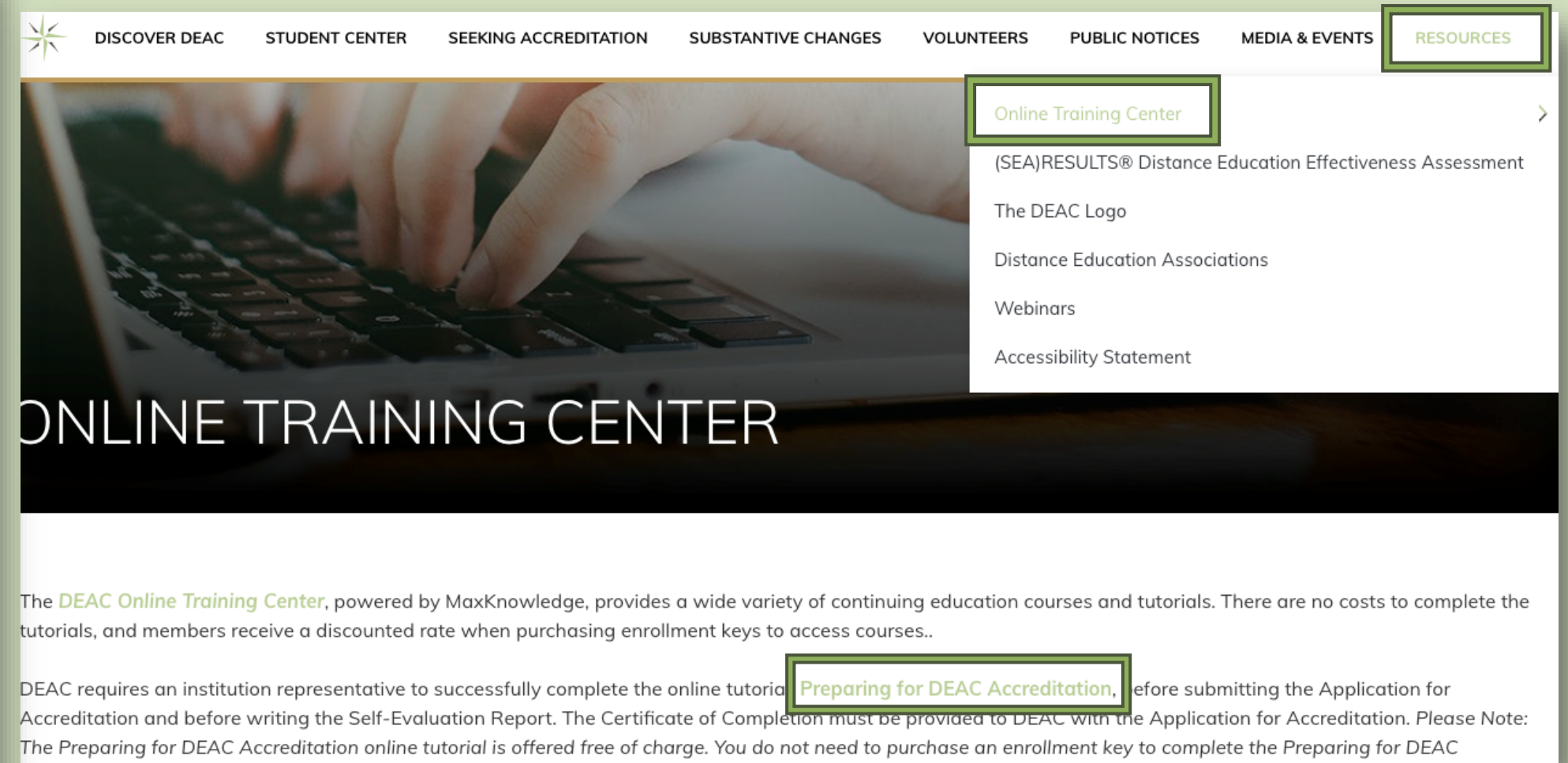
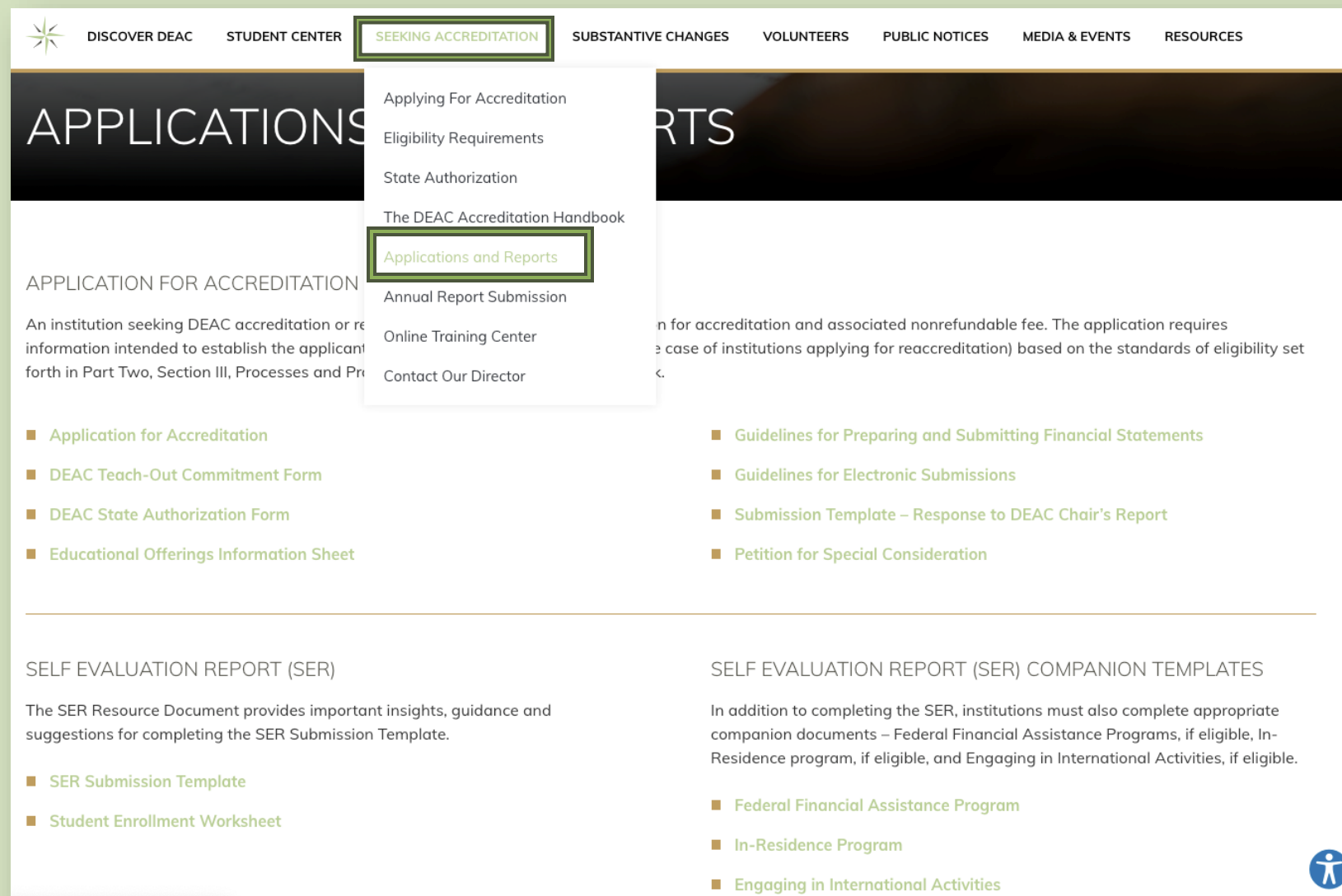
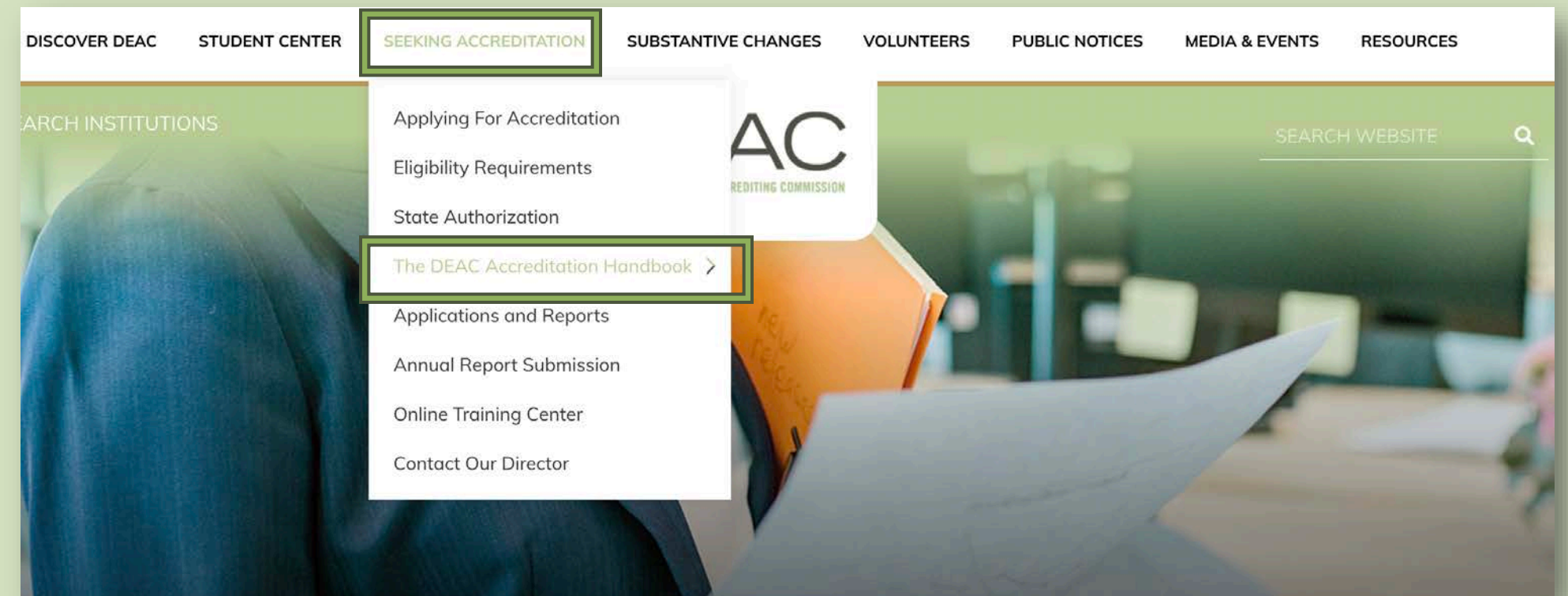
- Application submitted by the institution
- Application is approved by DEAC (~30 days)
- Readiness – SER (due 60 days from application approval)
 - 3 attempts (deemed ready or not ready)
- Educational Offsite Report (EOR) (due 30 days after clearing readiness)
- Self Evaluation Report (due 5 weeks prior to the onsite visit)
- Prepare for the onsite visit
- Respond to EOR (due 2 weeks prior to visit)
- Onsite visit (spring or fall)
- Chair's Report (6 weeks post visit)
- Responding to the Chair's Report (due in 30 days)
- All materials are brought forth to the commission
- Commission decision (notified 30 days from meeting)

Renewal Applicants

- Application submitted by the institution – due 1 year prior to expiration
 - June expiration – application due June 1
 - January expiration – application due January 1
- Application is approved by DEAC (~30 days)
- Educational Offsite Report (EOR) (due 30 days after application approval)
- Self Evaluation Report (due 5 weeks prior to the onsite visit)
- Prepare for the onsite visit
- Respond to EOR (due 2 weeks prior to visit)
- Onsite visit (spring or fall)
- Chair's Report (6 weeks post visit)
- Responding to the Chair's Report (due in 30 days)
- All materials are brought forth to the commission
- Commission decision (notified 30 days from meeting)

Resources

- DEAC Handbook
- DEAC 101 – Preparing for DEAC Accreditation
- DEAC Staff
- DEAC Members
- DEAC Website



Application

- Same application for initial and renewal
- Application Breakdown
 - Type of Accreditation
 - Section 1 – Institutional Information
 - Section 2 – Institutional Ownership
 - Section 3 – Program/Course Information (Educational Offerings Information Sheet)
 - Section 4 – Information on Educational Offerings
 - Section 5 – Institutional Affirmations
 - Section 6 – Documentation
 - Section 7 – Disclosures
 - Section 8 - Certification

APPLICATION FOR ACCREDITATION

An institution seeking initial or renewal of accreditation submits the following Application for Accreditation.

DEAC's scope of recognition by the Secretary of Education is: the accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Federal Student Assistance program purposes. Accordingly, DEAC seeks to ensure, through the application process that the institution's educational offerings and delivery systems remain within DEAC's scope of recognition.

Accreditation: Initial Renewal

SECTION 1: INSTITUTION INFORMATION

Institution Name: Insert Institution Name

Former Names: Insert Former Name(s)

Provide the address for the institution's main facility¹

Address	City	State (Country, Province)	Zip Code	Local Contact
Address	City	State	Zip Code	Local Contact

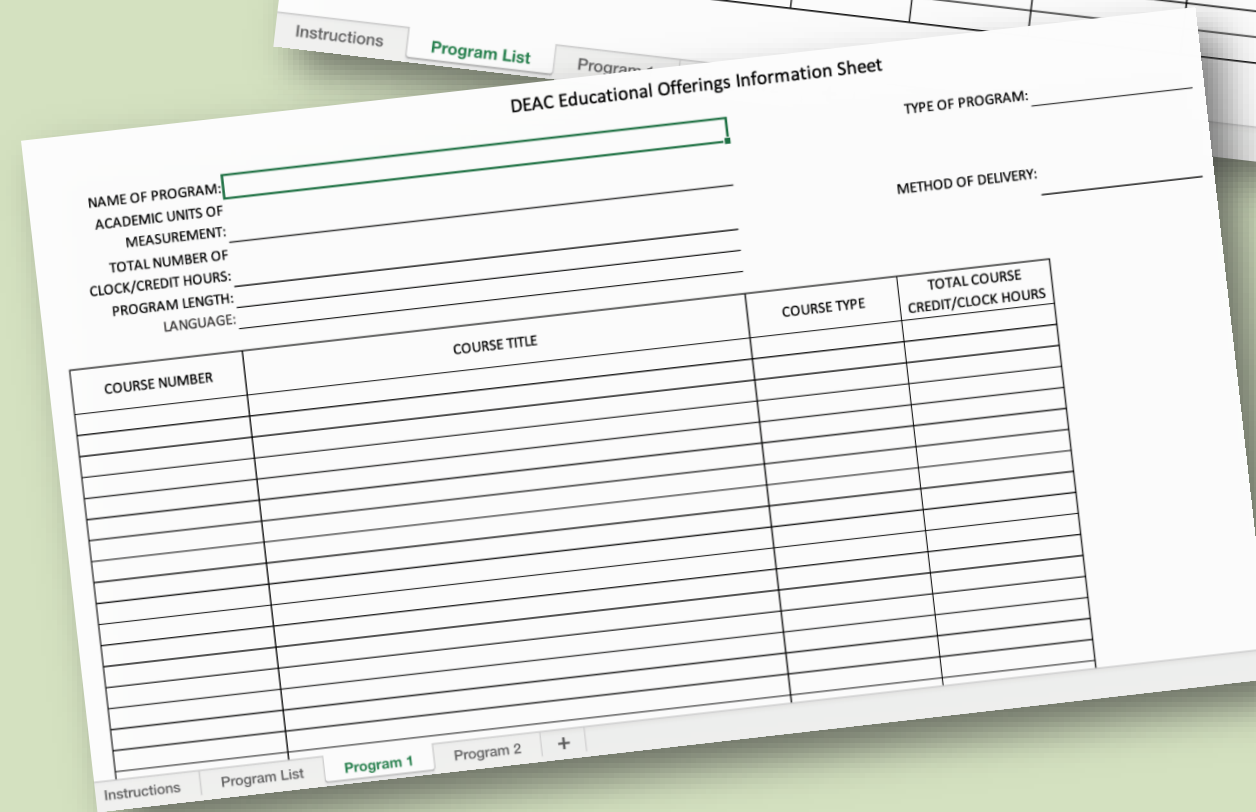
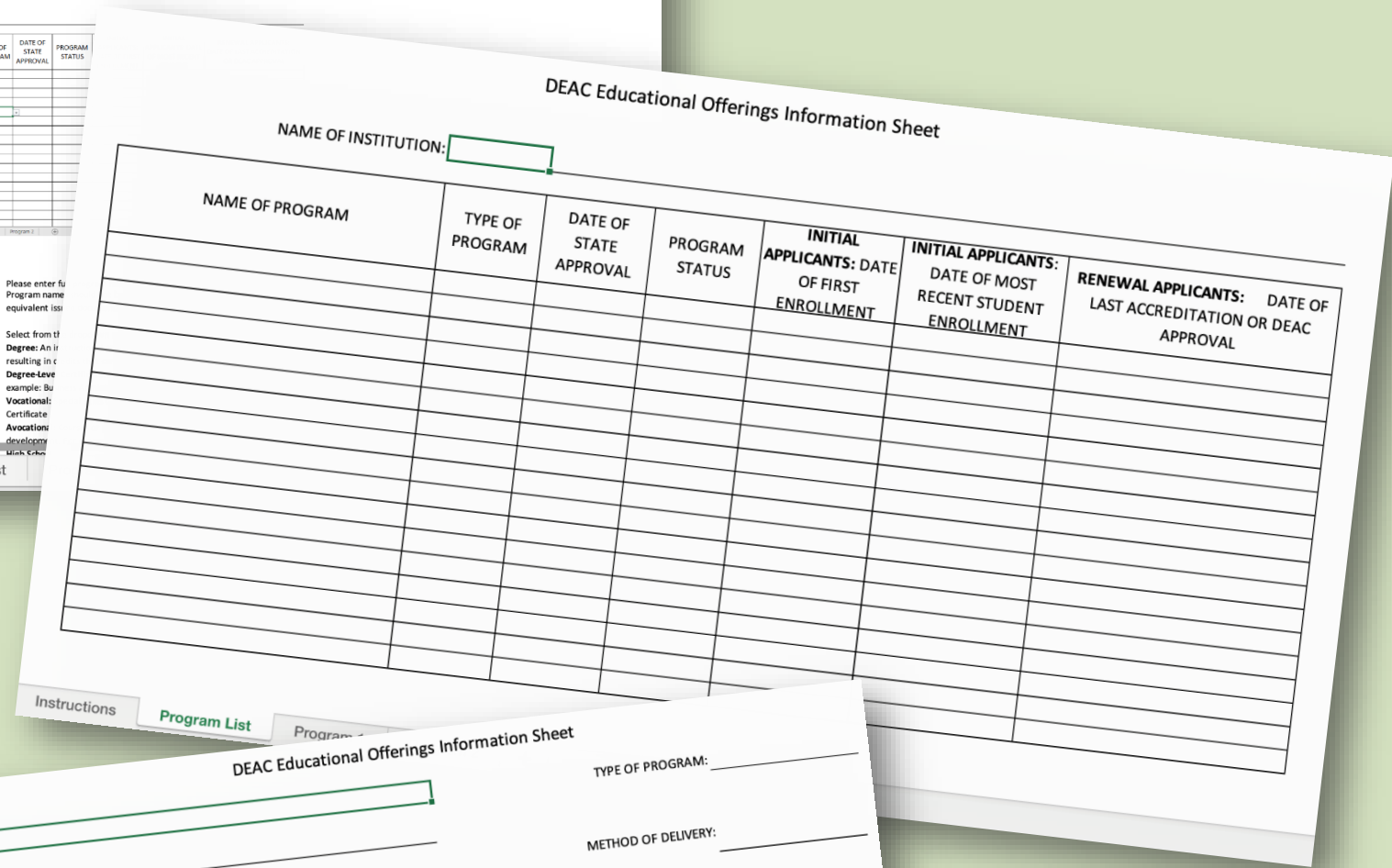
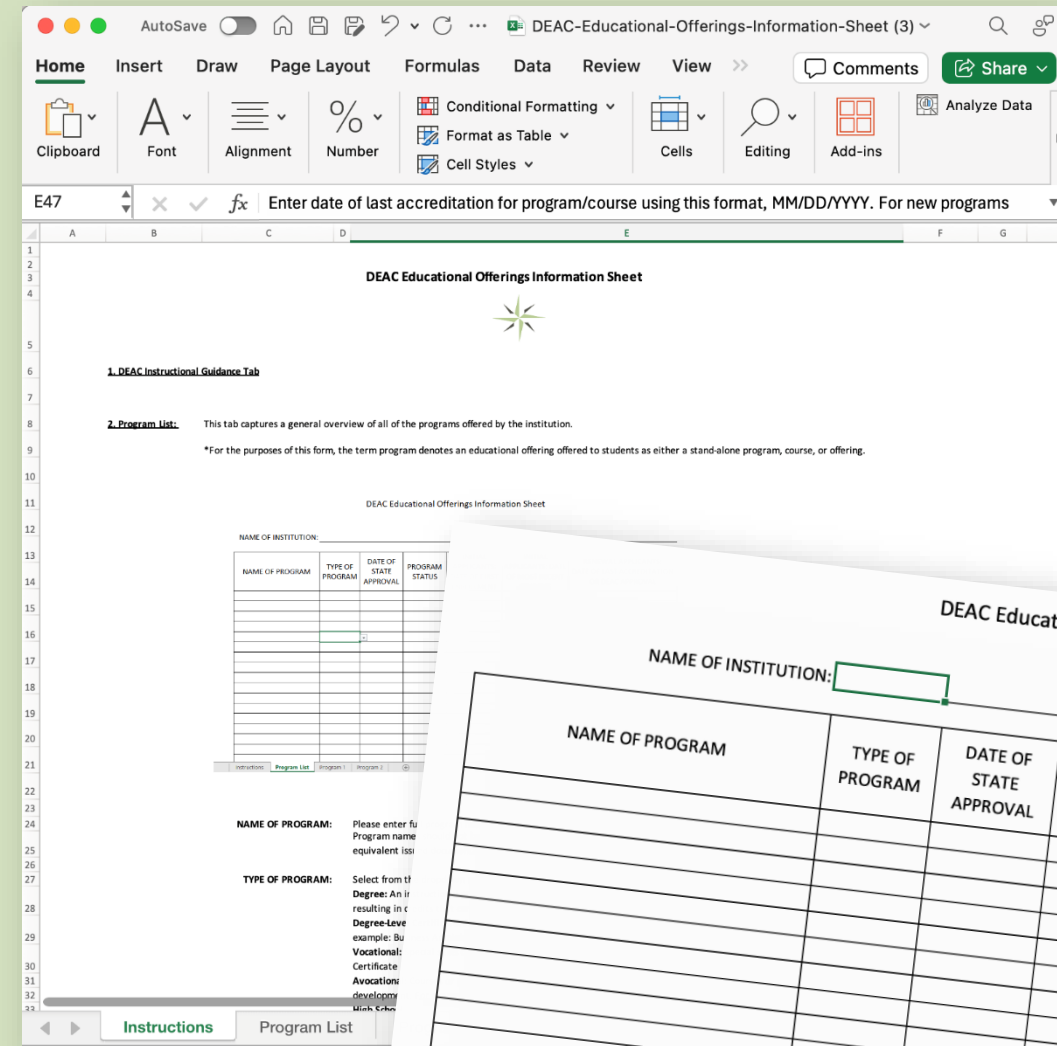
¹Main Facility: A geographic location that houses the headquarters of an institution. The institution provides evidence it is approved in the state for the activity that it conducts at the location.

Provide information for other locations (if any): Complete the chart below. Add rows as needed.

Address	City	State (Country, Province)	Zip Code	Location Type ²	Local Contact ³
Address	City	State	Zip Code	Choose an item.	Local Contact
Address	City	State	Zip Code	Choose an item.	Local Contact
Address	City	State	Zip Code	Choose an item.	Local Contact
Address	City	State	Zip Code	Choose an item.	Local Contact
Address	City	State	Zip Code	Choose an item.	Local Contact

Application Exhibits

- Application Fee
- Training Certificate of Completion
- State Authorization Form
- State Authorization Documentation
- DEAC Educational Offerings Information Sheet
- Audited financial statements
- Student List (100 per program)
- International Contracts or Agreements
 - Note: Engaging in International Activities documents required with SER



STATE AUTHORIZATION FORM

DEAC Standard II.D. requires that the institution be properly licensed, authorized, exempted, or approved by all applicable state education institutional authorities (or their equivalent for non-U.S. institutions) and that exemptions from state law be supported by state-issued documentation or in statutory language for that jurisdiction. Proper state authorization in an institution's state of domicile is a prerequisite for DEAC accreditation and required to maintain accredited status.

This State Authorization Form is intended to be used and submitted with institution's Application for Accreditation, Self-Evaluation Report, and substantive change applications to demonstrate compliance with states' authorization, licensure, and exemption requirements. Institutions should select the appropriate check box next to each relevant state and territory in the United States and include the date the authorization, licensure, or exemption was received (or when exemption by statute was last verified) or indicate if authorization is still pending and provide the date documentation was submitted. If not applicable, or if the institution is exempt by statute, check the appropriate box and provide a brief explanation.

Submission of this State Authorization Form is to be accompanied by documentation of licensure, authorization, exemption, or approval for every state in which it operates. Exemptions from state law must be evidenced by state-issued documentation (if required by the relevant state authority) or by relevant statutory language (linked and explained in the "Reason" column below or documented separately).

Non-U.S. institutions should revise this form as needed to represent all states, provinces, or otherwise defined regions in which it operates and how it is properly licensed, authorized, exempted, or approved by all applicable education institutional authorities to operate as a higher education institution.

United States and Territories	Licensed	Authorized	Exempt	Pending	Date	Not Applicable	Reason
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
American Samoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason

Standards I: Mission

Marcia Mastracci Ditmyer, PhD, MBA, MS

Amanda Harrison, M.Ed.

Monday, October 21, 2024 @ 10:15am to 11:00am

What has Changed/Not Changed

Description

The mission defines the institution's purpose, guiding its actions and decisions while providing stakeholders with a clear sense of the institution's direction and identity within the distance education community.

What Has Changed

1. Reduced from 3 to 2.
2. Mission Achievement moved to Standard III A. Mission Achievement.

What Has Not Changed

1. Focus on the institution's mission and how provides clear sense of direction.
2. Still must be regularly evaluated.
3. Must published your mission.

Description

The mission defines the institution's purpose, guiding its actions and decisions while providing stakeholders with a clear sense of the institution's direction and identity within the distance education community.



Standard I: Mission

CORE COMPONENTS

A. Description of the Mission

The institution's mission communicates its purpose and its commitment to providing quality distance educational offerings appropriate to the level of study offered. The mission establishes the institution's identity within the educational community and guides the development of its educational offerings.

B. Review and Publication of the Mission

The institution's administrative and academic leadership team, as well as representative members of the institution's faculty, shall review the mission on a regular basis to determine whether the mission should be amended and how the institution is performing against the objectives set by its mission statement. The published mission statement is readily accessible to students, faculty, staff, other stakeholders, and the public.

A. Description of Mission - Evidence

Present the institution's mission statement. (What does that look like?)



The screenshot shows the website for Saginaw Valley State University Student Affairs. The header features the university's logo and name. Below the header is a navigation menu with links to Departments, Cardinal Care Notes, Student Affairs Annual Report, Student Handbook, Emergency Need Services, and More. The main content area is titled "Mission, Vision, Values & Priorities" and is divided into two columns: Mission and Vision. The Mission column contains the university's mission statement and the Student Affairs Unit Mission Statement. The Vision column contains the university's vision statement and the Student Affairs Unit Vision Statement.

SAGINAW VALLEY STATE UNIVERSITY
STUDENT AFFAIRS

Departments ▾ Cardinal Care Notes Student Affairs Annual Report Student Handbook Emergency Need Services More ▾

SVSU / Student Affairs / Mission, Vision, Values & Priorities

Mission, Vision, Values & Priorities

<p>Mission</p> <p>SVSU's Mission: We transform lives through educational excellence and dynamic partnerships, unleashing possibilities for impact in our community and worldwide.</p> <p>Student Affairs Unit Mission Statement: Student Affairs creates learning experiences for all students that supports their academic, social, and personal development.</p>	<p>Vision</p> <p>SVSU's Vision: We will be renowned for our innovative teaching, experiential learning, and state-of-the-art facilities and be the first choice for those striving for personal and professional success.</p> <p>Student Affairs Unit Vision Statement: We create experiences that empower, support, and serve all students.</p>
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Your institution aligns its programs and services consistent with its identity as an institution of both opportunity and choice.

A. Evidence



Describe how the mission establishes the institution's identity within the educational community.

This might include things surrounding

- *Academic Improvement*
- *Programs of Qualitative Distinctiveness*
- *Enrollment Management*
- *Physical and Technological Resources*
- *Campus Culture*
- *University and Community Advancement*

A. Evidence

Describe how the mission guides the development of educational offerings.

1. The Mission should clearly identify the nature and scope of programs and services, emphasizing teaching and learning in all endeavors.
2. The institution should focus attention on “graduates,” thus marking enrolled students as key intended constituents.
3. The Mission encourages a wide range of people to consider themselves as potential students and broadly defines the individuals who might become its students and graduates.
4. The mission focus of creating a community that “respects the diversity of all whom it serves” and its sense of its place within “a pluralistic society.” Thus, while the University is primarily a “resource for the region’s schools, governments, businesses, and people,” the mission further states that the University aims to serve and to have its graduates serve “a diverse and global society.”
5. The mission shows that the institution serves the public good as a key venue for diverse programs and services available to a broad range of constituencies.
6. The Mission is grounded in an awareness of and commitment to the communities served, hence demonstrate how the programs reflect that.

B. Review & Publication of the Mission- Evidence

1. Describe the procedures followed by leadership and faculty representatives to regularly review the institution's mission and its performance against mission-aligned objectives .
2. Explain how often the mission is reviewed by leadership and faculty representatives. [EXHIBIT 5: Meeting Minutes (Leadership, Advisory Council, Faculty, and Staff)]
3. Identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public. SER Guide doc guidance opportunity here?

-
- Describe the process how the mission is reviewed – Whom, what, when, and how often?
 - Explain any changes made to mission – also consider if not changed, explain why not changed.
 - **Share the meeting minutes where this was completed as evidence this was completed.**
 - **Specific meeting solely for this purpose.**
 - Describe how mission leads strategic planning; role in strategic planning.
 - Create an evaluative statement about mission – one that summarizes your mission.

B. Review and Publication of the Mission Evidence

Describe where the institution publishes its mission, demonstrating that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public. [Link to Mission](#)



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Mission, Vision, and Values

Introduction

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

Cummings Graduate Institute takes great pride in awarding the unique and innovative Doctor of Behavioral Health degree, referred to hereafter as “DBH.”

Mission

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

Vision

To improve the way the world experiences healthcare.

Values

Through our Values, CGI demonstrates to our students, faculty, staff, partners, and larger community that we are a disruptive institution, aimed at making a difference for all those who interact with us.

Standards II: Governance

Marcia Mastracci Ditmyer, PhD, MBA, MS

Amanda Harrison, M.Ed.

Monday, October 21, 2024 @ 10:15am to 11:00am

What has Changed/Not Changed

Description

The governance structure of the institution provides sufficient academic and administrative leadership, oversight, capability, and stability to ensure the efficient and effective use of institutional resources consistent with the institution's mission.

What Has Changed	What Has Not Changed
<ol style="list-style-type: none">1. Was Standard X, relocated to II2. Renamed: "Governance" from "Institutional Governance."3. Added D. Maintaining Eligibility for Accreditation.	<ol style="list-style-type: none">1. Maintains focus on<ol style="list-style-type: none">a. Governance Structureb. Reputationc. Succession planning

Standard II: Governance

A. Owners, Governing Board Members, Officials, and Administrators

The institution's owners, governing board members, officials, and administrators possess appropriate qualifications and experience for their positions. The owners, governing board members, officials, and administrators are knowledgeable and experienced in one or more aspects of education administration, finance, and the design and delivery of academic programs and related student services within a distance learning model. The institution's policies clearly delineate the duties and responsibilities of owners, governing board members, officials, and administrators. Individuals in leadership and managerial positions are qualified by education and experience appropriate to their position and have the ability to oversee institutional operations consistent with the institution's mission and program offerings.


Description

The governance structure of the institution provides sufficient academic and administrative leadership, oversight, capability, and stability to ensure the efficient and effective use of institutional resources consistent with the institution's mission.



A. Evidence


- Exhibit 6
 - Table of Qualifying Professional Experience
 - Owners, Governing Board Members, CEO, and Administrator Resumes
 - Owners, Governing Board Members, CEO, and Administrator Job Descriptions



Cummings Graduate Institute for Behavioral Health Studies
2111 East Baseline Road, Suite E1, Tempe, AZ 85283
Office - (480)-285-1761 Fax - (480)-999-5641
www.cgi.edu

Cummings Graduate Institute – Board of Directors

Name	Title	Length of Term	Academic Credentials	Qualifying Professional Experience
Cummings, Dorothy	Member	2015 – present	M.S.S., D.H.L.	Attachment: Exhibit 35 - Board of Directors Resumes - Dorothy Cummings
Cummings, Janet	Chair	2015 – present	Psy.D.	Attachment: Exhibit 35 - Board of Directors Resumes - Dr. Janet Cummings
Denny, Mary	Member	2020 - present		Attachment: Exhibit 35 - Board of Directors Resume - Mary Denny
Ford, Larry	Member	2021 - present	DBH	Attachment: Exhibit 35 - Board of Directors Resumes - Dr. Larry Ford
Coltini, Ruth	Member	2015 – present		Attachment: Exhibit 35 - Board of Directors Resumes - Ruth Coltini




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Position: Chair, Board of Directors

Job Summary:
Lead and oversee the essential functions of Cummings Graduate Institute's Board of Directors.

Essential Duties and Responsibilities

- It shall be the duty of the Chairperson to preside at all meetings of the Board and attend all meetings of the Executive Committee.
- Serves as the point of contact for every board member
- Sets goals for the board member
- Encourages board members to attend board meetings
- Serves on the Finance Committee
- Appoints new board members as needed
- Attends a minimum of 75% of all board meetings
- Ensure the Board is informed of all activities of the Institute
- Ensure the Board is informed of all activities of the Institute



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Effective Change Date: Monday, January 8, 2024

Position: Chief Executive Officer

Job Summary:
The CEO of the Cummings Institute drives all efforts aimed at accomplishing CGI's Mission and Vision while acting in accordance with CGI's Values. This position is responsible for creating an Institutional Effectiveness Plan on the effectiveness and efficiency of CGI's business operations, student services and development, and academic operations, and for creating, monitoring, and reporting on a Strategic Plan for the institution. As such, this position reports directly to the Board of Directors.

Essential Duties and Responsibilities:

- Serving as the chief advocate and leader of the institution's mission
- Nimble addressing and meeting the challenges facing higher education while enhancing Cummings Graduate Institute's commitment to the 55-year-old Biodyne Model of Integrated Care educational model and tradition
- Expanding the university's resources, in particular through philanthropy, community outreach, and partnerships by serving in a prominent role of cultivating and soliciting donors
- Leads the institution Institutional Effectiveness Planning
- Leads the institution in Strategic Planning
- Developing a cohesive, integrated, and high-functioning leadership team
- Growing and strengthening CGI's diverse community and culture of inclusiveness.
- Collaborating with the senior leadership team to implement CGI's strategic plan
- Supporting CGI's broader goals and drives strategic initiatives to ensure their success within the academic program.

Standard II: Governance

B. Reputation of Institution, Owners, Governing Board Members, Administrators, and Other Officials

The institution and its owners, governing board members, officials, and administrators possess sound reputations, a record of integrity, and ethical conduct in their professional activities, business operations, and relations. The institution's name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers. The institution's owners, governing board members, officials, and administrators shall comply with the institution's policies and procedures governing conflicts of interest and other applicable rules of conduct.



Standard II: Governance

C. Succession Plan

The institution has a written plan that describes the process that it follows to sustain operations in the event a leadership succession is necessary. The plan identifies specific people, committees, or boards responsible for carrying out the operation of the institution during the transition period. The plan includes a business continuity structure that the institution can implement immediately. The institution reviews the plan on an annual basis and revises as needed.

D. Maintaining Eligibility for Accreditation

The institution maintains its eligibility for accreditation and is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their equivalent for non-U.S. institutions). Exemptions from state law are supported by state-issued documentation or by statutory language for that jurisdiction.

Description

The governance structure of the institution provides sufficient academic and administrative leadership, oversight, capability, and stability to ensure the efficient and effective use of institutional resources consistent with the institution's mission.

C. Evidence

- Exhibit 7 – Succession Plan
 - Outline of who is to replace whom
 - Timeframe



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Succession Plan

Process for Succession:

In the event a successor is needed for an Executive Leadership position within Cummings Graduate Institute, the following steps are taken. For any vacant position, the succession defaults to the next individual in command to fulfill the role effectively within three (3) business days of the vacancy. Cummings Graduate Institute fills the lowest available position which results from the succession leadership plan with an interim internal assignment to fulfill all critical duties and responsibilities. The lowest vacant position is filled within three (3) months through a hiring process if the vacant role is an employee position or through an appointment process if the vacant position is a member of the Board of Director.

If the vacancy is a Board of Directors position, the Executive Leadership team will confer within two (2) business days of the vacancy being identified to ensure coverage of all critical tasks and duties until the vacancy is filled. The duties and responsibilities of the interim assignment are communicated to the interim fill within one (1) business day of the Board of Director conference.

If the vacancy is an Institutional Leadership position, the team confers within two (2) business days of the vacancy being identified to ensure coverage of all critical tasks and duties until the vacancy is filled. The duties and responsibilities of the interim assignment are communicated to the interim fill within one (1) business day of the Institutional Leadership Team conference. Should a Director be appointed to the Chief Executive Officer position, the finance department, who oversees financial operations for the Institute, makes the decision on compensation, based on equivalent compensation across other similar institutions and in consideration of the budget.

Should the interim assignee need additional support to manage the interim duties and responsibilities in addition to their own, the Institutional Leadership Team will conduct a needs assessment related to the outstanding duties and responsibilities and make distributions among the team as appropriate.

Timing of Leadership Transfer:

Within five (5) business days of the vacancy of the Executive Leadership Team will conduct a needs assessment related to the outstanding duties and responsibilities and make distributions among the team as appropriate.

Search Team Formation:

Within five (5) business days of the vacancy, the Executive Leadership Team will form a search team for the vacancy and create a plan for carrying out the search.

Interim Chief Executive Officer Authority:

D. Evidence


- Exhibit 3
 - DEAC State Authorization Form
 - State Licensure and Authorization and Other Accreditation Documents

SARA Participation Confirmation Letter for Cummings Graduate Institute

External NC-SARA x

NC-SARA Wed, Sep 18, 8:37 AM

to me, finance@cgi.edu, ldueck.azsara@riosalado.edu, lanna.dueck@riosalado.edu



National Council for State Authorization Reciprocity Agreements
MHEC • NEBHE • SREB • WICHE

September 18, 2024

Cummings Graduate Institute
2111 E Baseline Road, Suite E1
Tempe, Arizona 85283
United States

On behalf of the National Council for State Authorization Reciprocity Agreements (NC-SARA), we are pleased to welcome Cummings Graduate Institute as an institutional participant in SARA for the current participation period 9/23/2024-9/22/2025. We are happy that you are part of the SARA community, and we look forward to working with you!

STATE AUTHORIZATION FORM

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United States and Territories	Licensed	Authorized	Exempt	Pending	Date	Not Applicable	Reason
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
American Samoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	<input type="checkbox"/>	Reason

Thank You!



Marcia Mastracci Ditmyer, PhD, MBA, MS
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Amanda Harrison, M.Ed.
Cummings Graduate Institute
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