

DAYBREAK UNIVERSITY



ACADEMIC CATALOG 2021-2022

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DISCLAIMER

Although every effort has been made to ensure the accuracy of the information in the Daybreak University Catalog, students and others who use the Catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Directors of Daybreak University, or by the President or designee. More current or complete information may be obtained from the appropriate department, school, or administrative office.

The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Catalog may change without notice.

The Catalog is updated regularly. Students are subject to the provisions of the most recent Catalog; however, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of his or her degree program. If a student does not maintain continuous enrollment, his or her degree program is subject to change in alignment with the most recent provisions in the Catalog.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding the Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 574-8900 or by fax (916) 263-1897.

The institution does not provide visa services or vouch for students and their spouses who want to study and need to change their visa status to F-1. Students and spouses must utilize the services of an attorney to change their status. Students must recognize that the application of a change of status does not guarantee approval of the change of status. The institution is not responsible for SEVIS's final decision.

AUTHORIZATION

Daybreak University is a private institution approved to operate as an accredited institution by the California Bureau for Private Postsecondary Education (BPPE). “Approved to operate” or “approved” means that an institution has received authorization, pursuant to the California Private Postsecondary Education Act, to offer the public and to provide postsecondary educational programs.

In accordance with the provisions of California Education Code 94866 or 94890, BPPE approves Daybreak University to offer following programs.

- Master of Arts in Counseling
- Doctor of Philosophy in Counseling

The graduation of this institution does not guarantee or imply any possible future employment.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 574-8900 or by fax (916) 263-1897.

Daybreak University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category IV institution by the TRACS Accreditation Commission on October, 27, 2020. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

PRESIDENT'S GREETING

Dear Daybreak Community,

I would like to first welcome and thank you for the opportunity to serve as your president. Our time together will offer us many opportunities to engage, dream, and deliver on the many opportunities that lie in front of us.

Daybreak University strives to cultivate a professional, compassionate, and excellent learning community. It offers high quality academic programs, impressive academic facilities, and a very dedicated, well-qualified faculty who truly care for our students.

Daybreak University offers graduate programs in Counseling, emphasizing specialized education within in the scientist-practitioner model. We are committed to building a community that is devoted to student success and values individual learning, growth, and service.

Engagement will be a key ingredient as we seek to position Daybreak as a truly excellent place to learn and work. Through heightened communication, a spirit of collaboration, and a fierce commitment to our mission, we will help you learn, enhancing the overall student-centered learning experience, and executing necessary strategies that will position Daybreak University for generations to come.

Thank you and best wishes for a productive academic year.

Sincerely,



Jea Eun Oh, Ph.D.
President

GENERAL INFORMATION

Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart of God. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Institutional Objectives

In pursuing its mission, Daybreak University seeks to achieve these four university wide objectives:

1. Achieve excellence in education and research.
2. Develop innovative and effective practitioners.
3. Develop a lifelong commitment to service and reflect Christian spirituality of love and compassion into learning and practice.
4. Promote cultural and individual diversity and attitudes of respect for all.

Philosophy of Education

In order to achieve the institutional objectives, Daybreak University utilizes the scientist-practitioner educational learning model while also valuing the praxis-oriented, student-centered, and self-reflective models of learning.

Scientist-Practitioner Model

The scientist-practitioner model urges clinicians to allow empirical research to influence their applied practice; while simultaneously, allowing their experiences during applied practice to shape their future research questions. Daybreak students are encouraged to continuously advance and refine their clinical competence while integrating theory, field work, and research.

Praxis-Oriented Learning

“Praxis” is the process by which a theory, lesson, or skill is enacted, embodied, or realized. Praxis is also the act of engaging, applying, exercising, realizing, or practicing ideas, which is always entwined with communication. The Praxis-oriented learning allows Daybreak students to reflect on and revise their clinical work as they develop their understanding. The Praxis-oriented model will promote students’ learning as an ongoing process through communication.

Student-Centered Learning

“Student-centered” learning puts students’ interests first, acknowledging student voice as central to the learning experience. The student-centered learning will give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study.

Self-Reflective Approach

The “person-centered” approaches (by Dr. Carl Rogers) emphasize increasing self-awareness, identifying personal issues, and implementing the self of the therapist as an effective therapeutic tool. This learning model allows student trainees to achieve a greater mastery of self for a more active, conscious and purposeful use of self in the clinical practice.

Faith Statement

Daybreak University is dedicated to providing a value-based education with a vision grounded in Christian social teachings. Students are encouraged to explore how faith and reason are compatible in education, and to develop strong moral convictions.

The Bible

We say that the Bible is vital to our faith and life. The Bible is a collection of sixty-six books, thirty-nine in the Old Testament (or Hebrew Bible) and twenty-seven in the New Testament. We say that God speaks to us through the Bible and that it contains all things necessary for salvation.

The Trinity

When we say the Apostles’ Creed, we join with millions of Christians through the ages in an understanding of God as a Trinity—three persons in one: Father, Son, and Holy Spirit. God, who is one, is revealed in three distinct persons.

The Son

We believe in Jesus as God’s special child. We call this the Incarnation, meaning that God was in the world in the actual person of Jesus of Nazareth.

The Holy Spirit

The Spirit is mentioned often throughout the Bible. In Genesis a "wind from God swept over the face of the waters," as if taking part in the Creation (1:2). Today we continue to experience God's breath, God's Spirit. As one of our creeds puts it, "We believe in the Holy Spirit, God present with us for guidance, for comfort, and for strength."

Redemption

The substitutionary and redemptive sacrifice of Jesus Christ for the sin of the world, through His literal physical death, burial, and resurrection, followed by His bodily ascension into heaven.

Salvation

Personal salvation from the eternal penalty of sin provided solely by the grace of God on the basis of the atoning death and resurrection of Christ, to be received only through personal faith in His person and work.

Last Things

The future, personal, bodily return of Jesus Christ to the earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments.

Biblical Creation

We believe that God created human beings in God's image. We believe that all humans need to be in relationship with God in order to be fully human. Special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.

Christian Faith

Christian faith is, in part, a matter of hoping. We believe in and trust the Lord of the future, and we lean into the future that God has promised. God goes before us, beckoning us into the new world that is already being created, calling us to join in the challenging work of fashioning it. Our hope is in the Lord of all creation and all history -God who is still in charge and is actively at work transforming the world.

The University requires all applicants to sign an acknowledgement of its faith. This statement is annually affirmed by the Board of Directors as indicated in director minutes.

Ethical Values and Standards

Daybreak University's ethical values and standards define the character of the institution and are active ingredients in all that the University does. Through our commitment to these values and

standards the University can better serve and be more responsive to its students, staff and community:

Community

Building a community of scholars and students where we encourage each other to grow academically and spiritually.

Leadership

Serving the community with integrity, respect and cultural sensitivity.

Teamwork

Working together to encourage input and dialogue in a collegial manner befitting higher education.

Accountability

Continuously assessing where we are as a Christian institution and to assume responsibility for all that we do.

Participation

Fostering and encouraging faculty, staff and students in various university decision-making processes and practicing shared governance.

Excellence

Seeking high standards for teaching, scholarship, and performance with a commitment to continual development.

Spiritual Vitality

Moving together in personal relationship with Christ Jesus and knowledge of God's calling, we dedicate ourselves to Spirit-filled service.

About Daybreak University

Daybreak University is a not-for-profit university located in Los Angeles, California. Daybreak is dawn: the time of day when sunlight first begins to appear. As our great teacher of Systemic Thinking, Dr. Gregory Bateson, said, "The major problems in the world are the result of the difference between how nature works and the way people think." Everyone has a dark side in their lives, whether it is a small or big. Throughout our life journey, sometimes we lose our way to a dark night. However, what we are supposed to remember is how nature works. Dr. Bateson pointed out that no matter how dark the night is, the dawn will always come. The crack of dawn will brighten up even our darkest night. This is what Daybreak University always wants to be.

Location and Facilities

Daybreak University is located at 1818 S. Western Ave. #207, Los Angeles, California 90006. The institution also operates two Remote Instructional Locations, one at 135 South State College Blvd. Suite 200, Brea, California 92821, and the other one is 2500 Nutwood Ave, Fullerton, CA 92831. All class sessions are held at the above addresses. The facilities include classrooms, library, conference room, and administrative and faculty offices. All students have access to computers, campus wireless network, printers and copiers, and audio/visual gear including digital recorders and projectors. Daybreak University does not acknowledge Ability-to-Benefit policy, student's prior experiential learning, challenge exams or achievement tests.

The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C Sec. 1101 et seq.).

PROGRAMS

Master of Arts in Counseling (MAC) Program

The purpose of Daybreak's Master of Arts in Counseling (MAC) program is to:

- Train students to become competent and research-informed practitioners.
- Equip students with the in-depth understanding of the academic knowledge and advanced systemic clinical skills associated with their chosen area of counseling through coursework, supervision, and clinical evaluations.
- Nurture students to be able to work systemically in varied settings with individuals, couples, and family.

Daybreak University's Master of Arts in Counseling (MAC) Program have four Specializations;

- MAC Program with a Specialization in Marriage and Family Therapy (MFT Licensure track)
- MAC Program with a Specialization in Marriage and Family Therapy (MFT Non-Licensure track),
- MAC Program with a Specialization in Imago Relationship Therapy (IRT), and
- MAC Program with a Specialization in Human Sexuality and Sex Therapy (HST).

Doctor of Philosophy in Counseling (Ph.D.) Program

The purpose of Daybreak's Ph. D. in Counseling program is to:

- Train students to serve a diverse society and promote competencies in systemic counseling practice, supervision, research, and scholarship.
- Equip students with the in-depth understanding of the relational and contextual educational approaches in the field of counseling through the recursive interaction between theory and practice inside and outside the classroom.
- Nurture students to create a learning community in which transformative skills and expressive performance are developed and possibilities for collaboration are encouraged in varied settings with individuals, couples, and family.

Daybreak University's Ph. D. in Counseling Program have three Specializations;

- Ph. D. in Counseling Program with a Specialization in Marriage and Family Therapy (MFT)
- Ph. D. in Counseling Program with a Specialization in Imago Relationship Therapy (IRT)
- Ph. D. in Counseling Program with a Specialization in Human Sexuality and Sex Therapy (HST)

ADMISSIONS INFORMATION

General Admissions Policies

Admission is open to an individual who has earned a qualifying degree from an accredited institution. An applicant is expected to carefully review admission requirements outlined in this Catalog. An applicant to the Master of Arts and Doctor of Philosophy program in Counseling at Daybreak University is required to submit a completed application, application fee, and all official transcripts from institutions listed on the application.

- Transcripts should be delivered in their official, sealed envelopes. An official transcript can also be sent electronically directly from an institution.
- Educational instruction at the University is provided in English. An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling minimum TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the IBT. Students who have completed college level English courses from other institutions can be admitted to Daybreak University without TOEFL score. The University does not offer any ESL instruction.

Application materials submitted to Daybreak University become the property of the University and will not be returned to the applicant, irrespective of application outcome. Materials will be retained on file for one year from the time of application. Upon successful application, official transcripts, test scores, and acceptance letters will be kept in the Registrar's Office.

Non-Discrimination Policy

Daybreak University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Daybreak University views, evaluates, and treats all persons in any university related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics. Daybreak University prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual

orientation, gender identity and expression, disability, or status as a veteran. The university will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Daybreak's Equal Opportunity, Equal Access and Affirmative Action Policy, which provides specific contractual rights and remedies.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Academic Dean for final determination.

Master of Arts in Counseling (MAC) Program Admissions

Applications for admission to the MAC program must provide the following information:

- Baccalaureate degree from an accredited college or university
- A completed admission application form
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Official undergraduate transcripts from state approved or accredited institutions
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Purpose Statement: Submit a 3-page essay (double spaced).
- Two letters of reference
- Admission interview
- TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the IBT. Exceptions can be made for students who have completed college level English courses. Students can be admitted to Daybreak University with a condition of completing English courses with a passing grade before the graduation.
- Pay the non-refundable application process fee: \$100.00

Doctor of Philosophy in Counseling (Ph.D.) Program Admissions

Applicants are required to have a master's in counseling or closely related field. Interested students must have a commitment to solving critical human problems in our increasingly diverse world.

Applications for admission to the Ph.D. in Counseling program must provide the following information:

- Master's degree in Counseling or closely related field from an accredited College or

University

- A completed admission application form
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Official transcripts of all undergraduate and graduate course works from state approved or accredited institutions
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Research plan: Submit a 3-page essay (double spaced)
- Two letters of reference
- Admission interview
- TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the IBT. Exceptions can be made for students who have completed college level English courses. Students can be admitted to Daybreak University with a condition of completing English courses with a passing grade before the graduation.
- Pay the non-refundable application process fee: \$100.00
- Requirements for applicants for Ph.D. in Counseling with a Specialization in Imago Relationship Therapy (IRT):
 - Verification of Imago Relationship Therapy experiences by providing training certificates from IRI (Imago Relationships International) or IITI (International Imago Training Institute)
 - One letter of the two letters of reference should be from a certified Imago Clinical Instructor and faculty at IITI.

Transfer Students and Transfer of Credits

Daybreak University accepts graduate-level transfer credit. However, students should not assume that credits will automatically transfer to or from any educational institution. Before signing an enrollment agreement, all students are advised to verify with Admissions office any requested transfer of credits and to determine whether or not the University will accept any credits earned at another educational institution. Credits completed at the graduate level with a grade of B or better at an accredited institution may be accepted up to 25 percent of the total credits required for the student's program. The University may accept credit from non-U.S. institutions for transfer provided that official transcripts demonstrate that these institutions and their courses are equivalent to Daybreak requirements. Daybreak University does not award credit for prior experiential learning.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Daybreak University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at the institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Daybreak University to determine if your credits or degree will transfer.

Daybreak University has no articulation agreement with any other college or university, and credits completed in the student's program at the University may not be accepted by any other college or university for transfer. Also, the degree earned from the University may not be accepted by any other college or university as a basis for admission to a graduate-level program.

FINANCIAL INFORMATION

Application Fee

An application fee of \$100 must accompany each application. This fee is non-refundable.

Tuition and Fees

Tuition and fees, set annually by the board of directors of Daybreak University, are subject to change without notice. The information below indicates the cost per quarter for the academic years.

Tuition

- Master of Arts in Counseling: \$300 per credit
- Doctor of Philosophy in Counseling: \$430 per credit

Master of Arts in Counseling (MAC) Program

Total charge for a quarter

Tuition	\$ 3,375
Books and Supplies	\$ 300
Registration (non-refundable)	\$ 100
Library and IT Services Fee (refundable)	\$ 50
Total	\$ 3,825

An estimated total charge for the entire program

\$30,600 (= \$3,825 X 8 Quarters)

NOTE: Approximate Annual Cost of Room, Board, Tuition, etc. per Student is \$21,300.

Doctor of Philosophy in Counseling (Ph.D.) Program

Total charge for a quarter

Tuition	\$ 3,870
Books and Supplies	\$ 500
Registration (non-refundable)	\$ 100
Library and IT Services Fee (refundable)	\$ 50
Total	\$ 4,520

An estimated total charge for the entire program

\$54,240 (= \$4,520 X 12 Quarters)

NOTE: Approximate Annual Cost of Room, Board, Tuition, etc. per Student is \$25,600.

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by students in educational programs who are California residents, or are enrolled in a residency program, attending certain schools regulated by the Bureau, for Private Postsecondary Education.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225 Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Aid/Scholarships

Daybreak University does not participate in federal or state financial aid programs. However, the University offers a limited number of scholarships to help qualified students of every race, ethnicity, gender, and creed meet the financial requirements of attending the University. All current students who maintain an overall GPA of 3.0 or higher and are enrolled full-time are eligible to apply for scholarships. A scholarship application must be submitted to the Academic Dean during the registration period. The faculty scholarship committee determines the recipients in light of students' academic achievement and financial needs. Scholarships are awarded at the beginning of each quarter and will apply toward the student's tuition.

Loans and Responsibility

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Payment Information

A student's account must be paid in full prior to re-enrollment in subsequent terms. Transcripts are withheld if a student has an outstanding obligation to the university or is in default on any government-based loan.

Rights to Cancel

Students have the right to cancel enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Daybreak University reserves the right to terminate the student for unsatisfactory progress, non-payment of tuition, or failure to conform to the University's standards of conduct.

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

Refund Policy

Cancellation, Withdrawal, and Refund Policy

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

In compliance with the California Education Code, the refund policy for students who have completed 60 percent or less of the course of instruction is pro rata. The effective date of cancellation or withdrawal will be the date on which the student submits his or her notice to the Office of Admissions and Registrar. Tuition refunds are paid or credited to a student within 30 days of filing the withdrawal form.

A refund of 100% of institutional charges, without penalty or obligation, shall be made of the amount paid, less a \$100.00 application fee for those students, who meet the following criteria:

1. Those whose class or classes were canceled by the University
2. Those who were not officially added by the instructor from a waiting list, and
3. A student has the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Tuition Refund Schedule

The student will not get a refund after more than 60% of the instruction has been presented. For students who have completed 60% or less of the instruction period, the refund shall be on a pro rata basis. The exact amount of prorated refund will be based on the formula listed below. The following table provides the estimated amount of refund at each point of withdrawal:

Percent of Attendance	10%	20%	30%	40%	50%	60%	Over 60%
Tuition Refund	90%	80%	70%	60%	50%	40%	0%

In calculating the refund, the University will:

- (1) Deduct the registration fee from the total tuition charge.
- (2) Divide this figure by the number of hours of the program.
- (3) The quotient is the hourly charge for the program.
- (4) The amount owed by the student for the purpose of calculating the refund due is derived by multiplying the total hours attended by the hourly charge for instruction calculated in (3), plus the amount of the registration fee specified in (1); and
- (5) The refund shall be any amount in excess of the figure derived from (4) that was paid by the student to Daybreak University.

For example: if a student withdraws a course after 18 hours out of 45 hours (4.5 credits x 10 weeks) and its tuition is \$900, the refund will be: $\$900 - \$900 \times 18/45$ credit hours = \$540.

NOTE: Students must follow the withdrawal procedure to be officially withdrawn from a course. Failure to do so could result in the student being charged and receiving a failing grade in the class.

Questions and Complaints

Any questions a student may have regarding enrollment at Daybreak University that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 574-8900.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

A member may also contact TRACS Accrediting Agency by completing the TRACS Complaint Form found on https://tracs.org/documents/3.TRACSComplaintForm-AgainstInstitution_000.pdf and submitting it to the President of the TRACS.

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

Satisfactory Academic Progress (SAP) Policy for Financial Aid Students

One of the requirements of eligibilities for Federal Student Financial Aid is a student must maintain Satisfactory Academic Progress (SAP) and be in good academic standing. At the end of each quarter, Daybreak will measure the student's performance according to Satisfactory Academic Progress Policy. Those who fail to make satisfactory progress will be given one quarter of financial aid warning for Federal Student Financial Aid.

1. Financial aid warning - Daybreak will notify students in writing for failing to make satisfactory academic progress and place the students on financial aid warning at the end of each quarter. Warning status lasts only one quarter, during which the student may continue to receive Federal Student Financial Aid. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation.

2. Financial aid probation - When a student loses Federal Student Financial Aid eligibility because he failed to make satisfactory progress, he may appeal that result based on; his injury or illness, the death of a relative or other special circumstance. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.

If based on the appeal Daybreak determines that the student should be able to meet the SAP standards by the end of subsequent quarter, Daybreak may place him on financial aid probation without an academic plan. This probation status lasts only one quarter.

If based on the appeal Daybreak determines that the student will require more than one quarter to meet progress standards, Daybreak may place him on probation and develop an academic plan for him. Daybreak will review the student's progress at the end of each quarter as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid if the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

Consequences of Failing

Failing to maintain SAP can adversely affect a student's eligibility for current and future financial aid. The student will not be eligible to receive Daybreak scholarships, Pell or Campus Based funds until he regains eligibility, or a petition is approved on his/her behalf. Even if a student's petition

receives approval, he may not be eligible to receive funds from past quarters.

Financial Aid SAP Petition Policy

Daybreak acknowledges that there are certain circumstances that may limit a student completing his/her courses or maintaining SAP. Students can request a petition for SAP waiver if they meet one of the following criteria:

- Death in the family.
- Illness or medical emergency; and
- Other performance factors beyond a student's control.

To petition, a student must submit the following documentation:

- A letter explaining the exceptional circumstances that affected the student's ability to meet the Financial Aid SAP requirements.
- A resolution or plan of action explaining how the student will assure future academic success.
- A statement from the student's academic advisor confirming his/her ability to meet the SAP requirements.

Documentation of illness or medical condition: The student must provide a letter from his/her attending physician confirming that his/her condition will no longer hinder the student's ability to succeed academically. The letter must include the dates the condition occurred. The dates must coincide with the period in which the student failed to meet Financial Aid SAP requirements. The Academic Committee will decide and notify the student in writing of a decision within 30 days of submission. Decisions of The Academic Committee are final.

Federal Title IV Refunds Policy

When a student who receives Federal Student Aid funds withdraws from the Daybreak prior to completing 60% of a payment period (Fall and Spring Quarters), the student - after the return calculation - may be required to return a portion of the received Aid within 45 days of the student withdrawing.

A return is only required of those students who withdraw from the school/who cease to be enrolled. A student who reduced his/her course load is considered a reduction and not a withdrawal. A return calculation is not required for such students.

The required calculation determines students earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period.

If the withdrawal date is after the 60% point in the payment period or period of enrollment, a student is considered to have earned 100% of the Title IV funds he or she was scheduled to receive during the period. For such a student there are no unearned funds. Daybreak will still complete a return calculation to determine whether the student is eligible for a post-withdrawal disbursement.

Daybreak must determine the student's withdrawal date. The withdrawal date is defined as:

1. The date the student began the withdrawal process or officially notified Daybreak of his/her intent to withdraw; or
2. The last date of attendance at an academically related activity by a student who does not notify Daybreak.

Based on the date of the withdrawal, the Financial Aid Office will determine the actual date of the student's withdrawal and, using the Return of Title IV form provided by the Department of Education, they will calculate the amount, if any, the student must return. The student will then be notified by mail of the amount the Federal Student Financial Aid stated that they must return. In some cases, both the school and the student may be required to return unused or unearned portions of Federal Aid to the Federal Title IV program.

Overpayments and Over-awards

There are times when a student's award package exceeds the student's need. There may be circumstances that change a student's award package after the aid has been awarded that result in an overpayment. For example, a student may receive a scholarship or grant from an outside source or organization, or the student may want to extend his or her work-study employment. In case of overpayments or over-awards the Daybreak financial aid office will need to make adjustments to the other Federal Student Financial Aid in the package.

Pell Grants are never adjusted to consider other forms of aid. Therefore, the adjustments will be made to the Stafford Loans and/or Campus-Based programs.

Students who owe funds due to overpayment or over-award will be required to make payment of those funds within 30 days of receiving a written notice from the Financial Aid office.

Student can send in the overpayment or over-award to the Daybreak and the payment will be forwarded to the U.S. Department of Education. If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this, they must contact the Daybreak Financial Aid Office. They will need to make sure we have referred their situation to the U.S. Department of Education before any repayment plan can be set up.

If the student whose overpayment case has been accepted by the Department of Education wishes

to establish a repayment schedule, the student should contact Borrower Services by calling 1-800-621-3115 or write to:

U.S. Department of Education

Borrower Services – Default Resolution

P.O. Box 5609

Greenville, Texas 75403

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, please contact the Financial Aid Office.

Financial Aid Director: Joy Ji (email: fsa@daybreak.edu, Tel: 310) 739-0132)

* Related Links:

- Free Application for Federal Student Aid (FAFSA): <https://fafsa.ed.gov/>
- US Department of Education: <http://www.ed.gov/>
- <https://StudentAid.ed.gov>

R2T4 (Returns of Title IV to the Title IV, HEA programs)

When a student applies for Federal Title IV Financial Aid, he or she signs a statement that the student will use the funds for educational purposes only. Therefore, if the student withdraws before completing his/her program, a portion of the funds received may have to be returned. Daybreak University will calculate the amount of tuition to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

This policy applies to students who complete 60% or less of the enrollment period (Summer, Fall, Winter, Spring) for which they received Federal Title IV, HEA Aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy.

Withdraw Before 60%

If the student withdraws before 60 percent of the session has elapsed, a percentage of Title IV, HEA funds will be returned to the federal program(s) based on the length of time the student is enrolled prior to withdrawal.

For example, if the student withdraws when 50 percent of the session has elapsed, 50 percent of Title IV, HEA funds will be returned to the federal programs.

Withdraw After 60%

After 60 percent of the session (payment period) has elapsed, the student is considered to have earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this payment period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned.

Earned AID:

Title IV, HEA aid is earned in a prorated manner on a per diem basis (calendar days for credit hour institutions) up to the 60% point in the quarter. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

Unearned Aid

If the student has an unearned portion of funds to be returned, the Office of Financial Aid will notify the student within 30 days of the procedure to repay the unearned funds. If a student receives less Federal Student Aid than the amount earned, the University will offer a disbursement of the earned aid that was not received, called a Post Withdrawal Disbursement. If the student received more than the amount earned, the University and the student, or both must return the unearned funds to the Department of Education within 45 days.

R2T4 Policy Application

This policy applies to students who **withdraw officially, unofficially or fail to return from a leave of absence or who are dismissed from enrollment** at Daybreak University. It is separate and distinct from the Daybreak University refund policy. (Refer to the University's tuition refund policy on the website (www.Daybreak.edu) and in the current Schedule of Classes.

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of **unearned** funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When the student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount

disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The institution is required to notify the student if a repayment is owed via written notice.

The institution must advise the student that he or she has 14 calendar days from the date that the institution sent the notification to accept a post withdrawal disbursement. If a response is not received from the student within the allowed timeframe or the student declines the funds, the institution will return any earned funds that the institution is holding to the Title IV, HEA programs.

Definition of Official and Unofficial Withdrawal

Officially Withdrawing from the University:

Official withdrawal means that the approved procedure to withdraw from a course was followed by the student. To be considered official, the withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. The official date of the withdrawal is the date the written notice is formally received by the University, NOT the postmarked date or the date stated in the notice. The University's record concerning a withdrawal is indisputable unless the student can provide reliable evidence of an earlier receipt date.

An official withdrawal may be submitted by completing the Request for a Change of Schedule form or by written notice containing the student's name, signature, ID number, and course(s) to be dropped. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. (Refer to the University's web site for the fax number and e-mail information.) For the student's convenience, the notice may be submitted in the Student Services Office or placed in one of the designated drop boxes located inside and outside the main Campus facility. The official withdrawal procedure applies to all courses, irrespective of delivery mode or course length. A student may rescind his/her notification in writing and continue enrollment. If the student subsequently withdraws from the University, the student's withdrawal date is the original date of notification of intent to withdraw.

Unofficially Dropping a Course or Withdrawing from the University

Beware of *unofficially* dropping a course. It will adversely affect your grades and student account. An *Unofficial drop* means that the approved procedure to withdraw from a course or the university was not followed by the student. Students are prohibited from dropping a course/withdrawing by:

- Not attending the course.
- Communicating their desire to drop the course/withdraw other than by submitting the Request for Change of Schedule Form or other document containing the student's name, signature, I.D.

number, and course(s) to be dropped to Daybreak University.

Federally Defined Leaves of Absence Policy (FLOA)

Daybreak University does not grant federally defined Leaves of Absence for Financial Aid purposes. Instead of utilizing a federally defined Leave of Absence, the University assists students by:

- Allowing students to work with faculty to finish incomplete coursework
- Allowing an official appeal of the Financial Aid Refund calculation based on unusual circumstances
- Allowing students to “lay-out” for one or more sessions
- Allowing students to appeal a determination of insufficient satisfactory academic progress under the Financial Aid Satisfactory Academic Progress Policy requirements.
- Allowing students to drop courses with a “W” rather than an “F” during specific time-frames during the session

The “*Federally Defined Leave of Absence*” policy listed above is for student financial aid purposes only and does not address University policy for employees (i.e., FMLA regulations)

Determining Withdrawal Date for R2T4 Funds:

Official Withdrawals:

The date of the termination for return and refund purposes will be the earliest of the following for official withdrawal: The date the University receives the student’s written communication of intent to drop a course or withdraw from the University.

Unofficial Withdrawals:

The date of the termination for return and refund purposes will be determined by the following for unofficial withdrawals:

For Lecture Classes:

For the student who does not provide official notification of his or her intent to withdraw and is absent for more than two consecutive class meetings (Daybreak University classes meet once weekly for a period of approximately four hours), the date of termination for return and refund

purposes will be the student's last recorded date of academic attendance or the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the University can document a later date)

For Distance Education Classes:

For the student who does not provide official notification of his or her intent to withdraw and is enrolled in a distance education course requiring no on-campus attendance, the date of termination for return and refund purposes will be the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed or the last day of student registered activity in the course depending on which is later.

Upon Receipt of an Official Withdrawal:

Daybreak University will:

1. Determine the student's last date of attendance.
2. Perform the following calculations:
 - a. The student's account and date of official withdrawal are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV funds for which the University is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
 - b. Calculate the University's refund requirement (see University's refund schedule)
3. The student's grade record for the session will be updated to reflect his/her final grade for the course(s) dropped.
4. Daybreak University will return the amount for any unearned portion of the Title IV funds for which the institution is responsible within 45 days of the date the official notice of withdrawal was provided.
5. Daybreak University will provide the student with a letter explaining the Title IV, HEA requirements:
 - a. The amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program, based on scheduled attendance and the amount of funds the student received.
 - b. Any returns that will be made to the Title IV, HEA Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment

period. In this case, no funds need to be returned to the Federal funds.

c. Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.

6. Supply the student with an account record noting outstanding balance due to the University and the available methods of payment. A copy of the completed worksheet, check, letter, and final account record will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of study and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

Upon Determination of an Unofficial Withdrawal:

Daybreak University will follow the following procedures within one week of determining the student may have unofficially withdrawn:

1. Make three attempts to notify the student regarding his/her enrollment status.
2. Determine and record the student's last date of attendance.
3. Notify the student in writing of his/her failure to contact the University when requested to do so and notify the student of his/her current termination of enrollment.
4. Calculate the amount of Federal Title IV Funds student has earned, and if any, the amount of Federal Funds for which the University is responsible.
5. Calculate the University's refund requirement (See University Refund Schedule).
6. Upon completing the calculations, Daybreak University will return to the Federal Funds program any unearned portion of Title IV funds for which the University is responsible within 45 days of the date the withdrawal determination was made and make a record of the return on the student's account and financial aid file.
7. If applicable, Daybreak University will provide the student with a refund letter explaining Title IV requirements:
 1. The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
 2. Advise the student in writing of the amount of unearned Title IV aid and tuition and fees that

he/she must return, if applicable.

3. Supply the student with a final accounting showing outstanding balance due the University and the available methods of payment.
8. A copy of the completed worksheet, check, letter, and final account record will be kept in the student's financial aid file.

Return to Title IV Funds Calculation

The calculation required determines students earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used but breaks of at least 5 days are excluded from both the numerator and denominator. Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period. Earned aid is not related in any way to institutional charges. In addition, the University's refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the University for the course.

Example of Calculation: - CREDIT HOUR UNIVERSITY

1. Determined the percentage of Title IV, HEA aid earned by the student by taking the calendar days completed in the payment period, divided by the total calendar days in the payment period (excluding breaks of 5 days or more *and* days the student was on an approved LOA

$$18(\text{completed days}) = 15.3\% \text{ (\% of completed calendar days)}$$

$$118 \text{ (total days)}$$

2. Determine the amount of Title IV aid earned by the student by multiplying the percentage of Title IV, HEA aid earned times the total of the Title IV aid disbursed **plus** the Title IV aid that could have been disbursed for the payment period.

$$15.3\% \times \$2,805.00 = 429.17 \text{ (Amount of aid earned by student)}$$

3. If this percentage is greater than 60%, the student earns 100% of the disbursed Title IV, HEA funds or aid that could have been disbursed.
4. If this percentage is less than 60%, then the percentage earned is equal to the calculated value.

5. Funds are returned to the appropriate federal program based on the Percentage of aid earned using the following formula:

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges. If a student earned less aid than was disbursed, the institution may be required to return a portion of the funds and the student may be required to return a portion of the funds. All Title IV funds to be returned by the institution must be made no later than 45 calendar days after the date the school determines that the student withdrew.

6. When Title IV, HEA funds are returned, the student may owe a balance to the institution.

Order of Return of Title Federal IV, HEA Funds

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds" is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Parent PLUS loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The student

Daybreak University does not participate in any Federal Financial Aid Program, **except** the Federal Pell Grant Program.

Timeframe for returning an unclaimed Title IV, HEA Credit Balance

If the University attempts to disburse the credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check.

If a check is returned to Daybreak University or an EFT is rejected, the University may make additional attempts to disburse the funds, provided that those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

The University must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check.

Institution Responsibilities

Daybreak University's responsibilities in regard to Title IV, HEA funds follow:

- Providing students information with information in this policy.
- Identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students.
- Returning any Title IV, HEA funds due to the correct Title IV programs.

The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

Overpayment of Title IV, HEA Funds

Any amount of unearned grant funds that the student must return is called overpayment. The student must make arrangements with Daybreak University or the U.S. Department of Education to return the amount of unearned grant funds.

Post Withdrawal Disbursement

The institution must disburse any Title IV, HEA grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the date the institution determined the student withdrew and disburse any loan funds a student accepts within 180 days of that date.

The institution will offer any post-withdrawal disbursement of loan funds within 90 days of the date

it determines the student withdrew.

If the student did not receive all the funds earned, the student may be due a post-withdrawal disbursement. Daybreak University may use a portion or all the student's post- withdrawal disbursement for tuition and fees (as contracted with Daybreak University). For all other school charges, Daybreak University needs the student's permission to use the post-withdrawal disbursement. If the student does not give permission, the student will be offered the funds. However, it may be in the student's best interest to allow the University to keep the funds to reduce the student's debt at the institution.

Student Responsibilities in regard to Return of Title IV, HEA funds

- Returning to the Title IV, HEA programs any funds that were disbursed to the student in which the student was determined to be ineligible via the R2T4 calculation.
- Any notification of withdrawal must be in writing and addressed to the appropriate institutional official following Daybreak University withdrawal procedures
- A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdrawal notice must be filed in writing.
- These notifications, to either withdraw or rescind to withdraw must be made to the official records/registration personnel at Daybreak University.

Refund vs. Return to Title IV, HEA Funds

The requirements for the Title IV, HEA program funds when a student withdraws are separate from any refund policy that Daybreak University has to return to the student any funds due from a cash credit balance. Therefore, students may still owe funds to Daybreak to cover unpaid institutional charges. Daybreak University may also charge the student for any Title IV, HEA program funds that the University was required to return on the student's behalf.

For information on the Daybreak University refund policy, refer to the current Schedule of Classes, the current University Catalog, the Daybreak University website (www.Daybreak.edu) or contact an advisor in the Student Services Office.

Return to Title IV, HEA Questions

If you have questions regarding Title IV, HEA program funds after visiting with the financial aid

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personnel, please call the Federal Student Aid Information Center at 1-800-4-fedaid (800-433-3243). TTY users may call 800-730-8913. Information is also available on student aid on the web www.studentaid.ed.gov.

ACADEMIC POLICIES AND PROCEDURES

Credit Hour Policy

Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at a minimum 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period.

Academic Advising

All incoming students will be assigned a faculty member as academic advisor. This advisor will offer counseling in course choice and scheduling, maintain GPA, and other academic issues.

Registration

All students are expected to maintain continuous enrollment during the full academic year, and to register for courses prior to the start of the related term. Any student who does not register in any courses will be administratively withdrawn from the University by the registration/add deadline as published on the academic calendar in this Catalog.

There are four registration periods for the fall, spring, summer, and winter sessions. Open registration is for students who are unable to register early and for students who may need to adjust their schedules. Late registration is held during the first week of classes (special schedule for intensive courses) to allow students to make section and class changes. A penalty fee is charged to students who enroll during this period.

Add/Drop

Students may add courses during the first two weeks of the term by submitting a completed add/drop card to the Office of the Registrar. The signatures of both the academic advisor and instructor of the class being added are required during the second week of the term.

- Week 1, no approval required.

- Week 2, approval of academic advisor and instructor.
- Week 3-10, not permitted.

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten weeks fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session

Class Attendance

Academic credit for a course requires regular class attendance and is not just a matter of completing the assignments. Attendance means being present in the class for the entire scheduled class meeting, not just some part of it. In the event of absence for any reason, students are responsible for any class content or information missed.

- **Absence:** Absence will be considered excused under the following circumstances: illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the class instructor, program director, or Academic Dean, as is appropriate. All other absences will be considered unexcused.
- **Tardiness:** Tardiness is a disruption of a good learning environment and is to be discouraged. Tardiness without legitimate reason on two occasions in one class will be considered as one unexcused absence.
- **Make-Up Work:** Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance.

This class attendance policy is predicated on the belief that enrollment in the University assumes maturity, seriousness of purpose and self-discipline. A student will be placed on attendance probation if he or she is below 85% attendance in any given subject/class. Frequent tardiness and/or unexcused absences will result in placing the student on probationary status.

Academic Assessment System and Grading

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	Below 60	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawal
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Grade Requirements

In order to maintain academic standing as a graduate student, all graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses. Any course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned. A GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than 5 credits

of N or F grades – regardless of the GPA – is considered unsatisfactory. The Academic Dean may drop the student from the University, thus terminating the student’s degree program.

Withdrawal/Leave of Absence

A student who wishes officially withdraw from Daybreak University must submit a withdrawal request to the Office of Registrar and Academic Dean. A student’s official withdrawal date will be the date on which the withdrawal request form is submitted. A student will be unofficially withdrawn from the University if a student does not register for courses by the registration/add deadline or if a student does not return from an approved leave of absence as scheduled. The withdrawal date will be the last day of the last term attended.

Any Students may request to take a leave of absence from enrollment in classes for up to one academic year. Requests should be made to the Office of Registrar and require Academic Dean’s approval. A leave of absence is granted only for extenuating circumstances such as medical, job, or family issues.

Probation/Dismissal

Any student who fails to maintain a minimum cumulative grade point average (GPA) of 3.0 will be placed on academic probation. Academic probation is designed to help the student to cope with academic difficulty. The Academic Dean will provide assistance to improve the student’s academic proficiency. Any student who fails to maintain a minimum cumulative GPA of 3.0 for one academic year may be academically dismissed. A student dismissed for academic reasons may appeal to the Academic Dean for reinstatement. Such an appeal should be made in writing and include an account of the student’s circumstances and a reasonable plan for successful completion of course work if reinstatement is granted.

Graduation Requirements and Procedures

Graduation Requirements for the Master of Arts in Counseling (MAC) Program:

- A completion of all required course work with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of comprehensive exam
- A settlement of all financial obligations with the University

Graduation Requirements for the Doctor of Philosophy in Counseling (Ph.D.) Program:

- A completion of all required course work with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of comprehensive exam
- A satisfactory completion of dissertation
- A satisfactory pass of oral defense a dissertation
- A settlement of all financial obligations with the University

All students desiring to graduate in a given quarter must file a graduation application with the Office of Registrar in the quarter prior to their expected graduation. Students on academic probation will not be allowed to graduate.

Methods of Instruction Delivery

Daybreak University offers the M.A. and Ph. D. in Counseling program through the three different delivery method of instruction as follows: traditional (face-to-face) format, online format, and hybrid (face-to-face and online combined) format.

Traditional (Face-to-Face) Format

This delivery method allows learners and faculty to meet in person or as a group for regularly scheduled class sessions on campus. Face-to-face format can bring about synchronous student-instructor and student-student interaction.

Online Learning Format

Instruction is provided via the Internet and no face-to-face instruction is required. This format is a virtual classroom where course instruction, course content, and external resources such as academic links are provided to learners who are physically separated from the instructor. Instructions are provided electronically and asynchronously. Students in online courses watch and listen to lectures and complete assignments sent to them electronically. Students can always attend by participating in discussion boards or chat sessions, and turning in their work on time.

With regard to distance education, Daybreak University follows the regulation and guideline by the U.S. Department of Education as follows:

“An institution which offers Distance Education(DE) must be able to provide documentation that it has approval to offer its DE programs/courses in each state and/or location where it has enrolled students. The institution must identify the states and/or locations where it has been approved to offer DE programs/courses or has been exempted from such approval. This requirement is based on 34 CFR §600.9. The U.S. Department of Education has provided guidance to institutions

regarding compliance with the regulation.”

Hybrid Format

The hybrid format incorporates both face-to-face delivery and online delivery formats. The hybrid format incorporates both face-to-face delivery and online delivery formats. Students can freely choose between traditional classes and online courses for each term. This hybrid format offers advantages both from traditional classes and from online learning; namely, person to person instruction and convenient electronic learning environment.

Distance Education & Correspondence Education

The institution demonstrates that programs and courses offered via distance education and correspondence education are in compliance with the Federal definition of distance Education and correspondence Education:

Distance Education:

Education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if used in a course in conjunction with any of the technologies listed above.

Correspondence Education:

Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; correspondence courses are typically self-paced; and correspondence education is not distance education.

NOTE: This definition for Correspondence Education is provided to ensure that the institution’s distance education meets the definition of distance education and does not fall to the level of correspondence education. Correspondence education is not reviewed by TRACS and is not included in an institution’s scope of recognition with TRACS.

Distance Education Policy

Distance education at Daybreak University is defined as a formal educational process in which the majority of the instructional interaction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education includes computer technologies. This policy shall apply to all credit-bearing courses and programs offered through distance education by the Daybreak University.

The following basic principles have been articulated:

1. While the Daybreak University ensures academic freedom and wishes to encourage innovation in instruction, the faculty also has a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This responsibility extends to those courses and programs offered through distance education.
2. Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.
3. Distance education programs and courses shall be consistent with the educational mission of the University.
4. Courses, which are offered as distance education shall provide the opportunity for substantial, personal, and timely interactions between faculty and students.
5. Students in the distance education program shall have adequate access to library and student services.
6. The University shall provide appropriate support services to faculty who teach distance education courses.
7. Distance education program in the University is an optional mode of instruction. Nothing in this policy shall imply that distance education is a preferred or required mode of instruction in the school curriculum.

Curriculum and Instruction

In the curricular review process, distance education programs shall demonstrate that they provide the opportunity for substantial, personal, and timely interactions between faculty and enrolled students.

The director of the distance education program assumes responsibility for and exercises oversight over the program, ensuring both the rigor of the courses and the quality of instruction. This includes:

- The selection and evaluation of formally approved adjunct and/or part-time faculty.
- Ensuring that the technology used suits the nature and objectives of the distance education program.
- Ensuring the currency of materials, courses, and program.

- Ensuring the integrity of student work and the credibility of the degrees and credits the University awards. It is the responsibility of the director to ensure that reasonable safeguards are in place to prevent academic dishonesty.
- Ownership of materials, faculty compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a course.
- No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior approval from the university.

Evaluation and Assessment

Faculty Committee shall review all distance education courses, even if the curriculum is largely derived from existing campus-based courses and shall continue to ensure that the educational program offered through distance education is appropriate for delivery through distance education methods.

The method of delivery for new courses shall become part of each curriculum proposal, to be reviewed under the normal curricular process.

Any significant change in the method of delivery for existing courses or programs shall be submitted as a course change proposal, to be reviewed by the director of the distance education.

The academic review process by the committee shall be used to evaluate the educational effectiveness of distance education courses (including assessments of student based learning outcomes, student retention, and student satisfaction), and when appropriate, determine comparability to campus-based programs. This process shall also be used to assure the conformity of distance education courses to prevailing quality standards in the field of distance education.

A review and approval of all distance education courses, including those initially approved by the Academic Dean, shall begin immediately and conclude within two years of the implementation of this policy. This review shall follow the normal process specified in the policy file.

The University shall maintain clear standards for satisfactory academic progress.

The University shall ensure the completion of student evaluation of learning outcomes by duly qualified faculty, which are appropriate for use with the distance education methods used, and evaluated by duly qualified faculty.

Facilities and Finances

The program administrators shall provide evidence in the curricular proposal that:

- The University standards are followed in setting course-loads per instructor and/or academic unit.
- The program possesses or has access to the equipment and technical expertise required to

deliver distance education courses and programs.

- Any distance education program has received resource approval prior to commencing operation.

Calendar and Course Credits

Distance education courses will be offered according to the general University academic calendar. Courses are offered on a quarter calendar, however, if appropriate, shorter cycles are permitted with the permission of the Academic Dean.

Final examinations will be scheduled according to the designated examination period for the quarter or cycle, unless otherwise approved by the Academic Dean.

Daybreak University operates under a quarter hour system. For all courses bearing academic credit, “one quarter hour of credit” is, at a minimum, one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately ten to twelve weeks. For example, a 4.5 quarter-credit course would require at a minimum 45 hours of academic engagement and 90 hours of preparation for a total of 135 hours. A credit hour is assumed to be a 50-minute (not 60-minute) period.

As with any transfer coursework, academic credit may be transferred from a distance education course offered by other colleges or universities that are accredited by recognized agencies.

Course Integrity

Distance education courses will comply with all related the University policies, including but not limited to: academic integrity, code of ethics, student code of conduct, discipline policy and policy on discrimination and harassment

Courses will reflect good practices relating to: Well-articulated learning goals and expectations, Course procedures (e.g. communication, assignment submission), student assessment, program and course assessment, University disciplinary policy, University policy on discrimination and harassment, and the inclusion of well-articulated learning goals, course expectations and requirements, and methods of communication with instructor, on the course syllabus.

Transcripts

Student transcript for distance education courses will be handled as traditional face-to-face course. Transcripts will not reflect the modality of courses.

The Family Educational Rights and Privacy Act (FERPA)

References to personal traits such as race, ethnicity, disabilities, age, and gender may be made public in accordance with the FERPA regulations.

Instructor’s Responsibility

Instructors in distance education program have responsibility for the quality of all program curricula.

Ultimately, it is the instructor who is responsible for ensuring the integrity of the distance education offerings.

Faculty Support Policy

The program administrators shall ensure that:

The Daybreak University shall employ a sufficient number of faculty to assure that (A) the institution's response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and (B) the institution's response to, or evaluation of, each student project or dissertation is returned to the student within the time disclosed in the catalog.

The University shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student.

The University shall ensure that the materials and programs are current, well organized, designed by faculty competent in distance education technique and delivered using readily available, reliable technology.

The University standards are followed in assigning course loads to instructors and awarding incentives to instructors teaching courses in distance education programs.

The Academic Dean possesses or has access to equipment, software, technical/ design/ production expertise, training, and technical/administrative support for effective and proficient delivery of distance education courses and programs, including potential changes in the technology or course structure.

The University ensures its long-range planning, budgeting, and policy development processes reflect the staffing, equipment, facilities, and other resources essential for the viability and effectiveness of distance education courses and programs.

Library and Learning Resources

The program administrators shall ensure that:

1. Students have adequate access to and support in the use of appropriate library resources.
2. Students have access to laboratories, facilities, and equipment appropriate to the courses.
3. Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
4. Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.

Student Services

The program administrators shall ensure that:

1. Students are provided with accurate and timely information about the University, its distance education courses and programs, costs, and related policies and requirements.
2. Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
3. Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.
4. Students are provided with adequate access to the range of student services including enrollment/registration, academic advising, tutoring, career counseling and placement, personal counseling, and disability services.
5. Students are provided with an adequate means for resolving student complaints and grievances.
6. Students are provided with meaningful interaction with faculty who are qualified to teach using distance education methods.

Technology Support

Daybreak University makes sure about technology support as follows:

1. The University assesses each student, prior to admission, in order to determine whether each student has the skills and competencies to succeed in a distance education environment.
2. The University shall provide adequate support services for the instructor and students participating in distance education courses, including necessary equipment, personnel and training.
3. The University designates the Academic Dean for technology support regarding the distance education program.
4. The Academic Dean handles administrative systems, equipment maintenance and general user support.
5. The Academic Dean also handles faculty support including instructional application and pedagogical issues involving technology.
6. The Academic Dean shall provide guidance and manuals for student training for the program.
7. Personal technology support is provided via zoom telephone or email (zoom room and/or Moodle in addition)

Intellectual Property Rights

Ownership of materials, instructor compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a distance education course. Unless otherwise agreed by the University and the instructor and specified in writing, the University claims

the intellectual property rights on the educational contents and materials in the course so that the University can use the intellectual property and its future potential for the University.

Faculty Duties and Responsibilities

We have makes sure about faculty duty and responsibility as follows:

1. A faculty of distance education must participate in distance education orientation. He or she also must participate in regular distance education workshop or seminar to learn to use distance education platform, and be familiar with distance education policy and procedures.
2. A faculty of distance education must create and submit a syllabus that is feasible for distance education including elements such as title, course description, education objectives, sequence and frequency of lesson or class sessions, length of the class, complete citations of textbook and other required written materials, sequential and detailed outline of subject matter and list of learning outcomes and skills, instructional modes, or methods, etc.
3. A faculty of distance education must be able to use distance education platform that is adopted by the University.
4. A faculty of distance education must participate in faculty meeting and share input and feedback to improve the quality of distance education program, teaching effectiveness, and student success.
5. A faculty of distance education must collaborate with the director of the distance education or the one who is qualified to supervise distance education in conducting distance education class and collaborate the director of institutional research to collect student evaluation of the class.
6. A faculty of distance education must be able to verify student's identification in conducting distance education class. A faculty must communicate meaningfully and timely with students in commenting their work or assignment. This can be done through verifying student's login and password, their regular access to the class through platform and communicating with them through email and message. A faculty must collaborate with the director of distance education to verify their login and password if needed.
7. A faculty of distance education must verify and ensure that a student participates in distance education orientation and can use online platform to take the class.
8. A faculty of distance education must design a distance education course that contains meaningful interaction between faculty and student. Meaningful interaction between faculty and students can be stated in the course planner through syllabus reading, textbook reading, lecture note reading, lecture watching, quiz taking, essaying writing and comment, faculty responding to the questions and essay, forum participation, and threaded discussion and giving grading. And meaningful interaction must be appropriate and in timely manner. For instance, when the students submit course assignment or homework, a faculty must comment and respond within 10 business days.

9. A faculty of distance education must employ threaded discussion between faculty and students and/or among students whereby students and/or faculty can exchange review, research, and opinion through threaded discussion that is available in class, session and assignment. A faculty must create a forum in that students can make comment on the debate and discussion subject that is assigned by the faculty to share their input. Multiple students must be able to respond to each subject and students can share their opinions in threaded manner.
10. A faculty of distance education must continue to develop and improve distance education capacity and effectiveness by learning to expand knowledge of online technology and subject matter. Such effort must include but is not limited to taking online webinar class, reading of books that are related to online training and teaching guide, and be thoroughly familiar with Moodle program manual.
11. A faculty of distance education must be able to use educational resources and technology that is available to faculty on campus and on-line.
12. A faculty of distance education must continually monitor student's progress by evaluating their work, assignment and grade by using scoring rubrics in timely manner.

Verification of Student Identification

An institution offering distance education as stated in Federal definitions must have a process to verify that the student who registers for a distance education course is the same student who participates in, completes, and receives credit. Methods to verify the student include but are not limited to a secure login or passcode, proctored examinations, or new or other technologies and practices that are effective in verifying the identity of the student.

University must notify the student at the time of registration of any additional charges associated with the verification of student identity.

Student Privacy

The Daybreak University is committed to protecting student privacy for students enrolled in all courses. All of the University policies regarding student privacy and information security apply to distance education courses. Faculty teaching distance education courses are expected to uphold these polices and follow these procedures:

- Teach distance education courses using Moodle, the University's learning management system, in order to ensure security of student work and grades.
- Use the University's secure student management system site to report student grades.

- Use Moodle or the University's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores or grades confidential. Students in the course should not have access to other students' work or grades.
- Keep your Moodle or email account information secure. Do not share your login information with anyone, give anyone unauthorized access to the Moodle course or assign a student the role of instructor or graduate assistant in Moodle.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents or others outside the University.

Student Achievement

The institution's assessment of student achievement includes retention rates, course completion rates, graduation rates, job placement rates, and state or other licensing examinations. Student achievement information is made available to the public.

License Requirements

The California Board of Behavioral Sciences (BBS) has determined that our university's MAC program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist. The program is designed to lead to positions in a profession, occupation, trade or career field requiring Licensure in Marriage and Family Therapist (LMFT) in California.

Eligibility for Licensure as Licensed Marriage and Family Therapist (LMFT):

1. Obtain a Qualifying Master's Degree
2. Register as an AMFT
3. Live Scan
4. Pass Criminal Background Check
5. Take and Pass the California Law and Ethics Exam
6. Accrue Supervised Experience
7. Take and Pass the LMFT Clinical Exam
8. Obtain official LMFT license

The BBS's website (<https://www.bbs.ca.gov/applicants/lmft.html>) provides additional information regarding all requirements for students to be eligible for licensure in this state.

STUDENT LIFE

Worship and Spiritual Life

Students at Daybreak University enjoy a variety of opportunities to enhance their spiritual development. It is expected that students regularly attend and be involved in a local church. Chapel services are held at the Orientation. The administration and faculty strongly believe in the vital contributions of chapel and a ministry of encouragement, worship, and community development. Prayer needs, campus announcements, and items of general interest are shared during this community time of rest, relief, and renewal.

Student Government

All students are eligible for membership in the Student Council of Daybreak University. The Student Council is responsible for matters of general student concern. Under the supervision of the Office of Student Services, the Council coordinates interactions between campus organizations, student body, faculty, and administration.

Academic Freedom

In pursuit of its mission, Daybreak University strives to promote an environment of full academic freedom in which to pursue teaching, learning, and scholarly activity. All faculty members and students are expected to exercise academic freedom in a manner consistent with the professional standards of one's discipline. All instructors have the right to freedom regarding the specific material to be covered, the pedagogical methods to be employed in a course, and individual student grades, as long as the materials, methods and grades are consistent with the learning objectives and academic policies. In their academic coursework, students are entitled to full freedom of learning. Faculty engaged in scholarly activity have the freedom to choose their subject matter and methods of inquiry. Scholars are entitled to full freedom in publication and presentation of their work. Students who engage in scholarly activity under the direction of a faculty member have academic freedom subject to the supervision of the faculty member.

Code of Conduct and Discipline Policies

Daybreak University expects its students to be of high moral character, and to behave accordingly. Daybreak University Code of Conduct governs student behavior on- and off-campus, and its

Academic Integrity policies govern classroom behavior and maintenance of grade point averages. Penalties for violation of academic integrity, academic discipline, and/or Code of Conduct policies range from warnings to permanent expulsion from Daybreak University. All students are required to sign a document attesting to the fact that they have read, understood, and will abide by the Code of Conduct. Any questions regarding these policies should be directed to the Academic Dean.

Academic Standards and Discipline

Students who fail to meet Daybreak University's academic expectations and rules (including attendance) may be warned, placed on probation, suspension or dismissed. The length of suspension is subject to determination by the Academic Dean (in consultation, with the student's academic advisor). Decisions regarding lengths of suspension may not be appealed. Students on academic suspension or dismissal status are not eligible for refunds of tuition or fees.

Satisfactory Academic Progress (SAP)

It is in the best interests of both student and institution that students maintain good academic standing at Daybreak University. Students may do this demonstrating that they are making Satisfactory Academic Progress (SAP); in other words, that they are working to the standard expected of them as evidenced by their Grade Point Average (GPA). Students are required to maintain a minimum cumulative GPA of 3.0 (equivalent to a “B” Average) to meet Daybreak University standards of SAP.

Students who fail to meet SAP standards will be automatically placed on academic probation and will be required to meet with their academic advisor to work out a plan of action to remedy the situation.

Academic Integrity

All members of the Daybreak community are expected to be truthful in all their work. Failure to represent one's work truthfully undermines one's character and the integrity of our community. Students are responsible for knowing what constitutes dishonesty, plagiarism, collusion, and other in academic work.

- **Dishonesty:** A student exhibits through lying, cheating, or deceiving. Its examples include copying from the examination papers of other students and submitting as one's own work papers obtained from another person or from the Internet.
- **Plagiarism:** A student plagiarizes if he or she misrepresents another person's work as one's own, involving other persons' ideas, articles, books and other intellectual property without proper citation. It ranges from a failure to acknowledge one's indebtedness to another for an idea or ideas to using words or sentences from others' work without proper citation.
- **Collusion:** A student colludes when he or she works without the permission of the instructor with another person or persons to produce work which is then presented as work completed

independently by the student.

- **Other:** A student commits an act of academic misconduct when he or she inhibits or prevents other people from legitimate learning or teaching.

Any member of the University who violates the academic integrity policy will be subject to discipline. Academic integrity is under the supervision of the faculty, acting through the Academic Dean.

Conduct on Campus

Harassment

All students, staff, and faculty members of Daybreak University should be able to work in an atmosphere free of discriminatory intimidation based on sex, race, color, age, national origin, disability, religion, or any other factor. Such intimidation is considered harassment, is a violation of the victim's civil rights, and is against Daybreak University policy. All such behavior is expressly forbidden and will not be tolerated by Daybreak University. Any member of the Daybreak University community who threatens, upsets, irritates, persecutes, or in any other way disturbs others; or who creates or attempts to create a hostile environment or the perception of a hostile environment on University premises is subject to disciplinary action under this policy, up to and including dismissal from the University. This includes physical threats, intimidation, teasing, bullying, etc. If you feel that you have been a victim of any kind of harassment, please report it to the Director of Student Services or another member of Daybreak University administration.

Sexual Harassment

Sexual harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment of students, staff, or faculty members by any member of the University community is against University policies, and may be considered illegal in some cases. Sexual harassment includes any repeated or unwanted verbal or sexual advances, sexually-explicit derogatory remarks, or offensive statements made by someone in the workplace or university environment when

- Submission to the conduct is either explicitly or implicitly a condition of employment, grades, or good will;
- Submission to or rejection of the conduct is used as a basis for grading or relational decisions affecting any person; or
- The conduct has the purpose or effect of substantially interfering with student, staff, or faculty performance of duties, or of creating an intimidating hostile, or offensive work or learning environment.

The above are examples of behavior that constitutes sexual harassment, but other behavior of a sexual nature may be considered harassment as well. Sexual harassment on Daybreak University premises will not be tolerated under any circumstances, and will be severely punished, up to and including dismissal from the University and, if applicable, legal actions against the harasser. Anyone experiencing or observing sexual harassment as a described in any of the above categories should report the incident immediately to the Director of Student Services or another member of Daybreak University administration. For complete details regarding harassment of any sort and the disciplinary actions that may be taken, please refer to the Daybreak University Policies and Procedures Manual.

Campus Health and Safety

Drug and Alcohol Free Campus Policy

Alcohol and drug consumption cause changes in behavior, ranging from impaired judgment and coordination to inhibiting a person's ability to learn and use higher mental functions. Repeated use may lead to dependence, and long-term use can cause permanent damage to the brain, liver, and other vital organs. This is inconsistent with Daybreak University's desire for all its constituents to be healthy and sound as possible, in mind and body. As mandated by federal regulations (Drug-Free School and Community Act Amendments of 1989), Daybreak University maintains certain policies regarding a drug- and alcohol-free campus. These policies are outlined below.

General Policy on Possession of Controlled Substances

The unlawful possession, use, or distribution of controlled substances is prohibited on Daybreak University property or as part of any University activity. Employees or students found to be in violation of this drug- and alcohol-free environment policy will be subject to appropriate action, including but not limited to termination or dismissal. Any employee or student who becomes aware of a violation of this policy should report it immediately to the Director of Student Services, or any administrators so that the matter can be investigated. Daybreak University will report any illegal activities to relevant local, state, or federal authorities, and will cooperate to the best of its ability with such authorities in investigations of violations of this policy.

Drugs and Medications

Unlawful manufacturing, distribution, dispensing, possession or use of controlled substances is prohibited by state law under the California Uniform Controlled Substances Act (California Health & Safety Code). Any Daybreak University constituent who violates the above policy is therefore subject not only to disciplinary action under the Daybreak University Code of Conduct, but to possible criminal prosecution. The only exception to this policy is for medications that have been legally and properly prescribed by a physician. Those in possession of such medications and related paraphernalia (e.g. insulin needles) must keep these items on or near their persons at all times, and

should only use or take such medication when necessary and as privately as possible. Used medical paraphernalia must be removed from campus and disposed of properly. Daybreak University waste receptacles are not for medical waste, and disposal of medical waste in these receptacles constitutes a biohazard. This policy does not apply to legal, over-the-counter, non-controlled medications, such as aspirin, acetaminophen, cold remedies, etc., although such medications should also be used privately and only when necessary.

Alcohol

Daybreak University abides by all state and local laws regarding the possession, consumption, sale or distribution of alcoholic beverages. No alcoholic beverages of any kind are to be brought onto Daybreak University campuses or properties without authorization. The legal drinking age in California is 21. Any Daybreak University student or employee under the age of 21 who purchases, attempts to purchase, or knowingly possesses an alcoholic beverage, on-campus or off-campus; or a student or employee over 21 who purchases, attempts to purchase, or otherwise furnishes alcoholic beverages for a person under the age of 21, is in violation of state law and of University policy, and subject to discipline under the Daybreak University Code of Conduct and to possible criminal prosecution.

Tobacco

Tobacco use (including cigarettes, cigars, pipes, e-cigarettes or vaping devices, chewing tobacco, snuff, dip, snus, gutka and paan), is prohibited on in all Daybreak University buildings and on all Daybreak University premises, except in designated outdoor areas. These areas contain fireproof ashcans for disposal of cigarette butts. Tobacco-related rubbish, such as cigarette butts, empty cigarette or tobacco packets, etc. must be disposed of properly so as to avoid litter and the risk of fire. Students or employees not properly disposing of used smoking or other tobacco materials are subject to disciplinary action.

Weapons

Weapons of any kind or facsimiles thereof are prohibited on Daybreak University property. This includes but is not limited to firearms, explosives, fireworks, incendiary devices, pellet guns, and non-utility knives or other sharp blades. Those found to be in possession of such items on Daybreak University property are subject to disciplinary action up to and including dismissal from the University and legal action where appropriate.

Communicable Disease Policy

Daybreak University follows the health and safety guidelines set forth by the California Department of Public Health (CDPH) and by the US Centers for Disease Control and Prevention (CDC) as they relate to communicable diseases. Communicable diseases prevalent in the US and Canada include influenza, infectious mononucleosis, hepatitis A and B, measles, meningitis, mumps, chicken-pox, tuberculosis, acquired immune deficiency syndrome (AIDS; including ARC and HIV), other immunodeficiency-related viral infections such as Human T-cell lymphotropic virus types I and II

(HTLV-I and II), and sexually transmitted diseases such as Chlamydia, herpes, syphilis, and gonorrhea. These diseases pose primary risks to the infected person and secondary risks to those who come in contact with the infected person.

Cases of communicable diseases at Daybreak University will be handled with concern for the individual as well as for the University community. Any student, staff, or faculty member who is aware he or she has a communicable disease, either through diagnosis or because of obvious symptoms, should report this immediately to the Academic Dean and to the Director of Student Services. All information thus reported shall be strictly confidential. The individual's right to privacy shall be protected in all reported incidents. Only communicable diseases that are required by law to be reported to local health agencies shall be reported.

In all cases of communicable disease, Daybreak University reserves the right to impose restriction of campus activities on the infected individual, based on all available relevant information. Such decisions will generally be made by the Academic Dean and to the Director of Student Services.

Children on Campus

Daybreak University cannot be responsible for children on campus. Therefore, for reasons of safety and insurance, children are not allowed on the Daybreak University campus (apart from those accompanying short-term visitors). Students may not bring their children to the campus while classes are in session. All children brought by visitors must be under adult supervision at all times.

Animals on Campus

No pets or animals of any other kind are allowed on Daybreak University property without prior authorization from Daybreak University Administration. Service animals are permitted on the Daybreak University campus with the prior authorization of Daybreak University Administration. If you have a service animal, please contact the Main Office for details on obtaining authorization.

Visitors to the Campus

Visitors are welcome to Daybreak University. Visitors are responsible for any children that accompany them. All visitors (i.e. anyone who is not a student, faculty member, or staff member of Daybreak University) must sign in at the front desk. Visitors who have not signed in may be asked to leave the premises. Daybreak University is a private business, and therefore reserves the right to refuse entry to anyone for any reason.

Parking on Campus

Students are welcome to park their vehicles on campus during classes. Parking spaces immediately in front of the campus building are reserved for faculty and staff. Marked handicapped spaces are reserved for the use of handicapped drivers. Anyone parking in faculty or handicapped spaces

without suitable tags on their vehicle is liable to be towed, at the owner's expense.

No vehicles may be left in the parking lot overnight. Cars are to be locked when on campus. Daybreak University accepts no liability for any damages incurred by parking in campus parking lots.

Hazardous Chemicals and Machinery

Under no circumstances are students or unauthorized faculty and staff to handle or use any materials, such as cleaners, paints, etc. or any machinery such as vacuums, floor cleaners, etc. or any machinery or devices not directly related to their job or work. No student or staff member without such permission is to handle these.

Campus Emergency Plan

The Daybreak University Campus Emergency Plan is a comprehensive plan covering actions to be taken in most emergencies. Full text of the Plan may be found at the end of this Catalog or in the Daybreak University Student Handbook.

Complaint Procedures

Members of the Daybreak University community may bring complaints or concerns about harassing or discriminatory behavior to the Academic Dean. The University may seek informal resolution when it receives allegations of unlawful discrimination or harassment. If an informal resolution does not result, a formal process may be initiated by submitting a complaint or grievance to the dean. Initially, concerns may be communicated orally; however, they should be submitted in writing before any formal review takes place. The written complaint should specify the University policy violated and all relevant factual details.

1. The Academic Dean shall read the complaint, and if it warrants further investigation, then a copy of the complaint should be forwarded to the person against whom the complaint is made (“respondent”). If the allegations would not constitute a violation of a policy, then the dean should inform the grievant in writing that the allegations are not subject to further investigation.
2. The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the dean, who then shall initiate a reasonable investigation into the matter. The investigation may include meeting with the parties, talking with witnesses, and

reviewing any supporting documents. A grievant may elect to withdraw a formal complaint at any time; however, the university reserves the right to investigate all complaints in order to protect the interests of the University and its community.

3. Within a reasonable time, the Academic Dean shall make a decision based on the formal complaint, response, and any other relevant information. This decision shall be in writing and shall consist of factual findings, conclusions, and a remedy if one is appropriate. All parties shall receive a copy of the decision.
4. Any party may submit a written request for appeal of the decision to the President of the University within 14 calendar days from receipt of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. Within a reasonable time, the president shall make a decision based on the complaint, response, decision, request for appeal, any response to the appeal, and any meeting the president held in regard to the appeal. The decision of the president shall be final. All parties shall receive a copy of the president's decision.
5. All written decisions made and materials produced in a grievance conducted under this procedure shall be retained by the Academic Dean for at least two years from the date that the final decision was issued.
6. Students can file a complaint about the institution to the Bureau any time, independently of the institutional grievance process by contacting them at the address:

Bureau for Private Postsecondary Education (BPPE)
1747 North Market, Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900
Fax: (916) 263-1897

<https://www.bppe.ca.gov/enforcement/complaint.shtml>

Accessibility Accommodations

Daybreak University is committed to providing all students with equal access to academic courses, programs, and school activities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University will facilitate reasonable accommodations for a student with a disability that substantially affects a major life activity. The University will meet the needs of the student to the extent that the student is able to perform the essential portions of the classwork and that the accommodations will not impose an undue burden on the school and/or fundamentally altering the nature of the course, program, or activity at issue.

Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures.

Student Records under the Family Educational Rights and Privacy Act (FERPA)

FERPA, shorthand for the Family Educational Rights and Privacy Act of 1974 [20 U.S.C. 1232g] is a federal regulation that protects the privacy of student education records. It applies to all schools that may receive funds from the U.S. Department of Education. In accordance with FERPA, certain information designated as “directory information” may be released without prior consent of the student, unless the student has forbidden its disclosure, in writing, to the Office of Registrar. Typically, “directory information” includes information such as name, id number, gender, date and city of birth, address, telephone listing, participation in officially recognized activities and sports, and dates of attendance. major field of study, awards, honors (includes Dean’s List), degree(s) conferred.

The written request must be submitted no fewer than two weeks prior to the beginning of any academic term. It will stay in effect until rescinded in writing by the student. The University will assume that a student does not object to the release of Directory Information unless the student files this written notification. Students may waive their rights under FERPA by completing a Waiver Form, available in the Office of Registrar.

Library Services

Library hours are from 9:30 a.m. to 7:30 p.m. Monday through Friday. Library is closed on the following national holidays:

- New Year’s Day
- Martin Luther King’s Day
- President’s Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Daybreak University has a librarian professionally experienced in the electronic retrieval of information, who shall provide support for faculty in curriculum matters and actively serve as a

resource guide for students. Librarian is given the responsibility of managing the library and insuring that policies for library operation are effectively developed and implemented. Librarian assures that faculty and students have access to the library collections and resources of another institution, organization, or library. The librarian provides individual and group instruction that helps our students develop information competence skills.

Description of Library Service and Holdings

The library assists students, faculty, and staff attain their educational and informational goals in a supportive library environment. They have access to resources in the library.

- Total Number of Volumes: about 5,000
- Volumes on counseling and psychology: about 3,000
- Volumes on general education: about 1,500

Online Database Systems

- LIRN database
- EBSCO single, authoritative source for interdisciplinary research, PsycINFO unlocks vital behavioral and social science linkages to a vast array of fields of study
- Quickly locate trusted peer-reviewed research, with the help of professional indexing by APA experts
- Shorten the amount of time spent searching by easily identifying:
- Document types, such as journal articles, book chapters, book reviews, and editorials
- Specific research methodologies, such as clinical case reports, empirical studies and literature reviews
- Documents that have tests or assessment instruments appended
- Research from a specific grant or funding source

Student Services

New Student Orientation

New student orientation is offered during the first week of each term. Students attending the orientation will have an opportunity to get important information about academic and administrative policies and procedures. They will meet with their academic advisors and complete final registration.

Academic and Career Advising

Daybreak University provides support for students through the appointment of a faculty advisor. The goal of faculty advising is to provide each student a one-to-one relationship with a member of the faculty. The faculty advising relationship has several purposes:

- Academic advising regarding degree requirements

- Career guidance and job placement services
- Personal and spiritual counsel as needed

The Center for Career & Professional of Student Services is available to provide advising for current students regarding career goals and planning, job search, resume writing, and interview skills. The director is normally available for advising during regular office hours. The director and faculty members offer career and placement consultations but there is no guarantee of employment.

Student Development

Daybreak University promotes personal and social development of students by encouraging them to establish and facilitate clubs that provide outlets for their special interests. All clubs must be supervised by the Director of Student Services to receive funds, conduct fund-raising, or advertise events on the campus. The general requirements of club are that

- it must have accountability (faculty/staff advisor);
- it must build unity (membership is open to all applicable persons); and
- it must serve the greater community (one community event per year).

Technology

Daybreak University is committed to promoting an environment of learning that encourages students to use modern technology to enhance their experience. Wireless internet can be accessed throughout the campus. Students are encouraged to use a laptop/notebook computer that complies with the minimum system requirements. Students will be oriented to the IT use policies during student orientation.

Student Housing

Daybreak University is non-residential and does not maintain dormitory facilities. Students are responsible for securing their own housing while attending the University. Since the University is in the vicinity of Koreatown Los Angeles, rental units, ranging from \$400 to \$1,300, are available in studio or apartment complexes, studios, and rooms in private homes. Students who need assistance in finding housing near the University may contact the Director of Student Services for general information, but the University does not assume the responsibility for finding or securing housing.

Health Insurance

Daybreak University highly recommends that every student have health insurance. Daybreak University does not offer student health plan, but provide students with related health information.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM

PROGRAM DESCRIPTION

The purpose of Daybreak's MAC program is to provide education necessary for our graduates to become competent, research-informed practitioners able to work systemically in varied settings with individuals, couples and family. Students are required to complete 90 quarter credits of coursework normally in two years. Students receive at least 90 practicum hours with systemic supervision from approved supervisors. Students should take the comprehensive exam in their last term of the master's program.

Daybreak University's Master of Arts in Counseling (MAC) program has four Specializations:

- Marriage and Family Therapy (MFT Licensure-track)
- Marriage and Family Therapy (MFT Non-Licensure-track)
- Imago Relationship Therapy (IRT)
- Human Sexuality and Sex Therapy (HST)

MAC Program with a Specialization in Marriage and Family Therapy (MFT Licensure-track) is designed to lead to positions in a profession, occupation, trade or career field requiring Licensure in Marriage and Family Therapist (LMFT) in California. The graduates of the MFT licensure track will be eligible for the LMFT exam in California. Eligibility for Licensure as Licensed Marriage and Family Therapist (LMFT): The California Board of Behavioral Sciences (BBS) has determined that our Daybreak University's MAC program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist.

Daybreak University's MAC Program with a Specialization in Marriage and Family Therapy (MFT Non-Licensure-track), a Specialization in Imago Relationship Therapy (IRT), and a Specialization in Human Sexuality and Sex Therapy (HST) are not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in California and other states.

As a result, graduates of these three specializations will not be eligible for licensure exams in California and other states. The graduates may work as coaches for family/couple relationship or apply counseling in religious ministry settings such as churches. All graduates with religious minister or lay worker roles can utilize counseling concepts into their care for religious congregations. These career positions are with reference to "religious workers" (code 21-2099) or "counselors" (code 21-1019) of the United States Department of Labor's Standard Occupational Classification.

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's MAC program is to:

- Train students to become competent and research-informed practitioners.
- Equip students with the in-depth understanding of the academic knowledge and advanced systemic clinical skills associated with their chosen area of counseling through coursework, supervision, and clinical evaluations.
- Nurture students to be able to work systemically in varied settings with individuals, couples, and family.

PROGRAM LEARNING OUTCOMES (PLO)

When students complete the MAC degree in Counseling, they will have the ability to:

1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.
2. Show attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.
3. Examine individual and family development across the lifespan and apply the major models of counseling in culturally sensitive approaches.
4. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.
5. Use research in counseling and evidence-based application to inform and evaluate their application.

PROGRAM LENGTH

The program is composed of 90 quarter hours. Students must complete their study within 5 years, beginning on the date of their first registration for the program. Students must earn at least 75% of the credit hours required for the degree through the Daybreak University.

GRADUATION REQUIREMENTS

1. A completion of all required course work with a minimum grade point average (GPA) of 3.0.
2. A satisfactory pass of comprehensive exam
3. A settlement of all financial obligations with the University

COMPREHENSIVE EXAMINATION

All MAC Students must pass a comprehensive examination over the major field of study. These

examinations serve as a major means of evaluating the student's academic competency in the major are. Comprehensive examinations may be taken in their last term of the master's program. Only two retakes of the examination are permitted.

CURRICULUM

MAC Program Core Courses

No.	Course Titles	Credits
1	MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
2	MFT/IRT 6050: Clinical Research and Evaluation	4.5
3	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
4	MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
5	MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5

MAC Specialization Core Courses: Marriage and Family Therapy (MFT Licensure Track)

No.	Course Titles	Credits
1	HST 6000: Human Sexuality Education I	4.5
2	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
3	MFT/IRT 6030: Couples Relationship Therapy	4.5
4	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
5	MFT/IRT 6070: Psychopharmacology	4.5
6	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
7	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
8	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
9	MFT/IRT 6200: Community Mental Health Counseling	4.5
10	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
11	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
12	MFT/IRT 6700: Trauma and Collaborative Care	4.5
13	MFT/IRT 7900: Practicum in Marriage and Family Therapy	13.5

MAC Specialization Core Courses: Marriage and Family Therapy (MFT Non-Licensure-Track)

No.	Course Titles	Credits
1	MFT/IRT 6030: Couples Relationship Therapy	4.5
2	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
3	MFT/IRT 7900: Practicum in Marriage and Family Therapy	13.5
4	HST 6000: Human Sexuality Education I	4.5

MAC Specialization Core Courses: Imago Relationship Therapy (IRT)

No.	Course Titles	Credits
1	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
2	IRT 7100: Foundations of Imago Relationship Therapy	4.5
3	IRT 7200: Advanced Imago Relationship Therapy	4.5
4	IRT 7500: Clinical Training: Imago Relationship Therapy	9
5	IRT 7600: Clinical Internship: Imago Relationship Therapy	4.5

MAC Specialization Core Courses: Human Sexuality and Sex Therapy (HST)

No.	Course Titles	Credits
1	MFT/IRT 6030: Couples Relationship Therapy	4.5
2	HST 6000: Human Sexuality Education I	4.5
3	HST 6100: Human Sexuality Education II	4.5
4	HST 6200: Sexual Attitude Reassessment (SAR)	1
5	HST 6300: Human Sexuality and Sex Therapy Training	6
6	HST 6400: Human Sexuality and Sex Therapy Supervision	5

MAC General Electives

No.	Course Titles	Credits
1	HST 6300: Sex Therapy Training	4.5
2	IRT 7100: Foundations of Imago Relationship Therapy	4.5
3	IRT 7200: Advanced Imago Relationship Therapy	4.5
4	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
5	MFT/IRT 6070: Psychopharmacology	4.5
6	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
7	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
8	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
9	MFT/IRT 6200: Community Mental Health Counseling	4.5
10	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
11	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
12	MFT/IRT 6700: Trauma and Collaborative Care	4.5
13	MFT/IRT 7900: Practicum in Marriage and Family Therapy *Course may be repeated for credit.	4.5
14	MFT/IRT 8600: Relationology	3
15	MFT/IRT 9000: Research Methods I	4.5
16	MFT/IRT 9100: Research Methods II	4.5
17	MFT/IRT 9200: Self of the Therapist	4.5
18	MFT/IRT 9300: Spirituality and Psychotherapy	4.5
19	MFT/IRT 9400: Inner Child Therapy	4.5
20	MFT/IRT 9450: Carl Rogers Seminar	4.5

MAC with a Specialization in Marriage and Family Therapy (MFT Licensure-track)

REQUIREMENTS

Total Required Quarter Credits: 90 (Equivalent to 60 Quarter Credits)	
Course Titles	Credits
MAC Program Core Courses	
CFT 6010: Foundations of Couples and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6300: Diversity and Multicultural Counseling	4.5
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
COAMFTE Required Courses	
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6030: Couples Relationship Therapy	4.5
CFT 6600: Law, Professional Ethics, and Community Practice	4.5
HST 6000: Human Sexuality Education I	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
MAC General Electives	18 (4)
Clinical Requirement	
CFT 7900B: Practicum in Couples and Family Therapy	22.5 (5)
CFT 7900A: Practicum in Couples and Family Therapy	4.5 (1)
1. 100 Hours of Relational Cases 2. 100 Supervision hours <ul style="list-style-type: none"> • 50 hours: Raw data at least (e.g., audio, video, etc.) • Group Supervision: Up to 8 people. • Personal Supervision: Up to 2 people. 	
Total Credits	90

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General Electives for COAMFTE MFT

No.	Course Titles	Credits
1	IRT 7100: Foundations of Imago Relationship Therapy	4.5
2	IRT 7200: Advanced Imago Relationship Therapy	4.5
3	HST 6100: Human Sexuality Education II	4.5
4	CFT 6070: Psychopharmacology	4.5
5	CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
6	CFT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
7	CFT 6200: Community Mental Health Counseling	4.5
8	CFT 6500: Chemical Dependency and Addiction Counseling	4.5
9	CFT 6700: Trauma and Collaborative Care	4.5
10	IRT 8600: Relationology	3
11	CFT 8100: Cinema Story and Counseling	4.5
12	CFT 9200: Self of the Therapist	4.5
13	CFT 9300: Spirituality and Psychotherapy	4.5
14	CFT 9400: Inner Child Therapy	4.5
15	CFT 9450: Carl Rogers Seminar	4.5
16	CFT 8050: Research Internship *Recommended for students who are planning to apply for a Doctoral Program.	4.5

SUGGESTED COURSE SEQUENCING

MA Degree Completion Timeline (2 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	<p>CFT 6010: Foundations of Couples and Family Therapy</p> <p>Elective 1</p>	<p>CFT 6030: Couples Relationship Therapy</p> <p>CFT 6600: Law, Professional Ethics, and Community Practice * Hybrid Class: Online and Live Webinar</p> <p>Elective 2</p>	<p>CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST</p> <p>CFT 6090: Human Growth and Family Development Across the Life Span</p> <p>CFT 7900B: Practicum in Couples and Family Therapy</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>Elective 3</p>
Year 2	<p>HST 6000: Human Sexuality Education I</p> <p>CFT 6060: Psychopathology: Principles of the Diagnostic Process</p> <p>CFT 7900B: Practicum in Couples and Family Therapy</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>CFT 6050: Clinical Research and Evaluation</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>Elective 4</p>	<p>CFT 6300: Diversity and Multicultural Counseling</p> <p>CFT 6040: Group Therapy Process and Techniques</p> <p>CFT 7900A: Practicum in Couples and Family Therapy (Internship: IPCST)</p>

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MA Degree Completion Timeline (2.5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	<p>CFT 6010: Foundations of Couples and Family Therapy</p> <p>Elective 1</p>	<p>CFT 6030: Couples Relationship Therapy</p> <p>CFT 6600: Law, Professional Ethics, and Community Practice * Hybrid Class: Online and Live Webinar</p>	<p>CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST</p> <p>CFT 6090: Human Growth and Family Development Across the Life Span</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>Elective 2</p>
Year 2	<p>HST 6000: Human Sexuality Education I</p> <p>CFT 7900B: Practicum in Couples and Family Therapy</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>CFT 6050: Clinical Research and Evaluation</p>	<p>CFT 7900B: Practicum in Couples and Family Therapy</p> <p>Elective 3</p>	<p>CFT 6300: Diversity and Multicultural Counseling</p> <p>CFT 6040: Group Therapy Process and Techniques</p>
Year 3	<p>CFT 6060: Psychopathology: Principles of the Diagnostic Process</p> <p>CFT 7900B: Practicum in Couples and Family Therapy</p>	<p>CFT 7900A: Practicum in Couples and Family Therapy (Internship: IPCST)</p> <p>Elective 4</p>		

MAC with a Specialization in Marriage and Family Therapy (MFT Non-Licensure-track)

REQUIREMENTS

Total Required Quarter Credits
90 (Equivalent to 60 Quarter Credits)

Course Titles	Credits
MAC Program Core Courses	
MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
MFT/IRT 6050: Clinical Research and Evaluation	4.5
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MAC Specialization Core Courses	
MFT/IRT 6030: Couples Relationship Therapy	4.5
MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
MFT/IRT 7900: Practicum in Marriage and Family Therapy	13.5
HST 6000: Human Sexuality Education I	4.5
MAC General Electives	40.5
Total Credits	90

SUGGESTED COURSE SEQUENCING

	First Year	Second Year
Fall Term	MFT/IRT 6010: Foundations of Marriage and Family Therapy MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST MAC General Elective 1	MFT/IRT 7900: Practicum in Marriage and Family Therapy MAC General Elective 3 MAC General Elective 4
Winter Term	MFT/IRT 6040: Group Process and Techniques in Family Counseling MFT/IRT 6050: Clinical Research and Evaluation	MAC General Elective 5 MAC General Elective 6
Spring Term	MFT/IRT 6030: Couples Relationship Therapy MFT/IRT 7900: Practicum in Marriage and Family Therapy HST 6000: Human Sexuality Education	MFT/IRT 7900: Practicum in Marriage and Family Therapy MAC General Elective 7 MAC General Elective 8
Summer Term	MFT/IRT 6300: Diversity and Multicultural Counseling MAC General Elective 2	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process MAC General Elective 9

MAC with a Specialization in Imago Relationship Therapy (IRT)

REQUIREMENTS

Total Required Quarter Credits
90 (Equivalent to 60 Quarter Credits)

Course Titles	Credits
MAC Program Core Courses	
MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
MFT/IRT 6050: Clinical Research and Evaluation	4.5
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MAC Specialization Core Courses	
MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
IRT 7100: Foundations of Imago Relationship Therapy	4.5
IRT 7200: Advanced Imago Relationship Therapy	4.5
IRT 7500: Clinical Training: Imago Relationship Therapy	9
IRT 7600: Clinical Internship: Imago Relationship Therapy	4.5
MAC General Electives	40.5
Total Credits	90

SUGGESTED COURSE SEQUENCING

	First Year	Second Year
Fall Term	MFT/IRT 6010: Foundations of Marriage and Family Therapy MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST MAC General Elective 1	IRT 7500: Clinical Training: Imago Relationship Therapy MAC General Elective 4
Winter Term	MFT/IRT 6040: Group Process and Techniques in Family Counseling MFT/IRT 6050: Clinical Research and Evaluation	MAC General Elective 5 MAC General Elective 6
Spring Term	IRT 7100: Foundations of Imago Relationship Therapy MAC General Elective 2 MAC General Elective 3	IRT 7600: Clinical Internship: Imago Relationship Therapy MAC General Elective 7 MAC General Elective 8
Summer Term	MFT/IRT 6300: Diversity and Multicultural Counseling IRT 7200: Advanced Imago Relationship Therapy	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process MAC General Elective 9

MAC with a Specialization in Human Sexuality and Sex Therapy (HST)

REQUIREMENTS

Total Required Quarter Credits
90 (Equivalent to 60 Quarter Credits)

Course Titles	Credits
MAC Program Core Courses	
MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
MFT/IRT 6050: Clinical Research and Evaluation	4.5
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MAC Specialization Core Courses	
MFT/IRT 6030: Couples Relationship Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
HST 6100: Human Sexuality Education II	4.5
HST 6200: Sexual Attitude Reassessment (SAR)	1
HST 6300: Human Sexuality and Sex Therapy Training	6
HST 6400: Human Sexuality and Sex Therapy Supervision	5
MAC General Electives	42
Total Credits	90

SUGGESTED COURSE SEQUENCING

	First Year	Second Year
Fall Term	MFT/IRT 6010: Foundations of Marriage and Family Therapy MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST MAC General Elective 1	HST 6300: Human Sexuality and Sex Therapy Training MAC General Elective 4 MAC General Elective 5
Winter Term	MFT/IRT 6050: Clinical Research and Evaluation HST 6000: Human Sexuality Education I	MAC General Elective 6 MAC General Elective 7
Spring Term	MFT/IRT 6030: Couples Relationship Therapy HST 6100: Human Sexuality Education II MAC General Elective 2	HST 6400: Human Sexuality and Sex Therapy Supervision MAC General Elective 8 MAC General Elective 9
Summer Term	MFT/IRT 6300: Diversity and Multicultural Counseling HST 6200: Sexual Attitude Reassessment (SAR) MAC General Elective 3	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process MAC General Elective 10

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

The advanced study of the physiological, developmental, psychological and social aspects of gender and human sexual behavior. Examines the bio-psycho-social context within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity.

HST 6100: Human Sexuality Education II

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

HST 6200: Sexual Attitude Reassessment (SAR)

This course includes following: bio/psycho/social considerations relating to erectile disorder; the complex etiology of the often-misunderstood dysfunction, delayed ejaculation; and the prevalence, etiology, assessment, and treatment of premature ejaculation. Additionally, the partner's response to the various male and female sexual disorders is considered through a systemic filter. Female sexual disorders are explored comprehensively, including female orgasmic disorder and genitopelvic pain penetration disorders.

HST 6300: Human Sexuality and Sex Therapy Training

In this course, advanced/current topics in Human Sexuality and Sex Therapy are presented. These include but are not limited to: physical issues which impact sex, the multidimensionality of sex, sexual diversity, gender variance, transgender phenomena, paraphilias, alternate lifestyles, non-monogamy, sexual minorities, sexsomnia, preconceptions about normalcy, homophobia & heteronormative bias.

HST 6400: Human Sexuality and Sex Therapy Supervision

Because human sexual expression can be broad and varied, this course will discuss uncommon sexual presentations that are not listed in the DSM-5. The multifaceted topic of early trauma and its effects on the adult relationship are considered. We establish criteria for differentiating sex abuse survivors from those with sexual disorders in the absence of emotional or sexual trauma. Infidelity assessment and treatments are thoroughly explored. Finally, general principles of Human Sexuality and Sex Therapy are examined incorporating the wide range of traditional and alternative treatments

such as cognitive behavior therapy and mindfulness-based therapy. Issues of sexual pharmacology, such as the impact of medications on sexual functioning and pro sexual medications, are studied. Students will receive group supervision and individual supervision based on either videotaping or live observation of their work.

IRT 7100: Foundations of Imago Relationship Therapy

This course will introduce students to foundation of Imago Relationship Therapy theories and practices. Imago Relationship Therapy utilizes a variety of clinical processes to teach couples, and singles desiring an intimate union, to identify their defenses against intimacy and to understand the unconscious forces that influence partner selection and contribute to difficulty in relationships.

IRT 7200: Advanced Imago Relationship Therapy

This course will introduce students to advanced Imago Relationship Therapy theories and practices. This course deepens theoretical understanding of characterological adaptations to pain through experiential processing at a personal level.

IRT 7500: Clinical Training: Imago Relationship Therapy

In the didactic portion of the course, issues relevant to the beginning Imago Relationship Therapist are addressed including refinement of Imago dialogue skills and the application of Imago Relationship Therapy to specific relational problems.

IRT 7600: Clinical Internship: Imago Relationship Therapy

This course provides group supervision and individual supervision to students practicing Imago relationship therapy. Case consultation, video/audio presentation, or live observation of their work are available.

CFT/MFT/IRT 6010: Foundations of Marriage and Family Therapy

Students learn the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family Therapy field. Topics include family systems theories and communication theories.

CFT/MFT/IRT 6020: Advanced Marriage and Family Therapy

Students learn theories, concepts, and techniques of marriage and family counseling. This course provides a detailed introduction and comparative study of each of the major family therapy theoretical orientations and the process of theory integration.

CFT/MFT/IRT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT/MFT/IRT 6040: Group Process and Techniques in Family Counseling

The ability to work with groups is increasingly becoming an essential skill for family therapists. Students will learn principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

CFT/MFT/IRT 6050: Clinical Research and Evaluation

Students will learn the basic concepts and processes of research methodology, data analysis and evaluation of research is covered along with a significant review of counseling research.

Students will understand research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

CFT/MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis. Students will learn differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

CFT/MFT/IRT 6070: Psychopharmacology

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs.

CFT/MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing

Students will learn basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals, couples, families, and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.

CFT/MFT/IRT 6090: Human Growth and Family Development Across the Life Span

A life-span approach to the major theoretical perspectives, conceptual debates and methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and socio-emotional competencies show stability/change with age. This course includes the life cycle of the family and changes of family structures over time, as well

as issues of ethnicity, gender and culture. Students also learn normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

CFT/MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention

This course provides a comprehensive overview of child abuse, intimate partner violence, elderly abuse and neglect treatment and their prevention. The covers the meanings, prevalence, scope, dynamics, contemporary responses, and prevention strategies for the abuse and neglect within an ecological and risk/resilience framework. Throughout the course, students will learn to identify the risks that threaten healthy individual, couple, family, and community development and factors that promote healthy development. The overall goal of the course is to deepen students' understandings of the core issues related to the child, adult and elderly abuse and neglect and of effective strategies not only for prevention but for the promotion of child and family well-being.

CFT/MFT/IRT 6200: Community Mental Health Counseling

The course discusses theories and skills required in contemporary community mental health settings. This course will help students understand the recovery-oriented treatment and methods of service delivery.

CFT/MFT/IRT 6300: Diversity and Multicultural Counseling

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status and other individual and group differences in the context of providing systems-based interventions. Students will learn therapists' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

CFT/MFT/IRT 6500: Chemical Dependency and Addictions Counseling

Students will learn substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

CFT/MFT/IRT 6600: Laws, Professional Ethics, and Community Practice

This course covers professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and

relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients. Also, students learn an examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California.

CFT/MFT/IRT 6700: Trauma and Collative Counseling

This course covers crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Also, this course focus on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self-reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage & family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

CFT/MFT/IRT 7000: Counseling Psychotherapeutic Theories and Techniques: IPCST

This course covers the integrative therapy model, IPCST: Internal Parent-Child systems Therapy. This therapy model is consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to family, couples, and individual therapy.

CFT/MFT/IRT 7900: Practicum in Marriage and Family Therapy

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

CFT/MFT/IRT 8600: Relationology

This course introduces the concept of Relationology. This course emphasizes “Relationship” as a primary reality and sees connecting as being full aliveness and wonder. Collaboration, co-creation and co-operation are discussed with regard to relationships.

CFT/MFT/IRT 9000: Research Method I

This course is designed to provide a broad but rigorous, graduate-level overview of contemporary research methodology in Counseling. This is a course for students who have a serious interest in understanding the rationale for the use of different methods. The focus will be on planning, implementing, and analyzing interventions.

CFT/MFT/IRT 9100: Research Method II

Focuses on qualitative and quantitative research methodologies specially related to counseling research. Students will gain practical experience applying research methods to their research with clinical populations and therapy. This course helps students develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

CFT/MFT/IRT 9200: Self of the Therapist

Advanced study of therapy theories and person-centered approach emphasizing topics such as increasing self-awareness, identifying personal issues, mindfulness, and implementation of ‘the self of the therapist’ as an effective therapeutic tool.

CFT/MFT/IRT 9300: Spirituality and Psychotherapy

This course is designed to provide information on spirituality and provides students with a holistic approach to understanding self and community through a spiritual focus. This course is designed about the following themes: spiritual self-care and spiritual research and health. Students will engage in a variety of activities that will foster critical thinking skills and personal exploration. Students will be exposed to spiritual development models, spirituality and health research, and contemplative practices.

CFT/MFT/IRT 9400: Inner Child Therapy

This course covers the theory and techniques of Inner child therapy including the process of healing the wounded inner child. Reclaiming and healing inner child process is introduced and practiced.

CFT/MFT/IRT 9450: Carl Rogers Seminar

The person-centered therapy of Carl Rogers is the focus of this seminar. Rogers major theories and techniques and current modifications, as they evolved, are explored via readings, tapes and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads students work on individual issues and therapy promote their personal growth and counseling skills.

DOCTOR OF PHILOSOPHY IN COUNSELING (Ph.D.) PROGRAM

PROGRAM DESCRIPTION

The Ph. D. in Counseling program is committed to a systemic orientation that fosters relational and contextual educational approaches in the field of counseling. Serving a diverse society, our mission is to promote competencies in systemic counseling practice, supervision, research, and scholarship. Students receive advisory support throughout the program. Students will work together and create a learning community in which transformative skills and expressive performance are developed and possibilities for collaboration are encouraged. The program values the recursive interaction between theory and practice and the importance of fostering transformation inside and outside the classroom. With a commitment to the classic foundations of counseling and advancing the profession, we turn learning into relevant and ethical action for tomorrow's innovators in research methods and prominent scholarship.

Daybreak University's Doctor of Philosophy (Ph.D.) in Counseling program has three Specializations:

- Marriage and Family Therapy (MFT)
- Imago Relationship Therapy (IRT)
- Human Sexuality and Sex Therapy (HST)

They are not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in California and other states. Graduates may work as educational, guidance, and career counselors and advisors (code 21-1012) [the United States Department of Labor's Standard Occupational Classification] and also as a psychology professor (code 25-1066).

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's Ph.D. in Counseling program is to:

- Train students to serve a diverse society and promote competencies in systemic counseling practice, supervision, research, and scholarship.
- Equip students with the in-depth understanding of the relational and contextual educational approaches in the field of counseling through the recursive interaction between theory and practice inside and outside the classroom.
- Nurture students to create a learning community in which transformative skills and expressive performance are developed and possibilities for collaboration are encouraged in varied settings with individuals, couples, and family.

PROGRAM LEARNING OUTCOMES (PLO)

As a result of completing the Ph.D. in Counseling program, students will be able to:

1. Critically evaluate the background of the research topic so that findings can be evaluated in the context of the wider body of knowledge and practice.
2. Identify the various research methods and designs that exist, their key features, and when to use them.
3. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.
4. Demonstrate an ability to incorporate research and provide basic education to individuals, couples, and families about psychotropic medications.
5. Apply doctoral level research methods and skills in the chosen field of study.
6. Apply a dissertation project to counseling, supervision, and teaching.

PROGRAM LENGTH

The program is a 93 quarter unit program including 18 units of dissertation. The course of study usually spans a period of 2.75 years. Students can expect to complete their coursework and dissertation in 2.75 years. Students must complete their study within seven years, beginning on the date of their first registration for Ph.D. courses. A Ph.D. student must carry 9 (7.5 as needed) or more units to be considered a full-time student. Those carrying fewer than nine (7.5 as needed) units are considered part-time students.

GRADUATION REQUIREMENTS

1. A completion of all required course work with a minimum grade point average (GPA) of 3.0.
2. A satisfactory pass of comprehensive exam
3. A satisfactory completion of dissertation
4. A satisfactory pass of oral defense of a dissertation
5. A settlement of all financial obligations with the University

Students gain knowledge and insights from class lectures to integrate them into their course papers and dissertation research issue. Each student is provided with a primary advisor for their dissertation. The primary advisor supervises his or her student to specify and deepen their research focus. Three dissertation committee members including a primary advisor guides a student's dissertation. The program fosters an ethos of mutual learning so that students will develop constructive and collaborative habits of collegiality as they work together on their degrees. Students must earn at least 75% of the credit hours required for the degree through the Daybreak University.

COMPREHENSIVE EXAMINATION

All candidates for the Ph.D. degree must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area. Comprehensive examinations may be taken any time after completion of 63 units of Ph.D. coursework. Only two retakes of the examination are permitted.

DISSERTATION

The Ph.D. dissertation is the bulk of the doctoral program. Doctoral students have two options to complete their dissertation: (1) A Ph.D. dissertation which is between 100 to 200 pages in length (2) An article type dissertation. The article type dissertation includes one full-length article that is publishable quality in a peer-reviewed journal. This article must be empirical in nature; that is, the student should conduct original data analyses of some kind (e.g., quantitative, qualitative, historical, program development).

All dissertations should adhere to regulations and requirements from the Daybreak University. Students who are considering this format are strongly encouraged to confer with their dissertation chair as early as possible, since an article-style dissertation may not be the best approach for all students and dissertation topics.

AN ORAL DEFENSE OF A DISSERTATION

The dissertation is prepared, submitted, and defended in an oral examination. Students can do this oral defense only after they have successfully completed course work, comprehensive examination, and a submission of dissertation.

CURRICULUM

Ph.D. Counseling Core Courses

No.	Courses Title	Credits
1	MFT/IRT 9000: Research Methods I	4.5
2	MFT/IRT 9100: Research Methods II	4.5
3	MFT/IRT 9500: PhD Research Colloquium	4.5
4	MFT/IRT 9600: PhD Dissertation I	4.5
5	MFT/IRT 9600: PhD Dissertation II	4.5
6	MFT/IRT 9600: PhD Dissertation III	4.5
7	MFT/IRT 9600: PhD Dissertation IV *Course may be repeated for credit.	4.5

Ph.D. Specialization Core Courses

No.	Course Titles	Credits
Marriage and Family Therapy Specialization		
1	MFT/IRT 9800 Supervision of Supervision (Supervisor Training)	4.5
Imago Relationship Therapy Specialization		
1	IRT 9300: Advanced Imago Relationship Therapy Training I	4.5
2	IRT 9400: Advanced Imago Relationship Therapy Training II	4.5
3	MFT/IRT 8600: Relationology	3
4	MFT/IRT 9700: Advanced IPCST	4.5
Human Sexuality and Sex Therapy Specialization		
1	HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	3
2	HST 9600: Human Sexuality and Sex Therapy Practicum	9

Ph.D. Specialization Electives: Marriage and Family Therapy (MFT)

No.	Course Titles	Credits
1	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
2	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
3	MFT/IRT 9700: Advanced IPCST	4.5

Ph.D. Specialization Electives: Imago Relationship Therapy (IRT)

No.	Course Titles	Credits
1	IRT 7100: Foundations of Imago Relationship Therapy	4.5
2	IRT 7200: Advanced Imago Relationship Therapy	4.5
3	IRT 7500: Clinical Training: Imago Relationship Therapy	4.5
4	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
5	MFT/IRT 9800: Supervision of Supervision (Supervisor Training)	4.5

Ph.D. Specialization Electives: Human Sexuality and Sex Therapy (HST)

No.	Course Titles	Credits
1	HST 6000: Human Sexuality Education I	4.5
2	HST 6100: Human Sexuality Education II	4.5
3	HST 6200: Sexual Attitude Reassessment (SAR)	1
4	HST 6300: Human Sexuality and Sex Therapy Training	6
5	HST 6400: Human Sexuality and Sex Therapy Supervision	5
6	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
7	MFT/IRT 9700: Advanced IPCST	4.5

Ph.D. Seminar General Electives

No.	Course Titles	Credits
1	HST 6000: Human Sexuality Education I	4.5
2	HST 6300: Sex Therapy Training	4.5
3	IRT 7100: Foundations of Imago Relationship Therapy	4.5
4	IRT 7200: Advanced Imago Relationship Therapy	4.5
5	MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
6	MFT/IRT 6030: Couples Relationship Therapy	4.5
7	MFT/IRT 6050: Clinical Research and Evaluation	4.5
8	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
9	MFT/IRT 6070: Psychopharmacology	4.5
10	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
11	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
12	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
13	MFT/IRT 6200: Community Mental Health Counseling	4.5
14	MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
15	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
16	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
17	MFT/IRT 6700: Trauma and Collaborative Care	4.5
18	MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5

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19	MFT/IRT 7900: Practicum in Marriage and Family Therapy *Course may be repeated for credit.	4.5
20	MFT/IRT 8600: Relationology	3
21	MFT/IRT 9200: Self of the Therapist	4.5
22	MFT/IRT 9300: Spirituality and Psychotherapy	4.5
23	MFT/IRT 9400: Inner Child Therapy	4.5
24	MFT/IRT 9450: Carl Rogers Seminar	4.5

Ph.D. in Counseling with a Specialization in Marriage and Family Therapy (MFT)

REQUIREMENTS

Total Required Quarter Credits
93 (Equivalent to 62 Quarter Credits)

Course Titles	Credits
ACA 1: Advanced Research	
CFT 9000: PhD Research Methods I: Quantitative Research	4.5
CFT 9100: PhD Research Methods II: Qualitative Research	4.5
CFT 9200: PhD Research Publication Writing & Grant Writing	4.5
CFT 9600: PhD Dissertation I	4.5
CFT 9600: PhD Dissertation II	4.5
CFT 9600: PhD Dissertation III	4.5
CFT 9600: PhD Dissertation IV	4.5
ACA 2: Advanced Relational/Systemic Clinical Theory	
CFT 8700: Advanced Marriage and Family Therapy	4.5
IRT 8100: Advanced Couple Relationship Therapy Theory and Training: Imago Relationship Therapy	4.5
HST 8100: Human Sexuality Education II	4.5
ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges	
CFT 9700: MFT Professional Practice and Applications to Contemporary Challenges	4.5
CFT 7900B: Practicum in Couples and Family Therapy	9
1. Clinical hours (50 hours of Relational Cases) 2. 50 Supervision hours <ul style="list-style-type: none"> • 25 hours: Raw data at least (e.g., audio, video, etc.) • Group Supervision: Up to 8 people. 	

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<ul style="list-style-type: none"> Personal Supervision: Up to 2 people. 	
ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation &/or Leadership	
CFT 9800: Supervision of Supervision (Supervisor Training)	4.5
CFT 9900: Professional Development Seminar	3
Advanced Practical Experience	
CFT 9810: Supervision Practicum	4.5
CFT 9500: PhD Research Colloquium	4.5
Electives	18
Total Credits	93
<p>*However, if you enter the COAMFTE Doctoral Program without completing the COAMFTE Master's courses you must additionally conduct the COAMFTE MFT Master's required courses and clinical hours.</p>	

COAMFTE Required Courses	Credits
<p>*However, if you enter the COAMFTE Doctoral Program without completing the COAMFTE Master's courses you must additionally conduct the COAMFTE MFT Master's required courses and clinical hours.</p>	
CFT 6010: Foundations of Couples and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6300: Diversity and Multicultural Counseling	4.5
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6030: Couples Relationship Therapy	4.5
CFT 6600: Law, Professional Ethics, and Community Practice	4.5

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HST 6000: Human Sexuality Education I	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
Clinical Requirement	
CFT 7900B: Practicum in Couples and Family Therapy	3 (13.5)
1. 300 Clinical hours (100 hours of Relational Cases) 2. 100 Supervision hours <ul style="list-style-type: none"> • 50 hours: Raw data at least (e.g., audio, video, etc.) • Group Supervision: Up to 8 people. • Personal Supervision: Up to 2 people. 	

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General Electives for COAMFTE MFT (PhD)

No .	Course Titles	Credits
1	CFT 6070: Psychopharmacology	4.5
2	CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
3	CFT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
4	CFT 6200: Community Mental Health Counseling	4.5
5	CFT 6500: Chemical Dependency and Addiction Counseling	4.5
6	CFT 6700: Trauma and Collaborative Care	4.5
7	IRT 7200: Advanced Imago Relationship Therapy	4.5
8	IRT 8600: Relationology	3
9	CFT 8100: Cinema Story and Counseling	4.5
10	CFT 9200: Self of the Therapist	4.5
11	CFT 9300: Spirituality and Psychotherapy	4.5
12	CFT 9400: Inner Child Therapy	4.5
13	CFT 9450: Carl Rogers Seminar	4.5

Ph.D. in Counseling with a Specialization in Imago Relationship Therapy (IRT)

REQUIREMENTS

Total Required Quarter Credits
93 (Equivalent to 62 Quarter Credits)

Course Titles	Credits
PhD Counseling Core Courses	
MFT/IRT 9000: Research Methods I	4.5
MFT/IRT 9100: Research Methods II	4.5
MFT/IRT 9500: PhD Research Colloquium	4.5
MFT/IRT 9600: PhD Dissertation I	4.5
MFT/IRT 9600: PhD Dissertation II	4.5
MFT/IRT 9600: PhD Dissertation III	4.5
MFT/IRT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
IRT 9300: Advanced Imago Relationship Therapy Training I	4.5
IRT 9400: Advanced Imago Relationship Therapy Training II	4.5
MFT/IRT 8600: Relationology	3
MFT/IRT 9700: Advanced IPCST	4.5
PhD Specialization Electives	22.5
PhD Seminar General Electives	22.5
Total Credits	93

SUGGESTED COURSE SEQUENCING

Year	Quarter/Year	Courses
1 st Year	Winter	MFT/IRT 9000: Research Methods I PhD Seminar General Elective 1
	Spring	PhD Seminar General Elective 2 PhD Imago Relationship Therapy Specialization Elective 1
	Summer	MFT/IRT 9100: Research Methods II PhD Seminar General Elective 3
	Fall	MFT/IRT 9500: PhD Research Colloquium MFT/IRT 9700: Advanced IPCST
2 nd Year	Winter	PhD Imago Relationship Therapy Specialization Elective 2 PhD Seminar General Elective 4
	Spring	IRT 9300: Advanced Imago Relationship Therapy Training I MFT/IRT 9600: PhD Dissertation I
	Summer	PhD Seminar General Elective 5 PhD Imago Relationship Therapy Specialization Elective 3
	Fall	IRT 9400: Advanced Imago Relationship Therapy Training II MFT/IRT 9600: PhD Dissertation II
3 rd Year	Winter	PhD Imago Relationship Therapy Specialization Elective 4 MFT/IRT 8600: Relationology
	Spring	MFT/IRT 9600: PhD Dissertation III PhD Imago Relationship Therapy Specialization Elective 5
	Summer	MFT/IRT 9600: PhD Dissertation IV

**Ph.D. in Counseling with a Specialization in Human Sexuality and Sex Therapy
(HST)**

REQUIREMENTS

Total Required Quarter Credits
93 (Equivalent to 62 Quarter Credits)

Course Titles	Credits
PhD Counseling Program Core Courses	
MFT/IRT 9000: Research Methods I	4.5
MFT/IRT 9100: Research Methods II	4.5
MFT/IRT 9500: PhD Research Colloquium	4.5
MFT/IRT 9600: PhD Dissertation I	4.5
MFT/IRT 9600: PhD Dissertation II	4.5
MFT/IRT 9600: PhD Dissertation III	4.5
MFT/IRT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	3
HST 9600: Human Sexuality and Sex Therapy Practicum	9
PhD Specialization Electives	31.5
PhD Seminar General Electives	18
Total Credits	93

SUGGESTED COURSE SEQUENCING

Year	Quarter/Year	Courses
1 st Year	Winter	MFT/IRT 9000: Research Methods I PhD Seminar General Elective 1
	Spring	PhD Seminar General Elective 2 PhD Human Sexuality and Sex Therapy Specialization Elective 1
	Summer	MFT/IRT 9100: Research Methods II PhD Human Sexuality and Sex Therapy Specialization Elective 2
	Fall	MFT/IRT 9500: PhD Research Colloquium HST 9500: Advanced Human Sexuality and Sex Therapy Supervision PhD Human Sexuality and Sex Therapy Specialization Elective 3
2 nd Year	Winter	PhD Seminar General Elective 3 PhD Human Sexuality and Sex Therapy Specialization Elective 4
	Spring	MFT/IRT 9600: PhD Dissertation I PhD Human Sexuality and Sex Therapy Specialization Elective 5
	Summer	HST 9500: Advanced Human Sexuality and Sex Therapy Supervision PhD Seminar General Elective 4
	Fall	MFT/IRT 9600: PhD Dissertation II PhD Human Sexuality and Sex Therapy Specialization Elective 6
3 rd Year	Winter	HST 9600: Human Sexuality and Sex Therapy Practicum PhD Human Sexuality and Sex Therapy Specialization Elective 7
	Spring	MFT/IRT 9600: PhD Dissertation III HST 9600: Human Sexuality and Sex Therapy Practicum
	Summer	MFT/IRT 9600: PhD Dissertation IV HST 9600: Human Sexuality and Sex Therapy Practicum

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

The advanced study of the physiological, developmental, psychological and social aspects of gender and human sexual behavior. Examines the bio-psycho-social context within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity.

HST 6100: Human Sexuality Education II

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

HST 6200: Sexual Attitude Reassessment (SAR)

This course includes following: bio/psycho/social considerations relating to erectile disorder; the complex etiology of the often-misunderstood dysfunction, delayed ejaculation; and the prevalence, etiology, assessment, and treatment of premature ejaculation. Additionally, the partner's response to the various male and female sexual disorders is considered through a systemic filter. Female sexual disorders are explored comprehensively, including female orgasmic disorder and genitopelvic pain penetration disorders.

HST 6300: Human Sexuality and Sex Therapy Training

In this course, advanced/current topics in Human Sexuality and Sex Therapy are presented. These include but are not limited to: physical issues which impact sex, the multidimensionality of sex, sexual diversity, gender variance, transgender phenomena, paraphilias, alternate lifestyles, non-monogamy, sexual minorities, sexsomnia, preconceptions about normalcy, homophobia & heteronormative bias.

HST 6400: Human Sexuality and Sex Therapy Supervision

Because human sexual expression can be broad and varied, this course will discuss uncommon sexual presentations that are not listed in the DSM-5. The multifaceted topic of early trauma and its effects on the adult relationship are considered. We establish criteria for differentiating sex abuse survivors from those with sexual disorders in the absence of emotional or sexual trauma. Infidelity assessment and treatments are thoroughly explored. Finally, general principles of Human Sexuality and Sex Therapy are examined incorporating the wide range of traditional and alternative treatments

such as cognitive behavior therapy and mindfulness-based therapy. Issues of sexual pharmacology, such as the impact of medications on sexual functioning and pro sexual medications, are studied. Students will receive group supervision and individual supervision based on either videotaping or live observation of their work.

HST 9500: Advanced Human Sexuality and Sex Therapy Supervision

This course includes influences of technology on intimate relationships, sexual compulsivity, asexuality, controversies over the treatment of pedophilia, and the impact of culture, ethnicity, and spirituality on sexual identity. The professional development of the therapist continues to be a focus of the course: therapist sexual value system, comfort, integrity, ethics, knowledge, non-judgmental attitude, language, and confidentiality are all explored in the context of the topics presented.

HST 9600: Advanced Human Sexuality and Sex Therapy Practicum

This course focuses on issues that sex therapists face as supervisors or supervisees and provides techniques that can be adapted to fit clients' specific needs. This course covers a wide range of perspectives and methodologies for assisting diverse populations. It addresses individual, relational, and systemic engagement in the context of sexual function/dysfunction, and it also discusses obstructions clinicians can face when providing critical feedback to clients. This course is useful for aspiring supervisors as well as those who supervise clinicians seeking licensure or certification.

IRT 7100: Foundations of Imago Relationship Therapy

This course will introduce students to foundation of Imago Relationship Therapy theories and practices. Imago Relationship Therapy utilizes a variety of clinical processes to teach couples, and singles desiring an intimate union, to identify their defenses against intimacy and to understand the unconscious forces that influence partner selection and contribute to difficulty in relationships.

IRT 7200: Advanced Imago Relationship Therapy

This course will introduce students to advanced Imago Relationship Therapy theories and practices. This course deepens theoretical understanding of characterological adaptations to pain through experiential processing at a personal level.

IRT 7500: Clinical Training: Imago Relationship Therapy

In the didactic portion of the course, issues relevant to the beginning Imago Relationship Therapist are addressed including refinement of Imago dialogue skills and the application of Imago Relationship Therapy to specific relational problems.

IRT 7600: Clinical Internship: Imago Relationship Therapy

This course provides group supervision and individual supervision to students practicing Imago relationship therapy. Case consultation, video/audio presentation, or live observation of their work are available.

IRT 9300: Advanced Imago Relationship Therapy Training I

This course covers the Relational Paradigm which has a strong emphasis on understanding and working with character adaptations as they appear in our lives as therapists, our couples and individual clients desiring healthy partnerships.

IRT 9400: Advanced Imago Relationship Therapy Training II

This course covers Imago Relationship therapy with regard to affairs, crisis couples, and neurobiology. Using the principles of interpersonal attunement and intrapersonal attunement provide a map of the terrain that needs to be covered when working with couples in crisis.

CFT/MFT/IRT 6010: Foundations of Marriage and Family Therapy

Students learn the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family Therapy field. Topics include family systems theories and communication theories.

CFT/MFT/IRT 6020: Advanced Marriage and Family Therapy

Students learn theories, concepts, and techniques of marriage and family counseling. This course provides a detailed introduction and comparative study of each of the major family therapy theoretical orientations and the process of theory integration.

CFT/MFT/IRT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT/MFT/IRT 6040: Group Process and Techniques in Family Counseling

The ability to work with groups is increasingly becoming an essential skill for family therapists. Students will learn principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

CFT/MFT/IRT 6050: Clinical Research and Evaluation

Students will learn the basic concepts and processes of research methodology, data analysis and evaluation of research is covered along with a significant review of counseling research. Students will understand research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

CFT/MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process

An examination of the developmental factors that lead to the emergence and maintenance of various

psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis. Students will learn differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

CFT/MFT/IRT 6070: Psychopharmacology

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs.

CFT/MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing

Students will learn basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals, couples, families, and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.

CFT/MFT/IRT 6090: Human Growth and Family Development Across the Life Span

A life-span approach to the major theoretical perspectives, conceptual debates and methodological concerns in developmental psychology. Description and explanation of the degree to which personality, cognitive abilities, and socio-emotional competencies show stability/change with age. This course includes the life cycle of the family and changes of family structures over time, as well as issues of ethnicity, gender and culture. Students also learn normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

CFT/MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention

This course provides a comprehensive overview of child abuse, intimate partner violence, elderly abuse and neglect treatment and their prevention. The covers the meanings, prevalence, scope, dynamics, contemporary responses, and prevention strategies for the abuse and neglect within an ecological and risk/resilience framework. Throughout the course, students will learn to identify the risks that threaten healthy individual, couple, family, and community development and factors that promote healthy development. The overall goal of the course is to deepen students' understandings of the core issues related to the child, adult and elderly abuse and neglect and of effective strategies not only for prevention but for the promotion of child and family well-being.

CFT/MFT/IRT 6200: Community Mental Health Counseling

The course discusses theories and skills required in contemporary community mental health settings. This course will help students understand the recovery-oriented treatment and methods of service delivery.

CFT/MFT/IRT 6300: Diversity and Multicultural Counseling

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status and other individual and group differences in the context of providing systems-based interventions. Students will learn therapists' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

CFT/MFT/IRT 6500: Chemical Dependency and Addictions Counseling

Students will learn substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

CFT/MFT/IRT 6600: Laws, Professional Ethics, and Community Practice

This course covers professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients. Also, students learn an examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California.

CFT/MFT/IRT 6700: Trauma and Collative Counseling

This course covers crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Also, this course focus on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self-reflection regarding the definition, function, & various experiences

of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage & family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

CFT/MFT/IRT 7000: Counseling Psychotherapeutic Theories and Techniques: IPCST

This course covers the integrative therapy model, IPCST: Internal Parent-Child systems Therapy. This therapy model is consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to family, couples, and individual therapy.

CFT/MFT/IRT 7900: Practicum in Marriage and Family Therapy

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

CFT/MFT/IRT 8600: Relationology

This course introduces the concept of Relationology. This course emphasizes “Relationship” as a primary reality and sees connecting as being full aliveness and wonder. Collaboration, co-creation and co-operation are discussed with regard to relationships.

CFT/MFT/IRT 9000: Research Method I

This course is designed to provide a broad but rigorous, graduate-level overview of contemporary research methodology in Counseling. This is a course for students who have a serious interest in understanding the rationale for the use of different methods. The focus will be on planning, implementing, and analyzing interventions.

CFT/MFT/IRT 9100: Research Method II

Focuses on qualitative and quantitative research methodologies specially related to counseling research. Students will gain practical experience applying research methods to their research with clinical populations and therapy. This course helps students develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

CFT/MFT/IRT 9200: Self of the Therapist

Advanced study of counseling theories and person-centered approach emphasizing topics such as increasing self-awareness, identifying personal issues, mindfulness, and implementation of ‘the self of the therapist’ as an effective therapeutic tool.

CFT/MFT/IRT 9300: Spirituality and Psychotherapy

This course is designed to provide information on spirituality and provides students with a holistic

approach to understanding self and community through a spiritual focus. This course is designed about the following themes: spiritual self-care and spiritual research and health. Students will engage in a variety of activities that will foster critical thinking skills and personal exploration. Students will be exposed to spiritual development models, spirituality and health research, and contemplative practices.

CFT/MFT/IRT 9400: Inner Child Therapy

This course covers the theory and techniques of Inner child therapy including the process of healing the wounded inner child. Reclaiming and healing inner child process is introduced and practiced.

CFT/MFT/IRT 9450: Carl Rogers Seminar

The person-centered therapy of Carl Rogers is the focus of this seminar. Rogers major theories and techniques and current modifications, as they evolved, are explored via readings, tapes and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads students work on individual issues and therapy promote their personal growth and counseling skills.

CFT/MFT/IRT 9500: PhD Research Colloquium

This course builds on the introduction to the dissertation process and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication.

CFT/MFT/IRT 9600: PhD Dissertation I, II, III, & IV

The course helps students complete their dissertation. The course begins with the concept paper and culminate with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

CFT/MFT/IRT 9700: Advanced IPCST

This course covers the process of the integrative therapy model, IPCST: Internal Parent-Child systems Therapy. Students will learn how to apply this IPCST model into their personal and clinical works.

CFT/MFT/IRT 9800: Supervision of Supervision

The purpose of this course is to prepare relational supervisors so you are expected to meet the high standards for the course. A relational supervisor supervises trainees in the practice of systemic, relational therapy through a variety of means and methods.

CFT 9810: Supervision Practicum.

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: MFT

Supervision of Supervision course prior to taking CFT 9810.

CFT 9900: Professional Development Seminar

This course reviews and critiques of professional issues in the field of marriage and family therapy related to scholarship, pedagogy, and service.

UNIVERSITY PERSONNEL

Board of Directors

Board Chair

Rev. Kiok Chang Cho
Pastor of The United Methodist Church

Secretary

Sun Ja Yoon, Ph.D.
Marriage and Family Therapist

Treasurer

Pia Unsuk Jun
Marriage and Family Therapist

Board Member

Rev. Chang Ho Kim
Pastor of The Korean Presbyterian Church

Board Member

Monica Lee
Licensed Professional Counselor

Board Member

Jea Eun Oh, Ph. D.
CEO/President, Daybreak University

Chancellors

Harville Hendrix, Ph.D. and Helen LaKelly Hunt, Ph.D are partners in life and work, and Co-Chancellors and Distinguished Professors of Imago Relationship Therapy at Daybreak University. Together, they have written over 10 books, including three New York Times bestsellers. Harville and Helen co-created Imago Relationship Therapy (IRT) to promote the transformation of couples and families by creating relational cultures that support universal equality.

Harville Hendrix, Ph.D.

Harville Hendrix, Ph.D. is the co-founder of Imago Relationships International (IRI) with Helen LaKelly Hunt, Ph.D., and Chancellor of the Imago International Training Institute (IITI). He is a New York Times bestselling author of the popularly acclaimed books: *Getting the Love You Want: A Guide for Couples*, *Keeping the Love You Find: A Guide for Singles*, *Giving the Love That Heals:*

A Guide for Parents, and Receiving Love: Transform Your Relationship by Letting Yourself Be Loved. He is an international speaker, and couples therapist with more than 40 years' experience as an educator, clinical trainer and lecturer who has appeared on Oprah's television program 17 times. A former professor at Southern Methodist University, Dr. Hendrix holds an M.A. and a Ph.D. in Psychology and Religion from the University of Chicago. He is a Diplomat in the American Association of Pastoral Counselors and a clinical member of the American Group Psychotherapy Association and the International Transactional Analysis Association.

Helen LaKelly Hunt, Ph.D.

Helen LaKelly Hunt, Ph.D., is a New York Times bestselling author, speaker, and noted philanthropist. Her partnership with Dr. Harville Hendrix has led to the creation of 10 books on relationships and the widespread effectiveness of Imago Relationship Therapy (IRT). She holds Ph.D. degree from Union Theological Seminary (NY). Dr. Hunt has been active within the women's movement for the past eighteen years. She is founder and president of The Sister Fund, a private women's fund dedicated to the social, political, economic, and spiritual empowerment of women and girls. Helen has helped to create a number of other women's funding institutions, including the Dallas Women's Foundation, the New York Women's Foundation, and the Women's Funding Network. Helen has served on the Boards of Directors of the Ms. Foundation for Women, Women and Foundations, and the New York City Women's Agenda. In 2004, shortly after completing a Doctoral degree at Union Theological Seminary in New York, she wrote *Faith and Feminism: A Holy Alliance*. For her distinguished contributions to the women's movement, Helen has received many awards including the LEAD Award, Gloria Steinem's Women of Vision Award, and has been inducted into the National Women's Hall of Fame.

Administrators

President

Jea Eun Oh, Ph.D.

Ph.D. in Counseling, University of New England

Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto

Th.M. in Pastoral Counseling, Harvard University

COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy,
Council for Relationships (Formerly Penn Marriage Council), Philadelphia

AAMFT Approved Supervisor Candidate

Certified Imago Therapist, Certified Clinical Instructor and Faculty of Imago Relationship Therapy
at Imago International Training Institute (IITI)

Clinical Supervisors of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy
at Korean Association of Family Counseling (KAFC)

Dr. Jay (Jea Eun) Oh is the President of Daybreak University. He holds masters and doctorate degrees in Theology and Pastoral Counseling from Harvard University and the University of Toronto. He also received a Ph.D. in Counseling from the University of New England. Dr. Oh has completed a Post-graduate program in Family Systems Therapy from the Family Institute of Cambridge in Boston as well as the COAMFTE accredited Post-Graduate MFT Program at Council for Relationships in Philadelphia (formerly Penn Marriage Council). He also completed the internship specialized in PTSD at the Rogers Memorial Hospital in Bedford, MA. He is a Certified Imago Relationship Therapist and an Imago Clinical Instructor and at Imago International Training Institute (IITI). He was a former Associate Professor of Counseling Psychology at Soongsil University and Baekseok University in South Korea. He was the Director of Soongsil University Student Counseling Center, Director of *the* Institute for Couples and Family Counseling (ICFC), and a Chief Editor of *the Journal of Family and Counseling* (JFC). He is a founder of the Korean Association of Family Counseling (KAFC), which has a national network of 58 counseling centers with 6,000 members of professional counselors and therapists. He also serves as a Founding Director of both the Korea Family Counseling Center (KFCC) and the Korea Institute of Couple Relationship Therapy (KICRT). Dr. Oh is a frequent guest on television such as KBS and EBS where he has made an effort to make counseling known to the public by offering live counseling and special lectures. His book, *I Love Myself the Way I Am* (2009) became a national best seller in South Korea. His publication was also selected as the outstanding scholar work by both the National Academy of Sciences as well as Ministry of Culture, Sports, and Tourism in South Korea. He also received the Best Teacher's Award, the Best Lecturer's Award four times at Soongsil University and the Best Research Award and the Best Supervisor Award by the National Council of Graduate School of Counseling and Psychotherapy (NCGSCP). Dr. Oh's article was nominated as the best article by JMFT and he received the International Development Award and Helen LaKelly Hunt Award for Community Building by Imago Relationships International (IRI).

Academic Dean

Hye Jin Kim, Ph.D., LMFT

Ph.D. in Marriage and Family Therapy, Texas Tech University

M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,
Purdue University Calumet

B.A. in Psychology, SUNY Buffalo

AAMFT Approved Supervisor and Clinical Fellow at the American Association for Marriage and
Family Therapy (AAMFT)

Certified Imago Therapist by Imago International Training Institute (IITI)

Editorial Reviewer of Journal of Marital and Family Therapy (JMFT)

Former Associate Clinical Director at the Couples and Family Therapy program at the University
of Oregon

Former Assistant Professor of Marriage and Family Therapy program at Kean University

Dr. Kim is a Licensed Marriage and Family Therapist, Clinical Fellow, and Approved Supervisor with the American Association for Marriage and Family Therapy (AAMFT). She is also a Certified Imago Therapist by Imago International Training Institute (IITI). She finished her post-doctoral fellowship and worked as an Associate Clinical Director at the Couples and Family Therapy program at the University of Oregon. Dr. Kim also taught as a tenured Assistant Professor of Marriage and Family Therapy (MFT) Program at Kean University in New Jersey. She is a reviewer of *Journal of Marital and Family Therapy* (JMFT). She has research interests in cross-cultural studies, research with marginalized populations, and family health matters that impact family dynamics. She has been teaching MFT Theories and Practice, Martial Therapy and Techniques, Relational Assessment, Group Psychotherapy, Diversity in MFT, Human Sexuality in Counseling, Child/Adolescent Mental Health & Diagnosis, and MFT Practicum in MFT graduate programs. Dr. Kim's article was nominated as the best JMFT Article of the year in 2015 and she received the Emerging Scholar Award from JMFT in 2016.

Business Manager/CFO

Kathy Y. Kang

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Former International Student Advisor / Administrative and General Affairs Staff at Bethesda University, Los Angeles, California and Anaheim, California

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B.A. in Social Sciences/Psychology, University of Bridgeport

Board Certified Sexologist and Diplomate of the American Board of Sexology

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Clinical Supervisor of Family Counseling and Couple Relationship Therapy, Korean Association
of Family Counseling (KAFC)
President of Korean Association of Family Counseling (KAFC)

CAMPUS EMERGENCY PLAN

IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY

General Emergencies

Daybreak University has an emergency plan that gives procedures to follow in case of fire, weather, earthquake, or lockdown emergencies. In the event of a medical emergency, the situation should be reported immediately to the University office, and 911 must be called. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

In an emergency, you should:

- Upon discovering an emergency, or potential emergency, immediately get to a safe place if possible and CALL 911; then call the Office at (310)-739-0132.
- Give the Office as much information as possible regarding the emergency.

The Daybreak office will:

- Identify the nature and scope of the emergency;
- Establish priorities and coordinate crisis response efforts;
- Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
- Determine the times and means to report efforts and progress to the campus community.

Every effort is made to ensure a safe and hazard-free work and study place. Unforeseen circumstances may occur, however, and every contingency cannot be anticipated. Daybreak University Campus Emergency Policy, outlined below, gives information as to what to do in the event of an emergency, crime, or natural disaster.

In an emergency, disabled persons are to be given priority in the use of elevators.

EMERGENCY AND CRISIS PROCEDURES

The following procedures should be followed in the event of emergencies:

Fire

In all cases of fire, Daybreak University Administration must be notified as soon as possible. Fire alarm pulls are located throughout the building; pull the alarm and then call 911.

- During a fire alarm in any building, you are required to evacuate immediately.
- If you become trapped in the public area of a building during a fire, find a room, preferably

with a window (keep window closed as much as possible), place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.

- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If an emergency exists, notify Daybreak University Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a University official.

Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. Only trained personnel should provide advanced first aid treatment or CPR.
- Keep the victim still and as comfortable as possible.
- Ask the victim, “Are you Ok?” and “What is wrong?” If the victim can speak, take note of what they say and report it to medical professionals when they arrive.
- Check breathing and give CPR if necessary and only if you are properly trained. Do not attempt CPR unless you have been trained.

- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the paramedics.
- In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the office.

Gas Leak

In the event of a gas leak:

- Call 911 and notify Daybreak University Administration.
- Evacuate the building if the safety of faculty, staff, and students is threatened.
- Open doors to promote cross-ventilation.
- Emergency services will establish a safe perimeter. Do not return to an evacuated building until instructed to do so by a University official.

Severe Weather

The Los Angeles area is not prone to a high number of tornadoes. However, it is necessary to have an organized method by which to provide ample warning of the possibility of a tornado and to respond in the event a tornado has been spotted or the campus is struck. In the event Los Angeles area comes under a tornado warning and the tornado is heading toward the campus, the Academic Dean will immediately notify the President. All classes will be immediately informed. General precautions should be followed:

- Remain indoors
- Go to the safest area in your building (see list below).
- Stay away from windows. Windows need not be opened.
- Close and vacate all offices with outside windows.
- If your building is hit, lay flat on the floor and cover your head with your arms and hands.
- After the tornado hits, do not leave your building until word is given by proper authorities, unless your life is threatened by remaining in the damaged building.
- Remain in the safest areas: Stairwells and hallways on the first floor. If a tornado watch (meaning that weather conditions are right for a tornado, but no tornado has yet been spotted) is issued for the metro Los Angeles area, the Academic Dean will notify the President, who will determine if further action should be taken.

In the event of severe weather:

- Shut down all computers and electrical equipment that might be damaged by a lightning strike.
- The decision to evacuate a building will be announced by Daybreak University

Administration. Evacuate the building if the safety of persons inside is threatened.

- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

If weather conditions become hazardous during normal business hours, a decision to close the campus early will be shared via e-mail announcement, telephone calls to each department, and posting on the Daybreak University website. If weather conditions deteriorate overnight, then the administration will make a decision either to close the campus for the day or open later in the day. Announcements will be made via Daybreak University website, the main campus telephone number, and broadcast over major television and radio stations. If severe weather conditions arise while classes are in session, remember to be extremely careful when exiting the building.

Chemical Spill or Radiation Release

Daybreak University is located near Freeway 10, a major traffic route into and out of Los Angeles. Dangerous substances are transported daily on this highway, and are susceptible to accidental release in the aftermath of collisions or fire. These toxic substances can be carried in cloud form and, depending upon variable winds, could affect the Daybreak campus.

In the event of a chemical spill or radiation release:

- Immediately call 911 and give the location, material(s) involved, and the extent of any injuries, if known.
- Report the incident to Daybreak University Administration.
- Activate the building alarm.
- Evacuate the affected building or area and leave clear access for arriving emergency personnel.
- Always move uphill, upstream, or upwind to avoid contamination.
- Assist the disabled in exiting the building. Remember that elevators are reserved for the disabled person's use. Do not use elevators in case of fire.
- If requested, assist emergency crews as necessary.
- Do not return to an evacuated building until instructed to do so. In case of a spill of potentially hazardous chemicals in or near campus buildings, notify Daybreak University administration immediately. Do not touch or approach any potentially hazardous substance.

Bomb Threat

In the event of a bomb threat:

- Do not handle any suspicious object or package!
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cell phones until safely out of the building.

- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911, and contact Daybreak University Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by Daybreak University Administration or other proper authority.

If a bomb threat is received by phone, the recipient should ask:

- When is the bomb going to explode?
- Where is the bomb located?
- What kind of bomb is it?
- What does it look like?

If possible, keep talking to the caller and take note of the following for the authorities:

- Time of call.
- Gender and likely age of the caller.
- Speech patterns, accent, possible nationality, etc.
- Emotional state of the caller.

Violent or Criminal Behavior

In the event of violent or criminal acts, immediately dial 911 and report the following to the dispatch operator:

- Nature of the incident
- Location of the incident
- Description of person(s) involved
- Description of property involved
- Weapons involved, if any
- Welfare of the victim

Daybreak University students or employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to Daybreak University Administration.

Active Shooter Situations

In the extremely unlikely event of an active shooter on the Daybreak University campus, take all

precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

Do not leave a safe space until you are instructed to do so by the police or a campus administrator.

If a shooter enters your classroom or office, try to remain calm. If it is possible to dial 911, do so, and leave the line open so the dispatcher can hear what is being said in the room. It may be possible to negotiate with the shooter, but direct confrontation should be avoided, and attempts to overpower the shooter should be made only as a last resort. If the shooter gives instructions, try to do exactly as they say. If the shooter leaves, move as quickly as possible to a safe area. Do not touch anything the shooter has handled or that was in the shooter's vicinity.

If you decide to flee, make certain you have an escape plan and route in mind. Do not take anything with you, and keep your hands in view at all times. If you encounter a police officer, immediately follow their instructions, without question or hesitation. Do not attempt to move injured persons, but notify authorities as to their location as soon as possible.

Understand that police officers are trained to react as quickly as possible to such situations. They may be dressed in protective gear and may be armed with automatic or other heavy weaponry. Regardless of how the police officers appear, remember that they are there to stop the shooter and ensure your safety. Do not be afraid of them, but follow their instructions instantly and to the letter. Keep your hands visible at all times. The police may handcuff or otherwise detain you – remember that they may not know who the shooter is, and must take every possible precaution. Do not argue with or question the police in such a situation. Do exactly as the police say.

Bear in mind that the entire campus will be designated as a crime scene, and you will likely not be allowed to leave the area. Do not attempt to do so until given the go-ahead by the police. The police will establish a safe zone, and will generally order you to stay within it. Again, do exactly as the police say, without argument or hesitation.

Hostage Situations

Hostage situations are also extremely rare, but nonetheless, preparation is wise. If you are taken hostage:

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Maintain eye contact with the captor at all times if possible, but do not stare.

- Be observant. You may be released or have the opportunity to escape. The personal safety of others may depend on your memory
- Be prepared to answer questions from the police on the phone.

Evacuation Routes

Evacuation routes are posted around the campus buildings in various places. Each floor has evacuation maps posted on the wall.

Fire Extinguishers

Fire extinguishers are located throughout the building. They are regularly inspected and maintained. Do not operate or handle a fire extinguisher except in an emergency.

Campus Closings

Campus closings will be reported via email, social media, the Daybreak University website, and on local radio, TV and internet. If there is any doubt regarding a school closing. Do not come to school until you have checked and verified that Daybreak University is open and operating.

2021-2022 ACADEMIC CALENDAR

The academic calendar consists of 10-week terms in fall, spring, winter, and summer. In addition, intensive classes are offered in summer and fall terms.

	Winter 2021	Spring 2021	Summer 2021	Summer 2021 (Intensive)	Fall 2021
Length of the term	10 weeks	10 weeks	10 weeks	1 week	10 weeks
Registration period	11/2-6	1/25-29	5/26-30	4/19-23	7/26-30
Classes begin	1/4	3/22	7/5	6/21	9/27
Drop w/o 'W' deadline	1/15	4/2	7/17	6/22	10/8
Registration/Add deadline	1/15	4/2	7/17	6/22	10/8
Withdrawal deadline	2/12	4/30	8/13	6/23	11/5
Classes end	3/12	5/28	9/10	6/26	12/3
Grades due	3/22	6/8	9/20	7/6	12/13

	Winter 2022	Spring 2022	Summer 2022	Summer 2022 (Intensive)	Fall 2022
Length of the term	10 weeks	10 weeks	10 weeks	1 weeks	10 weeks
Registration period	11/4-9	1/27-31	4/27-5/1	4/19-23	7/27-8/1
Classes begin	1/3	3/28	7/4	6/20	10/4
Drop w/o 'W' deadline	1/12	4/8	7/15	6/21	10/15
Registration/Add deadline	1/12	4/8	7/15	6/21	10/15
Withdrawal deadline	2/11	5/6	8/12	6/22	11/12
Classes end	3/15	6/4	9/9	6/25	12/10
Grades due	3/25	6/14	9/19	7/5	12/20

Holidays

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Policies on Student Rights

Students at Daybreak University are entitled to and have the following rights:

- 1) The right to receive quality educational programs instructed by competent and qualified faculty;
- 2) The right to receive professional, prompt and friendly services from the university's administrative personnel and faculty concerning academic, financial, personal or any other matters that may require consultation by the students
- 3) The right to receive informed factual and prompt responses to all questions they are related to the university and its educational programs;
- 4) The right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later;
- 5) The right to inspect and review his or her records during normal business hours and seek correction of errors in records through the established administrative procedures;
- 6) The right to participate in all the student activities, school sponsored meetings and seminars, and other co-curricular activities;
- 7) The right to call for a hearing in accordance with the procedures established for this purpose if student is subject to the university's disciplinary action; and
- 8) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.

Policies on the retention of student records

CEC §94900

(a) An institution shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

(b) An institution shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:

- (1) The degree or certificate granted and the date on which that degree or certificate was granted.
- (2) The courses and units on which the certificate or degree was based.
- (3) The grades earned by the student in each of those courses.

5, CCR §71920

(a) The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.

(b) In addition to the requirements of section 94900, the file shall contain all of the following pertinent student records:

(1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:

- (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
- (B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program;
- (C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes;
- (D) All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit;

(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;

- (3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- (4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and
- (5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:
 - (A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
 - (B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit;
 - (C) Credit for courses earned at other institutions;
 - (D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes;
 - (E) The name, address, website address, and telephone number of the institution.
- (6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;
- (7) The dissertations, theses, and other student projects submitted by graduate students;
- (8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
- (9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- (10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
- (11) Copies of any official advisory notices or warnings regarding the student's progress; and
- (12) Complaints received from the student.

CONTACT INFORMATION



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