

DAYBREAK UNIVERSITY



FACULTY HANDBOOK 2024-2025

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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.

This does not imply that the Bureau endorses programs or that Bureau approval means the institution exceeds minimum state standards [CEC §94909(a)(2) and §94897(1)].

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
- Post-Doctoral Certificate in Counseling
- Post-Master’s Certificate in Counseling
- Intensive English Certificate Program

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).

Daybreak University’s MA Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). COAMFTE is recognized by the Council on Higher Education Accreditation (CHEA) as the only accrediting agency for graduate degree and clinical training programs in Marriage and Family Therapy in the United States and Canada since CHEA’s inception in 1997.

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,

A handwritten signature in black ink, appearing to read 'Jay Oh', with a long horizontal flourish extending to the right.

Jay Oh, Ph.D.
President

1. GENERAL INFORMATION

1.1 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.

1.2 Institutional Objectives

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

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

1.3 Philosophy of Education

To achieve the institutional objectives, Daybreak University utilizes the scientist-practitioner 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.

1.4 About Daybreak University

Daybreak University is a not-for-profit university located in Anaheim, 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 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, dawn will always come. The crack of dawn will brighten up even our darkest night. This is what Daybreak University always wants to be.

Daybreak University provides a value-based education with a vision grounded in social teachings. Students are encouraged to explore how faith and reason are compatible in education, and to develop strong moral convictions. The university welcomes students, faculty and staff of all faiths, and beliefs all people benefit from the examination of other traditions.

1.5 Nondiscrimination Policy Statement

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 based on 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.

1.6 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.

1.7 Location and Facilities

Daybreak University is located at 321 South State College Blvd, Anaheim, CA 92806. 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.

2. FACULTY RIGHTS AND RESPONSIBILITIES

2.1 Faculty Classification

- **Full-time Status:** teaching a minimum of 20 credit hours. Full-time faculty must also assume other responsibilities, such as committee membership, student counseling and performance of other projects as assigned by the Chief Academic Officer or the President.
- **Part-time Status:** teaching a maximum of 12 credit hours per academic year. The Chief Academic Officer or the President may ask, as needed, part-time faculty to serve on committees or to provide input concerning special projects.
- **Adjunct Status:** teaching one course during any quarter.

2.2 Faculty Rights

Daybreak University recognizes faculty rights as follows:

- 1) The University agrees not to discriminate against any faculty members on the basis of age, race, religion, national origin, sex, marital status, handicap, or membership or non-membership in any faculty organizations. The University's nondiscrimination policy is presented at the beginning of the Handbook, before the Table of Contents.
- 2) The University agrees to abide by applicable laws, rules, regulations, and Board policies pertaining to Staff Diversity and Gender Equity.
- 3) The University recognizes that avenues outside of those outlined in this Handbook exist for the legal determination of issues which deal with discrimination. Therefore, the exercise of rights under this Section is subject to the Grievance Procedure in this Handbook.
- 4) The University agrees and recognizes that Faculty Members have the right and responsibility of evaluating textbooks and related materials in any courses they are assigned to teach and to make recommendations to the appropriate academic administrator – school dean, or program director.

2.3 Faculty Responsibilities and Job Descriptions

The faculty facilitates the mission of Daybreak University by providing instruction that is both competent in specialized fields of training and experience and spiritual in modeling the

characteristics needed for leadership. The faculty becomes the primary instrument of the University in its mission of training leadership for service to the general community.

General Responsibilities for All Faculty Members

- 1) Participation in the determination and definition of major educational policies pertaining to the purpose and goals of the University, especially in consultation with students, administration, and the Board.
- 2) Define new academic programs, curricula, and evaluate and change existing programs.
- 3) Establish admissions standards and graduation requirements for degree programs.
- 4) Foster a sense of community between students and faculty that will promote a life-style consistent with character and vital for effective community.

Responsibilities for Full-time Faculty

- 1) Conduct classroom instruction in the highest professional and manner.
- 2) Serve on faculty committees as needed.
- 3) Attend all faculty meetings and participate in official ceremonies where the faculty is presented as part of the University, such as graduation exercises, convocations, concerts, student orientations, etc.
- 4) Be available to counsel students on academic matters.
- 5) Conduct research in their respective disciplines to keep informed of current scholarship.
- 6) Participate in the University's on-going self-study and long range planning as required for accreditation.
- 7) Maintain regular office hours on campus.
- 8) Demonstrate clear evidence of a strong commitment to the University by making it their primary professional activity. Full-time faculty members should be available to the University at least four days a week. They must give priority to the performance of their committee assignments, classroom instruction, leadership requirements and other duties at the University before engaging in outside professional activities.
- 9) Know and understand all academic policies as stated in the school catalog, faculty manual, and student handbook.

Responsibilities for Part-time and Adjunct Faculty

- 1) Conduct classroom instruction in the highest professional and manner.
- 2) Support the University's mission.
- 3) Attend faculty meetings as scheduled.
- 4) Fulfill course objectives.
- 5) Fulfill requirements concerning the submission of student grades at the end of quarter and the development of course syllabi.

- 6) Teach courses as assigned and be present on time at all scheduled class meetings.
- 7) Submit all reports as required by the Chief Academic Officer.
- 8) Consider class assignments as the first priority. All substantive changes, such as schedule changes pertaining to the day and time of a course, must be cleared with the Chief Academic Officer.
- 9) Provide necessary documentation, such as academic transcripts, to substantiate qualifications to teach at Daybreak University.
- 10) Know and understand the academic policies as published in the catalog, faculty handbook and student handbook.

2.4 Academic Advising Procedures

All regular faculty members are responsible for academic and vocational advisement of students as assigned by the Academic Dean. Faculty members are expected to advise students during announced registration periods, to review student portfolios, and to be available for advising at other times as needed.

Faculty members are expected to be accessible to students for academic advisement throughout the academic year, although practical opportunities for such may be limited at certain periods of time. This advisement may be accomplished by various means, including arranged office hours, online communication, and telephone conversation.

While schedules will vary, faculty members are expected to participate in and provide support for a variety of community life activities.

2.5 Faculty Workload Requirements and Restrictions (Teaching Load)

A normal workload is presumed to be 10 work units per academic year, equitably distributed among the three basic activity areas of:

- 1) teaching and mentoring, professional librarianship
- 2) scholarship, and/or creative works
- 3) Daybreak University administration and community and professional service.

A maximum workload is presumed to be 12 work units per academic year.

For purposes of determining faculty workload, an acceptable measure for a work unit would be equivalent to one individual teaching one three-quarter hours on-campus course with an enrollment consistent with the average class sizes of that discipline.

The academic dean is responsible for determining when an overload situation exists and when overload pay should be considered. If a person exceeds the normal workload in one quarter, their load should be adjusted the following quarter. However, the academic dean may exercise his or her professional judgment in determining when overload exists and when extra pay is appropriate. As a general rule, an overload occurs when a person exceeds the maximum number of work units. Adjustment as described below may trigger exceptions to the general rule. Courses taught for extra pay should not be included in workload calculations.

Workloads may vary among individuals and programs, as long as the needs of the Daybreak University are being met. In determining workload, the Academic Dean may choose to include concise adjustments (i.e., weighted credit hours per full-time equivalent course loads) for appropriate institutional activities such as, development of new instructional methods, development of new courses, practicum courses and services; special tutorial activities; supervision of directed studies; training and supervision of teaching assistants; instructional teaming; and internship supervision.

The normal classroom teaching load for a full-time member of the regular faculty is 18 quarter-hours per year, plus negotiated non-classroom instructional responsibilities.

The Academic Dean is responsible for making course assignments and negotiating with faculty members regarding teaching overloads. Faculty members who teach more than a full load in an academic year will be compensated.

In addition to their classroom teaching assignments, regular faculty members are expected to accept non-classroom teaching assignments within their faculty load each academic year. Faculty members will be compensated for overloads of non-classroom teaching responsibilities.

2.6 Faculty Organization and Directors

Faculty Council

The Faculty Council is a functioning and active faculty organization which is guided by a set of regulations and led by elected officers. It recommends to the president the adoption of the academic policies that govern the University. The Faculty Council is composed of all full-time and part-time faculty members. The Council meets every quarter and as often as deemed necessary by the chairperson.

Academic Committee

The Academic Committee exercises overall supervision of the academic affairs of the University. The academic dean serves as chairperson of the Committee.

- Academic/Program/Curricular Development and Assessment
- Academic Committee consists of Chief Academic Officer (CAO), Program Directors, Key Administrators and Part time/Adjunct Faculty.
- CAO presides over a committee meeting.

Chief Academic Officer

Essential Responsibilities:

- Participate in and coordinate long-range planning, including program evaluation.
- Provide liaison with other administrative units.
- Communicate educational needs, priorities, and concerns, to the President and staff, and to Board of Directors
- Recommend to the President the appointment of administrative officers, develop their job descriptions, recommend their compensations, and assess their performance.
- Recommend divisional coordinators and departmental chairperson, to the President.
- Preside over meetings of the faculty/staff, organize formal school convocations and the administrative cabinet and in cooperation with the President, approve, modify, or disallow their recommendations.
- Manage and coordinate all institutional accreditation procedures.
- Coordinate the articulation of academic mission, including representation of academic concerns to inter-institutional and general public settings.
- Recommend to the President the promotion, dismissal, and retirement of faculty members.
- Coordinate long-range planning for faculty recruitment in cooperation with the President, and Board of Directors, and serve as a consultant to the Board of Directors.
- Accept ultimate responsibility for academic events,
- Supervise and evaluate area coordinators.
- Accept ultimate responsibility for all faculty and administrative concerns.
- Contributes to establishing the projected annual budget in cooperation with the President, Chief Financial Officer, and others, and manages the final budget over his/her area of supervision once approved by the Board of Directors.
- Leads and coordinates the daily educational administrative functions of the school.
- Plan and lead accreditation procedures

Program Director

Essential Responsibilities:

- Coordinate the academic and curricular programs
- General supervision of program development and redevelopment
- Responsible to see course syllabi are prepared working with the curriculum coordinators
- Develop, implement and monitor curriculum for relevance to institutional mission, student needs, career needs
- Coordinate and supervise all phases of the instructional program (instructional activities of curriculum coordinators and faculty persons)
- Facilitate full accreditation, self-study, review, and reporting
- Articulate academic mission, including representation of academic concerns to inter-institutional and general public settings
- Represent the faculty at deliberative and policy-making bodies
- Recruit a skilled, well-trained, faculty for the University and Graduate Programs
- Coordinate academic advising program and spiritual nurture of students within the University and implement improvements where needed
- Supervise student course changes, substitutions, etc.
- Supervise the development of the academic calendar
- Develop a schedule of classes appropriate to institutional guidelines, faculty expertise, and market needs in cooperation with the Chief Academic Officer.
- Recommend faculty load assignments designed for optimizing individual and program effectiveness, productivity, faculty and student growth
- See that each person teaches in his/her area of competency
- Make recommendations regarding the academic phases of budget
- Oversee textbook recommendations and ordering
- Coordinate the evaluation of instructional programs

2.7 Faculty Qualification and Selection

Faculty Qualifications

Daybreak University seeks faculty who can contribute to its educational and professional objectives. Faculty must possess the following characteristics:

Faculty for the M.A. Program

- 1) An earned accredited master or doctoral degree in Counseling Psychology, Marriage and Family Therapy, or related disciplines.

- 2) Minimum 3 year outstanding teaching experience in master level courses
- 3) Adequate experience in developing curriculum and courses
- 4) Be aware of cultural diversity and promote mutual respect
- 5) Excellent oral, written and interpersonal communication skills

Faculty for the Ph.D. Program

- 1) An earned accredited doctoral degree in Counseling Psychology, Marriage and Family Therapy, or related disciplines.
- 2) Minimum 3-year outstanding teaching experience in doctoral level courses
- 3) Minimum 3-year experience in supervising doctoral students' dissertation writing
- 4) Adequate experience in developing curriculum and courses
- 5) Be aware of cultural diversity and promote mutual respect
- 6) Excellent oral, written and interpersonal communication skills

Purpose of Recruitment

Recruitment shall be an active process intended to find highly qualified instructors to fill instructional vacancies. In the process of recruitment and the establishment of a candidates' pool, every effort shall be made to comply with the University's Equal Opportunity, Staff Diversity, and Gender Equity policies.

Role of the President and Chief Academic Officer

The President has designated the Chief Academic Officer to oversee the faculty hiring policy and procedure.

Role of the Faculty

The University shall encourage and provide for the active participation of faculty in recruitment efforts. Such participation may take the form of meeting with prospective applicants or representative groups to promote or explain advertised positions, the advertisement of open positions at conferences and workshops, the mailing or distribution of flyers to representative individuals or groups, or other activities which would assist recruitment.

Advertising

With the understanding that timing is of major importance in successfully recruiting a large and diverse population of qualified applicants for any advertised position, these guidelines shall apply:

- 1) The authorization process for anticipated –advertised positions shall commence as early as possible.
- 2) All job announcements for faculty positions in the University shall include requirements described in Faculty Qualifications.
- 3) All positions shall be regularly advertised for a minimum of 30 calendar days. Positions

may be advertised for less than 30 days when emergencies, hiring deadlines, faculty schedules, or where the number of respondents, their diversity, and their qualifications indicates that there is no need for further recruitment.

- 4) In order to ensure full participation of faculty in the recruitment and hiring process and to provide maximum exposure of advertised positions to potential candidates, every effort shall be made for positions to close no later than four weeks before the end of the quarter in which they are advertised.
- 5) Notice of Vacancy forms filed to initiate authorization for new position shall include recommendations for advertising resources in common use. Daybreak University members are encouraged to enhance the list when it is practical to do so.
- 6) Daybreak University shall make every effort to see that the steps required for hiring new faculty are completed as early as possible in accordance with this Faculty Hiring Policy and Procedure

2.8 The Criteria for Promotion

The primary criterion for promotion is the exhibition of scholarly and professional competence that promotes effective teaching, academic research, and service.

Teaching Effectiveness

- Create a classroom or educational environment that promotes engaged learning and academic excellence.
- Demonstrate the relevance of the Christian faith with the discipline of study.
- Demonstrate respect and appreciation for students, other faculty, and community members.
- Demonstrate enthusiasm for the subject matter and establish a culture of learning.
- Make a continuing study of and implement effective pedagogical methods and materials in the appropriate field.

Academic Research/Professional Performance

- Maintain a breadth of scholarship, pursue serious ongoing research, and share results with students, colleagues, and fellow specialists.
- Engage in an ongoing study of the integration of the faculty member's field with the Christian faith.
- Encourage and guide scholarly activity among students.

Service to the University Community and the Church

- Advise and mentor students.
- Participate in appropriate activities of the faculty.

- Participate in church life and service activities.

2.9 Faculty Development Information and Employee Benefits

Daybreak University holds faculty development meetings at least twice a year. In these meetings, faculty are provided with instructional and administrative information, and they discuss concerned issues. Syllabus writing workshops are provided each year. Faculty are encouraged to participate in professional seminars and conferences and to serve in professional communities.

Training and Development

Whenever possible, Daybreak University provides opportunities for the education, training, and academic and professional development of the faculty. Emphasis is placed on courses and programs, which have been determined to be necessary, and of general or specific benefit to an individual or a group of employees.

Specially designed training programs tailored specifically for all University's employees are periodically provided, in addition to on-the-job training provided by many individual departments.

Professional Development Benefits

Daybreak University holds an annual in-service training for all faculty members for professional development.

The University will support faculty members, once a year, for his/her attending an outside seminar or conference. The professional growth, outside of Daybreak University, must be approved by both the Directors of Academics and of Operations to ensure the activity falls within their field of expertise.

Sabbaticals

Daybreak provides time and support for faculty sabbaticals for the continued development of the faculty. Sabbaticals are granted in the expectation that they will enrich the teaching effectiveness and enlarge the scholarly productivity of the faculty. Faculty members are responsible for carefully planning sabbaticals and wisely using the time and funds provided by the university.

A sabbatical may be undertaken for the purpose of scholarly or professional production (e.g., books, articles, or other identifiable accomplishments); or for the purpose of enhancing the faculty member's teaching proficiency and may include such projects as study in one's discipline or exploration in a related discipline. Sabbaticals must show promise of a specific contribution to the mission of the university.

Each member of the regular faculty is eligible for regular sabbaticals. After six full years of service to Daybreak, regular faculty members may be approved for a sabbatical equivalent to one

full calendar year with 1/2 salary and benefits. Alternatively, after three full years of service to Daybreak, regular faculty members may be approved for a one-quarter sabbatical with 1/2 salary and benefits.

2.10 Faculty Evaluation

Daybreak University evaluates faculty members' performance each year. The evaluations span the areas of teaching, scholarly activity/professional performance and community service/administration.

Through the evaluation process, each faculty receive constructive comments and suggestions helpful to the enhancement of their instructional effectiveness. The evaluation results influence faculty enhancement and promotion. The details of the evaluation procedure are as follows.

Evaluation of Full-Time Faculty

- 1) Teaching
 - a. Student evaluation of course and instructor through questionnaires
 - b. CAO and peer-chair evaluations through questionnaires
- 2) Scholarly Activity
Publications such as books, paper presentations, articles, book chapters and book reviews (point scale: book 5, paper presentation, article or book chapter 1, book review 0.5)
- 3) Professional Development
Maintaining a clinical membership and supervisor status with professional societies such as AAMFT, IRI or APA etc.
- 4) Community Service/Administration
Administrative work for the department or program
(point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Evaluation of Adjunct Faculty

- 1) Teaching
 - a. Student evaluation
 - b. Peer evaluations
- 2) Administrative cooperation
(point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Daybreak University Full Time Faculty Annual Evaluation Form

Evaluation Completion Date:

Evaluated Faculty Name:

Signature:

CAO's Name:

Signature:

Rubric of Full Time Faculty Evaluation

(point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Areas Being Evaluated	1	2	3	4	5
Teaching					
Research-Scholarly Activity/ Professional Performance					
Community Service/ Administration					
Total/ Average Score					

Comments (Strengths/Weaknesses) and Suggestions:

Evaluated Faculty's Comments:

Daybreak University Adjunct Faculty Annual Evaluation Form

Evaluation Completion Date:

Evaluated Faculty Name:

Signature:

CAO's Name:

Signature:

Rubric of Adjunct Faculty Evaluation

(point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Areas Being Evaluated	1	2	3	4	5
Teaching					
Administrative cooperation					
Total/ Average Score					

Comments (Strengths/Weaknesses) and Suggestions:

Evaluated Faculty's Comments:

Faculty Teaching Evaluation Form

Faculty Name:

Evaluator's Name and Position:

Evaluation Date:

Course Code and Title:

Program Name:

Number of Students:

Rubric of Faculty Teaching Evaluation

(point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Areas Being Evaluated	1	2	3	4	5
Course Relevance to the Institutional Mission					
Student Learning Outcomes					
Organization of the Lesson Plan					
Use of Text Books and Materials					
Use of Class Time					
Classroom Management					
Subject Matter Experience					
Contents					
Teaching Methodologies					
Presentation and Delivery					
Application					
Rapport					
Student Interaction					

Evaluator Comments	<p>1. Comments (Strengths and Weaknesses):</p> <p>2. Recommendations:</p>
Instructor Comments	<p>Comments:</p>

Endorsement

Evaluator's Name and Signature: _____

Date: _____

Instructor's Name and Signature: _____

Date: _____

2.11 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.

2.12 Program and Curriculum Development

Faculty Responsibility in Curriculum Evaluation and Development

The faculty reviews the curriculum and evaluates its efficiency in meeting the University's goals and objectives. The faculty recommends curriculum changes to the Chief Academic Officer for ratification by the Board of Directors. The full-time faculty develops academic policies and sets academic standards. Part-time and adjunct faculty members offer consultation in curriculum matters in their areas of expertise. They also participate in curriculum evaluation by reviewing their particular courses each quarter in light of their objectives.

Developing New Courses and New Programs

While faculty members are recognized for competence in their particular field of study, the faculty as a whole is responsible for the development of courses and programs to ensure quality academic requirements and the fulfillment of the University's mission. A faculty member proposing changes, additions, or deletions to a curricular program must observe the following procedures:

- 1) Notify the Chief Academic Officer of intent to propose a program change.
- 2) Present a written proposal to the faculty to include the following items: A description of the course or courses suggested for change, addition, or deletion.
- 3) A list of objectives for each course suggested for change or addition.
- 4) An outline of the contents for each course suggested for change or addition.
- 5) Submit a request to the Chief Academic Officer for the proposal to be considered at the next faculty meeting.
- 6) The faculty will recommend to the Chief Academic Officer its decision of approval, rejection, approval with refinements or changes, or further study.

- 7) The Board of Directors must ratify all new majors and degree programs. New courses and changes to existing programs need only the approval of the Chief Academic Officer.

2.13 Library Support for Faculty

Library Privileges

- 1) All full-time, part-time, and adjunct faculty members have full library privileges.
- 2) Faculty members may borrow for an entire quarter as many books, tapes, or other material as needed for current research needs. The library may recall an item needed for class reserve purposes.

Textbooks

Textbooks for each course must be ordered no later than two weeks prior to the beginning of each quarter. Instructors should provide ample notice to the library concerning textbook selections so they can be made available for students to purchase.

Reserve Books

Instructors may place on reserve any material relevant to the support of courses they are teaching, particularly required supplementary reading. Instructors should notify the librarian of reserve items at least two weeks before the beginning of the quarter. Students may use reserve items only in the library. Instructors who loan personal items to the library for reserve usage are responsible for submitting a list of the items to the librarian. If the library does not have a requested book in its present collection to be placed on reserve, the librarian will add the work as quickly as possible.

Quality Control

The faculty annually evaluates the holdings of the library to ensure that they reflect quality scholarship and relevancy to the curricular programs of the university. Part-time and adjunct faculty members are encouraged to participate in this evaluation. The faculty is responsible for recommending deletions and additions to library holdings.

2.14 Grading System

Grades are based on the progress in achieving course goals and is reported as a letter grade based on the grading system adopted by Daybreak University:

Grade	Grade Points	Numerical Grade	Descriptions
A+	99-100	4.0	Outstanding
A	94-98	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

2.15 Faculty Benefits

Professional Development

In the annual budget, the University considers a limited amount of funds to reimburse full-time faculty members for travel expenses to professional meetings and membership fees in approved professional organizations.

Release Time for Study or Professional Development

Full time Faculty can have release time for study or professional development by submitting their proposals to the Chief Academic officer and after being approved by President.

2.16 Dismissal of Faculty

A faculty member or administrator who is found to have submitted forged or misleading documents pertaining to academic qualifications, previous professional experience, or other qualifications for ministry at Daybreak University, will be required to resign immediately.

Full-time faculty members normally sign a one year contract at the very beginning, while part-time and adjunct faculty sign contracts for one quarter at a time. After the first year contract ends, either the full time faculty or Daybreak University may choose to terminate the employment relationship at any time. Contracts may be terminated for the following reasons:

- 1) University financial constraints.
- 2) Moral inconsistencies.
- 3) Significant neglect of duties.
- 4) Professional incompetence.
- 5) Behavior and attitudes not in harmony with University policies, standards, and ethical practices.

In the event of termination for any of the above stated reasons, except for financial constraints, the following procedures will be observed:

- 1) Adequate cause for dismissal will be related directly to the individual's discharge of duties or inappropriate behavior. Threat of dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of expression outside of the University.
- 2) Dismissal of a faculty member before the end of the contract term will be preceded by:
 - a. discussions between the faculty member and appropriate administrative officers, particularly the President and the Chief Academic Officer, seeking a mutual agreement;
 - b. inquiry by the faculty Grievance Committee, which submits a non-binding recommendation to the President concerning whether or not to initiate dismissal proceedings;
 - c. a statement of charges clearly defined by the President.
 - d. Pending a final decision by the Grievance Committee, no other action relative to the faculty member's activity will be taken. Salary will not be affected by these proceedings.
- 3) The individual in jeopardy of dismissal has the right to receive clear and specific reasons for dismissal, to be given time for proper preparation, including help from others in the University, and to submit carefully written records of proceedings for review by others in the University concerned with the decision. Use of strict legal evidence is not necessary, since the purpose is to determine the truth as fairly as possible. The burden of proof is upon the University, and the individual in question will be considered innocent until charges are proved. Evidence will include peer testimony, student surveys, and reviews

by the Chief Academic Officer. Discretion in dealing with such matters is in order in an effort to minimize institutional confusion and injury to the individual. The President will provide all concerned parties with written notification of the decision.

- 4) If the Faculty Grievance Committee concludes that evidence for dismissal is insufficient, it will so report to the President. If the President rejects the report, he/she will provide the committee and the faculty member in question with a written statement of the reasons for doing so. He/she will provide an opportunity for response before transmitting the case to the Board of Directors. If the committee concludes that a penalty less than dismissal would be more appropriate, it will make such a recommendation, with supporting reasons, to the President.
- 5) The President will present to the Board any case that has gone through the formal process described in sections 2 and 3, along with his recommendation and that of the Chief Academic Officer. Upon review, if the Board accepts the recommendation of the President and the Chief Academic Officer, School, the President will inform proper persons of the decision. If the Board does not accept the recommendation, it will state in writing its reasons, and a further hearing by the committee will be held. The Board will make a final decision only after study of the committee's reconsideration.
- 6) The University administration will review all decisions of non-renewal of a contract to ensure that proper procedure has been followed. The University will provide a written statement on the specific reasons in all cases. If the administration finds that proper procedure was not observed, either the faculty member or the administration may initiate new proceedings.
- 7) Faculty members who feel that a colleague has injured them may appeal to the Grievance Committee for consideration of the matter and recommendation to the President.

2.17 Faculty Files

- 1) The University shall maintain an official personnel file for each faculty. This file shall contain all pertinent information concerning the status of the faculty's employment with the University. Each completed employee file should contain the following items:
 - a. Curriculum Vitae
 - b. Employment Application
 - c. Employment Agreement (Contract)
 - d. Transcripts (if required)
 - e. Valid Certificate for authorization for Service (if applicable)

- f. W-4 Form
 - g. I-9 Form (if applicable)
 - h. Employee Information Sheet
- 2) The material in the file shall be made available for inspection by the faculty to whom the file pertains, except ratings, reports, or records which were:
 - a. Obtained prior to the employment for the faculty
 - b. Prepared by an identifiable examination committee member, or
 - c. Obtained in connection with a promotional evaluation
 - 3) Any item to be placed in the file shall be clearly identified as to its source or originator and its date of receipt by the University. Anonymous communications shall not be placed in the personnel file nor in any other file maintained by the University.
 - 4) A faculty may forward to the office of the Academic Dean materials for inclusion in the file. All reasonable requests for inclusion of pertinent material in the FM's file shall be accommodated. Materials not filed shall be returned to the faculty.
 - 5) Information of a derogatory nature, except that listed in this section, will not be filed until the faculty has been provided with a copy of the derogatory information and a notice regarding the faculty's right to respond in writing. The response shall be attached to the derogatory information in the file.
 - 6) The faculty shall have the right to comment in writing on any item in the faculty's personnel file, except those listed in this section. The written comments shall be attached to the appropriate materials in the faculty's personnel file.
 - 7) The faculty shall have the right to copies of materials within the file except as noted in item 2 of this section. The cost of the duplication of items in the file shall be paid for by the faculty. In the event of disciplinary action against the faculty, such faculty, upon requests, shall be provided at the University's expense with a copy of any or all materials in the file deemed necessary by the faculty, except as noted in item 2 above.
 - 8) Derogatory material placed in a faculty's personnel file shall be destroyed upon the request of the faculty when such material is four (4) or more years old.
 - 9) The four-year period for the retention of derogatory material stipulated above does not preclude the faculty and the President, or designee, from agreeing to remove any material in the personnel file at any time.
 - 10) Student grievance documentation shall not be placed in the concerned faculty's personnel file unless disciplinary action is taken.

2.18 Grievance and Due Process Procedures

Definitions

- A grievance is defined as a claim by a Faculty Member (FM) that the University has violated a provision of the policies, procedures, rules and/or regulations of the Handbook, and that by reason of such violation the FM has been adversely affected.
- A grievant is a FM.
- A day is any day in which the central administrative office of the University is open for business, including weekends and holidays.
- A supervisor is the designated administrator who has been charged with the authority and responsibility of adjudicating for a designated group of FMs.

Informal Level

A complaint may, but need not, constitute a grievance. Before filing a grievance, the FM shall attempt to resolve the complaint by an informal conference with the FM's supervisor. Each party may request another person to be present at the informal conference.

Formal Level

- 1) Level I: The grievant shall reduce the grievance to writing on the appropriate form and shall submit the grievance to the designated supervisor within twenty (20) days after the date the grievant discovered the facts, or reasonably should have discovered the facts, giving rise to the grievance. The grievance shall state the facts surrounding the grievance and shall specify the provision or provisions of this Handbook alleged to have been violated and the remedy sought. The grievance shall confirm that the matter had been discussed at an informal conference and shall be signed and dated by the grievant. The supervisor, or designee, shall provide the grievant with a written decision to the grievance within six (6) business days after receipt of the grievance. Within the period from the filing of the grievance until the written decision, either party may request a conference to discuss the grievance.
- 2) Level II: If the grievant is not satisfied with the decision of the supervisor at Level I, the grievant may appeal the decision on the grievance form to the Chief Academic Officer of the University. Such appeal must be in writing and made within six (6) business days after the grievant's receipt of the reply in Level I. The statement on appeal shall include a copy of the original grievance, the decision rendered by the supervisor, and a statement of the reason for the appeal. The CAO, grievance officer, or designee, shall conduct an investigation into the allegations and shall provide the grievant with a decision in writing within six (6) business days after receiving the appeal. Either the grievant or the CAO may request a conference to discuss the grievance prior to the written decision.
- 3) Level III: If the grievant is not satisfied with the Level II decision, the grievant may within six (6) business days after the receipt of the decision appeal the decision to the

President or designee. This appeal shall be in writing and shall include the original grievance and shall state the basis of the appeal to Level III. The President or designee, shall provide the grievant with a decision in writing within six (6) business days after the submission of the grievance at this level.

- 4) Level IV, Arbitration: Any grievance which has not been resolved to the satisfaction of the grievant at Level III shall be submitted to arbitration upon providing written notice to the President. Such notification by the grievant shall be made within fifteen (15) business days after the receipt of the decision at Level III.

Selection of the Arbitrator

Not later than ten (10) business days after the University receives written notice of the grievant's desire to arbitrate, the parties should agree upon an arbitrator. If no agreement is reached within said ten (10) business days, an arbitrator shall be selected from a list of arbitrators to be mutually agreed upon by the grievant and the University. The University and the grievant shall alternately strike a name from the list (the first to strike shall be determined by lot) until one remains. This person shall be the selected arbitrator.

Authority of Arbitrator

The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this grievance procedure, but shall determine only whether or not there has been a violation of substance of any of this Handbook's agreements (policies, procedures, rules, regulations or standards) and what the remedy shall be. No decision rendered by the arbitrator shall be retroactive beyond the occurrence of the current event giving rise to the grievance. The arbitrator shall have no power to render an award on any grievance relating to an occurrence before the effective date of this Handbook.

Review by the Board of Directors

The decision of the arbitrator shall be final and binding upon the parties to the dispute unless either the University or the grievant shall, within 15 days after receipt of the decision, submit a request in writing to Daybreak University's Board of Directors (BOARD) for review of the decision. The Board shall promptly take such a request under submission and shall render its decision, which shall be final and binding on all parties.

Arbitration Arrangement

The fees and expenses of the arbitration, including a reporter's transcript, if the parties agree to have a transcript or if the arbitrator determines that a transcript is desirable, shall be paid equally by the parties, except that the party requesting review of the arbitrator's decision by the Board shall pay the full amount of the arbitrator's fee. Each party shall bear the expense of the presentation of its own case, except that the University shall grant released time without loss of compensation to a faculty representative at the arbitration hearing and will provide released time without loss of compensation to University witnesses during the period their presence is required as witnesses. Hearing will be scheduled on University premises, if possible.

Grievance Procedure Records

All documents, communications, and records dealing with the grievance and arbitration procedure provided herein shall be filed separately from the personnel files of the grievant(s).

Time Limits

If the grievance is not processed by the grievant in accordance with the time limits set forth in this section, it shall be considered settled on the basis of the last decision/agreement. If the University fails to respond to the grievance within the specified time period at any level, the grievant may proceed to the next level. The time limits set forth in this section may be extended by mutual agreement in writing between the University and the grievant. The day of delivery of notice shall be counted as a day in determining time limits.

Faculty Representation

The grievant shall be entitled to representation by a faculty representative at any grievance meeting. If the grievant desires representation, such shall be requested by the Faculty Representative (FR). The FR is a Faculty member who has been elected by the faculty to represent the faculty in transactions with the administration or the University. FRs are elected for a one-year term. They may be re-elected for as many terms as the faculty chooses.

The FR shall inform the supervisor and/or the University Academic Dean and/or the President of the person designated to represent the grievant so that meetings may be scheduled not to conflict with the assigned duties of such representative.

In situations when a FR has not been asked to represent the grievant, the University shall not agree to a final resolution of the grievance until the FR has a copy of the grievance and the proposed settlement and has been given an opportunity to file a response on the matter.

An additional University representative may be invited to be present at any level of the grievance process.

Scheduling of Meeting

Grievance meeting will be held during the normal business day, but shall be scheduled, if possible, at hours that do not conflict with the assigned duties of the FM(s) involved. In the event a meeting is scheduled which conflicts with such assigned duties of an affected FM, the FM will not suffer any loss of pay as a result of attending such meetings.

Group Grievance

If any group of FMs has the same grievance, one grievant may file the grievance on behalf of all the other parties. The grievant filing such a group grievance shall obtain on the grievance form the signature of the FMs in the group who authorized the grievant to process the grievance on their behalf.

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>

Please note that BPPE regulations require that the University's internal grievance policies must be followed completely before a student complaint will be considered.

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

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.

3. ACADEMIC PROCEDURES

3.1 Procedures Related to Syllabi Development and Approval

The course syllabus represents the agreement between professor and student about what content a course will cover, what skills the student will be expected to use, how the professor will determine the students' grades, and when the various kinds of assignments are due. The professor may operate on the assumption that the students can be expected to put in two hours outside of class for every class hour. The professor presents the syllabus to students in the first week of the course, preferably on the first day of class. The professor makes sure each enrolled student receives and understands the syllabus. A course syllabus is required for every class, every instructor, and every quarter. Copies of all course syllabi are to be in the University office prior to the quarter's beginning and are subject to the approval of the academic dean/administration.

The syllabus needs to include the following information.

- 1) Course Title
- 2) Course Number
- 3) Quarter and Year
- 4) Instructor's Name, Office Hours, Phone, E-Mail Address
- 5) Introduction: Briefly state the overall purpose of the course.
- 6) Learning Outcomes: State specifically what you hope to accomplish through the course in terms of the students' skills and/or content.
- 7) Course Content: Identify the main topics, units, problems, projects, or other logical sections into which the subject matter is divided (this information may be provided already under "Learning Outcomes").
- 8) Course Requirements and Grading: Explain clearly what you require from the students. If you require attendance or vocal participation in class, for example, make this clear. Make clear to students the basis for grading and the relative importance of the requirements and standards for earning an A, B, C, etc. Specify the due dates for assignments and the examination dates. Be sure to specify the format for assigned papers and make clear your expectations for content, organization, and length.
- 9) Course Schedule: Provide students with a schedule for reading and other assignments and examinations. Specify the reading assignments and whether they are in the text(s) or on

reserve in the library.

- 10) Bibliography of Related Materials: If appropriate to the course, compile a short bibliography limited to ten to fifteen of the most important references or significant related materials.

3.2 Textbook Selection and Approval Procedures

Give complete and current bibliographic information about the textbooks you have chosen. Specify whether the textbook is required or optional and whether it is to be purchased or used through the approval of library reserve.

3.3 Student Attendance Requirements

Regular class attendance is essential. Records of class attendance are the responsibility of the faculty, and every course's syllabus should clearly state the instructor's policy on class attendance and how attendance affects a student's final evaluation in the course. When a student misses class, the student is expected to follow the instructor's policy as stated in the course syllabus. The student should contact his/her instructor as soon as possible after he/she knows the absence will occur or has occurred.

If the cause of the absence is an illness, accident, or family emergency, each instructor should assist the student to make up any missed work. Time lost through such absences should not prejudice class standing. Faculty members should specify the appropriate time frame for making up missed work. If the cause of the absence is less compelling (e.g. choosing to miss class, oversleeping), instructors may or may not permit the student to make up missed work, and may or may not assess a penalty for class absence.

If any of the following conditions are true, the faculty member should contact the dean or program director:

- The faculty member is concerned for the student's health or well-being, or thinks the student needs additional help.
- The student has had excessive absences in the class. (An instructor should not assume that continued absence from class indicates an official withdrawal unless so notified).
- The faculty member believes the student has been untruthful about the cause of absence.

If the student services director is working with a student regarding an emergency or ongoing personal concern(s) affecting the student's academic performance, the student's faculty will be

notified by e-mail or telephone. Students are encouraged to use the resources of the dean's office if an emergency situation occurs, or if assistance is needed to resolve individual concerns.

3.4 Intellectual Property and Copyright Information

Daybreak University fosters and supports an environment that encourages creativity and the development of new intellectual works in their various forms. In appropriate cases, with early disclosure of the effort, Daybreak will recognize ownership in the creator(s) of the work with a right of the University to use the work for its educational mission and the development of its employees, and to participate in an appropriate royalty share in external marketing of the work by its creator(s). However, with respect to intellectual works that are created at the direction of Daybreak to support administrative/non-instructional functions and other works specifically designated by the University, Daybreak will generally retain ownership and rights to the work, subject to specific written agreements to the contrary.

The University's Role

Daybreak University will ensure fair treatment of all parties and will take the following actions:

- 1) Provide a supportive environment;
- 2) Use reasonable effort to exploit and protect intellectual property generated by its faculty and students;
- 3) Maintain fairness and adequate incentives in the distribution of residual income;
- 4) Consider proposals from individual with respect to exploitation and protection of intellectual property.

The Faculty's Role

Daybreak University faculty is required to:

- 1) Report any work undertaken on behalf of an external body and any conflicting outside commercial interests;
- 2) Report the development of any intellectual property as it arises;
- 3) Keep key information confidential until it is protected;
- 4) Report any potential conflict of interest.

Instructional Use of Copyrighted Materials

Daybreak University recognizes that accomplishment of its mission may be facilitated by the use of works owned or created by others. It is the policy of Daybreak that students, employees, and other individuals who use University facilities and/or equipment, and students, employees, and other individuals who use off-campus non-University facilities and/or equipment in connection with University activities or on behalf of the University, shall recognize those accomplishments by respecting the intellectual property of others and using such works only to the extent such use would be permitted by law.

For example, this policy applies when photocopying is undertaken at all central copying center, machines in the library, or on any other reproduction equipment owned or leased by Daybreak or used in connection with University activities or on behalf of the University.

Students, employees, and other individuals subject to this policy who use material originated by others shall not, as a matter of policy, when using such materials, infringe on those rights of the originator which are protected by copyright laws and shall secure permission to use or reproduce copyrighted works when such permission would be required under copyright law and/or pay royalties when such payment would be required.

Students, employees, and other individuals subject to this policy are expected to obtain permission from the copyright owners unless the intended use is clearly permitted under the doctrine of “fair use.” Students, employees, and other individuals subject to this policy are expected to be selective and sparing in copying. “Fair use” shall not be abused.

Daybreak does not condone copying instead of purchasing copyrighted works where such copying would constitute copyright infringement. For purposes of this policy, copyrighted material means any work or intellectual property which may be subject to copyright under the laws of the United States. This includes, but is not limited to, literary works, including computer programs and compilations; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; and sound recordings. For example, this policy applies to photocopying for classroom use, use of computer software, use of videocassettes, and off-air videotaping.

This policy is not intended to waive any rights, remedies, immunities, or defenses available to the University in the event of an infringement or alleged reserved.

3.5 Equipment and Supplies Procurement Procedures

Faculty will be allowed to purchase and maintain, at the academic unit’s expense, the equipment and software approved by the academic dean that allows for the most seamless interaction, effectiveness and efficiency. Equipment may include, but is not limited to instruments, supplies, computers, faxes and telephone lines.

Daybreak University will not maintain or repair personal equipment or supplies. Personal equipment and supplies used in lieu of Daybreak University equipment may be purchased at the discretion of the academic dean and maintained by the Daybreak University by special agreement.

3.6 Procedures related to Distance Education

The institution demonstrates that programs and courses offered via distance education and correspondence education are following 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.

3.6.1 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 program or 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.

3.6.2 Student Privacy

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 policies 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.

[For full information on FERPA and information security, please refer to the FERPA:](#)

From time to time parents, and others request information from the University about a particular student. With few exceptions, Federal law (the Family Educational Rights and Privacy Act, or FERPA) prevents the University from disclosing academic records, student disciplinary matters, student finances, and other personally identifiable educational records without the student's express written permission. Students also have the following rights under FERPA.

- 1) The right to inspect and review the student's education records within 45 days of the day Daybreak University receives a request for access. Students should submit to Director of the Registrar, Student Services, or Academic Dean written requests that identify the record(s) they wish to inspect. Daybreak University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by Daybreak University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student should write Daybreak University official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is

inaccurate or misleading. If Daybreak University decides not to amend the record as requested by the student, Daybreak University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided at that time.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by Daybreak University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 4) Upon request, Daybreak University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- 5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Daybreak University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

- 6) In accordance with Section 99.37 of the FERPA regulations, Daybreak University reserves the right to publish directory information about students, including the student's name, local address and phone number, academic program (including major, minor, and concentration), and home church.

3.6.3 Distance Education Policy

Distance education at Daybreak University is defined as a formal educational process in which most 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 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:

- 1) 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.
- 2) The University shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student.
- 3) 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.
- 4) The University standards are followed in assigning course loads to instructors and awarding incentives to instructors teaching courses in distance education programs.

- 5) 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.
- 6) 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.