

DAYBREAK UNIVERSITY



ACADEMIC CATALOG 2019-2020

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PRESIDENT'S GREETING

Dear Daybreak Community,

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

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

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

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

Thank you and best wishes for a productive academic year.

Sincerely,



Jea E. Oh, Ph.D.
President

GENERAL INFORMATION

Disclosures

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

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

About Daybreak University

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

Approval and Accreditation Information

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

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

- Master of Arts in Counseling
- Ph.D. in Counseling

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 on the basis of their own personal abilities, qualifications, and other relevant characteristics. Daybreak University prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The university will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Daybreak's Equal Opportunity, Equal Access and Affirmative Action Policy, which provides specific contractual rights and remedies.

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

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."

Human Being: We believe that God created human beings in God's image. We believe that humans can choose to accept or reject a relationship with God. We believe that all humans need to be in relationship with God in order to be fully human

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 -- a God who is still in charge and is actively at work transforming the world.

The Coming Kingdom: For Jesus, the shalom of God was the kingdom of God, the coming reign of God in human hearts and in all human affairs. In fact he proclaimed that this reign already "has come near" (Mark 1:15) and that the decision about one's part in it was an urgent necessity: "Strive first for the kingdom of God and his righteousness" (Matthew 6:33). For those who see with the eyes of faith, it is apparent that our common human future on earth is indeed the promised reign of God.

Statement of Ethical Values and Standards

Daybreak University's ethical values and standards define the character of the institution and are active ingredients in all that the University does. Through our commitment to these values and standards the University can better serve and be more responsive to its students, staff and community:

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

Leadership – Serving the community with integrity, respect and cultural sensitivity.

Teamwork – working together to encourage input and dialogue in a collegial manner befitting higher education.

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

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

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

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

Mission Statement

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

Institutional Purpose and 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 learning.
- Promote cultural and individual diversity and attitudes of respect for all.

Institutional Learning Outcomes

In accordance with the mission statement and the institutional purposes, Daybreak University expects certain outcomes demonstrated by its graduates. Each academic program has its own specific learning outcomes. The following institutional learning outcomes and the specific program learning outcomes together will become the basis for measuring students’ progress and institutional effectiveness in fulfilling its mission.

Graduating students will:

- Demonstrate excellence in education and research.
- Show ability of innovative and effective practitioners.
- Show their lifelong commitment to service and learning.
- Demonstrate sufficient cultural and individual diversity and attitudes of respect for all.

Educational Learning Model

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

Scientist-Practitioner

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

“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

“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

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.

Methods of Instruction Delivery

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

a. Traditional (Face-to-Face) Format:

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

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

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

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

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

Location and Facilities

Daybreak University is located at 1818 S. Western Ave. #200 , Los Angeles, California 90006. 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.

Educational instruction at the University is provided in English and some courses are taught in Korean. If your first language is not English, or if your previous education has been conducted in another language, you will be required to demonstrate proficiency in English by fulfilling minimum TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the iBT. The University does not offer ESL instruction.

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by August 16, 2020, and full accreditation by August 16, 2023.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Institutional Representative Initials: _____

Student Initials: _____

Date: _____

Date: _____

ADMINISTRATION AND FACULTY

Board of Directors

Chair: Rev. Kiok Cho, Pastor
Dr. Jea E. Oh, President of Daybreak University
Pia Unsuk Jun, Marriage and Family Therapist
Rev. Chang Ho Kim, Pastor
Monica Lee, Licensed Professional Counselor
Dr. Sun Ja Yoon, Marriage and Family Therapist.

Chancellors

Harville Hendrix, Ph.D.

Dr. Harville Hendrix is the author of the popularly acclaimed books: *Getting the Love You Want: A guide for Couples*, *Keeping the Love You Find: A Guide for Singles*, *Giving the Love That Heals: A Guide for Parents*, and *Receiving Love: Transform Your Relationship by Letting Yourself Be Loved*. A former professor at Southern Methodist University, he holds a bachelor of divinity from Union Theological Seminary in New York and an M.A. and a Ph.D. in Psychology and Religion from University of Chicago. He is a Diplomat in the American Association of Pastoral Counselors and has been a clinical member of the American Group Psychotherapy Association and the International Transactional Analysis Association.

Helen LaKelly Hunt, Ph.D.

Dr. Helen LaKelly Hunt is nationally known as an activist in the women's movement. She is founder and president of The Sister Fund, a private women's fund dedicated to the social, political, economic, and spiritual empowerment of women and girls. She has helped to create other women's funding institutions, including the Dallas Women's Foundation, the New York Women's Foundation, and the Women's Funding Network. Helen holds the master degree in Clinical Psychology and Ph.D. at Union Theological Seminary in New York, she wrote *Faith and Feminism: A Holy Alliance*. For her distinguished contributions to the women's movement, she received many awards including the LEAD Award, Gloria Steinem's Women of Vision Award, and has been inducted into the National Women's Hall of Fame.

Harville and Helen married and became partners in life and work. They co-created Imago Relationship Therapy (IRT) and developed the concept of conscious partnership. Imago is practiced by more than two thousand therapists in fifty-three countries. Imago Relationship Therapy was featured on The Oprah Winfrey Show seventeen times, one of which won for her the "most socially redemptive" award for daytime talk shows, and Dr. Hendrix's second show was included in O magazine's "Oprah's Top Twenty Shows" in 2005.

Administrators

Jea E. Oh, Ph.D.

President

Ph.D. in Counseling, University of New England

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

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

Th.M. in Pastoral Counseling, Harvard University

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

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Hye Jin Kim, Ph.D., LMFT

Academic Dean

Ph.D. in Marriage and Family Therapy, Texas Tech University
M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,
Purdue University Calumet
B.A. in Psychology, SUNY Buffalo
AAMFT Approved Supervisor and Clinical Fellow

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

Yoori Kang

Business Manager/CFO

Grace Ji young Lee

Admissions Director & Registrar

Youn Ah Huh

Student Services Director

Douho Im

Librarian

Faculty (Distinguished Professor)

Sung Yeol Han, Ph.D., Distinguished Professor of Psychology

Ph.D. in Psychology, University of Chicago
M.A. in Psychology, University of Chicago
B.A. in Psychology, Korea University
Emeritus Professor of Psychology, Korea University

Lorna Hecker, Ph.D., LMFT, Distinguished Professor of MFT

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,
Purdue University
MS.Ed. in Counselor Education, Western Illinois University
B.S. in Psychology, Western Illinois University

Lorna Hecker, Ph.D. is an Emeritus Professor of Marriage and Family Therapy Program at Purdue University Calumet (PUC). She was also a Director of the Couple and Family Therapy Center at PUC. Dr. Hecker is a licensed marriage and family therapist, clinical fellow, and approved supervisor with the American Association for Marriage and Family Therapy (AAMFT). She is an Ad Hoc Reviewer of the Journal of Marital and Family Therapy and Journal of Couple and Relationship Therapy. Her professional interests lay in Ethics and professional issues in marriage and family therapy, trauma and abuse recovery, couples therapy, divorce transition, post decree co-parenting issues. Dr. Hecker has taught practicum in marriage and family therapy, couples therapy, professional issues and ethics for child and family specialists, children in family therapy, trauma and recovery in family therapy, gender and culture in family therapy, human sexuality, adolescence, and introduction to family dynamics. Dr. Hecker has many publications including *Therapist's Notebook* series and *Introduction to Marriage and Family Therapy* (2015).

Kyung Ja (Kay) Hong, Ph.D., Distinguished Professor of Psychology

Ph.D. in Psychology, University of Mississippi
M.A. in Psychology, Ewha Woman's University
B.A. in Psychology, Ewha Woman's University
Emeritus Professor of Psychology, Chonman National University

Anne Prouty, Ph.D., LMFT, Distinguished Professor of MFT

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,
Purdue University

M.S. in Marriage and Family Therapy, East Carolina University

AAMFT Approved Supervisor and Clinical Fellow

Former Associate Professor of Marriage and Family Therapy, Texas Tech University

Editorial reviewer of *Journal of Marriage and Family Therapy* (JMFT)

Faculty (Full-Time)

Meryl (Mei-Ju) Ko, Ph.D., PhD Program Director

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy,
Purdue University

M.Ed. in Counseling, Family and Human Services, Specialization in Marriage and Family Therapy,
University of Oregon

Dr. Ko is a former Assistant Professor of Marriage and Family Therapy Program at Texas Tech University. She has taught classes on topics such as Senior Seminar in Grant, Research, MFT practicum, Diversity in Family Therapy, Children and Adolescent in Family Therapy, Introduction to Couple and Family Relationships, Families in Multicultural Society, Family Life Cycle, Sexuality and Family Life. Also, Dr. Ko, as a Clinical Supervisor, provided clinical supervision for graduate students in a marriage and family therapy training program at Texas Tech University. Dr. Ko's research interests are on Diversity in Marriage and Family Therapy, Medical Family Therapy and Culturally Sensitive Parenting. She was a reviewer of *Journal of Marriage and Family Therapy* and Society for Research in Child Development Conference.

Jeong Hwa Yoon, Ph.D., MA Program Director

Ph.D. in Counseling, Baekseok University

M.A. in Counseling, Family Counseling, Baekseok University

B.A. in Theology, Luther University

Certified Imago Therapist, Certified Imago Couples Workshop Presenter

Clinical Instructor at International Institute for Couples and Family Relationships (IICFR)

Clinical Supervisor of Family Counseling, Korean Association of Family Counseling (KAFC)

Faculty (Part-Time)

Blendine Perreire Hawkins, Ph.D., LMFT

Ph.D. in Family Social Science with a Concentration in Marriage and Family Therapy, University of Minnesota, Twin Cities

M.S. in Marriage and Family Therapy, University of Nevada, Las Vegas

B.A. in Psychology, University of Hawaii, Manoa

AAMFT Approved Supervisor candidate and pre-clinical fellow

Dr. Hawkins is a Licensed Marriage and Family Therapist, pre-Clinical Fellow, and an Approved Supervisor candidate with the American Association for Marriage and Family Therapy (AAMFT). She completed her pre- and post-doctoral fellowship at the Couples and Family Therapy program at the University of Oregon. Dr. Hawkins has also taught and supervised counseling masters students at the Chaminade University as a Lecturer in the Behavioral Science department in Honolulu, Hawaii. She serves as an article reviewer for journals such as the *Journal of Marriage and Family* and the *Journal of Immigrant & Refugee Studies*. Dr. Hawkins' research interests are with transnational and families of color, intercultural couple dynamics, and utilizing intersectionality theory and marginalized identities in client care. She has taught and instructed classes on topics such as Human Development, Sex Therapy Practices, Family Therapy Theories and Models, Healthy Relationships, Financial Family Counseling, Counseling Techniques and Microskills, Research and Academic Writing, Counseling Diverse Families, and Relational Assessment. Dr. Hawkins was the recipient of the AAMFT Minority Fellowship in 2013 and the Women's Philanthropic Leadership Circle award in 2015.

Lorna Hecker, Ph.D., LMFT, Distinguished Professor of MFT

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University

MS.Ed. in Counselor Education, Western Illinois University

B.S. in Psychology, Western Illinois University

Hye Jin Kim, Ph.D., LMFT

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

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

B.A. in Psychology, SUNY Buffalo

AAMFT Approved Supervisor and Clinical Fellow

Jea E. Oh, Ph.D.

Ph.D. in Counseling, University of New England
Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto
COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy, Council for Relationships, Philadelphia
Th.M. in Pastoral Counseling, Harvard University
Certified Imago Therapist and Clinical Instructor & Faculty at Imago International Training Institute (IITI)

Anne Prouty, Ph.D., LMFT, Distinguished Professor of MFT

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University
M.S. in Marriage and Family Therapy, East Carolina University
AAMFT Approved Supervisor and Clinical Fellow
Former Associate Professor of Marriage and Family Therapy, Texas Tech University
Editorial reviewer of Journal of Marriage and Family Therapy (JMFT)

Kenneth Silvestri, Ed.D., LMFT

Ed.D. in Family and Community Studies, Columbia University
M.A.T. in Social Science, Fairleigh Dickinson University
B.A. in History and Philosophy, Bloomfield College
AAMFT Approved Supervisor and Clinical Fellow

Dr. Kenneth Silvestri has been in private practice as a psychotherapist since 1980. He has been the recipient of national fellowships in the social sciences at the University of Chicago and University of Pennsylvania. He has participated in post-doctoral training at the Ackerman Institute for Family Therapy in New York city and the Multi-Cultural Family Institute with Monica McGoldrick. For over twenty years, Dr. Silvestri was an adjunct professor at the graduate schools of Montclair State University and the College of Saint Elizabeth. He has also conducted numerous workshops on family therapy, alternative education, communication skills, forgiveness and homeopathy. His affiliations include a clinical member of the American Association for Marriage and Family Therapy (AAMFT) and AAMFT certified clinical supervisor. The author of more than 80 professional articles and monographs, as well as several chapters for books on mental health/homeopathy, Dr. Silvestri is currently completing a book entitled *Widening Your Lens: How To See Your Life Differently*.

Sun Ja Yoon, Ph.D.

Ph.D. in Counseling, Baekseok University

M.A. in Family Counseling, Baekseok University

B.A. in Korean History, Sookmyung Woman's University

Certified Imago Therapist, Certified Imago Couples Workshop Presenter

Clinical Instructor at International Institute for Couples and Family Relationships (IICFR)

Clinical Supervisor of Family Counseling, Korean Association of Family Counseling (KAFC)

MASTER OF ARTS IN COUNSLEING PROGRAM

Program Description

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

Daybreak University's MA in Counseling Program with a Specialization in Marriage and Family Therapy (Licensure track) is designed to lead to positions in a profession, occupation, trade or career field requiring Licensure in Marriage and Family Therapist (LMFT) in California. The graduates of the licensure track will be eligible for the LMFT exam in California.

Eligibility for Licensure as Licensed Marriage and Family Therapist (LMFT): The California Board of Behavioral Sciences (BBS) has determined that our Daybreak University's MA in Counseling program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist.

Daybreak University's MA in Counseling Program with a Specialization in Marriage and Family Therapy (Non-Licensure track) is not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in California and other states. As a result, graduates of the non-licensure track will not be eligible for licensure exams in California and other states. The graduates may work as coaches for family/couple relationship or apply counseling in religious ministry settings such as churches. Both graduates with religious minister or lay worker roles can utilize counseling concepts into their care for religious congregations. These career positions are with reference to "religious workers" (code 21-2099) or "counselors" (code 21-1019) of the United States Department of Labor's Standard Occupational Classification.

Admission Requirements

To apply to our Master of Arts in Counseling, candidates must have:

- A completed admission application form
- Official undergraduate transcripts from state approved or accredited institutions
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Two letters of reference
- Pay the non-refundable application process fee: \$100.00

At Daybreak University all courses are taught in English and some courses are taught in Korean and an applicant who indicates on their application that English is not their primary language must demonstrate a minimum score of 500 on the Test of English as a Foreign Language (TOEFL).

Program Purpose and Objectives

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

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

Program Learning Outcomes (PLO)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

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

Program Requirements including Length and Cost

The program is composed of 90 quarter hours. Students must complete their study within 5 years, beginning on the date of their first registration for the program.

An Estimated Total Charge for a Quarter (M.A. in Counseling)

Tuition	\$ 3,375
Books and Supplies	\$ 300
Registration	\$ 100
Other Fees	\$ 50
Estimated Total	\$ 3,825

Estimated Total Charges for the Entire Program: \$30,600 (\$3,825 X 8 Quarters)

Curriculum

MA in Counseling

1. Core Courses

No.	Course Titles	Credits
1	MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
2	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
3	MFT/IRT 6030: Couples Relationship Therapy	4.5
4	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
5	MFT/IRT 6050: Clinical Research and Evaluation	4.5
6	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
7	MFT/IRT 6070: Psychopharmacology	4.5
8	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
9	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
10	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
11	MFT/IRT 6200: Community Mental Health Counseling	4.5
12	MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
13	MFT/IRT 6400: Human Sexuality and Sex Therapy	4.5
14	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
15	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
16	MFT/IRT 6700: Trauma and Collaborative Care	4.5
17	MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques:	4.5

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	IPCST	
18	MFT/IRT 8000: Practicum in Marriage and Family Therapy	4.5

2. Electives

No.	Course Titles	Credits
1	MFT/IRT 6070: Psychopharmacology	4.5
2	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
3	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
4	MFT/IRT 6400: Human Sexuality and Sex Therapy	4.5
5	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
6	MFT/IRT 6700: Trauma and Collaborative Care	4.5
7	MFT/IRT 7600: Relationology	3
8	MFT/IRT 8000: Practicum in Marriage and Family Therapy *Course may be repeated for credit.	4.5
9	MFT/IRT 9000: Research Methods I	4.5
10	MFT/IRT 9100: Research Methods II	4.5
11	MFT/IRT 9200: Self of the Therapist	4.5
12	MFT/IRT 9300: Spirituality and Psychotherapy	4.5
13	MFT/IRT 9400: Inner Child Therapy	4.5

**MA in Counseling with a Specialization in Marriage and Family Therapy
(Licensure-track)**

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

Course Titles	Credits
MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
MFT/IRT 6030: Couples Relationship Therapy	4.5
MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
MFT/IRT 6050: Clinical Research and Evaluation	4.5
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
MFT/IRT 6070: Psychopharmacology	4.5
MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
MFT/IRT 6200: Community Mental Health Counseling	4.5
MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
MFT/IRT 6400: Human Sexuality and Sex Therapy	4.5
MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
MFT/IRT 6700: Trauma and Collaborative Care	4.5
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MFT/IRT 8000: Practicum in Marriage and Family Therapy	13.5
Total Credits	90

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Course Sequence

	First Year	Second Year
Fall Term	MFT/IRT 6010: Foundations of Marriage and Family Therapy MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	MFT/IRT 6020: Advanced Marriage and Family Therapy MFT/IRT 6070: Psychopharmacology MFT/IRT 6200: Community Mental Health Counseling
Winter Term	MFT/IRT 6040: Group Process and Techniques in Family Counseling MFT/IRT 6030: Couples Relationship Therapy	MFT/IRT 8000: Practicum in Marriage and Family Therapy MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention
Spring Term	MFT/IRT 6090: Human Growth and Family Development Across the Life Span MFT/IRT 6600: Law, Professional Ethics, and Community Practice MFT/IRT 6050: Clinical Research and Evaluation	MFT/IRT 6400: Human Sexuality and Sex Therapy MFT/IRT 6700: Trauma and Collaborative Care MFT/IRT 6500: Chemical Dependency and Addiction Counseling
Summer Term	MFT/IRT 6300: Diversity and Multicultural Counseling MFT/IRT 8000: Practicum in Marriage and Family Therapy	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing MFT/IRT 8000: Practicum in Marriage and Family Therapy

**MA in Counseling with a Specialization in Marriage and Family Therapy
(Non-Licensure-track)**

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

Course Titles	Credits
MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
MFT/IRT 6030: Couples Relationship Therapy	4.5
MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
MFT/IRT 6050: Clinical Research and Evaluation	4.5
MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MFT/IRT 8000: Practicum in Marriage and Family Therapy	9
Electives	40.5
Total Credits	90

Course Sequence

	First Year	Second Year
Fall Term	MFT/IRT 6010: Foundations of Marriage and Family Therapy MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST Elective 1	MFT/IRT 6020: Advanced Marriage and Family Therapy Elective Course 4 Elective Course 5
Winter Term	MFT/IRT 6040: Group Process and Techniques in Family Counseling MFT/IRT 6050: Clinical Research and Evaluation	MFT/IRT 8000: Practicum in Marriage and Family Therapy Elective Course 6

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Spring Term	MFT/IRT 6030: Couples Relationship Therapy MFT/IRT 6600: Law, Professional Ethics, and Community Practice Elective Course 2	MFT/IRT 8000: Practicum in Marriage and Family Therapy Elective Course 7 Elective Course 8
Summer Term	MFT/IRT 6300: Diversity and Multicultural Counseling Elective Course 3	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process Elective Course 9

Course Descriptions

MFT/IRT 6010: Foundations of Marriage and Family Therapy

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

MFT/IRT 6020: Advanced Marriage and Family Therapy

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

MFT/IRT 6030: Couples Relationship Therapy

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

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

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

MFT/IRT 6050: Clinical Research and Evaluation

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

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

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

MFT/IRT 6070: Psychopharmacology

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

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

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

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

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

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

This course provides a comprehensive overview of child abuse, intimate partner violence, elderly abuse and neglect treatment and their prevention. The covers the meanings, prevalence, scope, dynamics, contemporary responses, and prevention strategies for the abuse and neglect within an ecological and risk/resilience framework. Throughout the course, students will learn to identify the risks that threaten healthy individual, couple, family, and

community development and factors that promote healthy development. The overall goal of the course is to deepen students' understandings of the core issues related to the child, adult and elderly abuse and neglect and of effective strategies not only for prevention but for the promotion of child and family well-being.

MFT/IRT 6200: Community Mental Health Counseling

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

MFT/IRT 6300: Diversity and Multicultural Counseling

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

MFT/IRT 6400: Human Sexuality and Sex Therapy

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

MFT/IRT 6500: Chemical Dependency and Addictions Counseling

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

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

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

MFT/IRT 6700: Trauma and Collative Counseling

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

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

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

MFT/IRT 7600: Relationology

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

MFT/IRT 8000: Practicum in Marriage and Family Therapy

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

MFT/IRT 9000: Research Method I

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

MFT/IRT 9100: Research Method II

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

MFT/IRT 9200: Self of the Therapist

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

MFT/IRT 9300: Spirituality and Psychotherapy

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

MFT/IRT 9400: Inner Child Therapy

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

DOCTOR OF PHILOSOPHY IN COUNSELING PROGRAM

Program Description

The Doctor of Philosophy in Counseling program is committed to a systemic orientation that fosters relational and contextual educational approaches in the field of counseling. Serving a diverse society, our mission is to promote competencies in systemic counseling practice, supervision, research, and scholarship. Students receive advisory support throughout the program. Students will work together and create a learning community in which transformative skills and expressive performance are developed and possibilities for collaboration are encouraged. The program values the recursive interaction between theory and practice and the importance of fostering transformation inside and outside the classroom. With a commitment to the classic foundations of counseling and advancing the profession, we turn learning into relevant and ethical action for tomorrow's innovators in research methods and prominent scholarship. Graduates may work as educational, guidance, and career counselors and advisors (code 21-1012) [the United States Department of Labor's Standard Occupational Classification] and also as a psychology professor (code 25-1066).

Admissions Requirements

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

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

1. A completed admission application form
2. Official transcripts of all undergraduate and graduate course works from state approved or accredited institutions
3. Purpose Statement: Submit a 3-page essay (double spaced) answering the following question: "What life experience has led to your decision to pursue a Ph.D. in Counseling?"
4. Two letters of reference
5. Pay the non-refundable application process fee: \$100.00

Program Purpose and Objectives

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

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

Program Learning Outcomes (PLO)

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

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

Program Requirements including Length and Cost

The program is a 102 quarter unit program including 18 units of dissertation. The course of study usually spans a period of three years. Students can expect to complete coursework in two years and two years to complete their dissertation. Students must complete their study within seven years, beginning on the date of their first registration for Ph.D. courses. A Ph.D. student must carry 9 (7.5 as needed) or more units to be considered a full-time student. Those carrying fewer than nine (7.5 as needed) units are considered part-time students.

Students gain knowledge and insights from class lectures to integrate them into their course papers and dissertation research issue. Each student is provided with a primary advisor for their dissertation. The primary advisor supervises his or her student to specify and deepen their research focus. Three dissertation committee members including a primary advisor guides a student's dissertation. The program fosters an ethos of mutual learning so that students will

develop constructive and collaborative habits of collegiality as they work together on their degrees.

An Estimated Total Charge for a Quarter (Ph.D. in Counseling)

Tuition	\$ 4,250
Books and Supplies	\$ 500
Registration	\$ 100
Other Fees	\$ 50
Estimated Total	\$ 4,900

Estimated Total Charges for the Entire Program: \$58,800
(\$4,900 X 12 Quarters)

Comprehensive Examination

All candidates for the Ph.D. degree must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area. Comprehensive examinations may be taken any time after completion of 66 units of Ph.D. coursework. Only two retakes of the examination are permitted.

Dissertation

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

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

A theme should be submitted in writing within sixty days of acceptance into the program. State your proposed dissertation idea in two to three sentences explaining what you hope to cover in your dissertation. The dissertation should be written in a way that it would be worthy of public distribution. The dissertation should introduce the theme and then in detail research the theme and provide the exposition or details of the theme. Footnotes and research notes should be noted numerically after each quote with the source listed.

An Oral Defense of a Dissertation

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

Curriculum

Ph.D. in Counseling

1. Core Courses

No.	Courses Title	Credits
1	IRT 7100: Foundations of Imago Relationship Therapy	4.5
2	IRT 7200: Advanced Imago Relationship Therapy I	4.5
3	IRT 7300: Advanced Imago Relationship Therapy II	4.5
4	IRT 7400: Advanced Imago Relationship Therapy III	4.5
5	MFT/IRT 7600: Relationology	3
6	MFT/IRT 9000: Research Methods I	4.5
7	MFT/IRT 9100: Research Methods II	4.5
8	MFT/IRT 9500: PhD Research Colloquium	4.5
9	MFT/IRT 9600: PhD Dissertation I	4.5
10	MFT/IRT 9600: PhD Dissertation II	4.5
11	MFT/IRT 9600: PhD Dissertation III	4.5
12	MFT/IRT 9600: PhD Dissertation IV	4.5
13	MFT/IRT 9700: Advanced IPCST	4.5
14	MFT/IRT 9800: Supervision of Supervision (Supervisor Training)	4.5

2. Ph.D. Seminar Electives

No.	Course Titles	Credits
1	MFT/IRT 6010: Foundations of Marriage and Family Therapy	4.5
2	MFT/IRT 6020: Advanced Marriage and Family Therapy	4.5
3	MFT/IRT 6030: Couples Relationship Therapy	4.5
4	MFT/IRT 6040: Group Process and Techniques in Family Counseling	4.5
5	MFT/IRT 6050: Clinical Research and Evaluation	4.5
6	MFT/IRT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
7	MFT/IRT 6070: Psychopharmacology	4.5

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8	MFT/IRT 6080: Assessment, Appraisal, and Psychological Testing	4.5
9	MFT/IRT 6090: Human Growth and Family Development Across the Life Span	4.5
10	MFT/IRT 6100: Child, Partner, and Elder/Dependent Abuse Assessment and Intervention	4.5
11	MFT/IRT 6200: Community Mental Health Counseling	4.5
12	MFT/IRT 6300: Diversity and Multicultural Counseling	4.5
13	MFT/IRT 6400: Human Sexuality and Sex Therapy	4.5
14	MFT/IRT 6500: Chemical Dependency and Addiction Counseling	4.5
15	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
16	MFT/IRT 6700: Trauma and Collaborative Care	4.5
17	MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
18	MFT/IRT 7600: Relationology	3
19	MFT/IRT 8000: Practicum in Marriage and Family Therapy *Course may be repeated for credit.	4.5
20	MFT/IRT 9200: Self of the Therapist	4.5
21	MFT/IRT T 9300: Spirituality and Psychotherapy	4.5
22	MFT/IRT 9400: Inner Child Therapy	4.5
23	MFT/IRT 9600: PhD Dissertation *Course may be repeated for credit.	4.5
24	MFT/IRT 9700: Advanced IPCST	4.5

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

Total Required Quarter Credits
102 (Equivalent to 68 Semester Credits)

Courses Title	Credits
MFT/IRT 9000: Research Methods I	4.5
MFT/IRT 9100: Research Methods II	4.5
MFT/IRT 9500: PhD Research Colloquium	4.5
MFT/IRT 9600: PhD Dissertation I	4.5
MFT/IRT 9600: PhD Dissertation II	4.5
MFT/IRT 9600: PhD Dissertation III	4.5
MFT/IRT 9600: PhD Dissertation IV	4.5
MFT/IRT 9800 Supervision of Supervision (Supervisor Training)	4.5
PhD Seminar Electives	66
Total Credits	102

Course Sequence

Year	Quarter/Year	Courses
1st Year	Winter 2019	PhD Seminar Elective 1 PhD Seminar Elective 2
	Spring 2019	MFT/IRT 9000: Research Methods I PhD Seminar Elective 3
	Summer 2019	MFT/IRT 9100: Research Methods II PhD Seminar Elective 4
	Fall 2019	MFT/IRT 9500: PhD Research Colloquium MFT/IRT 9800 Supervision of Supervision (Supervisor Training)
2nd Year	Winter 2020	PhD Seminar Elective 5 PhD Seminar Elective 6
	Spring 2020	MFT/IRT 9600: PhD Dissertation I PhD Seminar Elective 7

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	Summer 2020	PhD Seminar Elective 8 PhD Seminar Elective 9
	Fall 2020	MFT/IRT 9600: PhD Dissertation II PhD Seminar Elective 10
3rd Year	Winter 2021	PhD Seminar Elective 11 PhD Seminar Elective 12
	Spring 2021	MFT/IRT 9600: PhD Dissertation III PhD Seminar Elective 13
	Summer 2021	PhD Seminar Elective 14
	Fall 2021	MFT/IRT 9600: PhD Dissertation IV PhD Seminar Elective 15

Ph.D. in Counseling with a Specialization in Imago Relationship Therapy

Total Required Quarter Credits
102 (Equivalent to 68 Semester Credits)

Course Titles	Credits
IRT 7100: Foundations of Imago Relationship Therapy	4.5
IRT 7200: Advanced Imago Relationship Therapy I	4.5
IRT 7300: Advanced Imago Relationship Therapy II	4.5
IRT 7400: Advanced Imago Relationship Therapy III	4.5
MFT/IRT 7600: Relationology	3
MFT/IRT 9000: Research Methods I	4.5
MFT/IRT 9100: Research Methods II	4.5
MFT/IRT 9700: Advanced IPCST	4.5
MFT/IRT 9500: PhD Research Colloquium	4.5
MFT/IRT 9600: PhD Dissertation I	4.5
MFT/IRT 9600: PhD Dissertation II	4.5
MFT/IRT 9600: PhD Dissertation III	4.5
MFT/IRT 9600: PhD Dissertation IV	4.5
PhD Seminar Electives	45
Total Credits	102

Course Sequence

Year	Quarter/Year	Courses
1st Year	Winter 2019	MFT/IRT 9000: Research Methods I PhD Seminar Elective 1
	Spring 2019	IRT 7100: Foundations of Imago Relationship Therapy PhD Seminar Elective 2
	Summer 2019	MFT/IRT 9100: Research Methods II PhD Seminar Elective 3
	Fall 2019	MFT/IRT 9500: PhD Research Colloquium IRT 7200: Advanced Imago Relationship Therapy I
2nd Year	Winter 2020	MFT/IRT 9700: Advanced IPCST PhD Seminar Elective 4

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	Spring 2020	IRT 7300: Advanced Imago Relationship Therapy II MFT/IRT 9600: PhD Dissertation I
	Summer 2020	PhD Seminar Elective 5 PhD Seminar Elective 6
	Fall 2020	IRT 7400: Advanced Imago Relationship Therapy III MFT/IRT 9600: PhD Dissertation II
3rd Year	Winter 2021	PhD Seminar Elective 7 PhD Seminar Elective 8
	Spring 2021	MFT/IRT 9600: PhD Dissertation III PhD Seminar Elective 9
	Summer 2021	MFT/IRT 7600: Relationology PhD Seminar Elective 10
	Fall 2021	MFT/IRT 7600: Relationology MFT/IRT 9600: PhD Dissertation IV

Course Descriptions

IRT 7100: Foundations of Imago Relationship Therapy

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

IRT 7200: Advanced Imago Relationship Therapy I

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

IRT 7300: Advanced Imago Relationship Therapy II

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

IRT 7400: Advanced Imago Relationship Therapy III

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

MFT/IRT 6010: Foundations of Marriage and Family Therapy

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

MFT/IRT 6020: Advanced Marriage and Family Therapy

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

MFT/IRT 6030: Couples Relationship Therapy

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

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

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

MFT/IRT 6050: Clinical Research and Evaluation

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

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

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

continuum of care.

MFT/IRT 6070: Psychopharmacology

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

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

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

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

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

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

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

MFT/IRT 6200: Community Mental Health Counseling

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

MFT/IRT 6300: Diversity and Multicultural Counseling

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

MFT/IRT 6400: Human Sexuality and Sex Therapy

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

MFT/IRT 6500: Chemical Dependency and Addictions Counseling

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

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

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

MFT/IRT 6700: Trauma and Collative Counseling

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

regarding family violence and child abuse. The course will encourage self-reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how marriage & family therapists in their clinical practice can assess for and treat families experiencing violence and abuse.

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

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

MFT/IRT 7600: Relationology

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

MFT/IRT 8000: Practicum in Marriage and Family Therapy

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

MFT/IRT 9000: Research Method I

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

MFT/IRT 9100: Research Method II

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

MFT/IRT 9200: Self of the Therapist

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

MFT/IRT 9300: Spirituality and Psychotherapy

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

MFT/IRT 9400: Inner Child Therapy

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

MFT/IRT 9500: PhD Research Colloquium

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

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

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

MFT/IRT 9700: Advanced IPCST

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

MFT/IRT 9800: Supervision of Supervision

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

FINANCIAL INFORMATION

Application Fee

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

Tuition and Fees

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

Tuition: M.A. in Counseling \$300 & Ph.D. in Counseling \$500 per credit
Registration (non-refundable): \$100
Library and IT Services Fee (refundable): \$50

An Estimated Total Charge for a Quarter (M.A. in Counseling)

Tuition	\$ 3,375
Books and Supplies	\$ 300
Registration	\$ 100
Other Fees	\$ 50
Estimated Total	\$ 3,825

Estimated Total Charges for the Entire Program: \$30,600 (\$3,825 X 8 Quarters)

An Estimated Total Charge for a Quarter (Ph.D. in Counseling)

Tuition	\$ 4,250
Books and Supplies	\$ 500
Registration	\$ 100
Other Fees	\$ 50
Estimated Total	\$ 4,900

Estimated Total Charges for the Entire Program: \$58,800 (\$4,900 X 12 Quarters)

Financial Aid/ Scholarships

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

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a

significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Payment Information

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

Rights to Cancel

Students have the right to cancel enrollment and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Daybreak University reserves the right to terminate the student for unsatisfactory progress, non-payment of tuition, or failure to conform to the University's standards of conduct. Students may cancel enrollment or withdraw from the University and obtain a refund by submitting a written notice, dated and signed by the student, to Daybreak University, 1818 S. Western Ave. #200, Los Angeles, CA 90006 or by fax: 1-270-714-0317.

Loans and Responsibility

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

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

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

Refunds

Cancellation, Withdrawal, and Refund Policy

The University has and maintains a refund policy for the unused portion of tuition, fees and other charges in the event a student does not register for the period of attendance or withdraws or is discontinued there from at any time prior to completion of the course(s) in which the student enrolled, or otherwise fails to complete the period of enrollment. In compliance with the California Education Code, the refund policy for students who have completed 60 percent or less of the course of instruction is pro rata. The effective date of withdrawal used in determining the amount of tuition to be refunded is the date on which the student submits his or her withdrawal form to the Office of Admissions and Records. Tuition refunds are paid or credited to a student within 30 days of filing the withdrawal form. A refund of 100% of institutional charges, without penalty or obligation, shall be made of the amount paid, less a \$100.00 application fee for those students, who meet the following criteria: 1) Those whose class or classes were canceled by the University; 2) Those who were not officially added by the instructor from a waiting list, and 3) A student has the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To qualify for a refund, students must notify the University of their withdrawal or cancellation of classes and request a refund in writing, directed to the university's Office of Admissions and Records, who after processing the paperwork, forwards it to the university's Business Office. Refunds are paid within 30 days of filing the withdrawal form. In calculating the refund the University will: (1) deduct the registration fee (the maximum non-refundable registration fee is \$10.00) from the total tuition charge; (2) divide this figure by the number of hours of the program; (3) the

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

Questions and Complaints

Any questions a student may have regarding enrollment at Daybreak University that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

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

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Academic Calendar

The academic calendar consists of 10-week terms in fall and spring. Winter courses are offered twice a week for five weeks. Also, 2-week conference classes are offered in summer.

2019 - 2020

	Fall 2019	Winter 2020	Spring 2020	Summer I 2020	Summer II 2020
Length of the term	10 weeks	5 weeks	10 weeks	3 weeks	5 weeks
Registration period	Aug 1-23	Nov 4-22	Jan 13-Feb 7	Apr 6-20	May 4-18
Classes begin	Sep 30	Jan 6	Mar 4	Jun 15	Aug 3
Drop w/o 'W' deadline	Oct 7	Jan 13	Mar 11	Jun 17	Aug 7
Registration/add deadline	Oct 9	Jan 15	Mar 13	Jun 18	Aug 10
Withdrawal deadline	Nov 4	Jan 21	Apr 13	Jun 18	Aug 10
Classes end	Dec 6	Feb 7	May 12	July 3	Sep 4
Grades due	Dec 30	Feb 21	May 26	July 17	Sep 14

Holidays

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

ACADEMIC POLICIES AND PROCEDURES

Application and Admission Procedures

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

- Transcripts should be delivered in their official, sealed envelopes. An official transcript can also be sent electronically directly from an institution.
- An applicant who indicates on their application that English is not their primary language must submit official scores from the Test of English as a Foreign Language (TOEFL).

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

Transfer of credit information

Daybreak University accepts graduate-level transfer credit. Credits completed at the graduate level with a grade of B or better at an accredited institution may be accepted up to 25 percent of the total credits required for the student's program. The University may accept credit from non-U.S. institutions for transfer provided that official transcripts demonstrate that these institutions and their courses are equivalent to Daybreak requirements.

Daybreak University does not award credit for prior experiential learning.

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Credit Hour Policy (Definition of a credit hour)

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.

Registration

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

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

Procedures for Adding or Withdrawing from Courses

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

- Week 1, no approval required.
- Week 2, approval of academic dean and instructor.

- Week 3-10, not permitted.

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

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*
*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session

Class Attendance

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

1. Absence – Absence will be considered excused under the following circumstances: illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the class instructor, program director, department chairperson or school dean, as is appropriate. All other absences will be considered unexcused.

2. Tardiness – Tardiness is a disruption of a good learning environment and is to be discouraged. Tardiness without legitimate reason on two occasions in one class will be considered as one unexcused absence.

3. Make-Up Work – Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance.

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

Grades

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

For credit courses

A+/A Highest passing grade

A-

B+

B

B-

C+

C

C-

D+

D

D- Lowest passing grade, achievement of the minimum objectives of the course

F Failure to achieve minimum objectives of the course. The student must repeat the course and complete it satisfactorily in order to establish credit for it

W Withdrew; grade records that student was enrolled in a credit course and withdrew or cancelled the course after the third week

For courses in the pass/no pass option

P Passing grade, equivalent to A, B, or C

N Not passing

For incomplete work, credit or noncredit

I Incomplete, no grade; a temporary record of work which was passing when interrupted by unavoidable absence or other causes beyond a student's control

Grade Requirements

In order to maintain academic standing as a graduate student, all graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses. Any course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned. A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades – regardless of the GPA – is considered

unsatisfactory. The academic dean may drop the student from the University, thus terminating the student's degree program.

Graduation Requirements and Procedures

All students desiring to graduate must file a graduation application with the Registrar by March 1 for graduation. Students on academic probation will not be allowed to graduate.

Graduation Requirements for the M.A. in Counseling Program:

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

Graduation Requirements for the Ph.D. in Counseling Program:

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

Probation/Dismissal

Any student who fails to maintain a minimum cumulative grade point average (GPA) of 3.00 will be placed on academic probation. Academic probation is designed to help the student to cope with academic difficulty. The academic dean will provide assistance to improve the student's academic proficiency. Any student who fails to maintain a minimum cumulative GPA of 3.00 for one academic year may be academically dismissed. A student dismissed for academic reasons may appeal to the academic dean for reinstatement. Such an appeal should be made in writing and include an account of the student's circumstances and a reasonable plan for successful completion of course work if reinstatement is granted.

Leave of Absence

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

Withdrawal Procedure

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

Distance Education & Correspondence Education

The institution demonstrates that programs and courses offered via Distance Education and Correspondence Education are in compliance with the Federal definition of Distance Education and Correspondence Education (Title IV funds are available for Distance Education only):

Distance Education Definition: 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 Definition: 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.]

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.

Student Privacy

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

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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 the Registrar, Dean of Students, 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.

Upon request, Daybreak University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. 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

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.

Distance Education Policy

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

The following basic principles have been articulated:

1. While the Daybreak University ensures academic freedom and wishes to encourage innovation in instruction, the faculty also has a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This responsibility extends to those courses and programs offered through Distance Education.
2. Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.
3. Distance education programs and courses shall be consistent with the educational mission of the University.

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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 director of Distance Education, 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 Distance Education office.

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

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, Disciplinary 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 Education Rights and Privacy Act (FERPA)

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

Instructor's Responsibility

Instructors in Distance Education program have responsibility for the quality of all program curricula. Ultimately, it is the instructor who is responsible for ensuring the integrity of the Distance Education offerings.

Faculty Support Policy

The program administrators shall ensure that:

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

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

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

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

The Distance Education office 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.

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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 Distance Education office for technology support regarding the Distance Education program.
4. The Distance Education office handles administrative systems, equipment maintenance and general user support.
5. The Distance Education office also handles faculty support including instructional application and pedagogical issues involving technology.
6. The Distance Education office 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

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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.

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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.

Student Achievement

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

STUDENT RIGHTS AND RESPONSIBILITIES

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.

Academic Integrity

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

- **Dishonesty** is exhibited through lying, cheating, or deceiving. Its examples include copying from the examination papers of other students and submitting as one's own work papers obtained from another person or from the Internet.
- **Plagiarism** is misrepresentation of another person's work as one's own, involving other persons' ideas, articles, books and other intellectual property without proper citation. It ranges from a failure to acknowledge one's indebtedness to another for an idea or ideas to using words or sentences from others' work without proper citation.

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

Accessibility Accommodations

Daybreak University is committed to providing all students with equal access to academic courses, programs, and school activities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University will facilitate reasonable accommodations for a student with a disability that substantially affects a major life

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activity. The University will meet the needs of the student to the extent that the student is able to perform the essential portions of the classwork and that the accommodations will not impose an undue burden on the school and/or fundamentally altering the nature of the course, program, or activity at issue. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures.

Library Services

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

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

Daybreak University has a librarian professionally experienced in the electronic retrieval of information, who shall provide support for faculty in curriculum matters and actively serve as a resource guide for students. Librarian is given the responsibility of managing the library and insuring that policies for library operation are effectively developed and implemented. Librarian assures that faculty and students have access to the library collections and resources of another institution, organization, or library. The librarian provides individual and group instruction that helps our students develop information competence skills.

Description of Library Service and Holdings

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

- Total Number of Volumes: about 10,000
- Volumes on counseling and psychology: about 7,500
- Volumes on general education: about 2,500
- Periodicals: 10 (Counseling 5, Marriage and Family Therapy 5)
- Monographs: Total 50 (social sciences, humanity, and natural sciences)

Journal Subscription:

- Journal of Marriage and Family Therapy
- International Journal of Couples and Family Relationships
- Journal of Family Psychotherapy
- Counseling and Development
- Journal of Multicultural Counseling and Development
- Counseling and Values

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- Asian Journal of Counseling

Online Data Base Systems:

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

Equipment

Daybreak University owns and uses below equipment for instruction.

Equipment	Make/Model	Quantity
Desk	N/A	25
Chair	N/A	250
Book Case	N/A	12
White Board	N/A	0
4K UHD TV	Sony 65 inch (AKB75095307)	3
	Samsung 49 inch TV	1
DVD Player	Dell DW316	1
CD Player	Sony (25-53ipn)	1
HD Camcorder	Sony (MPEG 250)	2
Microphone	ShuRe	2
Computer	Dell/ Pink 15.6" Ins.	1
	Dell (175V.D)	2
	Lenovo Yoga 2 pro	1
	Samsung NT900X5U	2
	LG 15Z970-GR3HK	1
Printer	HP/ Officejet Pro 8710 PCL-3	1
	Epson XP-420	1
	Samsung (SCX-6345X)	1
Copier	HP Lager Jet P2035	1

Student Services

New Student Orientation

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

Academic and Career Advising

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

- Academic advising regarding degree requirements
- Career guidance
- Personal and spiritual counsel as needed

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

Student Development

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

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

Technology

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

Student Housing

Daybreak University is non-residential and does not maintain dormitory facilities. Students are responsible for securing their own housing while attending the University. Since the University

is in the vicinity of Koreatown Los Angeles, rental units, ranging from \$1,000 to \$2,000, are available in apartment complexes, private homes, and rooms in private homes. Students who need assistance in finding housing near the University may contact the director of student services for general information, but the University does not assume the responsibility for finding or securing housing.

Student Records under FERPA

Daybreak University's recordkeeping complies with CEC 94900.5. The institution maintains, for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following information:

- (a) The educational programs offered by the institution and the curriculum for each.
- (b) The names and addresses of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
- (c) Any other records required to be maintained by the Act.

Daybreak University maintains a file, including records of the name, address, e-mail address, and telephone number, for each student who enrolls in the University whether or not the student completes the educational service. The University maintains, for each student granted a degree or certificate by that institution, permanent records of all of the following (transcripts):

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

- (a) The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.
- (b) The file shall contain all of the following pertinent student records and these records be maintained for a period of 5 years from the student's date of completion or withdrawal:

- (1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the University or the University's award of credit or acceptance of transfer credits including the following:
 - (A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test;
 - (B) Records documenting units of credit earned at other institutions that have been accepted and applied by the University as transfer credits toward the student's completion of an educational program;
 - (C) Grades or findings from any examination of academic ability or educational

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achievement used for admission or college placement purposes;

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

Daybreak University maintains records relating to federal financial aid programs as provided by federal law.

- (c) A record is considered current for three years following a student's completion or withdrawal. A record may be stored on microfilm, microfiche, computer disk, or any other method of record storage only if all of the following apply:

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- (1) The record may be stored without loss of information or legibility for the period within which the record is required to be maintained by the Act;
 - (2) For a record that is current, Daybreak University maintains functioning devices that can immediately reproduce exact, legible printed copies of stored records. The devices shall be maintained in reasonably close proximity to the stored records at the University's primary administrative location in California. For a record that is no longer current, the University shall be able to reproduce exact, legible printed copies within two (2) business days.
 - (3) The University has personnel scheduled to be present at all times during normal business hours who know how to operate the devices and can explain the operation of the devices to any person authorized by the Act to inspect and copy records; and
 - (4) Any person authorized by the Act to inspect and copy records shall be given immediate access to the document reproduction devices for the purpose of inspecting and copying stored records and shall, upon request, reimburse the University for the reasonable cost of using the University's equipment and material to make copies at a rate not to exceed ten cents (\$0.10) per page.
- (d) Daybreak University shall maintain a second set of all academic and financial records required by the Act at a different location unless the original records, including records stored pursuant to subdivision (b) of this section, are maintained in a manner secure from damage or loss. An acceptable manner of storage under this subsection would include fire resistant cabinets.
- (e) All records that the University is required to maintain by the Act shall be made immediately available by the University for inspection and copying during normal business hours by the Bureau and any entity authorized to conduct investigations.
- (f) If an institution closes, Daybreak University and its owners are jointly and severally responsible to arrange at their expense for the storage and safekeeping in California of all records required to be maintained by the Act for as long as those records must be maintained. The repository of the records shall make these records immediately available for inspection and copying, during normal business hours by any entity authorized by law to inspect and copy records.

Student records and files are stored in fire proof cabinets for the safekeeping of student records including records of graduation and degrees granted. Each student's academic and financial records are all stored and maintained in one collective student physical file. Electronic financial files are kept on a private financial intranet system on a server and electronic academic files are kept on an Internet Cloud.

The University's policy is to maintain the confidentiality of student academic records. No one outside of the institution shall have access to, nor will the University disclose, any information from a student's academic records without the written consent of the student except: The

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University personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing student financial aid, accrediting agencies, in compliance with a judicial order, and in an emergency in order to protect the health or safety of a student or other persons. The student's academic file is the sole property of the University. The University will not release copies of documents of course work from other institutions attended. All student records are held a minimum of five years and transcript will be maintained indefinitely.

The name, physical address, e-mail address, and telephone number of the custodian of records: Dr. Jea E. Oh, at 614 Tuscany Way, Fullerton, CA 92835, kimjean24@yahoo.com, Tel. 714-883-3912. The physical addresses and telephone numbers of the offices or buildings where the records will be maintained are as follows: 1818 S. Western Ave. #200, Los Angeles, CA 90006, Tel. (213) 221-9938, Fax (270) 714-0317.

In compliance with Family Educational Rights and Privacy Act of 1974 (FERPA), DAYBREAK will disclose information from a student's education records only with the prior written consent of the student—except that education records may be disclosed without consent to School officials having a legitimate educational interest in the records and to third parties specifically authorized by FERPA.

Education records are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by DAYBREAK. Students have the following rights regarding their education records:

- To have access to their education records.
- To consent to release a record to a third party.
- To request nondisclosure of directory information.
- To seek amendment of information which the student indicates is inaccurate.
- To be notified of their privacy rights.
- To file complaints with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures by the institution to comply with FERPA.

Student Conduct

All students are required to behave in a manner that is suitable for professional study and practice. This standard of conduct is intended to maintain a safe, productive environment for learning and working for the whole Daybreak community. The following list illustrates the types of activities that are prohibited and may subject an individual or group to disciplinary action as determined by the academic dean.

1. Knowingly furnishing false information to the school and altering school documents and records (e.g., application, CV/resume).
2. Obstruction or disruption of teaching and learning, administration, and other school activities.

3. Disorderly, indecent, or obscene conduct or expression toward faculty, classmates, staff members, and administrators.
4. Conduct that threatens the health, safety, or welfare of any person, including threats of violence toward others.
5. Unauthorized entry into or use of the school's facilities or services
6. Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
7. Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments.

Policy Prohibiting Discrimination and Harassment

Daybreak University does not discriminate against any person on the basis of race, color, religion, national origin, disability, age, veteran status, sex, marital status, sexual orientation, or gender identity. The University shall adhere to all applicable state and federal regulations. Consistent with its mission, Daybreak University seeks to assure all community members are able to learn and work in an atmosphere free from harassment. Harassing conduct is contrary to the nurturing community of learning the University wishes to foster. Harassment threatens the well-being of the University community.

This policy applies to all community members, including faculty, staff, and students. The University will take appropriate action when this policy is violated. For the purpose of determining whether particular conduct constitutes a violation of this policy, the following definition will be used:

Harassment is conduct that is based on race, color, religion, national origin, disability, age, sex, marital status, sexual orientation, gender identity, or veteran status and interferes with a person's employment or educational experience or creates an intimidating, hostile, offensive working, educational or living environment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including sexual assault. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex.

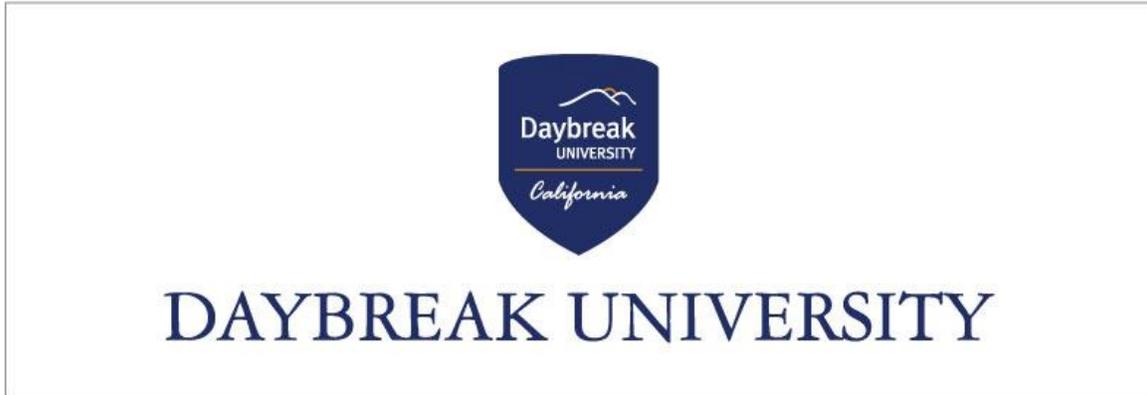
In accordance with state and federal law, sexual harassment occurs when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academics or participation in a Daybreak University program or activity, or (2) submission to or rejection of such conduct by an individual is used as the basis for a decision affecting such individual's employment, academics, or participation in a Daybreak University program or activity.

Complaint Procedures

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

1. The dean shall read the complaint, and if it warrants further investigation, then a copy of the complaint should be forwarded to the person against whom the complaint is made (“respondent”). If the allegations would not constitute a violation of a policy, then the dean should inform the grievant in writing that the allegations are not subject to further investigation.
2. The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the dean, who then shall initiate a reasonable investigation into the matter. The investigation may include meeting with the parties, talking with witnesses, and reviewing any supporting documents. A grievant may elect to withdraw a formal complaint at any time; however, the university reserves the right to investigate all complaints in order to protect the interests of the University and its community.
3. Within a reasonable time, the dean shall make a decision based on the formal complaint, response, and any other relevant information. This decision shall be in writing and shall consist of factual findings, conclusions, and a remedy if one is appropriate. All parties shall receive a copy of the decision.
4. Any party may submit a written request for appeal of the decision to the president of the University within 14 calendar days from receipt of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. Within a reasonable time, the president shall make a decision based on the complaint, response, decision, request for appeal, any response to the appeal, and any meeting the president held in regard to the appeal. The decision of the president shall be final. All parties shall receive a copy of the president's decision.
5. All written decisions made and materials produced in a grievance conducted under this procedure shall be retained by the academic dean for at least two years from the date that the final decision was issued.

Contact Information



Contact Us

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