

DAYBREAK UNIVERSITY



2020-2021

Board of Directors Manual

DAYBREAK UNIVERSITY



BOARD OF DIRECTORS MANUAL 2020-2021

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AUTHORIZATION

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
- Doctor of Philosophy in Counseling

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

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 431-6959 or by fax (916) 263-1897.

Daybreak University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [[15935 Forest Road, Forest, VA 24551](#); Telephone: (434) 525-9539; e-mail: info@tracs.org] having been awarded Candidate Status as a Category IV institution by the TRACS Accreditation Commission on April 22, 2020. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The University has maintained a formal approval to operate as a degree-granting, non-accredited institution from the California Bureau for Private Postsecondary Education (BPPE). The University is approved to offer the Master of Arts degree in Counseling and the Doctor of Philosophy degree in Counseling. The institution is a private institution, that it is approved to operate by the bureau, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. An institution may not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards. (CEC §94909(a)(2) and §94897(1)(1)(2))

PRESIDENT'S GREETING

Dear Daybreak Community,

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

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

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

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

Thank you and best wishes for a productive academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jea E. Oh', with a stylized, flowing script.

Jea E. Oh, Ph.D.
President

1. INTRODUCTION

1.1 Mission and Objectives

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

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

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

1.2 The Daybreak University Board of Directors Purpose Statement

The Daybreak University Board of Directors, entrusted with the spiritual, academic and financial health of Daybreak University, will be accountable for the University's understanding of the mission and monitoring how well the mission goals are being attained.

1.3 Faith Statement

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

The Bible

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

The Trinity

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

The Son

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

The Holy Spirit

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

Redemption

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

Salvation

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

Last Things

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

Biblical Creation

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

Christian Faith

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

work transforming the world.

The University requires all applicants to sign an acknowledgement of its faith. This Faith Statement is annually affirmed by the board of directors as indicated in director minutes.

1.4 Shared Governance

The Daybreak Board of Directors performs its role within the principles of shared governance – specifically how authority is differentiated among the board, the president and his administration, and the faculty. The board delegates some responsibilities to the president/administration and some to the faculty. In addition to their own assigned roles, the administration and the faculty have significant advisory roles for the board of directors and the relevant committees. All of these roles must operate at full strength to assure that Daybreak can fulfill its mission.

The president is the chief executive officer of the institution. The president is appointed, authorized, and supervised by the board of directors. The president appoints and supervises the institution's other administrative officers.

The president is responsible for general management of the business of the corporation and in general performs all duties incident to the office of president and such other duties as may be prescribed by the board from time to time. The primary liaison with the president is through the chair of the board.

The board of directors has overall fiduciary responsibility for the governance of the institution. However, the board has delegated certain responsibilities to the faculty, which plays an important role in the governance of the institution. The faculty assesses and considers possible changes to the institution's curricula in relation to established learning outcomes; determines academic policy and procedures appropriate for the various educational degree programs of the institution; and recommends to the president all full-time faculty appointments.

1.5 Conflict of Interest Policy

Daybreak University is committed to avoiding any actual or potential conflicts between the interests of the institution and any personal interest a board member or officer may have.

Definition of Conflict of Interest

Generally, conflicts arise when: (a) the board member or officer has an existing or potential financial or other interest which impairs, or might appear to impair, his or her independence or objectivity in serving the institution; or (b) the board member or officer might derive, or appear to derive, a financial or other material benefit from confidential information learned in the course of

his or her employment or board service.

The board provides the following guidelines to its members with regard to the appropriate disclosure and management of any potential conflict of interest.

- A board member will not take any action regarding the hiring, promotion or other employment action involving a member of the board member's family.
- A board member will promptly disclose any financial interest which the board member or the board member's immediate family, may have in any business or enterprise which conducts business with Daybreak University.
- A board member will promptly disclose facts or situations which the board member recognizes may create a potential conflict of interest.
- A board member having a duty to disclose any potential conflict of interest will make such disclosure to the chair of the board of directors, or in the event the chair has a potential conflict of interest, disclosure will be made to the secretary of the board of directors. The chair or the secretary, as appropriate, shall bring the potential conflict of interest to the board for consideration.
- The board may request and consider any information it determines is necessary and relevant to evaluate the potential conflict of interest, including requesting the board member who has disclosed the potential conflict of interest meet with the board. The committee may take such action as it deems appropriate to resolve any potential conflict of interest, including but not limited to requiring no action, requiring a board member to recuse himself or herself, prohibiting a transaction or relationship, or otherwise managing the conflict. The deliberations of the board with regard to any potential conflict of interest shall be kept confidential to the fullest extent permitted by law.

2. BOARD MEMBERS

2.1 Board Composition

The board of directors consists of no less than five members and no more than eleven members including the president/CEO, who is an ex-officio member of the board.

2.2 Criteria for Membership and Member Selection Process

All members of the board shall be Christians who are active members of a local church, financially supportive of the University, and willing to serve by being involved in the University activities and projects.

All Board members, except the president serve, are elected at a regular meeting of the full Board and serve for a period of three (3) years. Members may serve two consecutive full terms, but shall be off the Board for one year before becoming eligible again for re-election to the Board.

Qualifications

For a person to be considered qualified for board membership, he or she should be:

- A faithful Christian
- An active member of a local church
- Financially supportive of the University
- Willing to serve by being involved in University activities and projects

Selection

- 1) The board invites nominations of qualified persons having relevant expertise to serve on the board.
- 2) Those wishing to nominate potential members should contact the board of directors.
- 3) The board will seek testimony as to qualifications of a nominee.
- 4) A delegated individual will then contact the nominee to discuss his or her interest.
- 5) If this nominee is interested in supporting the school by serving on the board, the board of

directors will vote on the matter.

- 6) Acceptance into membership requires a two-thirds vote by the members of the board who are present at an official board meeting.
- 7) The governing board is of sufficient size so that all committees can be adequately populated by qualified members without concentrating too much control in a small number of people.
- 8) The board of directors is no less than five members and no more than eleven members.

2.3 The Role of the Board

The role of the board of directors consists of four interrelated elements: institutional policies, strategic planning, key appointment, and financial management. These four elements of governance are essential to fulfilling the Daybreak mission.

Institutional Policies

The board periodically reviews and approves the University's mission statement, educational objectives, non-discrimination policy, learning model, faith statement, and all institutional policies.

Strategic Planning

The board reviews and approves the University's strategic plan, which include long-range objectives and near-term practical steps for its various units that fit within the framework of the overall mission and goals of the University.

Key Appointment

The board elects the president of the University; the president consults with the board on the appointment and dismissal of officers of the University.

Financial Management

The board exercises governance by retaining control of the capital assets of the institution; it is the only authority that can make fundamental changes in the University's assets. The board maintains

a strong commitment to the acquisition of financial and physical resources for the institution and establishes policies to foster fundraising and investment programs for the benefit of the University.

2.4 All other Board Duties and Functions (Responsibilities)

Each board member is expected to:

- 1) Commit to the University's mission and affirm its educational objectives.
- 2) Remember in prayer the mission and personnel of the University.
- 3) Regularly attend board meetings and work on committees.
- 4) Engage in strategic planning and maintain forward thinking about the long-term performance of the University.
- 5) Regularly review and approve the University's mission, educational objectives, learning model, and faith statement.
- 6) Contribute to annual fund and other development efforts according to means.
- 7) Assist in fund-raising by making introductions and accompanying the president or board chair on solicitation visits.
- 8) Perform self-evaluation on a continuing basis and provide feedback to board chair and others in regard to board performance.
- 9) Participate in the life of the University community both on and off campus.
- 10) Serve as a conduit between the University and the larger community, sharing information about the University with individuals, communities, and organizations.

3. ORGANIZATIONAL STRUCTURE OF THE BOARD

3.1 Officers of the Board

The elected officers of the Daybreak Board of Directors are: a chair, a secretary, and the president. The president serves as the chief executive officer of the university.

Chair

The chair shall call and preside at all regular and special meetings of the board, shall be an ex-officio member of all committees of the board, and shall perform such other duties and exercise such other powers as usually pertain to the office. In selecting a chair, the following should be considered:

- Leadership ability
- Philosophy and judgment
- Past performance as a Director
- Willingness to serve and commit the required time

The chair is the board's leader in carrying out its policy role. Duties include:

- 1) Provide policy leadership separate from the administration
- 2) Serve as the liaison between the board and the president
- 3) Act as presiding officer of the board
- 4) Act as chair of the executive committee of the board
- 5) Appoint the chair and members of all standing committees
- 6) Monitor and evaluate the work of each of the board committees
- 7) Represent the institution in public relations matters where its policy is concerned

Secretary

The Secretary shall keep a true and accurate record of all proceedings of the board, perform such other duties as usually pertain to the office, and in the absence of the chairperson, shall perform all

the duties and exercise all powers of that office.

President

The president shall be the Chief Executive Officer of the corporation and shall have general management of the business of the corporation. The president in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the board from time to time. The primary liaison with the president is through the chair of the board. The principles governing the board's relationship with the president include the following:

- The board requires the president to develop appropriate policy directions for board consideration to enable the board to establish major policies.
- The board looks to the president to carry out all of its policy directives.
- The board requires the president to provide suitable reports to the board so that it may judge the results of its policies and how effectively they have been carried out.

3.2 Committees of the Board

The board shall establish the following standing committees: Executive, Finance and Audit, Planning, and Academic committee. The board may establish such committees as it deems necessary to carry out the business of the university.

A board member chairs a board committee while a relevant institution administrator serves as secretary to the committee. The membership is composed of board members and other individuals from within or without the institution as appointed by the board.

The responsibility of board committees is to expedite the work of the board by

- Reviewing matters on the board agenda in detail;
- Making certain that each agenda is clearly understood by the directors; and
- Making thoughtful recommendations to the board. The committees and their assignments are as follows.

Executive Committee

The executive committee shall consist of the chair, secretary, and president. The executive committee is empowered to conduct all the business of the board between its stated meetings, with the exception that the executive committee shall not be empowered to elect members or amend the

bylaws. Further, its actions are to be reviewed and ratified by the board at its next meeting.

Finance and Audit Committee

The finance and audit committee shall consist of three members. Its primary duty is to monitor and assure the financial integrity of the corporation and to provide for an annual audit of finances by an external auditor.

Planning Committee

The board's planning committee collaborates with the administration to determine strategic priorities and monitor strategic actions.

Academic Committee

The Board's academic committee develops those policies pertaining to personnel, programs and degrees, and educational effectiveness assessment.

3.3 Working on Committee Tasks

As a chair, a committee member will liaison with the appropriate staff or faculty person assigned to the committee. Regular exchanges should occur for the chair to stay current. The chair is also responsible for creating the committee meeting agendas in cooperation with the assigned liaison. chairs will communicate with and assign tasks to committee members. chairs will present reports to the board and actions requested of the board at each meeting. chairs also serve on the executive committee and are responsible for participating in those meetings when called upon.

As members of a committee, board members will inform themselves of the workings of their committee and stay current with trends and needs of the area in which they are serving. Committee members will become familiar with faculty and staff who function in their area and will seek out resources for optimal decision-making. Members will participate in each committee meeting and perform assigned tasks between meetings.

4. BOARD MEETINGS

4.1 Frequency of Meetings (Regular and Special Meetings)

At present, the Daybreak Board of Directors meets twice a year, usually in February and August. Special meetings may be called by the Board chair, the president, or a majority of Board members. A majority of all voting members of the Board shall constitute a quorum.

Special meetings of the Board may be called at any time by the chair of the Board or the president. Written notice of a special meeting shall be given to the membership not less than five (5) days before the date of such meeting.

The order of business for all meetings of the Board shall be:

- 1) Roll call of Board members
- 2) Approval of minutes of previous meeting
- 3) Reports and recommendations of committees
- 4) Reports and recommendations of the president
- 5) Unfinished business
- 6) New business
- 7) Adjournment

4.2 Communication within Daybreak Community

Board meetings are open to observation by faculty, staff, and students except during executive sessions. Administrators are given voice but not vote. Other Daybreak community members may be present but do not participate in discussions unless asked by Board members.

Sensitive discussion may call for an executive session in which only Board members participate. Other Daybreak community members will vacate the meeting. A Board member may call for an executive session for any discussion, in consultation with the Board chair.

Board members are encouraged to engage in the Daybreak community while on campus and participate fully with faculty, staff, and students. Time with community members is well spent listening to others' experiences and learning about life at Daybreak. Such time informs decision-making when action is needed. Assuring community members that you hear their needs and concerns is integral to the work of a Board member.

5. BOARD DEVELOPMENT AND ASSESSMENT

5.1 Board Education and Development

The Daybreak Board of Directors recognizes that it brings a variety of gifts and abilities to its task, but that at the same time it continues to seek opportunities to learn more about its task and the mission of Daybreak University. The board makes use of regular opportunities to explore what makes the mission of the institution successful as well as to be enriched by the faculty and staff of the institution. The board is a group that is always changing its membership, and therefore is in need of ongoing education and development.

5.2 Board Self-Evaluation Processes & Assessment Responsibilities

Annually all board members conduct a self-assessment in order to reflect on their level of involvement and support in the work of the board. The assessment process and instruments incorporate the following:

- 1) Perform self-evaluation on a continuing basis and provide feedback to board chair and others in regard to board performance.
- 2) Mission, planning, and policy: review of the institutional mission, an effective planning process, review and revision of policies.
- 3) Board-president relations: a collaborative relationship with the president, clear expectations for the president, delegation of authority to the president, evaluation of the president's performance.
- 4) Board leadership: the fiduciary role and financial stability, maintenance of facilities, integrity and conflict of interest, Board meeting procedures.
- 5) Board development: new member orientation, Board members training activities, individual member evaluation.

Evaluation of the president's leadership and performance is an ongoing responsibility of the board. Annual reviews of the president's leadership and performance are conducted by the board and initiated by the board chair. More thorough performance evaluations of the president are conducted at least every three years. A part of the president's evaluation includes consideration of the achievement of institutional goals and objectives.

5.3 Orientation Process for New Members

The new member is not permitted to vote in board meetings until orientation is completed.

The first step is to give the current copy of this manual to the new member. Once the new member has completed the reading of the Board Manual, he or she is to inform the chairman of the board. The chairman will then discuss the five-year vision and highlights of the five-year plan. The chairman will also give the new member a copy of the five-year strategic plan.

The next step is for the president to discuss the current state of the school. This will include highlights from the last annual institutional research report. The president will also give the new member a copy of the institutional research report. At this point, the new member is qualified to vote.

A board member should intentionally get to know the University's:

- 1) Leading Administrators
- 2) Mission, Visions, and Objectives
- 3) History
- 4) Programs
- 5) Resources
- 6) Programs for Developing Funds

APPENDIX: BOARD SELF-EVALUATION FORM

This self-evaluation should be done by the board members annually. This evaluation will be used for the betterment of the member's administration and communication purpose only. Please mark the appropriate place to each question.

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

I. Mission, Planning, and Policy	
1. The board assures that there is an effective planning process and is appropriately involved in the process.	
2. The board regularly reviews the university's mission and goals and monitors progress toward the goals.	
3. The board fulfills its policy role and its policies are regularly reviewed.	
II. Board-CEO Relations	
4. The board maintains an excellent working relationship with the CEO.	
5. The board sets clear expectations for and effectively evaluates the CEO.	
6. The board delegates authority to and supports the CEO.	
III. Educational Programs and Quality	
7. The board monitors the quality and effectiveness of programs and services.	
8. Board members are knowledgeable about academic programs and services.	
IV. Fiduciary Role	
9. The board assures the fiscal stability and health of the university.	
10. The board monitors implementation of the facilities plan.	
V. Human Resources and Staff Relations	
11. Board members refrain from attempting to manage employee work.	
12. The board respects faculty, staff, and student participation in decision-making.	
VI. Board Leadership	
13. The board regularly reviews and adheres to its code of ethics.	
14. Board members avoid conflicts of interest and perception of such conflicts.	
15. The board understands and fulfills its roles and responsibilities.	
16. The board expresses its authority only as a unit.	
VII. Board Education	
17. New members receive orientation to board roles and the university.	
18. Board members participate in director development activities.	
19. The board evaluation process helps the board enhance its performance.	

Date: _____

Signature: _____

Name: _____



Our vision is transforming the world
by changing one relationship at a time.



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