

# DAYBREAK UNIVERSITY



## ACADEMIC CATALOG 2020-2021

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## **DISCLAIMER**

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

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

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

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

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

## 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 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 574-8900 or by fax (916) 263-1897.

Daybreak University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [[15935 Forest Road, Forest, VA 24551](http://www.tracs.org); Telephone: (434) 525-9539; e-mail: [info@tracs.org](mailto:info@tracs.org)] having been awarded Candidate Status as a Category IV institution by the TRACS Accreditation Commission on April 21, 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,



Jea Eun Oh, Ph.D.  
President

## **GENERAL INFORMATION**

### **Mission Statement**

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

### **Institutional Objectives**

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

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

### **Philosophy of Education**

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

### **Scientist-Practitioner Model**

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

### **Praxis-Oriented Learning**

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



promote students' learning as an ongoing process through communication.

### **Student-Centered Learning**

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

### **Self-Reflective Approach**

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

### **Faith Statement**

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

### **The Bible**

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

### **The Trinity**

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

### **The Son**

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

### **The Holy Spirit**

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

### **Redemption**

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

### **Salvation**

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

### **Last Things**

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

### **Biblical Creation**

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

### **Christian Faith**

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

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

## **Ethical Values and Standards**

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

### **Community**

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

### **Leadership**

Serving the community with integrity, respect and cultural sensitivity.

### **Teamwork**

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

### **Accountability**

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

### **Participation**

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

### **Excellence**

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

### **Spiritual Vitality**

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

## **About Daybreak University**

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

## **Location and Facilities**

Daybreak University is located at 1818 S. Western Ave. #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.

## **PROGRAMS**

### **Master of Arts in Counseling (MAC) Program**

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

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

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

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

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

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

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

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

- Ph. D. in Counseling Program with a Specialization in Marriage and Family Therapy,
- Ph. D. in Counseling Program with Specialization in Imago Relationship Therapy, and
- Ph. D. in Counseling Program with a Specialization in Human Sexuality and Sex Therapy.

## **ADMISSIONS INFORMATION**

### **General Admissions Policies**

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

- Transcripts should be delivered in their official, sealed envelopes. An official transcript can also be sent electronically directly from an institution.
- Educational instruction at the University is provided in English and some courses are taught in Korean. An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling minimum TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the IBT. The University does not offer ESL instruction. Exceptions can be made for students who have completed college level English courses. Students can be admitted to Daybreak University with a condition of completing English courses with a passing grade before the graduation.

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

### **Non-Discrimination Policy**

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

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

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

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

### **Master of Arts in Counseling (MAC) Program Admissions**

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

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

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

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

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

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

## **Transfer Students and Transfer of Credits**

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



## **Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits you earn at Daybreak University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this 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.

## FINANCIAL INFORMATION

### Application Fee

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

### Tuition and Fees

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

#### Tuition

- Master of Arts in Counseling: \$300 per credit
- Doctor of Philosophy in Counseling: \$500 per credit

#### Master of Arts in Counseling (MAC) Program

##### An estimated total charges for a quarter

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

##### An estimated total charges for the entire program

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

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

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

##### An estimated total charges for a quarter

Tuition	\$ 4,250
Books and Supplies	\$ 500
Registration (non-refundable)	\$ 100
Library and IT Services Fee (refundable)	\$ 50
<b>Estimated Total</b>	<b>\$ 4,900</b>

##### An estimated total charges for the entire program

\$58,800 (= \$4,900 X 12 Quarters)

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

## **Student Tuition Recovery Fund (STRF)**

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

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

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

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

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

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

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

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

### **Financial Aid/Scholarships**

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

### **Loans and Responsibility**

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

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

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

## **Payment Information**

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

## **Rights to Cancel**

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

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: (270) 714-0317.

## **Refund Policy**

### **Cancellation, Withdrawal, and Refund Policy**

Students who withdraw from all classes after the first day of the semester are entitled to a partial tuition refund, prorated against the percentage of the semester that has passed since the first day of the semester.

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 Registrar. Tuition refunds are paid or credited to a student within 30 days of filing the withdrawal form.

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

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

### Tuition Refund Schedule

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

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

In calculating the refund, the University will:

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

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

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

## Questions and Complaints

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

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

A member may also contact TRACS Accrediting Agency by completing the TRACS Complaint Form found on [https://tracs.org/documents/3.TRACSComplaintForm-AgainstInstitution\\_000.pdf](https://tracs.org/documents/3.TRACSComplaintForm-AgainstInstitution_000.pdf) and submitting it to the President of the TRACS.

**Transnational Association of Christian Colleges and Schools (TRACS)**  
15935 Forest Rd., Forest, VA 24551

## **ACADEMIC POLICIES AND PROCEDURES**

### **Credit Hour Policy**

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

### **Academic Advising**

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

### **Registration**

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

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

### **Add/Drop**

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

- Week 1, no approval required.



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

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten 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.

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

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

## Academic Assessment System and Grading

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

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

## Grade Requirements

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

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

### **Withdrawal/Leave of Absence**

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

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

### **Probation/Dismissal**

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

### **Graduation Requirements and Procedures**

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

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

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

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

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

### **Methods of Instruction Delivery**

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

#### **Traditional (Face-to-Face) Format**

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

#### **Online Learning Format**

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

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

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

regarding compliance with the regulation.”

### **Hybrid Format**

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

### **Distance Education & Correspondence Education**

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

#### **Distance Education:**

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

#### **Correspondence Education:**

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

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

## **Distance Education Policy**

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

The following basic principles have been articulated:

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

## **Curriculum and Instruction**

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

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

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

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

### **Evaluation and Assessment**

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

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

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

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

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

The University shall maintain clear standards for satisfactory academic progress.

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

### **Facilities and Finances**

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

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

deliver distance education courses and programs.

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

### **Calendar and Course Credits**

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

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

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

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

### **Course Integrity**

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

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

### **Transcripts**

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

### **The Family Educational Rights and Privacy Act (FERPA)**

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

### **Instructor’s Responsibility**

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



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

### **Faculty Support Policy**

The program administrators shall ensure that:

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

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

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

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

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

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

### **Library and Learning Resources**

The program administrators shall ensure that:

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

## **Student Services**

The program administrators shall ensure that:

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

## **Technology Support**

Daybreak University makes sure about technology support as follows:

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

## **Intellectual Property Rights**

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

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

### **Faculty Duties and Responsibilities**

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

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

students and/or among students whereby students and/or faculty can exchange review, research, and opinion through threaded discussion that is available in class, session and assignment. A faculty must create a forum in that students can make comment on the debate and discussion subject that is assigned by the faculty to share their input. Multiple students must be able to respond to each subject and students can share their opinions in threaded manner.

10. A faculty of distance education must continue to develop and improve distance education capacity and effectiveness by learning to expand knowledge of online technology and subject matter. Such effort must include but is not limited to taking online webinar class, reading of books that are related to online training and teaching guide, and be thoroughly familiar with Moodle program manual.
11. A faculty of distance education must be able to use educational resources and technology that is available to faculty on campus and on-line.
12. A faculty of distance education must continually monitor student's progress by evaluating their work, assignment and grade by using scoring rubrics in timely manner.

## **Verification of Student Identification**

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

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

## **Student Privacy**

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

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

such as providing feedback on student work, releasing grade information to students, etc.

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

## **Student Achievement**

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

## **STUDENT LIFE**

### **Worship and Spiritual Life**

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

### **Student Government**

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

### **Academic Freedom**

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

### **Code of Conduct and Discipline Policies**

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

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

### **Academic Standards and Discipline**

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

### **Satisfactory Academic Progress (SAP)**

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

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

### **Academic Integrity**

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

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

independently by the student.

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

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

## Conduct on Campus

### Harassment

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

### Sexual Harassment

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

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

The above are examples of behavior that constitutes sexual harassment, but other behavior of a



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

## **Campus Health and Safety**

### **Drug and Alcohol Free Campus Policy**

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

### **General Policy on Possession of Controlled Substances**

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

### **Drugs and Medications**

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

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

### **Alcohol**

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

### **Tobacco**

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

### **Weapons**

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

### **Communicable Disease Policy**

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

gonorrhoea. These diseases pose primary risks to the infected person and secondary risks to those who come in contact with the infected person.

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

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

### **Children on Campus**

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

### **Animals on Campus**

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

### **Visitors to the Campus**

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

### **Parking on Campus**

Students are welcome to park their vehicles on campus during classes. Parking spaces immediately in front of the campus building are reserved for faculty and staff. Marked handicapped spaces are reserved for the use of handicapped drivers. Anyone parking in faculty or handicapped spaces without suitable tags on their vehicle is liable to be towed, at the owner's expense.

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

## **Hazardous Chemicals and Machinery**

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

## **Campus Emergency Plan**

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

## **Complaint Procedures**

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

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

at any time; however, the university reserves the right to investigate all complaints in order to protect the interests of the University and its community.

3. Within a reasonable time, the Academic Dean shall make a decision based on the formal complaint, response, and any other relevant information. This decision shall be in writing and shall consist of factual findings, conclusions, and a remedy if one is appropriate. All parties shall receive a copy of the decision.
4. Any party may submit a written request for appeal of the decision to the President of the University within 14 calendar days from receipt of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. Within a reasonable time, the president shall make a decision based on the complaint, response, decision, request for appeal, any response to the appeal, and any meeting the president held in regard to the appeal. The decision of the president shall be final. All parties shall receive a copy of the president's decision.
5. All written decisions made and materials produced in a grievance conducted under this procedure shall be retained by the Academic Dean for at least two years from the date that the final decision was issued.
6. If the student is not satisfied with the President's final decision, the student may then appeal to BPPE by contacting them at the address:

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

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

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

## **Accessibility Accommodations**

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

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

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

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

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

### **Library Services**

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

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

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

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

### **Description of Library Service and Holdings**

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

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

### **Online Database Systems**

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

## **Student Services**

### **New Student Orientation**

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

### **Academic and Career Advising**

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

- Academic advising regarding degree requirements

- Career guidance
- Personal and spiritual counsel as needed

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

### **Student Development**

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

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

### **Technology**

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

### **Student Housing**

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

### **Health Insurance**

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



## **MASTER OF ARTS IN COUNSELING (MAC) PROGRAM**

### **PROGRAM DESCRIPTION**

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

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

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

MAC 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 MAC program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist.

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

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

## **PROGRAM PURPOSE AND OBJECTIVES**

The purpose of Daybreak's MAC program is to:

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

## **PROGRAM LEARNING OUTCOMES (PLO)**

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

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

## **PROGRAM LENGTH**

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

## **GRADUATION REQUIREMENTS**

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

## **COMPREHENSIVE EXAMINATION**

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

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

## CURRICULUM

### **MAC Program Core Courses**

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

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

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

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

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

**MAC Specialization Core Courses: Imago Relationship Therapy (IRT)**

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

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

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

### MAC General Electives

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

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

### REQUIREMENTS

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

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

**SUGGESTED COURSE SEQUENCING**

	<b>First Year</b>	<b>Second Year</b>
Fall Term	<b>MFT/IRT 6010:</b> Foundations of Marriage and Family Therapy <b>MFT/IRT 7000:</b> Counseling and Psychotherapeutic Theories and Techniques: IPCST <b>MFT/IRT 6060:</b> Psychopathology: Principles of the Diagnostic Process	<b>MFT/IRT 6020:</b> Advanced Marriage and Family Therapy <b>MFT/IRT 6070:</b> Psychopharmacology <b>MFT/IRT 6200:</b> Community Mental Health Counseling
Winter Term	<b>MFT/IRT 6040:</b> Group Process and Techniques in Family Counseling <b>MFT/IRT 6030:</b> Couples Relationship Therapy	<b>MFT/IRT 7900:</b> Practicum in Marriage and Family Therapy <b>MFT/IRT 6100:</b> Child, Partner, and Elder/Dependent Abuse Assessment and Intervention
Spring Term	<b>MFT/IRT 6090:</b> Human Growth and Family Development Across the Life Span <b>MFT/IRT 6600:</b> Law, Professional Ethics, and Community Practice <b>MFT/IRT 6050:</b> Clinical Research and Evaluation	<b>HST 6000:</b> Human Sexuality Education I <b>MFT/IRT 6700:</b> Trauma and Collaborative Care <b>MFT/IRT 6500:</b> Chemical Dependency and Addiction Counseling
Summer Term	<b>MFT/IRT 6300:</b> Diversity and Multicultural Counseling <b>MFT/IRT 7900:</b> Practicum in Marriage and Family Therapy	<b>MFT/IRT 6080:</b> Assessment, Appraisal, and Psychological Testing <b>MFT/IRT 7900:</b> Practicum in Marriage and Family Therapy

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

### REQUIREMENTS

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

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



**SUGGESTED COURSE SEQUENCING**

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

**MAC with a Specialization in Imago Relationship Therapy (IRT)**

**REQUIREMENTS**

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

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

**SUGGESTED COURSE SEQUENCING**

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

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

**REQUIREMENTS**

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

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

**SUGGESTED COURSE SEQUENCING**

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

## **COURSE DESCRIPTIONS**

### **HST 6000: Human Sexuality Education I**

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

### **HST 6100: Human Sexuality Education II**

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

### **HST 6200: Sexual Attitude Reassessment (SAR)**

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

### **HST 6300: Human Sexuality and Sex Therapy Training**

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

### **HST 6400: Human Sexuality and Sex Therapy Supervision**

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

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

**IRT 7100: Foundations of Imago Relationship Therapy**

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

**IRT 7200: Advanced Imago Relationship Therapy**

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

**IRT 7500: Clinical Training: Imago Relationship Therapy**

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

**IRT 7600: Clinical Internship: Imago Relationship Therapy**

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

**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 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 7900: Practicum in Marriage and Family Therapy**

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

**MFT/IRT 8600: Relationology**

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

**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.

**MFT/IRT 9450: Carl Rogers Seminar**

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

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

### **PROGRAM DESCRIPTION**

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

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

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

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

### **PROGRAM PURPOSE AND OBJECTIVES**

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

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

### **PROGRAM LEARNING OUTCOMES (PLO)**

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

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

### **PROGRAM LENGTH**

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

### **GRADUATION REQUIREMENTS**

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

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

## **COMPREHENSIVE EXAMINATION**

All candidates for the Ph.D. degree must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area. Comprehensive examinations may be taken any time after completion of 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 in a peer-reviewed journal. This article must be empirical in nature; that is, the student should conduct original data analyses of some kind (e.g., quantitative, qualitative, historical, program development).

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

## **AN ORAL DEFENSE OF A DISSERTATION**

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

## **CURRICULUM**

### **Ph.D. Counseling Core Courses**

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

**Ph.D. Specialization Core Courses**

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

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

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

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

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

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

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

**Ph.D. Seminar General Electives**

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



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16	MFT/IRT 6600: Law, Professional Ethics, and Community Practice	4.5
17	MFT/IRT 6700: Trauma and Collaborative Care	4.5
18	MFT/IRT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
19	MFT/IRT 7900: Practicum in Marriage and Family Therapy *Course may be repeated for credit.	4.5
20	MFT/IRT 8600: Relationology	3
21	MFT/IRT 9200: Self of the Therapist	4.5
22	MFT/IRT 9300: Spirituality and Psychotherapy	4.5
23	MFT/IRT 9400: Inner Child Therapy	4.5
24	MFT/IRT 9450: Carl Rogers Seminar	4.5

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

### REQUIREMENTS

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

Courses Title	Credits
<b>PhD Counseling Program Core Courses</b>	
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
<b>PhD Specialization Core Courses</b>	
MFT/IRT 9800 Supervision of Supervision (Supervisor Training)	4.5
<b>PhD Specialization Electives</b>	9
<b>PhD Seminar General Electives</b>	57
<b>Total Credits</b>	<b>102</b>

**SUGGESTED COURSE SEQUENCING**

<b>Year</b>	<b>Quarter/Year</b>	<b>Courses</b>
1 <sup>st</sup> Year	Winter	PhD Seminar General Elective 1 PhD Seminar General Elective 2
	Spring	MFT/IRT 9000: Research Methods I PhD Seminar General Elective 3
	Summer	MFT/IRT 9100: Research Methods II PhD Seminar General Elective 4
	Fall	MFT/IRT 9500: PhD Research Colloquium MFT/IRT 9800: Supervision of Supervision (Supervisor Training)
2 <sup>nd</sup> Year	Winter	PhD Seminar General Elective 5 PhD Marriage and Family Therapy Specialization Elective 1
	Spring	MFT/IRT 9600: PhD Dissertation I PhD Seminar General Elective 6
	Summer	PhD Seminar General Elective 7 PhD Marriage and Family Therapy Specialization Elective 2
	Fall	MFT/IRT 9600: PhD Dissertation II PhD Seminar General Elective 8
3 <sup>rd</sup> Year	Winter	PhD Seminar Elective 9 PhD Seminar General Elective 10
	Spring	MFT/IRT 9600: PhD Dissertation III PhD Seminar General Elective 11
	Summer	PhD Seminar General Elective 12 PhD Marriage and Family Therapy Specialization Elective 3
	Fall	MFT/IRT 9600: PhD Dissertation IV PhD Seminar General Elective 13

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

### REQUIREMENTS

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

Course Titles	Credits
<b>PhD Counseling Core Courses</b>	
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
<b>PhD Specialization Core Courses</b>	
IRT 9300: Advanced Imago Relationship Therapy Training I	4.5
IRT 9400: Advanced Imago Relationship Therapy Training II	4.5
MFT/IRT 8600: Relationology	3
MFT/IRT 9700: Advanced IPCST	4.5
<b>PhD Specialization Electives</b>	22.5
<b>PhD Seminar General Electives</b>	31.5
<b>Total Credits</b>	<b>102</b>

**SUGGESTED COURSE SEQUENCING**

Year	Quarter/Year	Courses
1 <sup>st</sup> Year	Winter	MFT/IRT 9000: Research Methods I PhD Seminar General Elective 1
	Spring	PhD Seminar General Elective 2 PhD Imago Relationship Therapy Specialization Elective 1
	Summer	MFT/IRT 9100: Research Methods II PhD Seminar General Elective 3
	Fall	MFT/IRT 9500: PhD Research Colloquium MFT/IRT 9700: Advanced IPCST
2 <sup>nd</sup> Year	Winter	PhD Imago Relationship Therapy Specialization Elective 2 PhD Seminar General Elective 4
	Spring	IRT 9300: Advanced Imago Relationship Therapy Training I MFT/IRT 9600: PhD Dissertation I
	Summer	PhD Seminar General Elective 5 PhD Imago Relationship Therapy Specialization Elective 3
	Fall	IRT 9400: Advanced Imago Relationship Therapy Training II MFT/IRT 9600: PhD Dissertation II
3 <sup>rd</sup> Year	Winter	PhD Seminar General Elective 6 PhD Imago Relationship Therapy Specialization Elective 4
	Spring	MFT/IRT 9600: PhD Dissertation III PhD Seminar General Elective 7
	Summer	MFT/IRT 9600: PhD Dissertation IV PhD Imago Relationship Therapy Specialization Elective 5
	Fall	MFT/IRT 8600: Relationology MFT/IRT 9600: PhD Dissertation IV

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

**REQUIREMENTS**

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

Course Titles	Credits
<b>PhD Counseling Program Core Courses</b>	
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
<b>PhD Specialization Core Courses</b>	
HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	3
HST 9600: Human Sexuality and Sex Therapy Practicum	9
<b>PhD Specialization Electives</b>	31.5
<b>PhD Seminar General Electives</b>	27
<b>Total Credits</b>	<b>102</b>

**SUGGESTED COURSE SEQUENCING**

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

## **COURSE DESCRIPTIONS**

### **HST 6000: Human Sexuality Education I**

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

### **HST 6100: Human Sexuality Education II**

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

### **HST 6200: Sexual Attitude Reassessment (SAR)**

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

### **HST 6300: Human Sexuality and Sex Therapy Training**

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

### **HST 6400: Human Sexuality and Sex Therapy Supervision**

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



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

**HST 9500: Advanced Human Sexuality and Sex Therapy Supervision**

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

**HST 9600: Advanced Human Sexuality and Sex Therapy Practicum**

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

**IRT 7100: Foundations of Imago Relationship Therapy**

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

**IRT 7200: Advanced Imago Relationship Therapy**

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

**IRT 7500: Clinical Training: Imago Relationship Therapy**

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

**IRT 7600: Clinical Internship: Imago Relationship Therapy**

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

**IRT 9300: Advanced Imago Relationship Therapy Training I**

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

**IRT 9400: Advanced Imago Relationship Therapy Training II**

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

**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 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 7900: Practicum in Marriage and Family Therapy**

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

**MFT/IRT 8600: Relationology**

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

**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 9450: Carl Rogers Seminar**

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

**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.

## UNIVERSITY PERSONNEL

### Board of Directors

#### Board Chair

Rev. Kiok Chang Cho  
Pastor of The United Methodist Church

#### Secretary

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

#### Treasurer

Unsuik Jun  
Marriage and Family Therapist

#### Board Member

Rev. Chang Ho Kim  
Pastor of The Korean Presbyterian Church

#### Board Member

Monica Lee  
Licensed Professional Counselor

#### Board Member

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

### Chancellors

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

#### Harville Hendrix, Ph.D.

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

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

### **Helen LaKelly Hunt, Ph.D.**

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

## **Administrators**

### **President**

#### **Jea Eun Oh, Ph.D.**

Ph.D. in Counseling, University of New England

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

Th.M. in Pastoral Counseling, Harvard University

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

AAMFT Approved Supervisor Candidate

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

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



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

### **Academic Dean**

#### **Hye Jin Kim, Ph.D., LMFT**

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

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

B.A. in Psychology, SUNY Buffalo

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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

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

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

### **Business Manager/CFO**

#### **Kathy Y. Kang**

M.A. in Counseling Psychology Education, Korea University

B.A. in Christian Counseling and Child Welfare, Baekseok University

Certified Imago Therapist by Imago International Training Institute (IITI)

Certified Family Counseling Specialist and Couple Relationship Therapist by the Korean Association of Family Counseling (KAFC)

Former Executive Director at Korean Association of Family Counseling (KAFC)

### **Director of Admissions/Registrar**

#### **Grace J. Lee**

M.A. in Christian Counseling, Baekseok University

B.A. in Psychology, The Catholic University of Korea

Certified Imago Therapist and Consultant by Imago International Training Institute (IITI)

Certified Family Counseling Specialist and Couple Relationship Therapy Specialist by the Korean Association of Family Counseling (KAFC)

Former Director at the Korea Institute for Couples Relationship Therapy (KICRT)

### **Director of Student Services**

#### **Kyunghee Baek**

Master of Arts (M.A.) in TESOL, Oklahoma City University, Oklahoma City, OK

B.A. in English, Konkuk University, South Korea

Former Director of Administration and Finance, California Trinity University, Los Angeles, California

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

**Librarian/ Director of Assessment and Planning**

**Douho Im**

M.A. in Library and Information Science, Yonsei University

B.A. in Library and Information Science, Kyonggi University

## **Faculty (Full-Time)**

### **MA Program Director**

#### **Jeonghwa Yoon, Ph.D.**

Ph.D. in Christian Counseling, Baekseok University

M.A. in Family Counseling, Baekseok University

B.A. in Theology, Luther University

Certified Imago Therapist and Certified Imago Couples Workshop Presenter by Imago International Training Institute (IITI)

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

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

President of National Council of Family Counseling Centers (NCFCC) in South Korea

### **Ph. D. Program Director**

#### **Meryl (Mei-Ju) Ko, Ph.D.**

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

AAMFT Approved Supervisor Candidate

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

Former Assistant Professor of Marriage and Family Therapy program at Texas Tech University

Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

## **Faculty (Part-Time)**

### **Tammy Nelson, Ph.D., LPC, Director of Human Sexuality and Sex Therapy Specialization**

Ph.D. in Sexology, American Academy of Clinical Sexology

M.S. in Art Therapy, College of New Rochelle

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

Board Certified Sexologist and Diplomate of the American Board of Sexology

AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)

Licensed Professional Counselor (LPC)

Licensed Alcohol and Drug Counselor

Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician by Imago International Training Institute (IITI)

**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 and Clinical Fellow

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

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

**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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

Executive Director, Clinical Instructor and Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

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## **CAMPUS EMERGENCY PLAN**

### **IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY**

#### **General Emergencies**

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

In an emergency, you should:

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

The Daybreak office will:

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

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

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

## **EMERGENCY AND CRISIS PROCEDURES**

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

### **Fire**

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

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

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

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

### **Illness or Injury**

In the event of a serious injury or illness:

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



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

### **Gas Leak**

In the event of a gas leak:

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

### **Severe Weather**

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

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

In the event of severe weather:

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

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

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

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

### **Chemical Spill or Radiation Release**

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

In the event of a chemical spill or radiation release:

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

### **Bomb Threat**

In the event of a bomb threat:

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

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

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

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

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

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

### **Violent or Criminal Behavior**

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

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

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

### **Active Shooter Situations**

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

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

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

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

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

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

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

### **Hostage Situations**

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

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

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

### **Evacuation Routes**

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

### **Fire Extinguishers**

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

### **Campus Closings**

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

## 2020-2021 ACADEMIC CALENDAR

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

	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Fall 2020 (Intensive)
<b>Length of the term</b>	<b>10 weeks</b>	<b>10 weeks</b>	<b>10 weeks</b>	<b>10 weeks</b>	<b>2 weeks</b>
<b>Registration period</b>	<b>11/4-9</b>	<b>1/27-31</b>	<b>4/27-5/1</b>	<b>7/27-8/1</b>	<b>8/24-28</b>
<b>Classes begin</b>	<b>1/6</b>	<b>3/23</b>	<b>6/22</b>	<b>9/28</b>	<b>10/19</b>
<b>Drop w/o 'W' deadline</b>	<b>1/15</b>	<b>4/3</b>	<b>7/3</b>	<b>10/9</b>	<b>10/20</b>
<b>Registration/Add deadline</b>	<b>1/15</b>	<b>4/3</b>	<b>7/3</b>	<b>10/9</b>	<b>10/20</b>
<b>Withdrawal deadline</b>	<b>1/15</b>	<b>4/3</b>	<b>7/3</b>	<b>10/9</b>	<b>10/20</b>
<b>Classes end</b>	<b>3/12</b>	<b>5/29</b>	<b>8/28</b>	<b>12/4</b>	<b>10/31</b>
<b>Grades due</b>	<b>3/20</b>	<b>6/8</b>	<b>9/7</b>	<b>12/14</b>	<b>11/20</b>

	Winter 2021	Spring 2021	Summer 2021	Summer 2021 (Intensive)	Fall 2021
<b>Length of the term</b>	<b>10 weeks</b>	<b>10 weeks</b>	<b>10 weeks</b>	<b>3 weeks</b>	<b>10 weeks</b>
<b>Registration period</b>	<b>11/2-6</b>	<b>1/25-29</b>	<b>4/26-30</b>	<b>4/19-23</b>	<b>7/26-30</b>
<b>Classes begin</b>	<b>1/4</b>	<b>3/22</b>	<b>6/21</b>	<b>6/18</b>	<b>9/27</b>
<b>Drop w/o 'W' deadline</b>	<b>1/15</b>	<b>4/2</b>	<b>7/2</b>	<b>6/22</b>	<b>10/8</b>
<b>Registration/Add deadline</b>	<b>1/15</b>	<b>4/2</b>	<b>7/2</b>	<b>6/22</b>	<b>10/8</b>
<b>Withdrawal deadline</b>	<b>1/15</b>	<b>4/2</b>	<b>7/2</b>	<b>6/22</b>	<b>10/8</b>
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<b>Grades due</b>	<b>3/22</b>	<b>6/7</b>	<b>9/6</b>	<b>7/23</b>	<b>12/13</b>

### Holidays

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

CONTACT INFORMATION



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