

DAYBREAK UNIVERSITY



POLICIES MANUAL **2021-2022**

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1. GENERAL INFORMATION

1.1 Mission Statement

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

1.2 Institutional Objectives

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

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.

1.3 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.

1.4 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.

2. BOARD POLICES AND GOVERNANCE POLICIES

2.1 Role of the Board of Directors

Daybreak University is governed by a board of directors, which has final responsibility and authority in all matters related to the operation of the institution.

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

Institutional Policies

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

Strategic Planning

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

Key Appointment

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

Financial Management

The board exercises governance by retaining control of the capital asset of the University; it is the only authority that can make fundamental changes in the University's assets. The board maintains a strong commitment to the acquisition of financial and physical resources for the institution and establishes policies to foster fundraising and investment programs for the benefit of the University.

2.2 Role of the President

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

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

time. The primary liaison with the president is through the chair of the board.

The principles governing the board's relationship with the president include the following:

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

2.3 Role of the Dean and Program Directors

The academic dean is the chief academic officer of Daybreak University. The dean has administrative responsibility for all academic programs of the University. Daybreak University employs educational program directors to support the academic dean in the task of academic management.

Educational program directors lead and support the faculty in each program in

- 1) developing a strategic plan,
- 2) achieving excellence in teaching and scholarship,
- 3) securing the resources they need for teaching,
- 4) serving as advisors/mentors to students, and
- 5) performing the assessment of the program.

2.4 Role of the Faculty

The board of directors has overall fiduciary responsibility for the governance of the University. However, the board has delegated certain responsibilities to the faculty, which plays an important role in the governance of the University. The faculty:

- 1) assesses and considers possible changes to the University's curriculum in relation to established learning outcomes,
- 2) determines academic policy and procedures appropriate for the various educational degree programs of the University, and
- 3) recommends to the president all full-time faculty appointments.

2.5 Conflict of Interest Policy

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

Definition of Conflict of Interest

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

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

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

2.6 Job Descriptions

President (Chief Executive Officer)

The President is the Chief Executive and Operational Officer of the university and the official adviser to and executive agent of the Board of Directors and its Executive Committee. The President, as educational and administrative head of the University, exercises a general superintendence over all the affairs of the University. The President is responsible for the direction and supervision of employees of the University. This includes the following:

- 1) The President is responsible for supervision of the members of the administrative team.
- 2) The President shall represent the University before the community and the general public, interpreting its mission and goals and seeking understanding and cooperative relationships.
- 3) The President shall be personally involved in the fund raising enterprise of the University. In addition to exercising administrative oversight of this function, he shall seek opportunities to raise funds in a manner that is consistent with the mission and goals of the University.
- 4) The President recommends budgets (including faculty and staff positions), long range plans, policy, and strategic initiatives.
- 5) The President interviews prospective members of the administrative team. He or she may also interview faculty and staff at his or her discretion, in consultation with the area supervisor.
- 6) The President shall maintain dialog with the governmental and accrediting agencies that are vital to institutional and student interests.

Academic Dean (Chief Academic Officer)

Academic Dean is the Chief Academic Officer of the University, being responsible for all the academic matters of the University, including management of faculty, degree programs, and academic policies. The Academic Dean reports to the President. Essential responsibilities include:

- 1) Participate in and coordinate long-range planning, including program evaluation.
- 2) Provide liaison with other administrative units.
- 3) Communicate educational needs, priorities, and concerns, to the President and staff, and to Board of Directors
- 4) Recommend to the President the appointment of administrative officers, develop their job descriptions, recommend their compensations, and assess their

performance.

- 5) Recommend divisional coordinators and departmental chairperson, to the President.
- 6) Preside over meetings of the faculty/staff, organize formal school convocations and the administrative cabinet and in cooperation with the President, approve, modify, or disallow their recommendations.
- 7) Manage and coordinate all institutional accreditation procedures.
- 8) Coordinate the articulation of academic mission, including representation of academic concerns to inter-institutional and general public settings.
- 9) Recommend to the President the promotion, dismissal, and retirement of faculty members.
- 10) Coordinate long-range planning for faculty recruitment in cooperation with the President, and Board of Directors, and serve as a consultant to the Board of Directors.
- 11) Accept ultimate responsibility for academic events,
- 12) Supervise and evaluate area coordinators.
- 13) Accept ultimate responsibility for all faculty and administrative concerns.
- 14) Contributes to establishing the projected annual budget in cooperation with the President, Chief Financial Officer, and others, and manages the final budget over his/her area of supervision once approved by the Board of Directors.
- 15) Leads and coordinates the daily educational administrative functions of the school.
- 16) Plan and lead accreditation procedures

Program Director

The Director of a degree program is responsible to the Academic Dean for the proper and effective administration of the program. It is the program Director's responsibility to provide the leadership to achieve excellence in teaching. Specifically, the Director shall:

- 1) Coordinate the academic and curricular programs
- 2) General supervision of program development and redevelopment
- 3) Responsible to see course syllabi are prepared working with the curriculum coordinators
- 4) Develop, implement and monitor curriculum for relevance to institutional mission, student needs, career needs
- 5) Coordinate and supervise all phases of the instructional program (instructional activities of curriculum coordinators and faculty persons)
- 6) Facilitate full accreditation, self-study, review, and reporting
- 7) Articulate academic mission, including representation of academic concerns to inter-institutional and general public settings
- 8) Represent the faculty at deliberative and policy-making bodies

- 9) Recruit a skilled, well-trained, faculty for the University and Graduate Programs
- 10) Coordinate academic advising program and spiritual nurture of students within the University and implement improvements where needed
- 11) Supervise student course changes, substitutions, etc.
- 12) Supervise the development of the academic calendar
- 13) Develop a schedule of classes appropriate to institutional guidelines, faculty expertise, and market needs in cooperation with the Chief Academic Officer.
- 14) Recommend faculty load assignments designed for optimizing individual and program effectiveness, productivity, faculty and student growth
- 15) See that each person teaches in his/her area of competency
- 16) Make recommendations regarding the academic phases of budget
- 17) Oversee textbook recommendations and ordering
- 18) Coordinate the evaluation of instructional programs

Faculty

The faculty facilitate the mission of Daybreak University by providing instruction that is both competent in specialized fields of training and experience and spiritual in modeling the characteristics needed for leadership. The faculty become the primary instrument of the University in its mission of training leadership for service to the general community.

General Responsibilities for All Faculty Members

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

Responsibilities for Full-time Faculty

- 1) Conduct classroom instruction in the highest professional and manner.
- 2) Serve on faculty committees as needed.
- 3) Attend all faculty meetings and participate in official ceremonies where the faculty is presented as part of the University, such as graduation exercises, convocations, concerts, student orientations, etc.
- 4) Be available to counsel students on academic matters.
- 5) Conduct research in their respective disciplines to keep informed of current scholarship.
- 6) Participate in the University's on-going self-study and long range planning as required for accreditation.

- 7) Maintain regular office hours on campus.
- 8) Demonstrate clear evidence of a strong commitment to the University by making it their primary professional activity. Full-time faculty members should be available to the University at least four days a week. They must give priority to the performance of their committee assignments, classroom instruction, leadership requirements and other duties at the University before engaging in outside professional activities.
- 9) Know and understand all academic policies as stated in the school catalog, faculty manual, and student handbook.

Responsibilities for Part-time and Adjunct Faculty

- 1) Conduct classroom instruction in the highest professional and manner.
- 2) Support the University's mission.
- 3) Attend faculty meetings as scheduled.
- 4) Fulfill course objectives.
- 5) Fulfill requirements concerning the submission of student grades at the end of quarter and the development of course syllabi.
- 6) Teach courses as assigned and be present on time at all scheduled class meetings.
- 7) Submit all reports as required by the Chief Academic Officer.
- 8) Consider class assignments as the first priority. All substantive changes, such as schedule changes pertaining to the day and time of a course, must be cleared with the Chief Academic Officer.
- 9) Provide necessary documentation, such as academic transcripts, to substantiate qualifications to teach at Daybreak University.
- 10) Know and understand the academic policies as published in the catalog, faculty handbook and student handbook.

Business Manager (Chief Financial Officer)

The business manager is the Chief Financial Officer of the University, responsible to the President for management and leadership of the financial operations of the University. The Business Manager shall:

- 1) Prepare the annual budget and financial reports.
- 2) Manage the appropriation of financial resources and controls.
- 3) Receive payments including tuition and manage student accounts and accounting operations.
- 4) Provide financial analysis and strategic objectives.
- 5) Maintains records of past due accounts, and coordinate collections.
- 6) Assists students with setting up payment plans.

- 7) Assists with student billing.
- 8) Manage facilities and equipment.

Director of Admissions/Registrar

Director of Admissions and Registrar is responsible to the President for the services related to admissions, enrollment, and student records. Essential responsibilities include:

- 1) Manages the recruitment and application processes.
- 2) Provides information and counseling to prospective students.
- 3) Guides students in relation to financial aid programs.
- 4) Implements and enforces the FERPA guidelines for the maintenance, integrity, and security of student records.
- 5) Manages registration, grade submission and processing, and transcript production.
- 6) Manages the student information system and educational records.

Director of Student Services

The Director contributes to the achievement of the mission of the university by providing leadership in various activities related to developing students. The Director reports to the President. Essential responsibilities include:

- 1) Plans and leads regular chapel services.
- 2) Provides spiritual leadership to the university community.
- 3) Provides pastoral care and spiritual formation of students.
- 4) Assists with orientation of new students.
- 5) Advises and works with the student association.
- 6) Advises students regarding their vocational and educational objectives.
- 7) Receives and responds to student concerns and complaints.
- 8) Acts as mediator to resolve disputes between students, faculty, and administration as needed.
- 9) Manages student discipline.
- 10) Develops and enforces student policies and procedures.

Librarian

The Librarian is responsible for management of the library resources and services and reports to and consults with the Academic Dean. Responsibilities include:

- 1) Develops and enforces policies concerning the development of library resources and services, in consultation with the faculty.

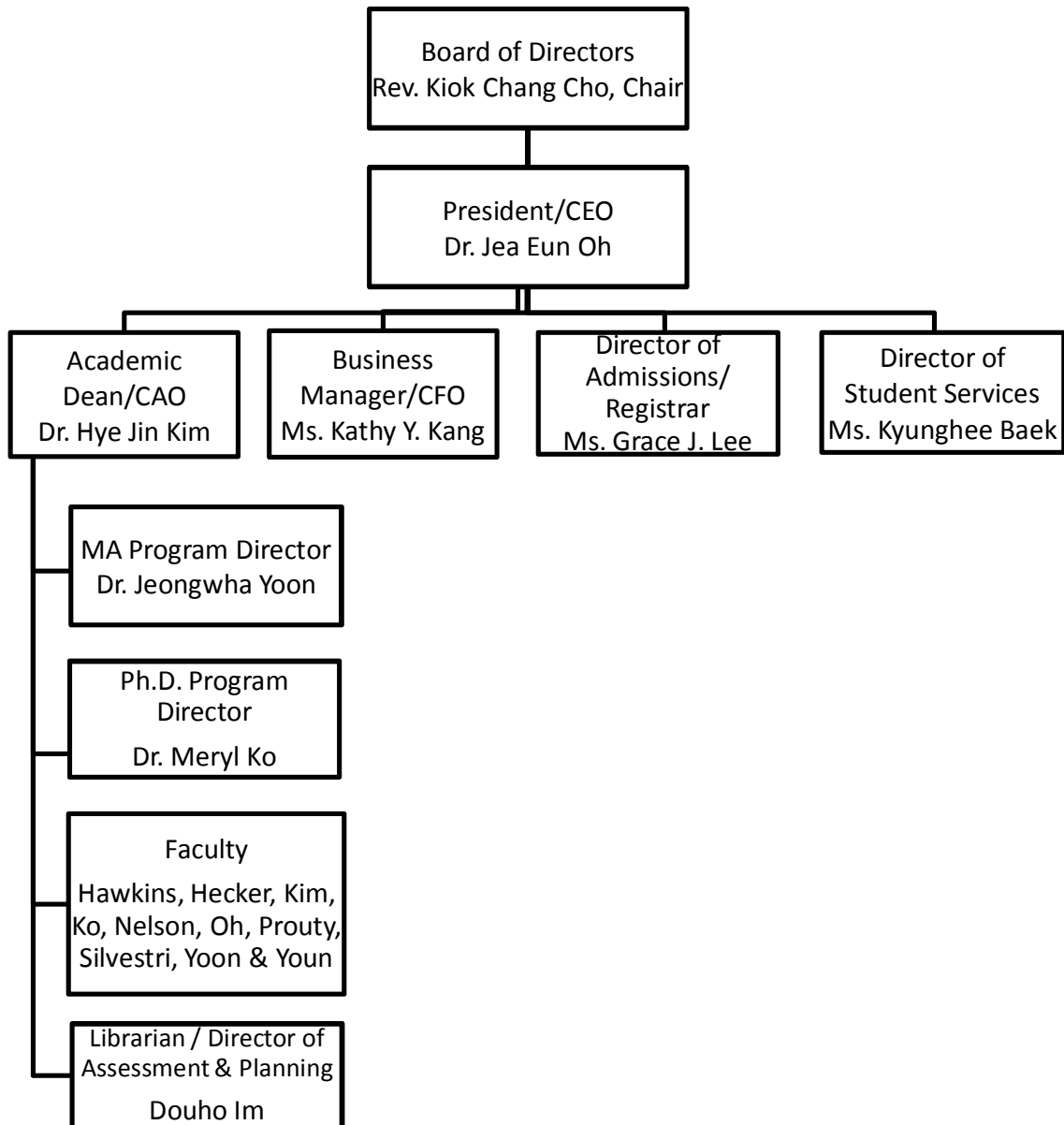
- 2) Develops and implements short- and long-range plans for the library, consistent with the mission and programs of the university.
- 3) Manages the selection, acquisition and cataloging of books, periodicals and other library materials to support the university's curricula.
- 4) Manages the various services of the library.
- 5) Prepares the annual library budget.

Director of Assessment and Planning

The director of Assessment and Planning will lead and manage a comprehensive institutional research program that supports the University's Mission and strategic planning process. Reporting to the Academic Dean and the President, the director will also provide leadership in accreditation, institutionaleffectiveness and program assessment.

- 1) Provide oversight and support for institutional and programmatic accreditation.
- 2) Provide research support for ongoing activities in program assessment.
- 3) Analyze data summaries and develop appropriate research approaches to address significant issues.
- 4) Work collaboratively with institutional leadership to translate research findings into actionable strategic initiatives.
- 5) Provide leadership for the development of systems designed to assess institutional effectiveness.
- 6) Prepare environmental scanning reports to inform University planning assumptions particularly as it relates to enrollment and academic program planning.
- 7) Prepare and make presentations to internal and external stakeholders implications of survey and research findings.
- 8) Serve as facilitator and/or liaison to various committees and task forces
- 9) Perform other related duties as assigned.

2.7 Organizational Chart



3. COMMUNITY POLICIES

3.1 Community Life Principles

Students, along with the rest of the University community, are encouraged to demonstrate personal moral integrity in all the areas of their lives and work as part of that community.

Our students have a lot to offer the world, and we recognize that the world has a great deal to offer them. That is why we incorporate global and cross-cultural perspectives into our curriculum, and encourage all students to reflect on how they can make a positive impact on the systems in which we all live, work and learn. Our program shares a commitment to putting this knowledge into action locally, nationally, and globally to serve diverse and underserved populations. We train our students to employ evidence-based approaches, and to critically evaluate the impact of their practices. Students are encouraged to apply the integration of Christian social teachings and empirical research outcomes into their personal and professional lives.

3.2 Non-Discrimination and Non-Harassment 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.

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 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 Policies Manual.

3.3 Employment Policies

All prospective employees desiring Daybreak employment must complete a formal application for employment. Applications are accepted on a continuous basis and are kept on file for one month. The institution will provide a job description for each position. The employees will receive a copy of the job description at the time of employment. All new employees must attend an orientation session to learn about the institution and its policies and procedures.

The new employee will be subject to a three-month orientation period, during which the employee's ability to adjust to the job requirements will be evaluated. The employee is free to resign at any time during this orientation period, just as Daybreak is free to terminate employment at any time during the same period. Advancement notice may be given but is not required. At the end of the orientation period, the employee will be assigned regular status or the employment will be terminated immediately.

Appointments

- 1) **Full-time employees** who are appointed on a full-time, twelve-month service basis, paid monthly for the normal workweek hours of thirty-seven and a half. Employees in this category are eligible for benefits.
- 2) **Part-time employees** who are appointed on a part-time, twelve-month service basis, paid monthly, hired on the basis of half-time (average of seventeen and a half to twenty hours per week). Employees in this category are eligible for these benefits: vacation allowance, personal leave days, and sick leave days.
- 3) **Temporary employees** who are hired on the basis of working less than seventeen and a half hours per week and/or for a period of less than one year. All temporary employees are not eligible for benefits.

Promotion

Promotions to positions of greater responsibility will be based on the employee's performance evaluation, education, prior experience, skills, and recommendations. All promotions will be subject to a three-month review period, during which the employee's performance will be evaluated based on the job description. If the new assignment is unsuccessful, efforts will be made to search for another position.

Resignation

Employees who leave the institution are expected to provide written advancement notice. Employees must give a minimum notice of one month to their supervisor. The notice period is to be used to transition the work. Employees are expected to work the notice period. Employees who leave the institution are expected to return School property, and satisfy outstanding financial or other obligations before the last workday.

3.4 Employee Evaluation

Every January, or as close to that time as practical, an employee's performance will be reviewed by the supervisor. The employee will be given a copy of the review. A copy is filed in the business manager's office. The performance review will include:

- 1) Strengths in performance.
- 2) Areas for improvement in performance.
- 3) Review of personal work goals.
- 4) Concerns with job responsibilities and suggestions for changes.
- 5) Changes to the responsibilities due to the institution's new priorities.

Supervisors should take the time to help employees improve their performance. When a supervisor has apparent concerns about an employee's job performance, the supervisor will conduct an informal counseling session. Concerns about an employee's job performance shall be discussed normally during the formal performance review. The supervisor and the employee should reach agreement on changes or correction.

If the employee fails to improve performance, the supervisor will give the employee and the business manager a written summary of the actual facts to let the employee know that the situation is serious and that the employee's actions will determine whether employment will continue. If the employee still fails to improve performance, the supervisor may recommend to the president that the employee be discharged.

3.5 Employee Compensation

Salaries

Salaries are determined each year as a part of the budget development process. Levels of salaries and salary increases or adjustments are proposed by the president and business manager and authorized by the board of directors. Increases, if authorized, generally take effect in January, the first month of the fiscal year.

Vacation

The following schedule will be used in granting paid vacation: (1) five days of paid vacation will be provided after one year of employment; (2) ten days of paid vacation will be provided after five years of employment; (3) fifteen days of vacation will be provided after ten years of employment.

Personal Leave

Employees are eligible for personal leave days after six months of employment. Three personal leave days are granted per year to provide time to conduct business or personal affairs.

that cannot be accomplished outside of normal working hours. Requests for leave days should be made in advance to the employee's supervisor.

Sick Leave

In the first year of employment, one day of paid sick leave will be earned for each month worked up to a maximum of ten days for the year. After one year of employment, ten days will be allowed for sick leave and will be credited at the beginning of the year. The unused portion of sick leave will be accumulated to a maximum of 30 days. When the allowed sick days have been used, pay will be reduced on the occurrence of sick time off work.

3.6 Campus Safety

Daybreak University is adamant about providing a safe and healthy work and learning environment. The institution's goal is to provide safe areas, equipment and materials. To protect their own and others' safety, all members of the institution community are expected to observe safety rules and immediately correct or report unsafe conditions.

All employees must immediately report a work-related injury or illness to their supervisor. Supervisors must report any job-related accident or illness to the business manager or president within 24 hours. All members of the institution are required to complete an emergency contact form. In an emergency, the information is used to notify next-of-kin and medical personnel.

Drug and Alcohol Free Campus

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

General Policy on Possession of Controlled Substances

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

Daybreak University will report any illegal activities to relevant local, state, or federal authorities, and will cooperate to the best of its ability with such authorities in investigations of violations of this policy.

Drugs and Medications

Unlawful manufacturing, distribution, dispensing, possession or use of controlled substances is prohibited by state law under the California Uniform Controlled Substances Act (California Health & Safety Code). Any Daybreak University constituent who violates the above policy is therefore subject not only to disciplinary action under the Daybreak University Code of Conduct, but to possible criminal prosecution. The only exception to this policy is for medications that have been legally and properly prescribed by a physician. Those in possession of such medications and related paraphernalia (e.g. insulin needles) must keep these items on or near their persons at all times, and should only use or take such medication when necessary and as privately as possible. Used medical paraphernalia must be removed from campus and disposed of properly. Daybreak University waste receptacles are not for medical waste, and disposal of medical waste in these receptacles constitutes a biohazard. This policy does not apply to legal, over-the-counter, non-controlled medications, such as aspirin, acetaminophen, cold remedies, etc., although such medications should also be used privately and only when necessary.

Alcohol

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

Tobacco

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

Weapons

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

Communicable Disease Policy

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

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

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

4. ACADEMIC POLICIES

4.1 Admission Policies

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.

Master of Arts in Counseling (MAC) Program Admissions

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

- 1) Baccalaureate degree from an accredited college or university
- 2) A completed admission application form
- 3) Signed Faith Statement
- 4) Signed Student Enrollment Agreement
- 5) Official undergraduate transcripts from state approved or accredited institutions
- 6) Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered)

- based on strength of overall application)
- 7) Purpose Statement: Submit a 3-page essay (double spaced).
 - 8) Two letters of reference
 - 9) Admission interview
 - 10) 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.
 - 11) 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:

- 1) Master's degree in Counseling or closely related field from an accredited College or University
- 2) A completed admission application form
- 3) Signed Faith Statement
- 4) Signed Student Enrollment Agreement
- 5) Official transcripts of all undergraduate and graduate course works from state approved or accredited institutions
- 6) Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- 7) Research plan: Submit a 3-page essay (double spaced)
- 8) Two letters of reference
- 9) Admission interview
- 10) 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.
- 11) Pay the non-refundable application process fee: \$100.00
- 12) Requirements for applicants for Ph.D. in Counseling with a Specialization in Imago Relationship Therapy (IRT):
 - a. Verification of Imago Relationship Therapy experiences by providing training certificates from IRI (Imago Relationships International) or IITI (International

- Imago Training Institute)
- b. One letter of the two letters of reference should be from a certified Imago Clinical Instructor and faculty at IITI.

4.2 Graduation Policies

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.

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 of a dissertation
 - A settlement of all financial obligations with the University

4.3 Definition of a Credit Hour

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

4.4 Program Length and Cost

Master of Arts in Counseling (MAC) Program

Students are required to complete 90 quarter credits of coursework normally in two years. Students must complete their study within 5 years, beginning on the date of their first registration for the program.

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.

- Master of Arts in Counseling: \$300 per credit
- An estimated total charge for a quarter

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

- An estimated total charge for the entire MAC program:
\$30,600(= \$3,825 X 8 Quarters)

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

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

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.

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

- An estimated total charge for a quarter

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

- An estimated total charge for the entire Ph. D. program:
\$54,240 (= \$4,520 X 12 Quarters)

4.5 Transfer of Credit

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

To request transfer of credits, students must arrange for their previous schools to send official, sealed transcripts to the student. The student must not open the envelope or disturb the official seal. Bring the transcripts to the academic dean for evaluation. A student who desires to transfer credit from another postsecondary school to Daybreak University must submit an official transcript stating the courses and grades to the admission office prior to acceptance.

Students can help facilitate the credit evaluation process, and make approval more likely, by bringing syllabi, textbooks or other materials from the courses he or she wishes to transfer. The evaluator(s) may contact the school to explore information such as faculty credentials, library volumes, accredited schools accepting their credits, etc.

This is especially important for any work to be considered from an unaccredited school in the US, Canada, or Korea. For work from other countries, the student may need to pay a fee for Daybreak University to have credits evaluated by an outside agency.

It is very important that a student who wishes to transfer credits bring a transcript of past work when he or she first starts to study at Daybreak University. It is crucial that before a student starts to take courses here, the student knows which courses will or will not be transferred into this school. Otherwise a student may take courses again that were not needed, or may not be planning to take course here that will still be required.

If the student believes that denied credits should have been approved, he or she may inform the academic dean that the student wishes to appeal the decision. In such a case, the academic dean will ask two faculty members to review the decision.

It is also important to recognize that no school is required to accept credits from any other school. Credits from an unaccredited school tend to be harder to transfer. Especially before Daybreak University is accredited, students should not merely assume Daybreak University credits will transfer to another particular school. Instead, the student should contact the registrar of the other school to inquire whether they will take Daybreak University credits. Students are invited to talk to the academic dean about the likelihood of transfer to another higher education institution.

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

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.

4.6 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.

4.6.1 Verification of Student Identification

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

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

4.6.2 Student Privacy

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

are expected to uphold these policies and follow these procedures:

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

For full information on FERPA and information security, please refer to the FERPA:

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

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

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

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

Family Policy Compliance Office

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

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

4.6.3 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:

- 1) The Daybreak University shall employ a sufficient number of faculty to assure that
 - a. the institution's response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and
 - b. the institution's response to, or evaluation of, each student project or dissertation is returned to the student within the time disclosed in the catalog.
- 2) The University shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student.
- 3) The University shall ensure that the materials and programs are current, well organized, designed by faculty competent in distance education technique and delivered using readily available, reliable technology.
- 4) The University standards are followed in assigning course loads to instructors and awarding incentives to instructors teaching courses in distance education programs.
- 5) The Academic Dean possesses or has access to equipment, software, technical/ design/ production expertise, training, and technical/administrative support for effective and proficient delivery of distance education courses and programs, including potential changes in the technology or course structure.
- 6) The University ensures its long-range planning, budgeting, and policy development processes reflect the staffing, equipment, facilities, and other resources essential for the viability and effectiveness of distance education courses and programs.

Library and Learning Resources

The program administrators shall ensure that:

- 1) Students have adequate access to and support in the use of appropriate library resources.
- 2) Students have access to laboratories, facilities, and equipment appropriate to the courses.

- 3) Students are provided with an adequate means for developing the necessary knowledge, skills, and abilities to use effectively any technology required for distance education courses.
- 4) Students are provided with necessary technical support, during evenings and weekends as well as "regular" operating hours, to resolve hardware and software problems encountered while enrolled in distance education courses.

Student Services

The program administrators shall ensure that:

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

Technology Support

Daybreak University makes sure about technology support as follows:

- 1) The University assesses each student, prior to admission, in order to determine whether each student has the skills and competencies to succeed in a distance education environment.
- 2) The University shall provide adequate support services for the instructor and students participating in distance education courses, including necessary equipment, personnel and training.
- 3) The University designates the Academic Dean for technology support regarding the

distance education program.

- 4) The Academic Dean handles administrative systems, equipment maintenance and general user support.
- 5) The Academic Dean also handles faculty support including instructional application and pedagogical issues involving technology.
- 6) The Academic Dean shall provide guidance and manuals for student training for the program.
- 7) Personal technology support is provided via zoom telephone or email (zoom room and/or Moodle in addition)

Intellectual Property Rights

Ownership of materials, instructor compensation, and copyright issues shall be agreed upon by the instructor and the University prior to the initial offering of a distance education course. Unless otherwise agreed by the University and the instructor and specified in writing, the University claims the intellectual property rights on the educational contents and materials in the course so that the University can use the intellectual property and its future potential for the University.

Faculty Duties and Responsibilities

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

- 1) A faculty of distance education must participate in distance education orientation. He or she also must participate in regular distance education workshop or seminar to learn to use distance education platform, and be familiar with distance education policy and procedures.
- 2) A faculty of distance education must create and submit a syllabus that is feasible for distance education including elements such as title, course description, education objectives, sequence and frequency of lesson or class sessions, length of the class, complete citations of textbook and other required written materials, sequential and detailed outline of subject matter and list of learning outcomes and skills, instructional modes, or methods, etc.
- 3) A faculty of distance education must be able to use distance education platform that is adopted by the University.
- 4) A faculty of distance education must participate in faculty meeting and share input and feedback to improve the quality of distance education program, teaching effectiveness, and student success.
- 5) A faculty of distance education must collaborate with the director of the distance

education or the one who is qualified to supervise distance education in conducting distance education class and collaborate the director of institutional research to collect student evaluation of the class.

- 6) A faculty of distance education must be able to verify student's identification in conducting distance education class. A faculty must communicate meaningfully and timely with students in commenting their work or assignment. This can be done through verifying student's login and password, their regular access to the class through platform and communicating with them through email and message. A faculty must collaborate with the director of distance education to verify their login and password if needed.
- 7) A faculty of distance education must verify and ensure that a student participates in distance education orientation and can use online platform to take the class.
- 8) A faculty of distance education must design a distance education course that contains meaningful interaction between faculty and student. Meaningful interaction between faculty and students can be stated in the course planner through syllabus reading, textbook reading, lecture note reading, lecture watching, quiz taking, essaying writing and comment, faculty responding to the questions and essay, forum participation, and threaded discussion and giving grading. And meaningful interaction must be appropriate and in timely manner. For instance, when the students submit course assignment or homework, a faculty must comment and respond within 10 business days.
- 9) A faculty of distance education must employ threaded discussion between faculty and students and/or among students whereby students and/or faculty can exchange review, research, and opinion through threaded discussion that is available in class, session and assignment. A faculty must create a forum in that students can make comment on the debate and discussion subject that is assigned by the faculty to share their input. Multiple students must be able to respond to each subject and students can share their opinions in threaded manner.
- 10) A faculty of distance education must continue to develop and improve distance education capacity and effectiveness by learning to expand knowledge of online technology and subject matter. Such effort must include but is not limited to taking online webinar class, reading of books that are related to online training and teaching guide, and be thoroughly familiar with Moodle program manual.
- 11) A faculty of distance education must be able to use educational resources and technology that is available to faculty on campus and on-line.
- 12) A faculty of distance education must continually monitor student's progress by

evaluating their work, assignment and grade by using scoring rubrics in timely manner.

4.7 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.

5. FACULTY POLICIES

5.1 Faculty Ranks

Professor

The rank of Professor normally is granted to persons who have a Ph.D. or appropriate terminal degree, have been teaching for a period of at least six years at the rank of Associate Professor, and meet the criteria for promotion.

Associate Professor

The rank of Associate Professor normally is granted to persons who have a Ph.D. or appropriate terminal degree, have been teaching for a period of at least five years at the rank of Assistant Professor, and meet the criteria for promotion.

Assistant Professor

The rank of Assistant Professor normally is granted to persons who have a Ph.D. or appropriate terminal degree and some years of teaching experience.

Instructor

The rank of Instructor may be granted to persons who hold at least a master's degree.

5.2 Faculty Promotion

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

Teaching Effectiveness

- 1) Create a classroom or educational environment that promotes engaged learning and academic excellence.
- 2) Demonstrate the relevance of the Christian faith with the discipline of study.
- 3) Demonstrate respect and appreciation for students and other faculty.

- 4) Demonstrate enthusiasm for the subject matter and establish a culture of learning.
- 5) Make a continuing study of and implement effective pedagogical methods and materials in the appropriate field.

Academic Research

- 1) Maintain a breadth of scholarship, pursue serious ongoing research, and share results with students, colleagues, and fellow specialists.
- 2) Encourage and guide scholarly activity among students.

Service to the Institution Community

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

5.3 Faculty Resignation and Dismissal

A faculty member shall give notice in writing to the academic dean not less than three months prior to the intended date of resignation. Unless excused by the president, it is expected that a resigning faculty member will complete an academic term already begun at the time of resignation.

Grounds for dismissal of a faculty member are professional incompetence, mental or physical incapacity, or failure or refusal to perform duties stated in the contract. The president shall initiate the process of dismissal when all attempts at negotiation and reconciliation have failed. The president shall then take the following steps:

- 1) The faculty shall be notified in writing that the dismissal process has begun.
- 2) An inquiry shall be undertaken by a committee chosen by the faculty. This committee shall offer its counsel to the president.
- 3) If the committee recommends dismissal, the faculty members shall have the right to appear before the board of directors to state a defense. The decision of the board of directors shall be final.
- 4) A suspension shall be with full pay and benefits. A faculty member under notice of dismissal shall be allowed to continue at work until the proceeding is completed.

A faculty member may be dismissed in good standing upon ninety days written notice by the board of directors, due to financial exigency of the institution, decrease in student enrollment, or change in academic program. The president must prepare in consultation with the faculty a plan that documents the need for dismissal. The board of directors must approve the dismissal of any faculty member in good standing.

5.4 Faculty Meeting and Responsibilities

The regular faculty meets in plenary session during the academic year: before the beginning of fall quarter, at mid-year, and following the spring quarter. These sessions may include meetings for business. The dean chairs faculty meetings.

In consultation with the regular faculty, the dean prepares the schedule and agenda for meetings for business. Agenda items may originate with a faculty committee or an academic program. When an agenda is established, it is to be distributed to the regular faculty, along with supporting materials, as far in advance of the meeting as possible. Special faculty meetings can be convened by the academic dean with 48-hour notice to the regular faculty in order to deal with specific, time-sensitive issues of importance.

Participation in faculty meetings is open to persons on regular faculty contracts who teach part-time or more, the academic dean, and academic program directors. Other administrators and faculty members may attend faculty meetings as observers or as invited resource people.

The faculty meeting functions as a forum for school-wide issues of concern to faculty and as the decision-making body with respect to academic programs and policies. Faculty committees are empowered to make recommendations or take action on behalf of the entire faculty. Decision-making responsibilities of the regular faculty include:

- 1) Approval of new degree programs.
- 2) Approval of new graduate majors.
- 3) Approval of substantially different delivery systems.
- 4) Periodic review of degree programs, majors, and delivery systems.
- 5) Approval and modification of graduate general education.
- 6) Approval of new academic enhancement and support programs.
- 7) Approval of graduates.
- 8) Approval of academic policies that apply to the entire University.

5.5 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.

5.6 Faculty Sabbaticals

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

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

Each member of the regular faculty is eligible for regular sabbaticals. After six full years of service to Daybreak University, regular faculty members may be approved for a sabbatical equivalent to one full calendar year with 1/2 salary and benefits. Alternatively, after three full years of service to Daybreak University, regular faculty members may be approved for a one-quarter sabbatical with 1/2 salary and benefits.

5.7 Faculty Grievances

Definitions

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

Informal Level

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

Formal Level

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

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

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

Selection of the Arbitrator

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

Authority of Arbitrator

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

Review by the Board of Directors

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

Arbitration Arrangement

The fees and expenses of the arbitration, including a reporter's transcript, if the parties agree

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

Grievance Procedure Records

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

Time Limits

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

Faculty Representation

The grievant shall be entitled to representation by a faculty representative at any grievance meeting. If the grievant desires representation, such shall be requested by the Faculty Representative (FR). The FR is a faculty member who has been elected by the faculty to represent the faculty in transactions with the administration or the University. FRs are elected for a one-year term. They may be re-elected for as many terms as the faculty chooses. The FR shall inform the supervisor and/or the University Academic Dean and/or the President of the person designated to represent the grievant so that meetings may be scheduled not to conflict with the assigned duties of such representative.

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

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

Scheduling of Meeting

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

loss of pay as a result of attending such meetings.

Group Grievance

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

Bureau for Private Postsecondary Education (BPPE)

1747 North Market, Suite 225 Sacramento, CA 95834

Phone: (916) 574-8900/ Fax: (916) 263-1897

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

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

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

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

6. STUDENT SERVICES POLICIES

6.1 Ability-to-Benefit Policy

Given the fact that some students may not have obtained the appropriate degree qualifications for admissions to a program, Daybreak University may consider them for admission on an individual basis. Those who are admitted under the conditions of the ability-to-benefit will work closely with the program director to ensure they are making satisfactory academic progress.

6.2 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.

6.3 Student Financial Aid and Employment

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.

Daybreak University has on campus job opportunities for a limited number of students. Students will be hired as part-time employees of the university after an application and interview process is completed. Under normal circumstances, students will be awarded 8 to 12

hours per week. Students are eligible for on-campus employment after fulfilling the following requirements:

- 1) Complete a job application and submit it to the Office of Student Services
- 2) Interview for the position and be offered the position
- 3) Attend a work orientation session led by the supervisor
- 4) Demonstrate an ability to maintain a high level of work performance while also maintaining a normal academic load.

6.4 Student Conduct Policy

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.

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

- 1) Knowingly furnishing false information to the school and altering school documents and records (e.g., application, CV/resume).
- 2) Obstruction or disruption of teaching and learning, administration, and other school activities.
- 3) Disorderly, indecent, or obscene conduct or expression toward faculty, classmates, staff members, and administrators.
- 4) Conduct that threatens the health, safety, or welfare of any person, including threats of violence toward others.
- 5) Unauthorized entry into or use of the school's facilities or services
- 6) Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law

- 7) Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments.

6.5 Complaint and Due Process Procedures

Members of the Daybreak University community may bring complaints or concerns about harassing or discriminatory behavior to the Academic Dean/ CAO. 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/CAO 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/CAO, 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/CAO 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/CAO 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.

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

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

6.6 Directory Information

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, address, email address, phone number, date and place of birth, major field of study, dates of attendance, course schedules, full-time or part-time status, degrees received, and the most recent previous educational school attended.

Students may request that directory information not be released but must do so in writing annually to the registrar's office. 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.

6.7 Confidentiality of Education Records

Student Rights under FERPA

Daybreak University fully complies with the FERPA which affords students certain rights with respect to their education records, including:

- 1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- 2) The right to request an amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- 3) The right to provide written consent before the University's disclosure of personally identifiable information from the education records, except to the extent that FERPA authorizes disclosure without consent.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the FERPA. Complaints can be directed to the Family Policy Compliance Office, U.S. Department of Education.

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue SW, Washington, DC 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Students should submit requests for review or amendment of their education records to the Academic Dean. Should the University decide not to amend the record as requested, the student has a right to request a hearing.

Our academic and administrative personnel have access to education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. Officials have a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibilities for Daybreak University.

Confidentiality of Education Records

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

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

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

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

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

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

6.8 Academic Integrity

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
- EBSCOsingle, 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

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.

6.9 Grade Appeal

In the event a student questions the appropriateness of a grade assigned for a course, the student must first discuss the matter with the faculty member. The discussion should be initiated by the student as soon as possible after the grade is assigned, but no later than five academic days into the next quarter. The faculty member concerned in the appeal is expected to respond within five academic days of the initiation. In the event that the faculty member(s) concerned agree to change the grade/decision, the normal process for changing a grade shall be followed.

If there is no response from the concerned faculty or the student wishes to appeal the faculty's decision after the discussion, the student may present the issue directly to the Academic Dean. The student may appeal in writing to the Academic Dean within 15 academic days of the first day of the next quarter if a satisfactory resolution is not reached with the faculty. The Dean will become familiar with the facts of the case by communicating with the student and the faculty member. The parties have a right to meet with the Dean without the other party being present. The faculty member will respond in writing to the Dean concerning the student's appeal. The Dean may either accept or deny the student's appeal. The Dean will notify the student and faculty member of his/her decision in writing within ten academic days of receiving the appeal. In the event that the Dean accepts the student's appeal, he/she will initiate a grade change.

6.10 Academic Probation and Dismissal

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 office of Academic Dean.

Academic Probation

There is no Academic Warning policy nor is there a formal process for developing an Academic Recovery Plan. One overall quarter GPA of less than 3.0 will automatically place the student on Academic Probation status. The student will remain on probationary

status until such time as the student has raised the GPA to at least the minimum, subject to the limitations below. The process for addressing graduate-level academic deficiency is begun and controlled by the student. A graduate student whose GPA drops below the minimum is expected to arrange meetings with his or her academic advisor, and/or the Academic Dean as soon as possible (generally within the same quarter that the reduction in GPA occurs) in order to remedy the situation. Note that a student may not graduate or participate in commencement while under any probationary or disciplinary action, and that any and all documentation pertaining to academic disciplinary action will be kept permanently in the student's file at Daybreak University, and probations, suspensions, and dismissals will be noted on the student's transcript.

If a student on academic probation fails to meet SAP requirements or fails to meet with their advisor or/and the Academic Dean within the quarter that the slipping GPA first occurs, the student may be subject to immediate dismissal from Daybreak University, without appeal. Once so dismissed, no re-enrollment to Daybreak University will be approved.

Academic Probation Review

After the student approaches their academic advisor for help with a slipping GPA, an ad hoc Academic Discipline Committee will be convened by the Academic Dean, comprised of the student's academic advisor or major professor, and such other members of Daybreak University graduate faculty or administration. The student will be allowed to present evidence of any special circumstances that may have affected their GPA at the first meeting of this Committee. Once any such evidence is presented, it will be reviewed by the Committee, along with the student's academic performance history, to determine further actions. The Committee may come to any of several decisions:

- They may accept the student's explanations as to special or extenuating circumstances, and elect to allow the student to continue their coursework contingent upon the student maintaining SAP from that point on.
- They may elect to keep the student in Academic Probation status for a period which may be limited or indefinite, subject to re-evaluation at a later date set by the Committee.
- In extreme circumstances, the Committee may elect to dismiss the student from Daybreak University.
- Other decisions and subsequent actions may be made by the Committee, as circumstances warrant. In all events, the Committee's decision shall be final, and the student will not be allowed to appeal the decision.

6.11 Library Instruction

Daybreak University assists students and faculty in using information resources and technology by offering individual and group training sessions. The library has developed the following outcomes to enhance and evaluate library instruction activities.

Students

- Students rate research class given by librarian as effective and interesting.
- Students rate training sessions as effective and interesting.
- Students articulate the value of the library in their learning experience.
- Students increasingly use library resources for information needs.
- Students engage with library personnel for information needs.
- Students demonstrate information literacy skills.
- Students articulate rationale for evaluating information resources.
- Students include a variety of appropriate resources in bibliographies.
- Students demonstrate ability to use information ethically.

Faculty

- Faculty rate information literacy workshops as effective and engaging.
- Faculty recognize the ways to evaluate information literacy skill levels.
- Faculty convey to their students the value of the library in the learning experience.
- Faculty convey the importance of information literacy in their syllabi.
- Faculty promote information literacy through assignments requiring information resources.
- Faculty evaluate program curricula for effectiveness in promoting the learning of information literacy skills.

7. FINANCIAL POLICIES

7.1 Fiscal Integrity

The business manager of the institution, as Chief Financial Officer, has the responsibility in regard to fiscal integrity. The business manager has the responsibility for ensuring that

- 1) Funds are spent and managed according to the mission and goals of the institution.
- 2) Funds are being spent according to a budgeted plan and that the allocation of expenditures is appropriate to the function identified for the account.
- 3) An adequate system of internal control is in place.
- 4) Reliable financial information is furnished on a timely basis to the institution's Board, external auditors, governmental agencies, and other constituencies.

7.2 Internal Control

The reliability of the institution's financial records is dependent upon the effectiveness of the system of internal control for ensuring that all transactions are reflected accurately, consistently and completely in those records. The business manager has the fiduciary responsibility for management of these procedures and controls:

- 1) Accurately record invoices on a timely basis for all accepted purchases that have been authorized and only for such purchases.
- 2) Ensure completeness and accuracy of accounts payable.
- 3) Accurately record invoices for all courses for which students have registered.
- 4) Record cash receipts on accounts receivable completely and accurately;
- 5) Accurately forecast cash balance to avoid cash shortfalls.
- 6) Compare operating results with budgets and prior-period results, identifying variances, trends or unusual changes and their causes.
- 7) Reconcile books and records to ensure their internal consistency.
- 8) Provide timely and accurate information needed by administrators.

- 9) Prepare external financial reports on a timely basis and in compliance with applicable laws or regulations.
- 10) Maintain appropriate confidentiality of financial information.

7.3 Budgeting Policies

Budgeting

The annual budgeting process begins in the second week of January when the CFO sends the following memo to all administrators who are authorized to manage Daybreak University funds (i.e. academic dean, program director, librarian, director of assessment and planning, director of admission and registrar, and director of student services)

Preliminary Budget Request Worksheet

The Preliminary Budget Request Worksheet is provided in order to assist CFO in developing a budget for the upcoming year. Once complete and return this worksheet to the chief financial officer no later than January 31st.

Projecting Income & Expenses

After Preliminary Budget Request Worksheets are due, the budget committee (president and chief financial officer) will have about two weeks to develop our preliminary budget. By February 15th, the Budget Committee will prepare a preliminary budget.

To develop the preliminary budget, three administrators (President, CFO, and CAO) review prospective enrollment (and tuition revenue), prospective auxiliary income (e.g. rent), prospective donations (e.g. church donations, board donations, alumni donations), prospective endowment funding, key needs, major expenses, upcoming projects in the new revision of the three-year plan, and the total amount requested through Preliminary Budget Request Worksheets. The total of expenses is not to exceed 85% of the anticipated income from tuition, donations and other sources.

Preliminary Budget Response Memo

By February 15th, the chief financial officer will send a Preliminary Budget Response Memo to

each department that requested funds. Each department review the amount requested for the upcoming year, as well as the amount allotted in the preliminary budget. Then, update the proposed amounts of funds in each subcategory and return this form by the end of the first week of March.

Budget Committee

During mid-February, the budget committee will complete the final proposal for the upcoming year's budget. This budget will be submitted to the President (if the President delegated his or her authority and participation in this process) by the end of the second week of March. Unless the President requests further work on the budget, it will be submitted to the executive committee of the board of directors by March 15th. The board will vote on this proposed budget at their stated meeting (May or June).

7.4 Financial Reviews

Periodic financial reviews are critical for the assessment of financial performance, the resolution of any major issues, and the development of the budget. Twice each year, the business manager reviews actual financial results for each unit and does a thorough analysis of all of the components of the budget. As part of the analysis, major variances from budget to actual are researched so that any necessary corrective action may be taken. The business manager prepares for administrators and the board of directors a financial report containing detail and analysis related to tuition and fees, gifts, accounts receivable, salaries and benefits, operating expenses, ratio analysis, and the debt issue.

7.5 Contingency Reserve Policy and Procedures

The board approved Daybreak University contingency reserve policy and procedures as follows:

- 1) Daybreak University shall establish and maintain an adequate contingency reserve to help Daybreak University deal with temporary changes.
- 2) The minimum reserve amount shall be 10% of the annual operational budget.
- 3) Daybreak University shall maintain a business saving account for its reserve fund.
- 4) The contingency reserve may be used on an exception basis to cover unexpected expenses or

revenue decreases within a given year. Any spending out of the reserve shall be accompanied by a plan to replenish the reserve fund within one fiscal year.

- 5) The president shall report annually to the board regarding reserve balance and any uses of the contingency reserve.

7.6 Investment Policies

Investment policy shall be conservative, prioritizing safekeeping of principal. Aggressive growth funds that present higher risk shall be avoided. Normal growth funds may be suitable, in some cases, and any funds designed for growth shall be well diversified. The investment policies shall specify that a certain percentage of various accounts must be kept in bonds, CDs or other conservative investments. Our goal is that three to six months of reserve capital shall be kept in a liquid account that is FDIC insured. No more than \$100,000 shall be kept in any one bank account so as to remain below the limit of FDIC insurance.

Our specific policies for diversification of funds are as follows:

The target balance of endowed funds is to be 40% to 60% equity at cost basis, and 40% to 60% in fixed income and money market funds. No more than 5% of endowed funds will be invested in a single stock. Of the equity portion of funds, the equity manager will weigh the holdings to large cap and global equities. Of the fixed income portion of funds, bonds will be either corporate or government bonds rated B or better.

Our policies for ethical implications of investments are as follows:

- 1) Companies whose primary products are alcoholic, tobacco, pornography, or gambling are not to be used in the portfolio.
- 2) Conflicts of interest are to be avoided. No investments may be made that can directly benefit a member of the board, any employee, or a member of their family.

7.7 Fund-Raising Policies

Daybreak University has fund-raising activities policies that ensure ethical practice in soliciting funds and integrity in the use of the funds. A goal of fund-raising policies and procedures is that they will embody the highest standards of biblical and moral integrity. The Board desires that Daybreak University operate consistently with the highest standards of Christian ethics, legal and regulatory requirements, and accepted principles and procedures for postsecondary Christian

education. The policies and practices employed in fund-raising are ethical and consistent with biblical principles. Fund-raising has been largely restricted to banquets and voluntary donations from friends of the University, church, Board members, alumni, students, and faculty.

Finances: Fundraising

The board should engage all directors in the "advancement" functions of the institution. In addition to requiring all directors to be donors of record each year, the board should volunteer the kinds of help in fund raising which they would enjoy and do well. Some directors should be asked to help "link" with denominational leaders, community leaders, alumni groups, etc. A board should support the University as a donor, prayer partner, and volunteer.

Finances: Giving

All members are to be a donor of record each year. At meetings, announce the number of donors and total board giving.

Institutional Finances: Management & Audits

As a guardian of University's mission and goals, a board must manage financial resources efficiently and effectively. This is necessary to maintain the confidence of donors. Part of this is maintaining economic stability. This includes audits and controls to see that money is handled properly (e.g. according to sound budgeting procedures), fundraising from a large number of sources (e.g. so that there is not an unreasonable danger if a small number of sources of income were to disappear), maintaining substantial equity in property and investments, and keeping debt at a conservative level.

8. FACILITIES AND EQUIPMENT POLICIES

8.1 Provision of Facilities and Equipment

The University shall provide adequate facilities, equipment, performance spaces, and information resources that are appropriate to support the institution's mission and educational programs.

The strategic plan of the University shall plan for upgrades and maintenance of the facilities and equipment. The budget shall reflect the facility and equipment plan.

8.2 Use of Facilities and Equipment

The University shall maintain control and scheduling authority over their facilities and equipment whether in ownership or in lease arrangements. The University shall establish and maintain performance spaces as educational programs require. The University shall maintain technical infrastructure to support student population and projected enrollment.

8.3 Campus Security

The University is strongly committed to providing a safe environment for students, faculty, and staff. Cooperation of all members is essential to minimize criminal activity and create a safer community. Our facilities are usually accessible to all members of the University during normal business hours; however, they are generally locked when not in use. Business manager is responsible for monitoring facilities and promptly alerting the local police if necessary.

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.

Emergency Plan

The University shall provide safety orientation to students, faculty and staff to develop members' awareness of their responsibility for their own safety and the safety of others. The orientation should focus on increasing security alertness and crime prevention education.

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.

During emergencies, tune to a local radio or television station for safety instructions and other official information, or wait for school officials to give the "all clear."

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.

Emergency Exit Routes

Emergency Exit routes are posted around the campus building in various places.

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.

Fire Drills

Fire drills are explained during new student orientation. Expect at least one fire drill per quarter. In the event of a fire drill or fire, walk to the nearest exit and wait at the outskirts of the front parking lot. Be careful to stay out of the way of fire engines or other emergency vehicles.

Campus Closings

Campus closings will be reported via email, social media, the Daybreak University website, 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.

9. RECRUITING POLICIES

The Recruiting Policies and Guidelines have been established to help ensure the best possible experience while recruiting at the Daybreak University. These policy and guidelines have been produced in accordance with the guiding principles set forth by the National Association of Colleges and Employers (NACE) and their Principles for Ethical Professional Practice. All employees and agents who participate in our recruiting programs will be expected to adhere to the policies outlined below.

9.1 Job Posting Policy

Please note that we do not accept postings from the following:

- 1) Third party recruiters
- 2) Employers posting full-time positions that do not require at least a bachelor's degree
- 3) Employers posting internships that do not require the pursuit of a bachelor's degree
- 4) Employers offering full-time positions listed with a rate of pay lower than minimum wage (internships may be unpaid or compensated with a stipend)
- 5) Employers offering internships that do not provide a learning environment supported by supervision for their interns
- 6) Employers using personal email address (e.g., Gmail, Yahoo, etc.); employer must always use their business email addresses
- 7) Employers that charge program fees to students

9.2 Job Offer Deadline Policies

Employers are asked to provide candidates with a reasonable amount of time to make employment-related decisions—generally equating to at least three weeks. Employers are reminded that campus recruiting is as much about building a trusted brand identity as it is about recruiting new talent.

Placing undue pressure on students to make decisions or engaging in questionable recruiting practices not only jeopardizes an employer's ability to recruit our students, but may adversely

affect an organization's corporate image for an extended period of time.

The Daybreak University has our own offer deadline policies. So many companies are interested in our outstanding students at the Daybreak University. But as such, our students often find themselves under a great deal of pressure to make an early decision about where to start their careers. And although we would never condone it, unfortunately we have seen a rise in students renegeing on offers because they are forced to decide too quickly.

As a result, we ask that if students are offered a full time position in August or September, the year before they graduate, that they have until the end of October to make a decision so that they can participate in fall recruiting activities. If offers are made after September, we ask that employers give students 2-3 weeks to make a decision.

The same holds true for students being offered summer internships in August or September.

9.3 Scheduling Policy

All employers participating in our on-campus recruiting program are required to use our University's website for posting positions and scheduling on-campus interviews. In a rare occasion where employers are required to use other scheduling systems by their own organizations, they must provide a final schedule at least 72 hours in advance of their on-campus interview date. Failure to provide this information may result in the cancellation of your assigned interview date.

All on-campus interviews and information sessions must be held at the Office of Student Services or in Daybreak University campus buildings assigned by Student Services.

Student Services reserves the right to attend and assess all events and programs scheduled through the office.

9.4 Recruiting Fee Related Policy

- 1) Payment must be received within five business days from the invoice date. If paying by a check, send a copy of your check request to the representative within five business days from the invoice date, along with the date the check will be received. Reservation will be confirmed upon payment (or check-processing notification).
- 2) Refunds are available if a cancellation request is received in writing to the representative at least six weeks prior to the event or interviews. There will be a 25% processing fee.

- 3) No-show and late cancellation (less than six weeks of your scheduled date) will be charged 100% of reservation fees.
- 4) Organizations with an outstanding balance will be prevented from reserving any activities until full payment is received.

9.5 Second-Round Interview Policy

Our second round interview policy is intended to give students the opportunity to be able to attend all scheduled first-round interviews with employers of their choice. Students should not be asked to cancel a first-round interview in order to attend a second-round interview. Employers should make every effort to accommodate candidates' class and interview schedules.

Employers who violate the "Second-Round Interview Policy" will be subject to penalties, which may include being unable to schedule interviews during the first two weeks of the next recruiting season in which they participate.

To ensure that students have the opportunity to participate in all first-round interviews they have signed up for, we have policy guidelines in place for scheduling off-campus second-round interviews.

9.6 Offer Policy

We encourage all employers to provide a reasonable time frame for students to consider all full-time and internship opportunities and offers. We have outlined our offer deadline policies below. Please note that Daybreak University Student Services explicitly prohibits any practice that improperly influences or pressures students to accept offers earlier than the time frames posted below. This includes exploding offers to induce early acceptance via bonuses, frequent phone calls to students, the ability to choose a particular department and assignment, etc.

All employers participating in the Campus Recruiting Program, including postings, on-campus interviews, employer information sessions, meet-ups, coffee chats and other visibility events and programs coordinated in conjunction with Student Services, will be expected to follow the Offer Policy. Employers who violate the "Offer Policy" will be subject to penalties that may include forfeiture of the use of Student Services programs, including on-campus interviewing, participation in employer information sessions and other visibility programs and events, for the following academic year.

- 1) All offers made through summer recruiting must abide by the deadlines as follows.

- a. Full-Time: By the end of November for each year
 - b. Internship: By the end of November for each year
- 2) If employers make full-time offers at the end of the summer to interns, the interns should be given until the end of November for each year to make a decision, so that these students may participate in the Fall On-Campus Recruiting Program.
- 3) If employers make internship offers to interns to return for a second internship the following summer, the interns should be given until the end of November for each year to make a decision.
- 4) If employers make full-time offers to students through fall recruiting, students should be given until the end of November for each year or two weeks to make a decision (whichever is later).
- 5) If employers make internship offers to students through spring recruiting, students should be given until the end of February for each year or two weeks to make a decision (whichever is later).
- 6) All offers made through summer recruiting must abide by the deadlines as follows.
 - a. Full-Time: the end of November 16 for each year
 - b. Internship: the end of November 16 for each year

9.7 Event and Program Advertising Policy

The Center for Career & Professional of Student Services is happy to broadly publicize information sessions, recruiting programs and events that are coordinated in conjunction with our office and posted within our University's website. We can work with your organization to design a broad publicity plan as well as a more targeted campaign. Please note that on- and off-campus events and programs that are not coordinated with Career Services are not eligible for promotion in the website.

9.8 Requirements for Third-Party Recruiting Partners

Third-party recruiters are agencies, organizations, or individuals recruiting candidates for temporary, part-time, or full-time employment opportunities other than for their own needs.

- 1) Job postings must be a specific position with a single company.

- 2) The third party agency must include their third party status in the job posting and that any fees associated with the service will be paid by the employer and not the student.
- 3) While we prefer that the name of the employer be disclosed in the job description, we understand that this is not always possible. However, if deemed necessary, the third party agency must be willing to disclose this information to a staff member in the office of student services.
- 4) Third party agencies will not have access to search resume books.
- 5) Services are not available to third party employers that are seeking to recruit candidates for foreign employment.
- 6) The third party agency must not charge any fees to students. Employers cannot require a candidate to pay the organization for their own training.

10. INSTITUTION-WIDE POLICIES

10.1 Public Information

The University makes the following information available to students and the public through the institution's Catalog(s), website and/or other methods: academic calendar, grading policies, refund policies, admission policies, program requirements, and information regarding tuition and fees.

10.2 Advertising and Recruitment Materials

The University's advertising and recruitment materials must accurately represent the University's practices and policies. Academic Dean supervises editing and publication of the University's Catalog, webpage, various handbooks, recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

10.3 Fraud and Abuse

The University must not engage in fraud or abuse and practices or procedures that are designed to deceive students or falsify information to students.