

DAYBREAK UNIVERSITY



ACADEMIC CATALOG 2025-2026

321 S State College Blvd., Anaheim, CA 92806

Phone: (310) 739-0132

Fax: (270) 714-0317

E-mail: info@daybreak.edu

Homepage: www.daybreak.edu

Effective Year: July 1, 2025 – June 30, 2026

The Board reviewed and approved. Copyright © 2025 / All Rights Reserved.

Table of Contents

DISCLAIMER	5
AUTHORIZATION	6
PRESIDENT’S GREETING	10
GENERAL INFORMATION	11
Mission Statement	11
Institutional Objectives	11
Philosophy of Education	11
Ethical Values and Standards	15
About Daybreak University	15
Location and Facilities	16
PROGRAMS	17
Bachelor of Arts in Psychology Program	17
Master of Arts in Counseling (MAC) Program	17
Post-Master’s Certificate in Counseling Program	17
Doctor of Philosophy (Ph.D.) in Counseling Program	18
Post-Doctoral Certificate in Counseling Program	19
Intensive English Certificate Program	19
ADMISSIONS INFORMATION	20
General Admissions Policies and Procedures	20
Non-Discrimination Policy	20
ADMISSION REQUIREMENTS	21
Bachelor of Arts in Psychology Program Admissions	21
Master of Arts in Counseling (MAC) Program Admissions	22
Post-Master’s Certificate in Counseling Program Admissions	22
Doctor of Philosophy (Ph.D.) in Counseling Program Admissions	23
Post-Doctoral Certificate in Counseling Program Admissions	24
Intensive English Certificate Program Admissions	24
Transfer Students and Transfer of Credits	25
NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION	25
FINANCIAL INFORMATION	27
Application Fee	27
Tuition and Fees	27
Student Tuition Recovery Fund (STRF)	29
Financial Aid/Scholarships	31
Loans and Responsibility	31
Payment Information	31
Rights to Cancel	31
Refund Policy	32

Daybreak University
2025-2026 Academic Catalog

Questions and Complaints	33
Satisfactory Academic Progress (SAP) Policy for Financial Aid Students	34
Federal Title IV Refunds Policy	35
R2T4 (Returns of Title IV to the Title IV, HEA Programs)	37
ACADEMIC POLICIES AND PROCEDURES	47
Credit Hour Policy	47
Academic Advising	48
Registration	48
Add/Drop	48
Class Attendance	49
ACADEMIC ASSESSMENT SYSTEM AND GRADING	49
Grade Requirements	50
Withdrawal/Leave of Absence	50
Probation/Dismissal	51
GRADUATION REQUIREMENTS AND PROCEDURES	51
METHOD OF INSTRUCTION DELIVERY	53
DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION	54
Distance Education Policy	54
Verification of Student Identification	61
Student Privacy	61
Student Achievement	62
License Requirements	62
State/Provincial Telehealth Guidelines	63
Portability of Degree	64
STUDENT LIFE	66
Worship and Spiritual Life	66
Student Government	66
Academic Freedom	66
Code of Conduct and Discipline Policies	66
Academic Standards and Discipline	67
Satisfactory Academic Progress (SAP)	67
ACADEMIC INTEGRITY	67
CONDUCT ON CAMPUS	68
Harassment	68
Sexual Harassment	68
CAMPUS HEALTH AND SAFETY	69
Drug and Alcohol-Free Campus Policy	69
General Policy on Possession of Controlled Substances	69
Drugs and Medications	69
Alcohol	70
Tobacco	70
Weapons	70
Communicable Disease Policy	70
Children on Campus	71

Daybreak University
2025-2026 Academic Catalog

Animals on Campus	71
Visitors to the Campus	71
Parking on Campus	71
Hazardous Chemicals and Machinery	72
Campus Emergency Plan	72
Complaint Procedures	72
Accessibility Accommodations	73
Student Records under the Family Educational Rights and Privacy Act (FERPA)	73
LIBRARY SERVICES	74
STUDENT SERVICES	75
New Student Orientation	75
Academic and Career Advising	75
Student Development	76
Technology	76
Student Housing	76
Health Insurance	76
BACHELOR OF ARTS IN PSYCHOLOGY PROGRAM	77
B.A. in Psychology (Counseling Psychology)	78
B.A. in Psychology with a Specialization in Child, Adolescent Development and Family Studies	80
MASTER OF ARTS IN COUNSELING (MAC) PROGRAM	90
MA in Counseling with a Specialization in Marriage and Family Therapy (MFT)	95
MA in Counseling with a Specialization in Imago Relationship Therapy (IRT)	96
MA in Counseling with a Specialization in Human Sexuality and Sex Therapy (HST)	97
POST-MASTER'S CERTIFICATE IN COUNSELING PROGRAM	108
Post-Master's Certificate in Counseling with a specialization in Marriage and Family Therapy (General)	110
Post-Master's Certificate in Counseling with a specialization in Marriage and Family Therapy (Inner Child Therapy Track)	111
Post-Master's Certificate in Counseling with a specialization in Imago Relationship Therapy (IRT)	112
Post-Master's Certificate in Counseling with a specialization in Human Sexuality and Sex Therapy (HST)	113
DOCTOR OF PHILOSOPHY (Ph.D.) IN COUNSELING PROGRAM	119
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy (MFT)	122
Ph.D. in Counseling with a Specialization in Imago Relationship Therapy (IRT)	123
Ph.D. in Counseling with a Specialization in Human Sexuality and Sex Therapy (HST)	125
Ph.D. General Electives	126
POST-DOCTORAL CERTIFICATE IN COUNSELING PROGRAM	137
Post-Doctoral Certificate in Counseling with a specialization in Marriage and Family Therapy (General)	139
Post-Doctoral Certificate in Counseling with a Specialization in Inner Child Therapy (ICT)	140
Post-Doctoral Certificate in Counseling with a specialization in Imago Relationship Therapy (IRT)	141

Daybreak University
2025-2026 Academic Catalog

Post-Doctoral Certificate in Counseling with a specialization in Human Sexuality and Sex Therapy (HST)	142
Post-Doctoral Certificate in Counseling with a Specialization in Marriage and Family Therapy (Supervisor Track)	143
INTENSIVE ENGLISH CERTIFICATE PROGRAM	150
UNIVERSITY PERSONNEL	160
Board of Directors	160
Chancellors	161
Administrators	162
Faculty (Full-Time)	164
Faculty (Part-time and Adjunct)	165
Clinical Training Supervisors	170
CAMPUS EMERGENCY PLAN	174
2024-2025 ACADEMIC CALENDAR	181
APPENDICES	186
Appendix A: MAC Comprehensive Exam Questions	186
Appendix B: Ph.D. in Counseling Doctoral Comprehensive Exam Portfolio	188

DISCLAIMER

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

The information this document contains was accurate when it was published and placed on the Internet. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

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

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

Any questions a student may have regarding the Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (888) 370-7589 or by fax (916) 263-1897 / telephone number (916) 574-8900 or by fax (916) 263-1897.

The institution does not provide visa services or vouch for students and their spouses who want to study and need to change their visa status to F-1. Students and spouses must utilize the services of an attorney to change their status. Students must recognize that the application of a change of status does not guarantee approval of the change of status. The institution is not responsible for SEVIS's final decision.

AUTHORIZATION

Daybreak University is a private institution approved to operate as an accredited institution by the California Bureau for Private Postsecondary Education (BPPE). BPPE APPROVED - Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 North Market, Suite 225 Sacramento, CA 95834/ PO Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone number (916) 574-8900 or by fax (916) 263-1897.

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

Currently Approved Programs:

- Bachelor of Arts in Psychology (English - Distance Education)
- Bachelor of Arts in Psychology (English - Hybrid)
- Bachelor of Arts in Psychology (English - Residential)
- Bachelor of Arts in Psychology (Korean - Distance Education)
- Bachelor of Arts in Psychology (Korean - Hybrid)
- Bachelor of Arts in Psychology (Korean - Residential)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (English - Distance Education)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (English - Hybrid)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (English - Residential)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (Korean - Distance Education)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (Korean - Hybrid)
- Bachelor of Arts in Psychology in Child, Adolescent Development and Family Studies (Korean - Residential)
- Bachelor of Arts in Psychology in Counseling Psychology (English - Distance Education)
- Bachelor of Arts in Psychology in Counseling Psychology (English - Hybrid)
- Bachelor of Arts in Psychology in Counseling Psychology (English - Residential)
- Bachelor of Arts in Psychology in Counseling Psychology (Korean - Distance Education)
- Bachelor of Arts in Psychology in Counseling Psychology (Korean - Hybrid)
- Bachelor of Arts in Psychology in Counseling Psychology (Korean - Residential)
- Doctor of Philosophy in Counseling (Distance Education) (English and Korean)
- Doctor of Philosophy in Counseling (English and Korean)
- Doctor of Philosophy in Counseling (Hybrid) (English and Korean)

- Doctor of Philosophy in Counseling in Human Sexuality and Sex Therapy (Distance Education) (English and Korean)
- Doctor of Philosophy in Counseling in Human Sexuality and Sex Therapy (English and Korean)
- Doctor of Philosophy in Counseling in Human Sexuality and Sex Therapy (Hybrid) (English and Korean)
- Doctor of Philosophy in Counseling in Imago Relationship Therapy (Distance Education) (English and Korean)
- Doctor of Philosophy in Counseling in Imago Relationship Therapy (English and Korean)
- Doctor of Philosophy in Counseling in Imago Relationship Therapy (Hybrid) (English and Korean)
- Doctor of Philosophy in Counseling in Marriage and Family Therapy (Distance Education) (English and Korean)
- Doctor of Philosophy in Counseling in Marriage and Family Therapy (English and Korean)
- Doctor of Philosophy in Counseling in Marriage and Family Therapy (Hybrid) (English and Korean)
- Intensive English Certificate Program
- Master of Arts in Counseling (Distance Education) (English and Korean)
- Master of Arts in Counseling (English and Korean)
- Master of Arts in Counseling (Hybrid) (English and Korean)
- Master of Arts in Counseling in Human Sexuality and Sex Therapy (Distance Education) (English and Korean)
- Master of Arts in Counseling in Human Sexuality and Sex Therapy (English and Korean)
- Master of Arts in Counseling in Human Sexuality and Sex Therapy (Hybrid) (English and Korean)
- Master of Arts in Counseling in Imago Relationship Therapy (Distance Education) (English and Korean)
- Master of Arts in Counseling in Imago Relationship Therapy (English and Korean)
- Master of Arts in Counseling in Imago Relationship Therapy (Hybrid)(English and Korean)
- Master of Arts in Counseling in Marriage and Family Therapy (Distance Education) (English and Korean)
- Master of Arts in Counseling in Marriage and Family Therapy (English and Korean)
- Master of Arts in Counseling in Marriage and Family Therapy (Hybrid) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Human Sexuality and Sex Therapy (Distance Education) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Human Sexuality and Sex Therapy (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Human Sexuality and Sex Therapy (Hybrid) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Imago Relationship Therapy (Distance Education) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Imago Relationship Therapy (English

- and Korean)
- Post-Doctoral Certificate in Counseling Program in Imago Relationship Therapy (Hybrid) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (General Track) (Distance Education) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (General Track) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (General Track) (Hybrid) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (Distance Education) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (Hybrid)(English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Supervisor Track) (Distance Education) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Supervisor Track) (English and Korean)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Supervisor Track) (Hybrid) (English and Korean)
- Post-Master's Certificate in Counseling Program in Human Sexuality and Sex Therapy (Distance Education) (English and Korean)
- Post-Master's Certificate in Counseling Program in Human Sexuality and Sex Therapy (English and Korean)
- Post-Master's Certificate in Counseling Program in Human Sexuality and Sex Therapy (Hybrid)(English and Korean)
- Post-Master's Certificate in Counseling Program in Imago Relationship Therapy (Distance Education) (English and Korean)
- Post-Master's Certificate in Counseling Program in Imago Relationship Therapy (English and Korean)
- Post-Master's Certificate in Counseling Program in Imago Relationship Therapy (Hybrid) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family (General Track) (Distance Education) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family (General Track) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family (General Track) (Hybrid) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (Distance Education) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (English and Korean)
- Post-Master's Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy Track) (Hybrid) (English and Korean)

Daybreak University
2025-2026 Academic Catalog

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

Daybreak University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Reaffirmation of Accreditation (I) as a Category IV institution by the TRACS Accreditation Commission on April 28, 2025. This status is effective as of July 1, 2025, and is good through June 30, 2035. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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

PRESIDENT’S GREETING

Dear Daybreak Community,

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

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

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

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

Thank you and best wishes for a productive academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jay Oh', with a stylized flourish at the end.

Jay Oh, Ph.D.
President

GENERAL INFORMATION

Mission Statement

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

Institutional Objectives

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

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

Philosophy of Education

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

Scientist-Practitioner Model

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

Praxis-Oriented Learning

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

Student-Centered Learning

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

Self-Reflective Approach

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

FAITH STATEMENT

Daybreak University provides 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 based on 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 to be fully human. Special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.

Christian Faith

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

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

Ethical Values and Standards

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

Community

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

Leadership

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

Teamwork

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

Accountability

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

Participation

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

Excellence

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

Spiritual Vitality

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

About Daybreak University

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

Location and Facilities

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

All class sessions are held at the above address. The facilities include classrooms, library, conference room, and administrative and faculty offices. All students have access to computers, campus wireless network, printers and copiers, and audio/visual gear including digital recorders and projectors. Daybreak University does not acknowledge Ability-to-Benefit policy, student's prior experiential learning, challenge exams or achievement tests.

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

PROGRAMS

Bachelor of Arts in Psychology Program

The purpose of Daybreak's Bachelor of Arts in Psychology program is to:

- Learn knowledge in the various domains of psychology to prepare for graduate schools in various disciplines of psychology or education and for a variety of career opportunities in education, industry, mental health services, and professional schools.
- Understand how research methods are used to test human thought and behavior in various human and relationship problem domains theoretically and practically.
- Learn how to read, write, and speak about psychological theories, data, and practical applications.

Daybreak University's Bachelor of Arts in Psychology Program has two Specializations.

- Counseling Psychology
- Child, Adolescent Development and Family Studies

Master of Arts in Counseling (MAC) Program

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

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

Daybreak University's Master of Arts in Counseling (MAC) Program has three Specializations.

- MA in Counseling with a Specialization in Marriage and Family Therapy (MFT)
- MA in Counseling with a Specialization in Imago Relationship Therapy (IRT)
- MA in Counseling with a Specialization in Human Sexuality and Sex Therapy (HST)

Post-Master's Certificate in Counseling Program

The purpose of the Post-Master's Certificate in Counseling Program at Daybreak University is to:

- Train students to become competent practitioners.

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

Daybreak University's Post-Master's Certificate in Counseling Program has Four Specialties.

- Post-Master's Certificate in Counseling Program in Marriage and Family Therapy (General track)
- Post-Master's Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy track)
- Post-Master's Certificate in Counseling Program in Imago Relationship Therapy (IRT), and
- Post-Master's Certificate in Counseling Program in Human Sexuality and Sex Therapy (HST).

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

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

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

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

- Ph.D. in Counseling Program with a Specialization in Marriage and Family Therapy (MFT)
- Ph.D. in Counseling Program with a Specialization in Imago Relationship Therapy (IRT)
- Ph.D. in Counseling Program with a Specialization in Human Sexuality and Sex Therapy (HST)

Post-Doctoral Certificate in Counseling Program

The purpose of Daybreak's Post-Doctoral Certificate in Counseling program is to:

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

Daybreak University's Post-Doctoral Certificate in Counseling program has Five Specialties.

- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (General track)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Inner Child Therapy track)
- Post-Doctoral Certificate in Counseling Program in Marriage and Family Therapy (Supervisor track)
- Post-Doctoral Certificate Program in Imago Relationship Therapy (IRT), and
- Post-Doctoral Certificate Program in Human Sexuality and Sex Therapy (HST).

Intensive English Certificate Program

The purpose of the Intensive English Certificate Program at Daybreak University is to:

- Demonstrate English knowledge and skills of all major areas: reading, writing, listening, and speaking.
- Equip Apply interpersonal and critical thinking skills to function both in and out of American college classrooms.
- Identify and compare diverse American lifestyles and cultures presented through different times and social settings.
- Engage with classmates, faculty, and others with increased cultural fluency and DEI.

ADMISSIONS INFORMATION

General Admissions Policies and Procedures

Admission is open to an individual who has earned a qualifying degree from an accredited institution. An applicant is expected to carefully review admission requirements outlined in this Catalog. An applicant to the program 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. An applicant who indicates on their application that English is not their primary language, is required to demonstrate proficiency in English by fulfilling a minimum TOEFL score of 500 for paper-based test (PBT) or a score of 60 on the IBT. Exceptions can be made for an individual who has earned a bachelor's degree from an accredited institution in the U.S. and Canada. 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.

Some program's instructions in class are conducted in Korean. High school diploma or College diploma from Korean speaking educational institution will suffice. Students who do not have such a diploma will be interviewed by the Dean of Academic Affairs to evaluate their Korean proficiency.

Non-Discrimination Policy

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

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

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

ADMISSION REQUIREMENTS

Bachelor of Arts in Psychology Program Admissions

Applications for admission to the BA in Psychology program must provide the following information:

- High school diploma or equivalent GED.
- A completed admission application form.
- Official transcripts of all high school and any college coursework.
- Cumulative grade point average (GPA) of 2.5 (lower GPAs will be considered based on strength of overall application)
- Purpose Statement: Submit a 250-word essay answering the following questions:
 - While studying at Daybreak University, explain how you will work through your two greatest challenges and utilize your two greatest strengths.
 - Where do you plan to be in five years and how will an education at Daybreak University help you develop that plan?
- 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.
- Admission interview
- Pay the non-refundable application process fee: \$100.00
- Submit proof of ID (Driver's License or Passport)

Master of Arts in Counseling (MAC) Program Admissions

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

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

Post-Master's Certificate in Counseling Program Admissions

Applications for admission to the Post-Master's Certificate program must provide the following information:

- Master's degree in Counseling or closely related field from an accredited College or University
- A completed admission application form
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Official transcripts of all undergraduate and graduate coursework from state approved or accredited institutions.
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Purpose Statement: Submit a 2-page essay (double spaced).
- Admission interview
- Pay the non-refundable application process fee: \$100.00.

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

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

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

- Master's degree in counseling or closely related field from an accredited College or University
- A completed admission application form
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Official transcripts of all undergraduate and graduate course work from state approved or accredited institutions
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Research plan: Submit a 3-page essay (double spaced)
- Two letters of reference
- Admission interview
- TOEFL score of 550 for paper-based test (PBT) or a score of 79 on the IBT. Exceptions can be made for an individual who has earned a bachelor's degree from an accredited institution in the U.S. and Canada. Exceptions can be made for students who have completed college level English courses. Students can be admitted to Daybreak University with a condition of completing English courses with a passing grade before the graduation.
- Pay the non-refundable application process fee: \$100.00.
- Requirements for applicants for Ph.D. in Counseling with a Specialization in Imago Relationship Therapy (IRT):
 - Verification of Imago Relationship Therapy experiences by providing training certificates from IRI (Imago Relationships International) or IITI (International Imago Training Institute)
 - One letter of the two letters of reference should be from a certified Imago Clinical Instructor and faculty at IITI.

Post-Doctoral Certificate in Counseling Program Admissions

Applications for admission to the Post-Doctoral Certificate in Counseling program must provide the following information:

- Doctoral degree in Counseling or closely related field from an accredited College or University
- A completed admission application form
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Official transcripts of all undergraduate and graduate coursework from state approved or accredited institutions.
- Cumulative grade point average (GPA) of 3.0 (lower GPAs will be considered based on strength of overall application)
- Purpose Statement: Submit a 2-page essay (double spaced).
- Admission interview
- Pay the non-refundable application process fee: \$100.00.

Intensive English Certificate Program Admissions

Applications for admission to the Intensive English Certificate Program must provide the following information:

- A completed admission application form*
- High school diploma
- Signed Faith Statement
- Signed Student Enrollment Agreement
- Admission interview (if needed)
- Pay the non-refundable application process fee: \$100.00.

* F -1 students must maintain their full-time student status while attending in-person courses. All students who plan to attend in-person courses should indicate it on the application.

Admission to the Intensive English Certificate Program is open to an individual who:

- is at least 18 years old or older.
- has earned a high school diploma and/or transcript from an accredited institution such as a high school or a university.
- Minimum auditory skill level and oral skill level needed to function in ESL (as determined by Daybreak University ESL Placement Test or IELTS/TOEFL scores)

An applicant is expected to carefully review admission requirements outlined in this Catalog. An applicant to the Intensive English Certificate Program at Daybreak University is required to submit a completed application, application fee, and any additional documents listed on the

application.

- All documents should be delivered in their official, sealed envelopes.

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

Transfer Students and Transfer of Credits

Daybreak University accepts undergraduate-level transfer credit. Credits completed at the undergraduate level with a grade of C or better at an accredited institution may be accepted up to 50 percent of the total credits required for the student's program. The University may accept credit from non-U.S. institutions for transfer provided that official transcripts demonstrate that these institutions and their courses are equivalent to Daybreak requirements. Daybreak University does not award credit for prior experiential learning.

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Daybreak University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate 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, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all 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

Daybreak University
2025-2026 Academic Catalog

you may seek to transfer after attending Daybreak University to determine if your credits, degree, or certificate will transfer.

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.

FINANCIAL INFORMATION

Application Fee

An application fee of \$100.00. must accompany each application. This fee is non-refundable.

Tuition and Fees

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

Tuition

- Bachelor of Arts in Psychology: \$300 per credit
- Master of Arts in Counseling: \$300 per credit
- Post-Master's Certificate Program: \$300 per credit
- Doctor of Philosophy in Counseling: \$430 per credit
- Post-Doctoral Certificate Program: \$300 per credit
- Intensive English Certificate Program: \$225 per credit

Bachelor of Arts in Psychology Program

Total charge for a quarter

Tuition	\$ 2,700
Books and Supplies	\$ 200
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 2,950

An estimated total charge for the entire program

\$58,000 (= \$4,300 X 8 Quarters + \$2,950 X 8 Quarters) = \$34,400 + 23,600

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

Master of Arts in Counseling (MAC) Program

Total charge for a quarter

Tuition	\$ 2,700
Books and Supplies	\$ 300
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 3,050

An estimated total charge for the entire program

\$30,500 (= \$3,050 X 10 Quarters)

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

Post-Master's Program

Total charge for a quarter

Tuition	\$ 2,700
Books and Supplies	\$ 200
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 2,950

An estimated total charge for the entire program

\$11,800 (= \$2,950 X 4 Quarters)

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

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

Total charge for a quarter

Tuition	\$ 3,870
Books and Supplies	\$ 500
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 4,420

An estimated total charge for the entire program

\$47,235 (= \$4,420 X 9 Quarters + \$2,485 X 3 Quarters) = \$39,780 + \$7,455

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

Post-Doctoral Certificate Program

Total charge for a quarter

Tuition	\$ 2,700
Books and Supplies	\$ 200
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total	\$ 2,950

An estimated total charge for the entire program

\$11,800 (= \$2,950 X 4 Quarters)

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

Intensive English Certificate Program

Total charge for a quarter

Tuition*	\$ 4,500
Books and Supplies	\$ 200
Registration (non-refundable)	\$ 20
Library and IT Services Fee (refundable)	\$ 30
Total**	\$ 4,750

An estimated total charge for the entire program

\$28,500. (= \$4,750 X 6 Quarters)

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

* Minimum 20 units are required to maintain the F-1 full-time student status. If enrolled fully online, students may enroll in reduced course units.

** Approximate Total Cost (F-1 full-time & attending in-person)

Students applying to the in-person program will be required to submit additional financial support documents (e.g., bank statement and forms) showing the amount including tuition and living expense.

Student Tuition Recovery Fund (STRF)

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747

North Market, Suite 225 Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

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

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

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

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

Financial Aid/Scholarships

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

Loans and Responsibility

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

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

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

Payment Information

A student's account must be paid in full prior to re-enrollment in subsequent terms.

Rights to Cancel

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

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

Refund Policy

Cancellation, Withdrawal, and Refund Policy

Each student should be advised that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

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 cancellation or withdrawal will be the date on which the student submits his or her notice 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.

The Office of Student Assistance and Relief (OSAR) Statement

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling ((888) 370-7589, Option #5, or by visiting, [www.https://osar.bppe.ca.gov/](https://osar.bppe.ca.gov/)).

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:

Daybreak University
2025-2026 Academic Catalog

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 more than the figure derived from (4) that was paid by the student to Daybreak University.

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

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

Questions and Complaints

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

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

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Rd., Forest, VA 24551

Satisfactory Academic Progress (SAP) Policy for Financial Aid Students

One of the requirements of eligibility for Federal Student Financial Aid is a student must maintain Satisfactory Academic Progress (SAP) and be in good academic standing. At the end of each quarter, Daybreak will measure the student's performance according to Satisfactory Academic Progress Policy. Those who fail to make satisfactory progress will be given one quarter of financial aid warning for Federal Student Financial Aid.

1. Financial aid warning - Daybreak will notify students in writing for failing to make satisfactory academic progress and place the students on financial aid warning at the end of each quarter. Warning status lasts only one quarter, during which the student may continue to receive Federal Student Financial Aid. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation.

2. Financial aid probation - When a student loses Federal Student Financial Aid eligibility because he failed to make satisfactory progress, he may appeal that result based on; his injury or illness, the death of a relative or other special circumstance. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.

If based on the appeal Daybreak determines that the student should be able to meet the SAP standards by the end of subsequent quarter, Daybreak may place him on financial aid probation without an academic plan. This probation status lasts only one quarter.

If based on the appeal Daybreak determines that the student will require more than one quarter to meet progress standards, Daybreak may place him on probation and develop an academic plan for him. Daybreak will review the student's progress at the end of each quarter as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid if the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

Consequences of Failing

Failing to maintain SAP can adversely affect a student's eligibility for current and future financial aid. The student will not be eligible to receive Daybreak scholarships or Campus Based funds until he regains eligibility, or a petition is approved on his/her behalf. Even if a student's petition receives approval, he may not be eligible to receive funds from past quarters.

Financial Aid SAP Petition Policy

Daybreak acknowledges that there are certain circumstances that may limit a student completing his/her courses or maintaining SAP. Students can request a petition for SAP waiver if they meet one of the following criteria:

- Death in the family.
- Illness or medical emergency; and
- Other performance factors beyond a student's control.

To petition, a student must submit the following documentation:

- A letter explaining the exceptional circumstances that affected the student's ability to meet the Financial Aid SAP requirements.
- A resolution or plan of action explaining how the student will assure future academic success.
- A statement from the student's academic advisor confirming his/her ability to meet the SAP requirements.

Documentation of illness or medical condition: The student must provide a letter from his/her attending physician confirming that his/her condition will no longer hinder the student's ability to succeed academically. The letter must include the dates the condition occurred. The dates must coincide with the period in which the student failed to meet Financial Aid SAP requirements. The Academic Committee will decide and notify the student in writing of a decision within 30 days of submission. Decisions of The Academic Committee are final.

Federal Title IV Refunds Policy

When a student who receives Federal Student Aid funds withdraws from the Daybreak prior to completing 60% of a payment period (Fall and Spring Quarters), the student - after the return calculation - may be required to return a portion of the received Aid within 45 days of the student withdrawing.

A return is only required of those students who withdraw from the school/who cease to be enrolled. A student who reduced his/her course load is considered a reduction and not a withdrawal. A return calculation is not required for such students.

The required calculation determines students earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the

student remained enrolled in is derived by dividing the number of days the student attended by the number of days in the enrollment period.

If the withdrawal date is after the 60% point in the payment period or period of enrollment, a student is considered to have earned 100% of the Title IV funds he or she was scheduled to receive during the period. For such a student there are no unearned funds. Daybreak will still complete a return calculation to determine whether the student is eligible for a post-withdrawal disbursement.

Daybreak must determine the student's withdrawal date. The withdrawal date is defined as:

1. The date the student began the withdrawal process or officially notified Daybreak of his/her intent to withdraw; or
2. The last date of attendance at an academically related activity by a student who does not notify Daybreak.

Based on the date of the withdrawal, the Financial Aid Office will determine the actual date of the student's withdrawal and, using the Return of Title IV form provided by the Department of Education, they will calculate the amount, if any, the student must return. The students will then be notified by mail of the amount the Federal Student Financial Aid stated that they must return. In some cases, both the school and the student may be required to return unused or unearned portions of Federal Aid to the Federal Title IV program.

Overpayments and Over-Awards

There are times when a student's award package exceeds the student's need. There may be circumstances that change a student's award package after the aid has been awarded that result in an overpayment. For example, a student may receive a scholarship or grant from an outside source or organization, or the student may want to extend his or her work-study employment. In case of overpayments or over-awards the Daybreak financial aid office will need to adjust the other Federal Student Financial Aid in the package.

Therefore, the adjustments will be made to the Stafford Loans and/or Campus-Based programs.

Students who owe funds due to overpayment or over-award will be required to make payment of those funds within 30 days of receiving a written notice from the Financial Aid office.

Students can send in the overpayment or over-award to the Daybreak and the payment will be forwarded to the U.S. Department of Education. If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this, they must contact the Daybreak Financial Aid Office. They will need to make sure we have referred

their situation to the U.S. Department of Education before any repayment plan can be set up.

If the student whose overpayment case has been accepted by the Department of Education wishes to establish a repayment schedule, the student should contact Borrower Services by calling 1-800-621-3115 or write to:

U.S. Department of Education
Borrower Services – Default Resolution
P.O. Box 5609
Greenville, Texas 75403

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, please contact the Financial Aid Office.

Financial Aid Director: Joy Ji (email: fsa@daybreak.edu, Tel: 310) 739-0132)

* Related Links:

- Free Application for Federal Student Aid (FAFSA): <https://fafsa.ed.gov/>
- US Department of Education: <http://www.ed.gov/>
- <https://StudentAid.ed.gov>

R2T4 (Returns of Title IV to the Title IV, HEA Programs)

When a student applies for Federal Title IV Financial Aid, he or she signs a statement that the student will use the funds for educational purposes only. Therefore, if the student withdraws before completing his/her program, a portion of the funds received may have to be returned. Daybreak University will calculate the amount of tuition to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

This policy applies to students who complete 60% or less of the enrollment period (Summer, Fall, Winter, Spring) for which they received Federal Title IV, HEA Aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy.

Withdraw Before 60%

If the student withdraws before 60 percent of the session has elapsed, a percentage of Title IV, HEA funds will be returned to the federal program(s) based on the length of time the student is enrolled prior to withdrawal.

For example, if the student withdraws when 50 percent of the session has elapsed, 50 percent of Title IV, HEA funds will be returned to the federal programs.

Withdraw After 60%

After 60 percent of the session (payment period) has elapsed, the student is considered to have earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this payment period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned.

Earned AID:

Title IV, HEA aid is earned in a prorated manner on a per diem basis (calendar days for credit hour institutions) up to the 60% point in the quarter. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

Unearned Aid

If the student has an unearned portion of funds to be returned, the Office of Financial Aid will notify the student within 30 days of the procedure to repay the unearned funds. If a student receives less Federal Student Aid than the amount earned, the University will offer a disbursement of the earned aid that was not received, called a Post Withdrawal Disbursement. If the student received more than the amount earned, the University and the student, or both must return the unearned funds to the Department of Education within 45 days.

R2T4 Policy Application

This policy applies to students who **withdraw officially, unofficially or fail to return from a leave of absence or who are dismissed from enrollment** at Daybreak University. It is separate and distinct from the Daybreak University refund policy. (Refer to the University's tuition refund policy on the website (www.daybreak.edu) and in the current Schedule of Classes.

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and

procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of **unearned** funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When the student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The institution is required to notify the student if a repayment is owed via written notice.

The institution must advise the student that he or she has 14 calendar days from the date that the institution sent the notification to accept a post withdrawal disbursement. If a response is not received from the student within the allowed timeframe or the student declines the funds, the institution will return any earned funds that the institution is holding to the Title IV, HEA programs.

Definition of Official and Unofficial Withdrawal

Officially Withdrawing from the University:

Official withdrawal means that the approved procedure to withdraw from a course was followed by the student. To be considered official, the withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. The official date of the withdrawal is the date the written notice is formally received by the University, NOT the postmarked date or the date stated in the notice. The University's record concerning a withdrawal is indisputable unless the student can provide reliable evidence of an earlier receipt date.

An official withdrawal may be submitted by completing the Request for a Change of Schedule form or by written notice containing the student's name, signature, ID number, and course(s) to be dropped. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. (Refer to the University's web site for the fax number and e-mail information.) For the student's convenience, the notice may be submitted in the Student Services Office or placed in one of the designated drop boxes located inside and outside the main Campus facility. The official withdrawal procedure applies to all courses, irrespective of delivery mode or course length. A student may

rescind his/her notification in writing and continue enrollment. If the student subsequently withdraws from the University, the student's withdrawal date is the original date of notification of intent to withdraw.

Unofficially Dropping a Course or Withdrawing from the University

Beware of *unofficially* dropping a course. It will adversely affect your grades and student account. An *Unofficial drop* means that the approved procedure to withdraw from a course or the university was not followed by the student. Students are prohibited from dropping a course/withdrawing by:

- Not attending the course.
- Communicating their desire to drop the course/withdraw other than by submitting the Request for Change of Schedule Form or other document containing the student's name, signature, I.D. number, and course(s) to be dropped to Daybreak University.

Federally Defined Leaves of Absence Policy (FLOA)

Daybreak University does not grant federally defined Leaves of Absence for Financial Aid purposes. Instead of utilizing a federally defined Leave of Absence, the University assists students by:

- Allowing students to work with faculty to finish incomplete coursework.
- Allowing an official appeal of the Financial Aid Refund calculation based on unusual circumstances.
- Allowing students to "lay-out" for one or more sessions.
- Allowing students to appeal a determination of insufficient satisfactory academic progress under the Financial Aid Satisfactory Academic Progress Policy requirements.
- Allowing students to drop courses with a "W" rather than an "F" during specific timeframes during the session

The "*Federally Defined Leave of Absence*" policy listed above is for student financial aid purposes only and does not address University policy for employees (i.e., FMLA regulations)

Determining Withdrawal Date for R2T4 Funds:

Official Withdrawals:

The date of the termination for return and refund purposes will be the earliest of the following for official withdrawal: The date the University receives the student's written communication of intent to drop a course or withdraw from the University.

Unofficial Withdrawals:

The date of the termination for return and refund purposes will be determined by the following for unofficial withdrawals:

For Lecture Classes:

For the student who does not provide official notification of his or her intent to withdraw and is absent for more than two consecutive class meetings (Daybreak University classes meet once weekly for a period of approximately four hours), the date of termination for return and refund purposes will be the student's last recorded date of academic attendance or the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the University can document a later date)

For Distance Education Classes:

For the student who does not provide official notification of his or her intent to withdraw and is enrolled in a distance education course requiring no on-campus attendance, the date of termination for return and refund purposes will be the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed or the last day of student registered activity in the course depending on which is later.

Upon Receipt of an Official Withdrawal:

Daybreak University will:

1. Determine the student's last date of attendance.
2. Perform the following calculations:
 - a. The student's account and date of official withdrawal are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV funds for which the University is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets,

scheduled attendance and are based upon the payment period.

- b. Calculate the University's refund requirement (see University's refund schedule)
3. The student's grade record for the session will be updated to reflect his/her final grade for the course(s) dropped.
 4. Daybreak University will return the amount for any unearned portion of the Title IV funds for which the institution is responsible within 45 days of the date the official notice of withdrawal was provided.
 5. Daybreak University will provide the student with a letter explaining the Title IV, HEA requirements:
 - a. The amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program, based on scheduled attendance and the amount of funds the student received.
 - b. Any returns that will be made to the Title IV, HEA Federal program on the student's behalf because of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
 - c. Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
 6. Supply the student with an account record noting outstanding balance due to the University and the available methods of payment. A copy of the completed worksheet, check, letter, and final account record will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of study and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

Upon Determination of an Unofficial Withdrawal:

Daybreak University will follow the following procedures within one week of determining the student may have unofficially withdrawn:

1. Make three attempts to notify the student regarding his/her enrollment status.
2. Determine and record the student's last date of attendance.
3. Notify the student in writing of his/her failure to contact the University when requested to do so and notify the student of his/her current termination of enrollment.
4. Calculate the amount of Federal Title IV Funds a student has earned, and if any, the amount of Federal Funds for which the University is responsible.
5. Calculate the University's refund requirement (See University Refund Schedule).
6. Upon completing the calculations, Daybreak University will return to the Federal Funds program any unearned portion of Title IV funds for which the University is responsible within 45 days of the date the withdrawal determination was made and make a record of the return on the student's account and financial aid file.
7. If applicable, Daybreak University will provide the student with a refund letter explaining Title IV requirements:
 - a. The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
 - b. Advise the student in writing of the amount of unearned Title IV aid and tuition and fees that he/she must return, if applicable.
 - c. Supply the student with a final accounting showing outstanding balance due the University and the available methods of payment.
 - d. A copy of the completed worksheet, check, letter, and final account record will be kept in the student's financial aid file.

Return to Title IV Funds Calculation

The calculation required determines students earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used but breaks of at least 5 days are excluded from both the numerator and denominator. Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period. Earned aid is not related in any way to institutional charges. In addition, the University's refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the University for the course.

Example of Calculation: - Credit Hour University

1. Determined the percentage of Title IV, HEA aid earned by the student by taking the calendar days completed in the payment period, divided by the total calendar days in the payment period (excluding breaks of 5 days or more *and* days the student was on an approved LOA

$$\frac{18(\text{completed days})}{118 \text{ (total days)}} = 15.3\% \text{ (\% of completed calendar days)}$$

2. Determine the amount of Title IV aid earned by the student by multiplying the percentage of Title IV, HEA aid earned times the total of the Title IV aid disbursed **plus** the Title IV aid that could have been disbursed for the payment period.

$$15.3\% \times \$2,805.00 = 429.17 \text{ (Amount of aid earned by student)}$$

3. If this percentage is greater than 60%, the student earns 100% of the disbursed Title IV, HEA funds or aid that could have been disbursed.

4. If this percentage is less than 60%, then the percentage earned is equal to the calculated value.

5. Funds are returned to the appropriate federal program based on the Percentage of aid earned using the following formula:

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges. If a student earned less aid than was disbursed, the institution may be required to return a portion of the funds, and the student may be required to return a portion of the funds. All Title IV funds to be returned by the institution must be made no later than 45 calendar days after the date the school determines that the student withdrew.

6. When Title IV, HEA funds are returned, the student may owe a balance to the institution.

Order of Return of Title Federal IV, HEA Funds

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds" is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Parent PLUS loans
- Direct PLUS loans
- Iraq and Afghanistan Service Grant for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The student

Daybreak University does not participate in any Federal Financial Aid Program.

Timeframe for Returning an Unclaimed Title IV, HEA Credit Balance

If the University attempts to disburse the credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check.

If a check is returned to Daybreak University or an EFT is rejected, the University may make additional attempts to disburse the funds, provided that those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

The University must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check.

Institution Responsibilities

Daybreak University's responsibilities regarding Title IV, HEA funds follow:

- Providing students information with information in this policy.
- Identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students.
- Returning any Title IV, HEA funds due to the correct Title IV programs.

The institution is not always required to return all the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

Overpayment of Title IV, HEA Funds

Any amount of unearned grant funds that the student must return is called overpayment. The student must decide with Daybreak University or the U.S. Department of Education to return the amount of unearned grant funds.

Post Withdrawal Disbursement

The institution must disburse any Title IV, HEA grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the date the institution determined the student withdrew and disburse any loan funds a student accepts within 180 days of that date.

The institution will offer any post-withdrawal disbursement of loan funds within 90 days of the date it determines the student withdrew.

If the student did not receive all the funds earned, the student may be due a post-withdrawal

disbursement. Daybreak University may use a portion or all the student's post- withdrawal disbursement for tuition and fees (as contracted with Daybreak University). For all other school charges, Daybreak University needs the student's permission to use the post-withdrawal disbursement. If the student does not give permission, the student will be offered the funds. However, it may be in the student's best interest to allow the University to keep the funds to reduce the student's debt at the institution.

Student Responsibilities in regard to Return of Title IV, HEA funds

- Returning to the Title IV, HEA programs any funds that were disbursed to the student in which the student was determined to be ineligible via the R2T4 calculation.
- Any notification of withdrawal must be in writing and addressed to the appropriate institutional official following Daybreak University withdrawal procedures.
- A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdrawal notice must be filed in writing.
- These notifications, to either withdraw or rescind to withdraw must be made to the official records/registration personnel at Daybreak University.

Refund vs. Return to Title IV, HEA Funds

The requirements for the Title IV, HEA program funds when a student withdraws are separate from any refund policy that Daybreak University must return to the student any funds due from a cash credit balance. Therefore, students may still owe funds to Daybreak to cover unpaid institutional charges. Daybreak University may also charge the student for any Title IV, HEA program funds that the University was required to return on the student's behalf.

For information on the Daybreak University refund policy, refer to the current Schedule of Classes, the current University Catalog, the Daybreak University website (www.daybreak.edu) or contact an advisor in the Student Services Office.

Return to Title IV, HEA Questions

If you have questions regarding Title IV, HEA program funds after visiting with the financial aid personnel, please call the Federal Student Aid Information Center at 1-800-4-fedaid (800-433-3243). TTY users may call 800-730-8913. Information is also available on student aid on the web www.studentaid.ed.gov.

ACADEMIC POLICIES AND PROCEDURES

Credit Hour Policy

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

Academic Advising

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

Registration

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

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

Add/Drop

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

- Week 1, no approval required.
- Week 2, approval of academic advisor and instructor.
- Week 3-10 not permitted.

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

- Week 1-2, no grades are recorded on academic record.
- Week 3-6, W grade is recorded on academic record.
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignments may be made for courses that do not span the regular term,

summer, or winter session.

Class Attendance

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

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

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

ACADEMIC ASSESSMENT SYSTEM AND GRADING

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

Grade	Grade Points	Numerical Grade	Descriptions
A+	99-100	4.0	Outstanding
A	94-98	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good

Daybreak University
2025-2026 Academic Catalog

B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	Below 60	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawal
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Grade Requirements

To maintain academic standing as a graduate student, all graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses. Any course with a B- or lower earned grade must be retaken until a B or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned. A GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades – regardless of the GPA – is considered unsatisfactory. The Academic Dean may drop the student from the University, thus terminating the student's degree program.

Withdrawal/Leave of Absence

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

Any Students may request to take a leave of absence from enrollment in classes for up to one academic year. Requests should be made to the Office of Registrar and require Academic Dean's

approval. A leave of absence is granted only for extenuating circumstances such as medical, job, or family issues.

Probation/Dismissal

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

GRADUATION REQUIREMENTS AND PROCEDURES

Graduation Requirements for the Bachelor of Arts in Psychology Program:

- Completion of all required coursework with a minimum grade point average (GPA) of 2.0.
- To earn an associate or bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 2.0 in all courses used to meet degree requirements and in all DBU coursework attempted. To pursue a master's degree or credential after earning a bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 3.0.
- A settlement of all financial obligations with the University
- For the bachelor's degree at least 50% of the major studies program must be taken at Daybreak.

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

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of comprehensive exam
- Practicum and Internship work
- A settlement of all financial obligations with the University

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

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A satisfactory pass of doctoral comprehensive exam portfolio
- A satisfactory of Advanced Practical Experience (MFT Specialization only)
- A satisfactory completion of dissertation
- A satisfactory pass of oral defense a dissertation
- A settlement of all financial obligations with the University

Graduation Requirements for the Post-Master's Certificate in Counseling Program:

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A settlement of all financial obligations with the University

Graduation Requirements for the Post-Doctoral Certificate in Counseling Program:

- Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
- A settlement of all financial obligations with the University

All students desiring to graduate in each 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.

Outcome Based Education Framework

Daybreak University's Ph.D. and MA Counseling Programs utilizes an Outcome Based Education Framework. Accordingly, all the courses in the curriculum contain assessment methods for evaluating the course learning objectives, or the goals, of a course. The course learning objectives and associated assessment measures assist the faculty in determining if students have met various

competencies. The coursework is organized so that students build skills by achieving competencies for success in their experiential components such as practicum and for success in higher levels of academic assessment such as capstone requirements, comprehensive exams, and/or dissertations. The curriculum is logically organized in a sequential format where courses on a more basic level are taught earlier in the curriculum and as students advance in the program, mastering the initial courses, they are enrolled in more advanced and rigorous coursework. Some courses are offered earlier in the curriculum so students obtain a baseline in the content area which will assist them in succeeding in the more advanced courses.

METHOD OF INSTRUCTION DELIVERY

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

Traditional (Face-to-Face) Format

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

Online Learning Format

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

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

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

Hybrid Format

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

DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

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

Distance Education:

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

Correspondence Education:

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

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

Distance Education Policy

Distance education at Daybreak University is defined as a formal educational process in which most of the instructional interaction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education includes computer

technologies. This policy shall apply to all credit-bearing courses and programs offered through distance education by 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 a traditional face-to-face course. Transcripts will not reflect the modality of courses.

The Family Educational Rights and Privacy Act (FERPA)

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

Instructor’s Responsibility

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

Faculty Support Policy

The program administrators shall ensure that:

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

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

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

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

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

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

Library and Learning Resources

The program administrators shall ensure that:

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

Student Services

The program administrators shall ensure that:

1. Students are provided with accurate and timely information about the University, its

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

Technology Support

Daybreak University makes sure about technology support as follows:

1. The University assesses each student, prior to admission, 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 Populi 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 Populi program manual.
11. A faculty of distance education must be able to use educational resources and technology that is available to faculty on campus and on-line.
12. A faculty of distance education must continually monitor student's progress by evaluating their work, assignment, and grade by using scoring rubrics in timely manner.

Verification of Student Identification

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

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

Student Privacy

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

- Teach distance education courses using Populi, the University's learning management system, to ensure security of student work and grades.
- Use the University's secure student management system site to report student grades.
- Use Populi 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 Populi or email account information secure. Do not share your login information with anyone, give anyone unauthorized access to the Populi course or assign a student the role of instructor or graduate assistant in Populi.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents, or others outside the University.

Student Achievement

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

License Requirements

This is to inform applicants seeking a Master's or Doctoral degree in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University of licensure application requirements in California as well as potential licensure and regulatory requirement differences across states in the field of Marriage and Family Therapy. This form must be signed and submitted PRIOR to beginning either program.

The California Board of Behavioral Sciences (BBS) has determined that our university's MA program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist in California once all application, post-degree clinical and supervisory experience, exams, and background check have been completed. Students who complete the Ph.D. program will also meet the statutory requirements for Licensed Marriage and Family Therapist in California either through course transfer or enrolling in and completing the course as well as post-degree requirements.

The following link offers more specific information about licensure in California which includes:

- Obtain a Qualifying Master's Degree
- Register as an AMFT
- Live Scan
- Criminal Background Check
- Take and pass the California Law and Ethics Exam
- Accrue Supervised Experience
- Take and Pass the LMFT Clinical Exam
- Obtain LMFT license

Licensed Marriage and Family Therapist - Board of Behavioral Science

(<https://www.bbs.ca.gov/applicants/lmft.html>)

Applicants should be advised that there are potential differences in MFT licensure requirements across state/provincial regulatory bodies. MFT is held to strict licensure requirements, which include at least a Master's level of education as well as supervised clinical practicum hours and successful passing of exams. Licensure requirements vary by state to protect their residents in the states therefore each state has different requirements, regulations, and licensure exams.

Information found at the following link describes specific licensure requirements in all 50 states.

State Licensure Comparison – AMFTRB

(<https://amftrb.org/resources/state-licensure-comparison/>)

State Requirements – AMFTRB

(<https://amftrb.org/state-requirements/>)

MFT State/Provincial Resources

(https://www.aamft.org/AAMFT/BUILD_Your_Career/MFT_State_Provincial_Resources/Advocacy/State_Resources/MFT_State_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095)

Applicants, students, and graduates should contact the regulatory body in the state or province they wish to practice PRIOR to enrolling in the Daybreak University programs. Applicants, students, and graduates are responsible for learning the requirements in the state they plan to practice and obtaining the necessary requirements prior to applying for licensure in that state. The MA and Ph.D. programs in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University MAY NOT sufficiently cover the MFT licensure requirements in other states or provinces.

Please note: *The California LMFT exam is not the same exam as the AMFTRB (Association for Marital & Family Regulatory Board) National Examination* used by all the other US'S jurisdictions including the District of Columbia and Guam. (**AMFTRB**)

State/Provincial Telehealth Guidelines

This guideline contains information pertaining to teletherapy laws at the state-level, including any waivers to certain teletherapy requirements and policies regarding insurance reimbursement for teletherapy. Not all states have regulations; updates will be made to this page as new information is received. This information can change rapidly.

State Guide for Telehealth

(https://www.aamft.org/Events/State_Guide_for_Telehealth.aspx)

I acknowledge that before I begin the MA or Ph.D. MFT program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University I was given a copy

of Daybreak University's MFT Student Handbook with information about the school's policies as well as the potential differences in MFT licensure requirements across states.

Direct Clinical Contact Hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, training, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Portability of Degree

The Board of Behavioral Sciences (BBS) has determined that Daybreak University's MA in Counseling programs with a Specialization in Marriage and Family Therapy (MFT) and Ph.D. in Counseling programs with a Specialization in MFT meet the statutory requirements for Licensed Marriage and Family Therapist in California. Daybreak University is listed on the BBS website as an MFT program which meets the MFT licensure requirements, pursuant to California Business and Professions Code (BPC) §4980.36.

- 1. MFT COURSEWORK – Includes no less than 12 semester or 18 quarter units of coursework** [CFT 6010 Foundations of Marriage and Family Therapy; CFT 6020/8700 Advanced Marriage and Family Therapy; CFT 6030 Couples Relationship Therapy; CFT 6040 Group Therapy Process and Techniques; CFT 7000 Counseling and Psychotherapeutic Theories and Techniques]
- 2. PRACTICUM – Six semesters or nine quarter units – minimum 225 hours**
[CFT 7900B Practicum in Couples and Family Therapy (18 quarter units)]

*A minimum of 300 clinical hours is required at Daybreak University.
- 3. Additional Requirement: there are no specific unit requirements for content listed below.**
 - A. Diagnosis, assessment, prognosis, treatment, treatment planning; psychological testing; psychopharmacology** [CFT 6060 Psychopathology: Principles of the Diagnostic

Process & Psychological Testing; CFT 6070/8070 Psychopharmacology; CFT 6050 Clinical Research and Evaluation]

- **B. Developmental issues infancy to old age** [CFT 6090/8090 Human Growth and Family Development Across the Lifespan]
- **C. California cultures including 7 hours of child abuse based on CA law** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care]
- **D. Cultural competencies California specific** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **E. Multicultural development** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **F. Socioeconomic status** [CFT 6300/8300 Diversity and Multicultural Counseling]
- **G. Resilience** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care]
- **H. Human sexuality** [HST 6000 Human Sexuality Education I]
- **I. Substance use and co-occurring disorders and addiction** [CFT 6500/8500 Chemical Dependency and Addiction Counseling]
- **J. California law and professional ethics for Marriage and Family Therapists** [CFT 6600/8600 Law, Professional Ethics, and Community Practice & Teletherapy]
- **K. Case management, systems of care, community resources, disaster and trauma response, advocacy for the SMI** [CFT 6700/8900 Abuse, Trauma, and Collaborative Care, CFT 7900B Practicum in Couples and Family Therapy]

The BBS's website (<https://www.bbs.ca.gov/applicants/lmft.html>) provides additional information regarding all requirements for students to be eligible for licensure in this state.

STUDENT LIFE

Worship and Spiritual Life

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

Student Government

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

Academic Freedom

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

Code of Conduct and Discipline Policies

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

Academic Standards and Discipline

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

Satisfactory Academic Progress (SAP)

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

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

ACADEMIC INTEGRITY

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

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

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

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

CONDUCT ON CAMPUS

Harassment

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

Sexual Harassment

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

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

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

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

CAMPUS HEALTH AND SAFETY

Drug and Alcohol-Free Campus Policy

Alcohol and drug consumption 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 always keep these items on or near their people 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, suns, gutka and paan), is prohibited 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 cigarettes, or tobacco packets, etc. must be disposed of properly to avoid litter and the risk of fire. Students or employees who are not properly disposing of used smoking or other tobacco materials are subject to disciplinary action.

Weapons

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

Communicable Disease Policy

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

gonorrhoea. These diseases pose primary risks to the infected person and secondary risks to those who meet 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 restrictions of campus activities on the infected individual, based on all available relevant information. Such decisions will generally be made by the Academic Dean and by the Director of Student Services.

Children on Campus

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

Animals on Campus

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

Visitors to the Campus

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

Parking on Campus

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

No vehicles may be left in the parking lot overnight. Cars are to be locked when on campus.

Daybreak University accepts no liability for any damage incurred by parking in campus parking lots.

Hazardous Chemicals and Machinery

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

Campus Emergency Plan

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

Complaint Procedures

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

1. The Academic Dean shall read the complaint, and if it warrants further investigation, then a copy of the complaint should be forwarded to the person against whom the complaint is made (“respondent”). If the allegations would not constitute a violation of a policy, then the dean should inform the grievant in writing that the allegations are not subject to further investigation.
2. The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the dean, who then shall initiate a reasonable investigation into the matter. The investigation may include meeting with the parties, talking with witnesses, and reviewing any supporting documents. A grievant may elect to withdraw a formal complaint at any time; however, the university reserves the right to investigate all complaints to protect the interests of the University and its community.
3. Within a reasonable time, the Academic Dean shall decide 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 decide based on the complaint, response, decision, request for appeal, any response to the appeal, and any meeting the president held regarding the appeal. The decision of the president shall be final. All parties shall receive a copy of the president's decision.
5. All written decisions made, and materials produced in a grievance conducted under this procedure shall be retained by the Academic Dean for at least two years from the date that the final decision was issued.
6. Students can file a complaint about the institution to the Bureau any time, independently of the institutional grievance process 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>

Accessibility Accommodations

Daybreak University is committed to providing all students with equal access to academic courses, programs, and school activities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University will facilitate reasonable accommodations for a student with a disability that substantially affects a major life activity. The University will meet the needs of the student to the extent that the student is able to perform the essential portions of the classwork and that the accommodations will not impose an undue burden on the school and/or fundamentally altering the nature of the course, program, or activity at issue. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures.

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

FERPA, shorthand for the Family Educational Rights and Privacy Act of 1974 [20 U.S.C. 1232g]

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

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

LIBRARY SERVICES

Library hours are from 9:30 a.m. to 4:30 p.m. Monday through Friday. School and the library are closed on the following national holidays:

- New Year’s Day
- Martin Luther King’s Day
- Lincoln’s Day
- President’s Day
- Cesar Chavez Day
- Memorial Day
- Juneteenth Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas Day

Daybreak University has a librarian professionally experienced in the electronic retrieval of information, who provide support for faculty in curriculum matters and actively serve as a resource guide for students. Librarians are given the responsibility of managing the library and ensuring 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 3,500
- Volumes on general education: about 1,500

Online Database Systems

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

STUDENT SERVICES

New Student Orientation

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

Academic and Career Advising

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

of the faculty. The faculty advising relationship has several purposes:

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

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

Student Development

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

- It must be accountable (faculty/staff advisor).
- It must build unity (membership is open to all applicable people); and
- It must serve the greater community (one community event per year).

Technology

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

Student Housing

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

Health Insurance

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

BACHELOR OF ARTS IN PSYCHOLOGY PROGRAM

PROGRAM DESCRIPTION

The purpose of Daybreak's BA in Psychology program is to provide education necessary for our students to become competent, research-informed practitioners able to work systemically in varied settings with individuals, couples, and family. Students are required to complete 180 quarter credits of coursework normally in four years.

Daybreak University's Bachelor of Arts in Psychology program has two Specializations:

- Counseling Psychology
- Child, Adolescent Development and Family Studies

BA IN PSYCHOLOGY PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's Bachelor of Arts in Psychology program is to:

- Learn knowledge in the various domains of psychology to prepare for graduate schools in various disciplines of psychology or education and for a variety of career opportunities in education, industry, mental health services, and professional schools.
- Understand how research methods are used to test human thought and behavior in various human and relationship problem domains theoretically and practically.
- Learn how to read, write, and speak about psychological theories, data, and practical applications.

BA IN PSYCHOLOGY PROGRAM LEARNING OUTCOMES (PLO)

When students complete the Bachelor of Arts in Psychology Degree, they will have the ability to:

1. Identify appropriate basic research methods to test hypotheses empirically and apply psychology theory to scientific questions and real-world problems.
2. Identify how diversity impacts individual and social behavior.
3. Employ appropriate ethics and principles in psychological settings.
4. Apply psychological content and skills to career goals.

BA IN PSYCHOLOGY PROGRAM LENGTH

The program is composed of 180 quarter hours. A full-time student usually finishes the BA program

within 4 years. Students must complete their study within 8 years, beginning on the date of their first registration for the program. If a student provides a medical record and requests more time to complete their degree, the maximum graduation length could be extended. It will be based on their medical condition and health record. Students must earn at least 50% of the credit hours required for the degree through Daybreak University.

BA IN PSYCHOLOGY GRADUATION REQUIREMENTS

1. Completion of all required coursework with a minimum grade point average (GPA) of 2.0.
2. A settlement of all financial obligations with the University

CURRICULUM

B.A. in Psychology (Counseling Psychology)

Required Quarter Credits: 180 (Equivalent to 120 Semester Credits)	
Course Titles	Credits
BA in Psychology General Education Courses	
Humanities/Fine Arts	
HUM 1000: Foreign language	4.5
HUM 1100: Movies and Culture	4.5
HUM 1200: College Writing	4.5
HUM 1300: Public Speaking	4.5
Behavioral/Social Science	
SSC 1000: Safe Conversations	4.5
SSC 1100: Neurodivergent	4.5
SSC 1200: Marriage and Family	4.5
SSC 1300: Cultural Diversity	4.5
Natural Science/Math	
MTH 1000: Algebra I	4.5
MTH 1100: Introduction to Statistics	4.5
SCI 1000: Nutrition	4.5
SCI 1100: Brain, Body, Mind, & Relationships	4.5
BA in Psychology Major Requirements	

Daybreak University
2025-2026 Academic Catalog

Lower Level	
PSY 1000: Introductory Psychology	4.5
PSY 1100: Introduction to Statistics in Psychology	4.5
PSY 1200: Introduction to Human Development	4.5
PSY 1300: Brain and Behavior	4.5
PSY 1400: Abnormal Psychology	4.5
PSY 1500: Social Psychology	4.5
PSY 1600: Health Psychology	4.5
Higher Level	
PSY 2000: Family Relationships	4.5
PSY 2050: Child, Family and Community	4.5
PSY 2100: Aging and Development	4.5
PSY 2150: Sexuality	4.5
PSY 2200: Language and Learning and Developing Child	4.5
PSY 2250: Cognitive Psychology	4.5
PSY 2300: Sensation and Perception	4.5
PSY 2350: Biopsychology	4.5
PSY 2400: Cultural Psychology	4.5
PSY 2450: Clinical Psychology	4.5
PSY 2500: Developmental Psychology	4.5
PSY 2550: Theories of Personalities	4.5
PSY 2600: Research Methods in Psychology	4.5
BA in Psychology Specialization Requirements	
PSY 3000: Counseling Psychology	4.5
PSY 3100: Positive Psychology	4.5
PSY 3200: Forensic Psychology	4.5
PSY 3300: Sport Psychology	4.5
PSY 3400: Family Systems in Psychology	4.5
PSY 3500: Death and Psychology	4.5
PSY 3600: Experimental Psychology	4.5
PSY 3700: Research Internship	4.5
Total Credits	180

B.A. in Psychology with a Specialization in Child, Adolescent Development and Family Studies

Required Quarter Credits: 180 (Equivalent to 120 Semester Credits)	
Course Titles	Credits
BA in Psychology General Education Courses	
Humanities/Fine Arts	
HUM 1000: Foreign language	4.5
HUM 1100: Movies and Culture	4.5
HUM 1200: College Writing	4.5
HUM 1300: Public Speaking	4.5
Behavioral/Social Science	
SSC 1000: Safe Conversations	4.5
SSC 1100: Neurodivergent	4.5
SSC 1200: Marriage and Family	4.5
SSC 1300: Cultural Diversity	4.5
Natural Science/Math	
MTH 1000: Algebra I	4.5
MTH 1100: Introduction to Statistics	4.5
SCI 1000: Nutrition	4.5
SCI 1100: Brain, Body, Mind, & Relationships	4.5
BA in Psychology Major Requirements	
Lower Level	
PSY 1000: Introductory Psychology	4.5
PSY 1100: Introduction to Statistics in Psychology	4.5
PSY 1200: Introduction to Human Development	4.5
PSY 1300: Brain and Behavior	4.5
PSY 1400: Abnormal Psychology	4.5
PSY 1500: Social Psychology	4.5
PSY 1600: Health Psychology	4.5
Higher Level	
PSY 2000: Family Relationships	4.5
PSY 2050: Child, Family and Community	4.5
PSY 2100: Aging and Development	4.5
PSY 2150: Sexuality	4.5
PSY 2200: Language and Learning and Developing Child	4.5
PSY 2250: Cognitive Psychology	4.5

Daybreak University
2025-2026 Academic Catalog

PSY 2300: Sensation and Perception	4.5
PSY 2350: Biopsychology	4.5
PSY 2400: Cultural Psychology	4.5
PSY 2450: Clinical Psychology	4.5
PSY 2500: Developmental Psychology	4.5
PSY 2550: Theories of Personalities	4.5
PSY 2600: Research Methods in Psychology	4.5
BA in Psychology Specialization Requirements	
CAD 3000: Child and Adolescent Development	4.5
CAD 3100: Child and Adolescent Assessment	4.5
CAD 3200: Introduction to Family Systems	4.5
CAD 3300: Family Stress and Coping	4.5
CAD 3400: Family Law	4.5
CAD 3500: Parent Education	4.5
CAD 3600: Social Cultural Considerations in Families	4.5
CAD 3700: Early Childhood and Development	4.5
Total Credits	180

SUGGESTED COURSE SEQUENCING

BA in Psychology (Counseling Psychology) Program Degree Completion Timeline (4 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	PSY 1000: Introductory Psychology HUM 1000: Foreign Language SSC 1000: Safe Conversations	PSY 1100: Introduction to Statistics in Psychology MTH 1000: Algebra I	PSY 1200: Introduction to Human Development HUM 1100: Movies and Culture SSC 1100: Neurodivergent	PSY 1300: Brain and Behavior HUM 1200: College Writing
Year 2	PSY 1400: Abnormal Psychology SSC 1200: Marriage and Family MTH 1100: Introduction to Statistics	PSY 1500: Social Psychology SCI 1000: Nutrition	PSY 1600: Health Psychology HUM 1300: Public Speaking SSC 1300: Cultural Diversity	PSY 2000: Family Relationships SCI 1100: Brain, Body, Mind, & Relationships
Year 3	PSY 2050: Child, Family and Community PSY 2100: Aging and Development PSY 2150: Sexuality	PSY 2200: Language and Learning and Developing Child PSY 2250: Cognitive Psychology	PSY 2300: Sensation and Perception PSY 2350: Biopsychology PSY 2400: Cultural Psychology	PSY 2450: Clinical Psychology PSY 2500: Developmental Psychology
Year 4	PSY 2550: Theories of Personalities PSY 2600: Research Methods in Psychology PSY 3000: Counseling Psychology	PSY 3100: Positive Psychology PSY 3200: Forensic Psychology	PSY 3300: Sport Psychology PSY 3400: Family Systems in Psychology PSY 3500: Death and Psychology	PSY 3600: Experimental Psychology PSY 3700: Research Internship

BA in Psychology with a specialization in Child, Adolescent Development and Family Studies Program Degree Completion Timeline (4 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	<p>PSY 1000: Introductory Psychology</p> <p>HUM 1000: Foreign Language</p> <p>SSC 1000: Safe Conversations</p>	<p>PSY 1100: Introduction to Statistics in Psychology</p> <p>MTH 1000: Algebra I</p>	<p>PSY 1200: Introduction to Human Development</p> <p>HUM 1100: Movies and Culture</p> <p>SSC 1100: Neurodivergent</p>	<p>PSY 1300: Brain and Behavior</p> <p>HUM 1200: College Writing</p>
Year 2	<p>PSY 1400: Abnormal Psychology</p> <p>SSC 1200: Marriage and Family</p> <p>MTH 1100: Introduction to Statistics</p>	<p>PSY 1500: Social Psychology</p> <p>SCI 1000: Nutrition</p>	<p>PSY 1600: Health Psychology</p> <p>HUM 1300: Public Speaking</p> <p>SSC 1300: Cultural Diversity</p>	<p>PSY 2000: Family Relationships</p> <p>SCI 1100: Brain, Body, Mind, & Relationships</p>
Year 3	<p>PSY 2050: Child, Family and Community</p> <p>PSY 2100: Aging and Development</p> <p>PSY 2150: Sexuality</p>	<p>PSY 2200: Language and Learning and Developing Child</p> <p>PSY 2250: Cognitive Psychology</p>	<p>PSY 2300: Sensation and Perception</p> <p>PSY 2350: Biopsychology</p> <p>PSY 2400: Cultural Psychology</p>	<p>PSY 2450: Clinical Psychology</p> <p>PSY 2500: Developmental Psychology</p>
Year 4	<p>PSY 2550: Theories of Personalities</p> <p>PSY 2600: Research Methods in Psychology</p> <p>CAD 3000: Child and Adolescent Development</p>	<p>CAD 3100: Child and Adolescent Assessment</p> <p>CAD 3200: Introduction to Family Systems</p>	<p>CAD 3300: Family Stress and Coping</p> <p>CAD 3400: Family Law</p> <p>CAD 3500: Parent Education</p>	<p>CAD 3600: Social Cultural Considerations in Families</p> <p>CAD 3700: Early Childhood and Development</p>

COURSE DESCRIPTIONS

HUM 1000: Foreign Language

Introduction to new ideas, new experiences, and new opportunities to learn a new language.

HUM 1100: Movies and Culture

Introduction to film literature and research in exploration of the influence between American culture and the study of human behavior and mental health in the field of psychology.

HUM 1200: College Writing

To improve your writing skills by following the American Psychological Association standard form. You will examine current research and literature and discuss implications of empirical studies.

HUM 1300: Public Speaking

This course is designed to teach you to research, organize, write, and deliver speeches that engage your audience. The study of basic rhetoric and art of public speaking will be examined to prepare students to deliver speeches fluently and effectively.

SSC 1000: Safe Conversations

This course is designed to facilitate how to share feelings, ideas and express concerns without fear of judgment or negative consequences. Basic skills on sharing feelings safely but to create a safe environment for new ideas, feelings, and healthy conversations.

SSC 1100: Neurodivergent

Introduction to practical applications of theoretical constructs and models in neurodiversity to their own educational environments. This course will explore contemporary issues, cultural awareness and the growing body of scientific research in the neurodivergent community in the field of psychology.

SSC 1200: Marriage and Family

Introduction to literature of family therapy and the complex and changing social unit known as family. Theories and issues in marriage and family therapy including communication, love, marriage, divorce, parenting, remarriage, and stepfamilies will be examined and discussed from the field of psychology.

SSC 1300: Cultural Diversity

Introduction of various definitions of culture and the impact of culture on everyday life. Understanding the relationship between language and culture and how to apply learned principles to community and the field of psychology.

MTH 1000: Algebra I

Introduction to the foundation of algebra, equations, inequalities, linear and nonlinear functions, as well as systems of equations and inequalities. This course lays the foundation for mathematical literacy and communicates mathematical ideas clearly.

MTH 1100: Introduction to Statistics

This course develops statistical and critical thinking using probability and descriptive statistics. Key topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals and hypothesis tests with application in the real world. Students will have the opportunity to analyze data sets using technology.

SCI 1000: Nutrition

Introduction to essential nutrients, their physiological functions and human needs during the life cycle, food sources as applied to selection of an adequate diet, problems encountered providing food to meet nutritional needs while examining the various factors that make a healthy diet.

SCI 1100: Brain, Body, Mind, & Relationships

Introduction to the general psychology of the somatosensory and motor system from the periphery to the brain. Provides a broad foundational overview of the sensorimotor system in body awareness, the interaction with the cognitive process (learning, language, emotional processing, and social cognition, and self-sense.

PSY 1000: Introductory Psychology

Introduction to concepts, issues and methods of psychology. Topics include biological foundations of behavior, motivation, emotion, learning, memory, thinking, personality, social behavior and different principles of therapy.

PSY 1100: Introduction to Statistics

Descriptive statistics, probability, hypothesis testing, sampling distribution of mean and variance, correlations and interpreting data. Emphasis on selection of appropriate statistical methods and proper interpretation in the field of psychology.

PSY 1200: Introduction to Human Development

Introduction to concepts, research and literature of human development. Provides a broad foundation overview of the field of human development, starting from concepts of birth and ending through the process of death and dying.

PSY 1300: Brain and Behavior

1. Introduction to the process of brain development from conception through adulthood.

Emphasis on the central nervous system and how the brain continues to change through birth to adolescence and how environmental variables shape and program the brain

2. The study of the brain and how it functions has contributed to understanding how people behave, react, and adapt to their environment. Concepts and theories about the brain to psychological health and well-being will be examined.
- 3.

PSY 1400: Abnormal Psychology

Introduction to a variety of psychological conditions and behaviors to assist in the understanding of the complexities of human behavior and mental health in today's field of psychology.

PSY 1500: Social Psychology

Examining human behavior in social settings. Focusing on topics including thoughts, emotions, aggression, and behavior are influenced by social situations in the field of psychology.

PSY 1600: Health Psychology

Understanding the effects of health upon behavior and behavior upon health. Considerations of major health disorders and their impact, psychological factors in disease, health related behavioral management in the healthcare field of psychology.

PSY 2000: Family Relationships

Understanding the dynamics of family relationships, what influences them and how they develop and change across the life span. Recognizing key theories in the field of family studies and psychology.

PSY 2050: Child, Family and Community

Understanding the developing child in societal context focusing on the interrelationship of family, school, and community. Identifying the developmental process of socialization and the importance of relationships, families and supportive communities.

PSY 2100: Aging and Development

Understanding the adjustments to physical, cognitive, emotional and social factors and changes in the aging and development life span with an emphasis on theories, empirical data, research methods and current issues.

PSY 2150: Sexuality

Understanding a broad range of human sexual expression focusing on topics such as the development of sexual behavior, contemporary views on the psychology of sex, the role of sexuality day to day interactions amongst individuals and other related topics.

PSY 2200: Language and Learning and Developing Child

Understanding the key aspects of child development (physical, psychosocial, cognitive) from theories and research that span conception to childhood. Major themes and domains of early childhood development will be explored as well as effective parenting and instructional practices that enhance children's well-being.

PSY 2250: Cognitive Psychology

Overview of current theories, research and literature with respect to the nature of memory and cognition in the field of psychology.

PSY 2350: Biopsychology

Understanding neuroscience with basic psychological models for the purpose of understanding the brain influence on human behavior. The brain function, sensory system, memory, perception and language will all be examined in how it relates to the field of psychology.

PSY 2400: Cultural Psychology

Understanding how culture shapes who we are, what we think and what we do. Theories and research on culture, race and ethnicity will examine evidence suggesting ways in which sociocultural context influences psychological processes, such as self, agency, motivation, emotion, cognition and relationship in the field of psychology.

PSY 2450: Clinical Psychology

Overview of the field of Clinical Psychology. Students will be exposed to information regarding the history of science as well as contemporary clinical psychology through various assessments, psychotherapeutic strategies and practices used in Clinical psychology.

PSY 2500: Developmental Psychology

Overview of how people change and grow across their lifespan from childhood, adolescents to adulthood including physical, cognitive, social, emotional and intellectual development. Current research, theories and methods used by developmental psychologists will be explored and covered through this course.

PSY 2550: Theories of Personalities

Overview of important theories/perspectives of knowledge about human nature and personality functioning. Learn the main theories that are used to understand personality and how personality influences thought and behaviors.

PSY 2600: Research Methods in Psychology

This course teaches students how to use systemic procedures to study mind and behavior. It covers

research ethics, basic concepts of measurement and sampling and research design. This includes experimental and quasi-experimental design, naturalistic observation, case studies, and structured interviews.

PSY 3000: Counseling Psychology

Introduction to the field of counseling psychology including research, theories, treatment modalities, current trends and ethical considerations.

PSY 3100: Positive Psychology

The scientific study of positive human attributes and approaches to positive well-being; Research and literature that supports understanding positive traits, virtues, and intuitions of an individual, relationship, and community to thrive.

PSY 3200: Forensic Psychology

This course examines the relationship between psychology, criminal justice and the law. Topics covered include legal process, criminal behavior, jury decision making and eyewitness memory pertaining to psychology and the law.

PSY 3300: Sport Psychology

Overview of the principles of psychology as applied to sports, exercise, leadership, motivation, goal setting, training, attention and psychological skill training. Current research, theoretical perspectives and techniques will be examined from the field of psychology.

PSY 3400: Family Systems in Psychology

Introduction to family systems theory, family development, family assessment and techniques used in the practice of family systems counseling. Providing a foundation of “Systems Thinking” in understanding how families form core units, identities, traditions, values, culture and beliefs.

PSY 3500: Death and Psychology

Introduction to empirical findings on death, dying and bereavement. It includes topics as facing death, coping with dying, bereavement, grief, mourning, medically assisted death and hospice care.

PSY 3600: Experimental Psychology

Introduction to experimental design, descriptive and inferential statistics and scientific report writing. Mastering the skills set to provide stronger arguments to either support or refute claims based on research findings in the field of psychology.

PSY 3700: Research Internship

Psychology internship provides students with an opportunity to receive academic credit for

supervised, professional level services and work experience in the field of psychology.

CAD 3000: Child and Adolescent Development

Theory and literature pertain to child and adolescent childhood and development. The course focuses on the physical, cognitive, and psychological areas of development from conception to adolescents. Relevant research, theories, and ethical theories are addressed.

CAD 3100: Child and Adolescent Assessment

This course will focus on assessment and diagnostic consideration pertaining to children and adolescents exhibiting characteristics defined by research and the DSM-5. Students will develop knowledge and skills pertaining to assessment techniques, scales, and specific standardized instruments designed to assess the current field of psychology.

CAD 3200: Introduction to Family Systems

Introduction to family systems theory, family development, family assessment and techniques used in the practice of family systems counseling. Providing a foundation of “Systems Thinking” in understanding how families form core units, identities, traditions, values, culture and beliefs.

CAD 3300: Family Stress and Coping

The purpose of this course will be to introduce the core concepts and methods of stress coping in the field of psychology. It will provide knowledge regarding healthy ways to decrease stress and learn to manage it from a mental health perspective.

CAD 3400: Family Law

The family legal system includes child abuse, child custody, and rights and responsibilities of mental health providers, legal and ethical practices.

CAD 3500: Parent Education

This course supports individuals seeking to gain knowledge and skills in effective communication and practices for different ages of children in the general field of psychology.

CAD 3600: Social Cultural Considerations in Families

This course is designed to improve understanding of the development and maintenance of close relationships, with a focus on increasing self-awareness sensitivity to multicultural issues in the field of psychology.

CAD 3700: Early Childhood and Development

Overview of children’s psychological development with a focus on personal, social, emotion, and behavioral attributes of preschool to elementary school age children.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM

PROGRAM DESCRIPTION

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

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

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

MAC Program with a Specialization in Marriage and Family Therapy (MFT) is designed to lead to positions in a profession, occupation, trade or career field requiring Licensure in Marriage and Family Therapist (LMFT) in California. The graduates of the MFT specialization will be eligible for the LMFT exam in California. Eligibility for Licensure as Licensed Marriage and Family Therapist (LMFT): The California Board of Behavioral Sciences (BBS) has determined that our Daybreak University’s MAC program with the Specialization in MFT meets the statutory requirements for Licensed Marriage and Family Therapist. MA in Counseling with a Specialization in Marriage and Family Therapy programs are limited to the residents of United States and Canada.

Daybreak University’s Imago Relationship Therapy (IRT) and Human Sexuality and Sex Therapy (HST) programs are not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in California and other states.

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

MAC PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's MAC program is to:

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

MAC PROGRAM LEARNING OUTCOMES (PLO)

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

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

MAC PROGRAM LENGTH

The program is composed of 90 quarter hours. A full-time student usually finishes the MAC program within 2.5 years. Students must complete their study within 5 years, beginning on the date of their first registration for the program. If students provide medical records and requests more time to complete their degree, the maximum graduation length could be extended. It will be based on their medical condition and health record. Students must earn at least 75% of the credit hours required for the degree through Daybreak University.

MAC GRADUATION REQUIREMENTS

3. Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC COMPREHENSIVE EXAMINATION

All MAC Students must pass a comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student's academic competency in the major area. Please see Appendix A: MAC Comprehensive Exam Questions.

A. Eligibility of MAC Comprehensive Exam

- Students completed at least 75% (67.5 units) of the MAC coursework.
- Students completed at least 4 core courses. Yet it is recommended for them to take all five core courses for the preparation of this exam.
- Only two retakes of the examination are permitted.
- Comprehensive examinations may be taken in their last term of the master's program.

B. MAC Comprehensive Exam Procedure

The comprehensive exam is offered twice a year.

I. April Exam

1. Submit MAC Comprehensive Exam application (on Populi): March 31st
2. Given the exam questions to students: April 10th
3. Submit the exam report on Populi: April 30th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in May)

II. October Exam

1. Submit MAC Comprehensive Exam application (on Populi): October 17th
2. Given the exam questions to students: October 20th
3. Submit the exam report on Populi: November 10th
4. Oral interview with MAC faculty and results: Each student will be informed for the interview day (in November)

III. Exam Criteria

1. Part I: Theory of Change, Family Systems Theory, and Relational Paradigm
2. Part II: IPCST & Self of the Therapist
3. Part III: Clinical & Systemic Assessment
4. Part IV: Empirical Research

IV. Exam Result: provided at the end of an interview with results in Pass, Revision, or Fail

1. When the student receives Revision as a result, students can submit within two weeks after the interview day.
2. When the student receives Fail as a result, students need to retake the Exam at the next term.

CURRICULUM

MA in Counseling (MAC)

Required Quarter Credits: 90		
(Equivalent to 60 Semester Credits)		
Course Titles		Credits
MAC Program Core Courses		
CFT 6010: Foundations of Marriage and Family Therapy		4.5
CFT 6050: Clinical Research and Evaluation		4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process		4.5
CFT 6300: Diversity and Multicultural Counseling		4.5
CFT 7000: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST		4.5
MAC Concentration Core Courses		
CFT 6030: Couples Relationship Therapy		4.5
CFT 9400A: Inner Child Therapy A		3
CFT 6040: Group Therapy Process and Techniques		4.5
CFT 7100A: Theory and Practice of Counseling and Psychotherapy		3
CFT 6080: Assessment, Appraisal, and Psychological Testing		4.5
CFT 6090: Human Growth and Family Development Across the Lifespan		4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy		4.5
IRT 7000: Foundations of Imago Relationship Therapy		4.5
HST 6000: Human Sexuality Education I		4.5
Concentrations		
Concentration 1: Marriage and Family Therapy	CFT 6020: Advanced Marriage and Family Therapy	4.5
	CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
	CFT 6500: Chemical Dependency and Addiction Counseling	4.5
Concentration 2: Imago Relationship Therapy	IRT 7100: Imago Clinical Training 1	4.5
	IRT 7200: Imago Clinical Training 2	4.5
	IRT 7300: Imago Clinical Training 3	4.5

Daybreak University
2025-2026 Academic Catalog

Concentration 3: Human Sexuality and Sex Therapy	HST 6100: Human Sexuality Education & Counseling II	4.5
	HST 6200: Human Sexuality and Sex Therapy Training	4.5
	HST 6300: Sexual Attitude Reassessment (SAR) and Sex Therapy	4.5
Concentration 4: Inner Child Therapy	CFT 9400B: Inner Child Therapy B	4.5
	CFT 9400C: Inner Child Therapy C	4.5
	CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
5. California BBS- Approved LPCC Education Qualification Program	(1) CFT 6020: Advanced Marriage and Family Therapy	4.5
	(2) CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
	(3) CFT 6500: Chemical Dependency and Addiction Counseling	4.5
	(4) CFT 6070: Psychopharmacology	4.5
	(5) CFT 6800: Career Development Theories	4.5
	(6) CFT 7800: Pre-Practicum Counseling Skill	4.5
	(7) CFT 7100B: Theory and Practice of Counseling and Psychotherapy	1.5
<p>• To complete the coursework required for LPCC qualification, students must complete the seven LPCC courses listed in Section 5 above. Students who choose Concentration 1: Marriage and Family Therapy are required to take an additional four courses (Courses 4, 5, 6, and 7) from Section 5 above. Students who choose any other concentration must complete all seven LPCC courses in addition to their concentration requirements.</p>		
Clinical Requirement		
CFT 7900: Practicum in Couples and Family Therapy		18 (4)
<p>1. 200 Clinical hrs (20hrs of Relational Cases) 2. 100 Supervision hours • 25 hours: Raw data at least (e.g., audio, video, etc.) 3. Students who choose the <u>LPCC qualification program must complete their required 280 clinical practicum hours</u> by providing counseling services to clients residing in California (online counseling is also permitted).</p>		
Total Credits		90

MA in Counseling with a Specialization in Marriage and Family Therapy (MFT)
(COAMFTE Accredited & CA BBS Approved LMFT/LPCC Program)

Required Quarter Credits: 90 (Equivalent to 60 Semester Credits)	
Course Titles	Credits
MAC Program Core Courses	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6300: Diversity and Multicultural Counseling	4.5
CFT 7000: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
MFT Required Courses	
CFT 6020: Advanced Marriage and Family Therapy	4.5
CFT 6030: Couples Relationship Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6070: Psychopharmacology	4.5
CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
CFT 6090: Human Growth and Family Development Across the Lifespan	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
HST 6000: Human Sexuality Education I	4.5
Clinical Requirement	
CFT 7900: Practicum in Couples and Family Therapy	22.5 (5)
1. 300 Clinical hours* (100 hours of Relational Hours**) 2. 100 Supervision hours <ul style="list-style-type: none"> • 50 hours: Raw data at least (e.g., audio, video, etc.) • Group Supervision: Up to 8 people. • Individual Supervision: Up to 2 people. • Must be enrolled for at least 12 months. 	
* Direct Clinical Contact Hours: are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also,	

Daybreak University
2025-2026 Academic Catalog

therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, training, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

****Relational hours:** Direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

Total Credits	90
----------------------	-----------

***To complete the California BBS-approved LPCC qualification program, students must additionally complete the following courses.**

1. CFT 6800 Career Development Theories (4.5)
2. CFT 7800 Pre-Practicum Counseling Skills (4.5)
3. CFT 7100A&B: Theory and Practice of Counseling and Psychotherapy (4.5)

SUGGESTED COURSE SEQUENCING

MAC MFT Program Degree Completion Timeline (2.5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	<p>CFT 6010: Foundations of Marriage and Family Therapy</p> <p>CFT 6060: Psychopathology: Principles of the Diagnostic Process</p>	<p>CFT 6030: Couples Relationship Therapy</p> <p>CFT 6070: Psychopharmacology</p>	<p>CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST</p> <p>CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy</p>	<p>CFT 6020: Advanced Marriage and Family Therapy</p> <p>CFT 6080: Assessment, Appraisal, and Psychological Testing</p>
Year 2	<p>CFT 7900: Practicum in Couples and Family Therapy</p> <p>CFT 6300: Diversity and Multicultural Counseling</p>	<p>CFT 7900: Practicum in Couples and Family Therapy</p> <p>CFT 6700: Abuse, Trauma, and Collaborative Care</p>	<p>CFT 7900: Practicum in Couples and Family Therapy</p> <p>CFT 6050: Clinical Research and Evaluation</p>	<p>CFT 7900: Practicum in Couples and Family Therapy</p> <p>HST 6000: Human Sexuality Education I</p>
Year 3	<p>CFT 6500: Chemical Dependency and Addiction Counseling</p> <p>CFT 7900: Practicum in Couples and Family Therapy</p>	<p>CFT 6040: Group Therapy Process and Techniques</p> <p>CFT 6090: Human Growth and Family Development Across the Lifespan</p>		

MAC MFT Program Degree Completion Timeline (5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6010: Foundations of Marriage and Family Therapy	CFT 6060: Psychopathology: Principles of the Diagnostic Process	CFT 6030: Couples Relationship Therapy	CFT 6070: Psychopharmacology
Year 2	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	CFT 6020: Advanced Marriage and Family Therapy	CFT 6080: Assessment, Appraisal, and Psychological Testing
Year 3	CFT 6300: Diversity and Multicultural Counseling	CFT 6700: Abuse, Trauma, and Collaborative Care	CFT 6050: Clinical Research and Evaluation	HST 6000: Human Sexuality Education I
Year 4	CFT 6500: Chemical Dependency and Addiction Counseling	CFT 7900: Practicum in Couples and Family Therapy	CFT 7900: Practicum in Couples and Family Therapy	CFT 7900: Practicum in Couples and Family Therapy
Year 5	CFT 7900: Practicum in Couples and Family Therapy	CFT 7900: Practicum in Couples and Family Therapy	CFT 6040: Group Therapy Process and Techniques	CFT 6090: Human Growth and Family Development Across the Lifespan

MAC Imago Relationship Therapy Program Degree Completion Timeline (2.5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6010: Foundations of Marriage and Family Therapy CFT 6060: Psychopathology: Principles of the Diagnostic Process	CFT 6030: Couples Relationship Therapy IRT 7000: Foundations of Imago Relationship Therapy	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	CFT 6300: Diversity and Multicultural Counseling IRT 7100: Imago Clinical Training 1
Year 2	CFT 7900: Practicum in Couples and Family Therapy Elective	CFT 7900: Practicum in Couples and Family Therapy IRT 7200: Imago Clinical Training 2	CFT 6050: Clinical Research and Evaluation CFT 7900: Practicum in Couples and Family Therapy	IRT 7300: Imago Clinical Training 3 Elective

Daybreak University
2025-2026 Academic Catalog

Year 3	CFT 6040: Group Therapy Process and Techniques Elective	HST 6000: Human Sexuality Education I Elective		
-----------	--	---	--	--

MAC Human Sexuality and Sex Therapy Program Degree Completion Timeline (2.5 years)

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 6010: Foundations of Marriage and Family Therapy CFT 6060: Psychopathology: Principles of the Diagnostic Process	CFT 6030: Couples Relationship Therapy HST 6000: Human Sexuality Education I	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST HST 6100: Human Sexuality Education II	CFT 6300: Diversity and Multicultural Counseling Elective
Year 2	CFT 7900: Practicum in Couples and Family Therapy HST 6300: Human Sexuality and Sex Therapy Training A	CFT 7900: Practicum in Couples and Family Therapy IRT 7000: Foundations of Imago Relationship Therapy	CFT 6050: Clinical Research and Evaluation CFT 7900: Practicum in Couples and Family Therapy	HST 6200: Sexual Attitude Reassessment (SAR) HST 6350: Human Sexuality and Sex Therapy Training B Elective
Year 3	HST 6400: Human Sexuality and Sex Therapy Supervision Elective	CFT 6040: Group Therapy Process and Techniques Elective		

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

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

HST 6100: Human Sexuality Education II

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

HST 6200: Sexual Attitude Reassessment (SAR)

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

HST 6300: Human Sexuality and Sex Therapy Training A

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

HST 6350: Human Sexuality and Sex Therapy Training B

We will address sexuality and attachment and the breaches of attachment. We will review the training and tools needed to work more deeply with couples to connect, integrate, separate, and integrate. We will learn practical tools for integrating a sex therapy model into their work with sexless relationships and sexual dysfunction and addictions that can result of trauma and betrayal. Using an integrative sex therapy model, we will review and explore individual versus relationship therapists through an attachment lens and the lens of the therapist to define the role of treatment and how sex therapy and counseling interventions can impact current therapy techniques. Long term recovery from affairs, sexual trauma and childhood sexual abuse includes recovery from

substance abuse, differentiation, erotic recovery, and ability to coregulate with their partner. Good dialogical skills lead to relational satisfaction and long-term vision interventions can lead to positive treatment outcomes.

HST 6400: Human Sexuality and Sex Therapy Supervision

Because human sexual expression can be broad and varied, this course will discuss uncommon sexual presentations that are not listed in the DSM-5. The multifaceted topic of early trauma and its effects on the adult relationship are considered. We establish criteria for differentiating sex abuse survivors from those with sexual disorders in the absence of emotional or sexual trauma. Infidelity assessment and treatments are thoroughly explored. Finally, general principles of Human Sexuality and Sex Therapy are examined incorporating the wide range of traditional and alternative treatments such as cognitive behavior therapy and mindfulness-based therapy. Issues of sexual pharmacology, such as the impact of medications on sexual functioning and pro sexual medications, are studied. Students will receive group supervision and individual supervision based on either videotaping or live observation of their work.

IRT 7000: Foundations of Imago Relationship Therapy

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

IRT 7100: Imago Clinical Training 1

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module one to be a Certified Imago Relationship Therapist.

IRT 7200: Imago Clinical Training 2

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module two to be a Certified Imago Relationship Therapist.

IRT 7300: Imago Clinical Training 3

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module three to be a Certified Imago Relationship Therapist.

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030: Couples Relationship Therapy

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

CFT 6040: Group Therapy Process and Techniques

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

CFT 6050: Clinical Research and Evaluation

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

CFT 6060: Psychopathology: Principles of the Diagnostic Process

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

CFT 6070: Psychopharmacology

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

CFT 6080: Assessment, Appraisal, and Psychological Testing

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

CFT 6090: Human Growth and Family Development Across the Life Span

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

CFT 6300: Diversity and Multicultural Counseling

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

CFT 6500: Chemical Dependency and Addictions Counseling

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

CFT 6600: Laws, Professional Ethics, and Community Practice & Teletherapy

This course covers professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege,

confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients. Also, students learn an examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California.

CFT 6700: Abuse, Trauma and Collaborative Counseling

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

CFT 7000: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 7100: Basic Concepts and Skills of Counseling

This course builds knowledge of counseling by learning basic concepts and skills of counseling. It also improves basic and professional qualities as a counselor through theories and concepts of counseling. Students also practice micro counseling skills and techniques in this course.

CFT 7900: Practicum in Marriage and Family Therapy

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

CFT 8000 Research Internship

This course is designed to provide a broad but rigorous, graduate-level overview of contemporary research skills in Counseling. Students participate in various research groups where they learn research planning, implementing, and analyzing and writing results.

CFT 8100 Cinema Story and Counseling

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. This course covers Family Systems Theories, Communication Theories, Structural Family Therapy, Strategic Family Therapy, Transgenerational Family Therapy, and Experiential Family Therapy.

CFT 9300: Spirituality and Psychotherapy

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

CFT 9350: Christian Counseling

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

CFT 9400: Inner Child Therapy

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

CFT 9450: Carl Rogers Seminar

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

POST-MASTER'S CERTIFICATE IN COUNSELING PROGRAM

PROGRAM DESCRIPTION

The purpose of Daybreak's Post-Master's Certificate in Counseling program is to provide education necessary for our graduates to become competent practitioners able to work systemically in varied settings with individuals, couples, and family. Students are required to complete 36 quarter credits of coursework normally in two years. Students receive at least 50 practicum hours with systemic supervision from approved supervisors.

Daybreak University's Post-Master's Certificate in Counseling (MAC) program has four Specializations:

- Marriage and Family Therapy (MFT) General track
- Marriage and Family Therapy (MFT) Inner Child Therapy track
- Imago Relationship Therapy (IRT)
- Human Sexuality and Sex Therapy (HST)

Daybreak University's Post-Master's Certificate in Counseling Program is not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in California and other states. As a result, graduates of these three specializations will not be eligible for licensure exams in California and other states.

Graduates of IRT specialization may apply for Certified Imago Relationship Therapist from Imago International Training Institute (IITI). Imago International Training Institute (IITI) and Daybreak University are officially affiliated, and the two institutes develop academic, clinical and research collaboration in the field of Imago Relationship Therapy.

Daybreak University is an Organizational Provider approved by AASECT (American Association of Sexuality Educators, Counselors and Therapists) and committed to providing education that meets AASECT standards for helping individuals earn or maintain AASECT Certification. Therefore, the graduates of the HST specialization can receive the AASECT approved CE Certificates.

PROGRAM PURPOSE AND OBJECTIVES

The purpose of the Post-Master's Certificate in Counseling Program at Daybreak University is to:

- Train students to become competent practitioners.
- Equip students with the in-depth understanding of the advanced systemic clinical skills associated with their chosen area of counseling through coursework, supervision, and

clinical evaluations.

- Nurture students to be able to work systemically in varied settings with individuals, couples, and family.

PROGRAM LEARNING OUTCOMES (PLO)

When students complete the Post-Master's Certificate in Counseling program, they will have the ability to:

1. Demonstrate advanced and comprehensive knowledge of systems concepts, theories and techniques that are foundational to the study of counseling.
2. Show cultural competency and apply the major models of couples and family therapy in culturally sensitive approaches.
3. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling.

PROGRAM LENGTH

The program is composed of 36 quarter hours. A full-time student could finish the certificate program in one year. Students must complete their study within 3 years, beginning on the date of their first registration for the program. Students must earn at least 75% of the credit hours required for the certificate through Daybreak University.

GRADUATION REQUIREMENTS

1. Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade need to be retaken.
3. A settlement of all financial obligations with the University
4. Students are required to complete 36 quarters of credits of coursework.
5. At least 50 practicum hours with systemic supervision from approved supervisors.

CURRICULUM

Post-Master’s Certificate in Counseling with a specialization in Marriage and Family Therapy (General)

Required Quarter Credits: 36 (Equivalent to 24 Semester Credits)	
Course Titles	Credits
Post-Master’s MFT Program Core Courses	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6020: Advanced Marriage and Family Therapy	4.5
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6030: Couples Relationship Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
Post-Master’s Clinical Requirement	
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hours of Relational Cases) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	3 quarters 13.5
Post-Master’s Electives	
IRT 7100: Foundations of Imago Relationship Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

SUGGESTED COURSE SEQUENCING

Term	Courses
Fall Term	CFT 6010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 6030: Couples Relationship Therapy CFT 6020: Advanced Marriage and Family Therapy
Spring Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2
Summer Term	HST 6000: Human Sexuality Education I CFT 7900: Practicum in Couples and Family Therapy

Post-Master’s Certificate in Counseling with a specialization in Marriage and Family Therapy (Inner Child Therapy Track)

Required Quarter Credits: 36 (Equivalent to 24 Semester Credits)	
Course Titles	Credits
Post-Master’s MFT-ICT Program Core Courses	
CFT 9400: Inner Child Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6020: Advanced Marriage and Family Therapy	4.5
Post-Master’s Clinical Requirement	
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hours of Inner-Child Therapy) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	3 quarters 13.5
Post-Master’s Electives	
CFT 6030: Couples Relationship Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 8000: Research Internship	4.5
Total Credits	
36	

SUGGESTED COURSE SEQUENCING

Daybreak University
2025-2026 Academic Catalog

Term	Courses
Fall Term	CFT 6010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST CFT 6020: Advanced Marriage and Family Therapy
Spring Term	CFT 9400: Inner Child Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

Post-Master's Certificate in Counseling with a specialization in Imago Relationship Therapy (IRT)

Course Titles		Credits
Required Quarter Credits: 36 (Equivalent to 24 Semester Credits)		
Post-Master's IRT Program Core Courses		
IRT 7000: Foundations of Imago Relationship Therapy	4.5	
IRT 7100: Imago Clinical Training 1	4.5	
IRT 7200: Imago Clinical Training 2	4.5	
IRT 7300: Imago Clinical Training 3	4.5	
CFT 6010: Foundations of Marriage and Family Therapy	4.5	
Post-Master's Clinical Requirement		3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hours of IRT) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	13.5	
Post-Master's Electives		
CFT 6020: Advanced Marriage and Family Therapy	4.5	
HST 6000: Human Sexuality Education I	4.5	
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5	
CFT 6040: Group Therapy Process and Techniques	4.5	
CFT 6050: Clinical Research and Evaluation	4.5	
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5	
CFT 6090: Human Growth and Family Development Across the Life Span	4.5	
CFT 6500: Chemical Dependency and Addiction Counseling	4.5	
CFT 6070: Psychopharmacology & Community Mental Health Counseling	4.5	
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5	
CFT 8000: Research Internship	4.5	
Total Credits		36

SUGGESTED COURSE SEQUENCING

Term	Courses
Fall Term	CFT 6010: Foundations of Marriage and Family Therapy IRT 7100: Foundations of Imago Relationship Therapy
Winter Term	IRT 7200: Advanced Imago Relationship Therapy Elective 1
Spring Term	IRT 7500: Clinical Training: Imago Relationship Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

Post-Master's Certificate in Counseling with a specialization in Human Sexuality and Sex Therapy (HST)

Required Quarter Credits: 36 (Equivalent to 24 Semester Credits)	
Course Titles	Credits
Post-Master's HST Program Core Courses	
HST 6000: Human Sexuality Education I	4.5
HST 6100: Human Sexuality Education II	4.5
HST 6300: Human Sexuality and Sex Therapy Training	3
HST 6200: Sexual Attitude Reassessment (SAR) * Face-to-face class requirement for AASECT certificate.	1.5
HST 6350: Human Sexuality and Sex Therapy Training * Face-to-face class requirement for AASECT certificate.	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
Post-Master's Clinical Requirement	3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hours of Sex Therapy) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	13.5
Post-Master's Electives	
CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

SUGGESTED COURSE SEQUENCING

Term	Courses
Fall Term	HST 6000: Human Sexuality Education I Elective 1
Winter Term	HST 6100: Human Sexuality Education II Elective 2
Spring Term	HST 6300: Human Sexuality and Sex Therapy Training HST 6200: Sexual Attitude Reassessment (SAR) CFT 7900: Practicum in Couples and Family Therapy
Summer Term	HST 6350: Human Sexuality and Sex Therapy Training CFT 7900: Practicum in Couples and Family Therapy

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

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

HST 6100: Human Sexuality Education II

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

HST 6200: Sexual Attitude Reassessment (SAR)

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

HST 6350: Human Sexuality and Sex Therapy Training

In this course, advanced/current topics in Human Sexuality and Sex Therapy are presented. These include but are not limited to physical issues which impact sex, the multidimensionality of sex,

sexual diversity, gender variance, transgender phenomena, paraphilias, alternate lifestyles, non-monogamy, sexual minorities, sexsomnia, preconceptions about normalcy, homophobia & heteronormative bias.

IRT 7000: Foundations of Imago Relationship Therapy

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

IRT 7100: Imago Clinical Training 1

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module one to be a Certified Imago Relationship Therapist.

IRT 7200: Imago Clinical Training 2

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module two to be a Certified Imago Relationship Therapist.

IRT 7300: Imago Clinical Training 3

Students learn the Imago theory and practice to apply its skills in the professional settings. The information gained and skills learned will promote personal growth and affect one's personal relationships as well as relationships in their workplace. This course is a module three to be a Certified Imago Relationship Therapist.

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues, and couple's interventions

with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities, and SES will be explored.

CFT 6040: Group Process and Techniques in Family Counseling

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

CFT 6050: Clinical Research and Evaluation

Students will learn the basic concepts and processes of research methodology; data analysis and evaluation of research is covered along with a significant review of counseling research.

Students will understand research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

CFT 6070: Psychopharmacology & Community Mental Health Counseling

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs. The course also discusses theories and skills required in contemporary community mental health settings. This course will help students understand the recovery-oriented treatment and methods of service delivery.

CFT 6090: Human Growth and Family Development Across the Life Span

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

CFT 6500: Chemical Dependency and Addictions Counseling

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

CFT 6600: Laws, Professional Ethics, and Community Practice

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

CFT 6700: Abuse, Trauma, and Collative Care

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

CFT 7000: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 7100 Basic Concepts and Skills of Counseling

This course builds knowledge of counseling by learning basic concepts and skills of counseling. It also improves basic and professional qualities as a counselor through theories and concepts of counseling. Students also practice micro counseling skills and techniques in this course.

CFT 7900: Practicum in Marriage and Family Therapy

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

CFT 8000 Research Internship

This course is designed to provide a broad but rigorous, graduate-level overview of contemporary research skills in Counseling. Students participate in various research groups where they learn research planning, implementing, and analyzing and writing results.

CFT 9400: Inner Child Therapy

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

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

PROGRAM DESCRIPTION

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

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

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

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

PROGRAM PURPOSE AND OBJECTIVES

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

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

PROGRAM LEARNING OUTCOMES (PLO)

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

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

PROGRAM LENGTH

The program is a 93-quarter unit program including 18 units of dissertation. The course of study usually spans a period of 4 years. Students can expect to complete their coursework and dissertation in 4 years. Students must complete their study within 7 years, beginning on the date of their first registration for Ph.D. courses. If a student provides medical record and requests more time to complete their degree, the maximum graduation length could be extended. It will be based on their medical condition and health record. 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. A Ph.D. student begins her/his dissertation, 4.5 units could be considered full-time student.

GRADUATION REQUIREMENTS

1. Completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade need to be retaken.
3. Total of 93 credits minimum
4. A satisfactory pass of Doctoral Comprehensive Exam Portfolio
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Practical Experience (MFT program only)

Students gain knowledge and insights from class lectures to integrate them into their course papers and dissertation research issues. Each student is provided with a primary advisor for their dissertation. The primary advisor supervises his or her student to specify and deepen their research

focus. Three dissertation committee members including a primary advisor guides a student's dissertation. The program fosters an ethos of mutual learning so that students will develop constructive and collaborative habits of collegiality as they work together on their degrees. Students must earn at least 75% of the credit hours required for the degree through Daybreak University.

Ph.D. COMPREHENSIVE EXAM PORTFOLIO

All Ph.D. in Counseling students must submit a comprehensive portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major. Please see Appendix B: Ph.D. in Counseling Comprehensive Portfolio.

The Comprehensive Portfolio Submission Procedure:

1. Prerequisite courses:
 - CFT 9000: PhD Research Methods I: Quantitative Research
 - CFT 9100: PhD Research Methods II: Qualitative Research
 - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
 - CFT 7900: Practicum in Couples and Family Therapy
2. Comprehensive submission is allowed twice a year: Spring and Fall Terms.
3. Submit the comprehensive portfolio review application by 2nd weeks of the Spring or Fall term (on Populi)
4. Submit the portfolio by the 6th week of the Spring or Fall term (on Populi)
5. Oral interview with faculty and results: Each student will be informed for the interview day.
6. Portfolio Result: Pass, Revision, or Fail
7. Only two comprehensive portfolio evaluations are permitted.

DISSERTATION

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

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

AN ORAL DEFENSE OF A DISSERTATION

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

CURRICULUM

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

Required Quarter Credits: 93 (Equivalent to 62 Semester Credits)	
Course Titles	Credits
PhD Counseling Program Core Courses	
CFT 9000: PhD Research Methods I	4.5
CFT 9100: PhD Research Methods II	4.5
CFT 9200: PhD Research Publication Writing	4.5
CFT 9600: PhD Dissertation I	4.5
CFT 9600: PhD Dissertation II	4.5
CFT 9600: PhD Dissertation III	4.5
CFT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
CFT 9800: Supervision of Supervision (Supervisor Training)	4.5
CFT 9810: Supervision Practicum	3
CFT 9550: Teaching Practicum	1.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
PhD Required Elective Courses	
*Students must select and complete 7 courses from the list below. However, courses highlighted in yellow are required electives. If these courses were already completed during the Master's program at Daybreak University, students may choose from the remaining elective courses that are not highlighted in yellow.	
CFT 8010: Foundations of Marriage and Family Therapy	4.5
CFT 8020: Advanced Marriage and Family Therapy	4.5
CFT 8030: Couples Relationship Therapy	4.5
CFT 8600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 9400A: Inner Child Therapy A	3
CFT 9700: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
HST 8000: Human Sexuality Education I	4.5
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5

Daybreak University
2025-2026 Academic Catalog

CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
CFT 8040: Group Therapy Process and Techniques	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8090: Human Growth and Family Development Across the Lifespan	4.5
CFT 8300: Diversity and Multicultural Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
Clinical Requirement	
CFT 9090: Practicum in Couples and Family Therapy	18 (4)
1. 200 Clinical hrs (20 hrs of Relational Cases) 2. 100 Supervision hours • 25 hours: Raw data at least (e.g., audio, video, etc.)	
Total Credits	93

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

<Options for Completing the Educational Requirements for the California Licensed Marriage and Family Therapist (CA LMFT) License>

Required Quarter Credits: 93 (Equivalent to 62 Semester Credits)	
Course Titles	Credits
PhD Counseling Program Core Courses	
CFT 9000: PhD Research Methods I	4.5
CFT 9100: PhD Research Methods II	4.5
CFT 9200: PhD Research Publication Writing	4.5
CFT 9600: PhD Dissertation I	4.5
CFT 9600: PhD Dissertation II	4.5
CFT 9600: PhD Dissertation III	4.5
CFT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
CFT 9800: Supervision of Supervision (Supervisor Training)	4.5
CFT 9810: Supervision Practicum	3
CFT 9550: Teaching Practicum	1.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
PhD Required Elective Courses	
CFT 8010: Foundations of Marriage and Family Therapy	4.5
CFT 8020: Advanced Marriage and Family Therapy	4.5
CFT 8030: Couples Relationship Therapy	4.5
CFT 8600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 9400A: Inner Child Therapy A	3
CFT 9700: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
Clinical Requirement	
CFT 9090: Practicum in Couples and Family Therapy	22.5(5)
1. 200 Clinical hrs (20 hrs of Relational Cases) 2. 100 Supervision hours • 25 hours: Raw data at least (e.g., audio, video, etc.)	
Total Credits	93

<Options for Completing the Educational Requirements for the California Licensed Marriage and Family Therapist (CA LMFT) License>

Students may complete the educational requirements for the California Licensed Marriage and Family Therapist (CA LMFT) license by taking the additional courses listed below. If this track is selected, students must complete 225 hours of supervised clinical internship during the doctoral residency period with California-based clients, of which up to 75 hours may be credited as clinical preparation-related activities.

After completing the doctoral degree and residing in California, students must fulfill the additional clinical hours required by the California Board of Behavioral Sciences (BBS) in order to become eligible to sit for the licensing examination. Upon passing the examination, students will be qualified to obtain the California Licensed Marriage and Family Therapist (CA LMFT) license. Tuition for these courses is charged at the Master's program rate.

Course Titles	Credits
CFT 6060: Psychopathology: Principles of the Diagnostic Process	4.5
CFT 6080: Assessment, Appraisal, and Psychological Testing	4.5
CFT 6090: Human Growth and Family Development Across the Life Span	4.5
CFT 6300: Diversity and Multicultural Counseling	4.5
CFT 6500: Chemical Dependency and Addiction Counseling	4.5
CFT 6600: Law, Professional Ethics, and Community Practice & Teletherapy	4.5
CFT 6700: Abuse, Trauma, and Collaborative Care	4.5
HST 6000: Human Sexuality Education I	4.5

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

Required Quarter Credits: 93 (Equivalent to 62 Semester Credits)	
Course Titles	Credits
PhD Counseling Program Core Courses	
CFT 9000: PhD Research Methods I	4.5
CFT 9100: PhD Research Methods II	4.5
CFT 9200: PhD Research Publication Writing	4.5
CFT 9600: PhD Dissertation I	4.5
CFT 9600: PhD Dissertation II	4.5
CFT 9600: PhD Dissertation III	4.5
CFT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
CFT 9800: Supervision of Supervision (Supervisor Training)	4.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
IRT 8100: Imago Couples Workshop Presenter Training 1	4.5
IRT 8200: Imago Couples Workshop Presenter Training 2	4.5
IRT 8300: Imago Couples Workshop Presenter Training 3	4.5
IRT 8400: Imago Advanced Course: Characterological Growth	4.5
IRT 8500: Imago Advanced Course: Brilliant at the Basics	4.5
IRT 8600: Imago Advanced Course: Attuned Therapist	3
CFT 9700: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	
CFT 9090: Practicum in Couples and Family Therapy	18 (4)
1. 200 Clinical hrs (with 20 hrs of Imago Therapy) 2. 100 Supervision hours • 25 hours: Raw data at least (e.g., audio, video, etc.)	
Total Credits	93

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

Required Quarter Credits: 93 (Equivalent to 62 Semester Credits)	
Course Titles	Credits
PhD Counseling Program Core Courses	
CFT 9000: PhD Research Methods I	4.5
CFT 9100: PhD Research Methods II	4.5
CFT 9200: PhD Research Publication Writing	4.5
CFT 9600: PhD Dissertation I	4.5
CFT 9600: PhD Dissertation II	4.5
CFT 9600: PhD Dissertation III	4.5
CFT 9600: PhD Dissertation IV	4.5
PhD Specialization Core Courses	
CFT 9800: Fundamentals of Supervision (Supervisor Training)	4.5
CFT 9810: Supervision Practicum	3
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	4.5
HST 8000: Human Sexuality Education I	4.5
HST 8100: Human Sexuality Education II	4.5
HST 8200: Human Sexuality and Sex Therapy Training	4.5
HST 8300: Sexual Attitude Reassessment (SAR) and Sex Therapy	4.5
CFT 9700: Advanced Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	
CFT 9090: Practicum in Couples and Family Therapy	18 (4)
1. 200 Clinical hrs with 20 hrs of Sex Therapy 2. 100 Supervision hours • 25hours: Raw data at least (e.g., audio, video, etc.)	
Total Credits	93

SUGGESTED COURSE SEQUENCING

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 8040: Group Therapy Process and Techniques IRT 8000: Foundations of Imago Relationship Therapy	CFT 8600: Law, Professional Ethics, and Community Practice & Teletherapy HST 8000: Human Sexuality Education I	CFT 8700: Advanced Marriage and Family Therapy CFT 9090: Practicum in Couples and Family Therapy	CFT 9090: Practicum in Couples and Family Therapy
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research Electives	CFT 9200: PhD Research Publication Writing Electives	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST
Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar	CFT 9800: Fundamentals of Supervision (Supervisor Training)	CFT 9810: Supervision Practicum	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST IRT 8100: Imago Couples Workshop Presenter Training 1	HST 8000: Human Sexuality Education I IRT 8200: Imago Couples Workshop Presenter Training 2	CFT 8600: Group Therapy Process and Techniques	IRT 8300: Imago Couples Workshop Presenter Training 3
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9090: Practicum in Couples and Family Therapy	IRT 8500: Imago Advanced Course: Brilliant at the Basics

Daybreak University
2025-2026 Academic Catalog

Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar CFT 9200: PhD Research Publication Writing	CFT 9800: Fundamentals of Supervision (Supervisor Training) IRT 8400: Imago Advanced Course: Characterological Growth	IRT 8600: Imago Advanced Course: Attuned Therapist	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST HST 8000: Human Sexuality Education I	HST 8100: Human Sexuality Education II IRT 7000: Foundations of Imago Relationship Therapy	CFT 8600: Group Therapy Process and Techniques	HST 8300: Human Sexuality and Sex Therapy Training A
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research CFT 9090: Practicum in Couples and Family Therapy	HST 8350: Human Sexuality and Sex Therapy Training B CFT 9090: Practicum in Couples and Family Therapy	HST 8200: Sexual Attitude Reassessment (SAR)
Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	CFT 9800: Fundamentals of Supervision (Supervisor Training) CFT 9200: PhD Research Publication Writing	Elective	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

COURSE DESCRIPTIONS

HST 8000: Human Sexuality Education I

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

HST 8100: Human Sexuality Education II

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

HST 8200: Sexual Attitude Reassessment (SAR)

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

HST 8300: Human Sexuality and Sex Therapy Training A

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

HST 8350: Human Sexuality and Sex Therapy Training B

We will address sexuality and attachment and the breaches of attachment. We will review the training and tools needed work more deeply with couples to connect, integrate, separate and integrate. We will learn practical tools for integrating a sex therapy model into their work with sexless relationships and sexual dysfunction and addictions that can result of trauma and betrayal. Using an integrative sex therapy model, we will review and explore individual versus relationship therapist through an attachment lens and the lens of the therapist to define the role of treatment and how sex therapy and counseling interventions can impact current therapy techniques. Long term recovery from affairs, sexual trauma and childhood sexual abuse includes recovery from substance

abuse, differentiation, erotic recovery and ability to coregulate with their partner. Good dialogical skills lead to relational satisfaction and long-term vision interventions can lead to positive treatment outcomes.

HST 9500: Advanced Human Sexuality and Sex Therapy Supervision

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

IRT 7000: Foundations of Imago Relationship Therapy

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

IRT 7100: Foundations of Imago Relationship Therapy

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

IRT 8100: Imago Couples Workshop Presenter Training 1

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the Love You Want** workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module one to be an Imago Workshop Presenter.

IRT 8200: Imago Couples Workshop Presenter Training 2

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the Love You Want** workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module two to be an Imago Workshop Presenter.

IRT 8300: Imago Couples Workshop Presenter Training 3

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the**

Love You Want workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module three to be an Imago Workshop Presenter.

IRT 8400: Imago Advanced Course: Characterological Growth

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

IRT 8500: Imago Advanced Course: Brilliant at the Basics

Brilliant at the Basics is a lively and interactive course of delving deeper into building our skills and deepening our processes of Dialogue. Students leave this training with an expanded understanding of how and why to use different interventions at different times, and to support them in being creative within the structure of the dialogue process. We will sharpen students' use of sentence stems and doubling to increase connection, safety, and forward movement with couple clients.

IRT 8600: Imago Advanced Course: Attuned Therapist

This course is designed to teach therapists how to use their own centered, embodied, and attuned presence to meet a couple or client where they are and bring the structure to them in an attuned, safe way. As therapists we expect a little chaos. However, there are couples who just seem to challenge us every step of the way. Even when resistance and reactivity center on the dialogue itself, we can track energy with skill, empathy and compassion, moving couples toward connection, replacing negativity with positivity and affirmation.

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples' interventions with

diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT 6040: Group Therapy Process and Techniques

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

CFT 6050: Clinical Research and Evaluation

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

CFT 6060: Psychopathology: Principles of the Diagnostic Process

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

CFT 6070: Psychopharmacology

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

CFT 6080: Assessment, Appraisal, and Psychological Testing

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

CFT 6090: Human Growth and Family Development Across the Life Span

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

CFT 6300: Diversity and Multicultural Counseling

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

CFT 6500: Chemical Dependency and Addictions Counseling

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

CFT 8600: Laws, Professional Ethics, and Community Practice & Teletherapy

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

CFT 6700: Abuse, Trauma and Collaborative Counseling

This course covers crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Also, this course focus on the dynamics, assessments and interventions regarding family

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

CFT 9700: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 9090: Practicum in Marriage and Family Therapy

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

CFT 9000: Ph.D. Research Method I: Quantitative Research

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

CFT 9100: Ph.D. Research Method II: Qualitative Research

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

CFT 9200: Ph.D. Research Publication Writing

This course builds on the introduction to the dissertation process and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. This course is an introduction to academic publishing such as writing for research articles and grant proposals. The class is to design to give students the tools they need to get their work accepted by academic journals. Emphasis will be on skills development activities such as writing various sections of publishable paper and giving and receiving feedback on works in progress.

CFT 9300: Spirituality and Psychotherapy

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

CFT 9350: Christian Counseling

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

CFT 9400: Inner Child Therapy

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

CFT 9450: Carl Rogers Seminar

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

CFT 9550: Teaching Practicum

Students registered in this course will apply systemic concepts to co-teaching a course with a faculty member. Responsibilities include embracing an inclusive and diverse lens while assisting in the preparation of the course syllabus, analysis of syllabus functionality, preparation of assignments related to course content, preparation and grading of assessments of course learning outcomes, and preparing weekly lectures and activities. Students will deliver lectures and/or facilitate class activities and will receive mentoring of their teaching practices. Approval is needed prior to registration for this course.

CFT 9600: PhD Dissertation I, II, III, & IV

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

and possible outlets for publication are covered.

CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges

This course focuses on contemporary moral, ethical, social, legal, and clinical challenges that Marriage and Family Therapists may encounter with clients in a modern world. Lenses utilized to examine these contemporary issues include systemic/relational perspective, inclusivity and diversity, and social location of the therapist. Although topics are presented and reviewed in separate weekly meetings, the intersectionality of all contemporary challenges will be critically analyzed. Course topics should be regularly examined and updated as challenges in society change.

CFT 9800: Fundamentals of Supervision

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

CFT 9810: Supervision Practicum

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: MFT Supervision of Supervision course prior to taking CFT 9810.

CFT 9900: Fundamentals of Teaching and Professional Development Seminar

This course reviews and critiques of professional issues in the field of marriage and family therapy related to scholarship, pedagogy, and service.

POST-DOCTORAL CERTIFICATE IN COUNSELING PROGRAM

PROGRAM DESCRIPTION

The post-doctoral certificate in Counseling program is committed to a systemic orientation that fosters relational and contextual educational approaches in the field of counseling. Serving a diverse society, our mission is to promote competencies in systemic counseling practice, supervision, and scholarship. Students receive advisory support throughout the program.

Daybreak University's Post-Doctoral Certificate in Counseling program has five Specializations:

- Marriage and Family Therapy (MFT) General track
- Marriage and Family Therapy (MFT) Inner Child Therapy track
- Marriage and Family Therapy (MFT) Supervisor track
- Imago Relationship Therapy (IRT)
- Human Sexuality and Sex Therapy (HST)

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

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's Post-Doctoral Certificate in Counseling program is to:

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

PROGRAM LEARNING OUTCOMES (PLO)

As a result of completing the Post-Doctoral Certificate in Counseling program, students will be able to:

1. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.
2. Demonstrate competence in advanced MFT models and techniques.
3. Demonstrate the ability to integrate systems concepts and MFT theories in their clinical work and supervision.
4. Demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work and supervision.

PROGRAM LENGTH

The program is a 36-quarter unit program, and the course of study usually spans a period of one year. Students must complete their study within three years, beginning on the date of their first registration for the post-doctoral certificate in counseling program. Students must earn at least 75% of the credit hours required for the certificate through Daybreak University.

GRADUATION REQUIREMENTS

1. A completion of all required course work with a minimum grade point average (GPA) of 3.0.
2. A settlement of all financial obligations with the University
3. Students are required to complete 36 quarter credits of coursework
4. At least 50 practicum hours with systemic supervision from approved supervisors.

CURRICULUM

Post-Doctoral Certificate in Counseling with a specialization in Marriage and Family Therapy (General)

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8030: Couples Relationship Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
Clinical Requirement	
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hrs of Relational Cases) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	3 quarters 13.5
Electives	
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
CFT 8000: Research Internship	4.5
Total Credits	
36	

Post-Doctoral Certificate in Counseling with a Specialization in Inner Child Therapy (ICT)

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 9400: Inner Child Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6020: Advanced Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 hours of Inner Child Therapy Cases)] • 90 Supervision Hours [30 Hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 8030: Couples Relationship Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a specialization in
Imago Relationship Therapy (IRT)**

Required Quarter Credits: 36 (8 courses) (Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
IRT 7000: Foundations of Imago Relationship Therapy	4.5
IRT 7100: Imago Clinical Training 1	4.5
IRT 7200: Imago Clinical Training 2	4.5
IRT 7300: Imago Clinical Training 3	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 Hours of Imago Cases) • 90 Supervision Hours [30 Hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a specialization in
Human Sexuality and Sex Therapy (HST)**

Required Quarter Credits: 36 (9 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
HST 6000: Human Sexuality Education I	4.5
HST 6100: Human Sexuality Education II	4.5
HST 6300: Human Sexuality and Sex Therapy Training	3
HST 6200: Sexual Attitude Reassessment (SAR) * Face-to-face class requirement for AASECT certificate.	1.5
HST 6350: Human Sexuality and Sex Therapy Training	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Sex Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 hours of Sex Therapy) • 90 Supervision Hours [30 hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a Specialization in
Marriage and Family Therapy (Supervisor Track)**

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 9800: Fundamental of Supervision	4.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8700: Advanced Marriage and Family Therapy	4.5
Supervision Practicum Requirement	4 quarters
CFT 9810: Supervision Practicum 100 Supervision Hours [30 Hours: Raw Data Cases at least (e.g., audio, video, etc.)]	18
Electives	
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 8030: Couples Relationship Therapy	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
IRT 8000: Foundations of Imago Relationship Therapy	4.5
CFT 8100: Cinema Story and Counseling	4.5
CFT 9350: Christian Counseling	4.5
Total Credits	36

SUGGESTED COURSE SEQUENCING (MFT)

Term	Courses
Fall Term	CFT 8010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 8030: Couples Relationship Therapy CFT 8020: Advanced Marriage and Family Therapy
Spring Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2
Summer Term	HST 8000: Human Sexuality Education I CFT 7900: Practicum in Couples and Family Therapy

SUGGESTED COURSE SEQUENCING (Inner Child Therapy)

Term	Courses
Fall Term	CFT 6010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST CFT 6020: Advanced Marriage and Family Therapy
Spring Term	CFT 9400: Inner Child Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

SUGGESTED COURSE SEQUENCING (Supervisor Track)

Term	Courses
Fall Term	CFT 9800: Fundamental of Supervision CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST
Winter Term	CFT 9810: Supervision of Supervision Practicum CFT 7900: Practicum in Couples and Family Therapy
Spring Term	CFT 9810: Supervision of Supervision Practicum Elective 1
Summer Term	CFT 9810: Supervision of Supervision Practicum Elective 2

SUGGESTED COURSE SEQUENCING (IRT)

Term	Courses
Fall Term	IRT 8100: Foundations of Imago Relationship Therapy CFT 8010: Foundations of Marriage and Family Therapy
Winter Term	IRT 8200: Advanced Imago Relationship Therapy Elective 1
Spring Term	IRT 8500: Clinical Training: Imago Relationship Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

SUGGESTED COURSE SEQUENCING (HST)

Term	Courses
Fall Term	HST 8000: Human Sexuality Education I Elective 1
Winter Term	HST 8100: Human Sexuality Education II Elective 2
Spring Term	HST 8300: Human Sexuality and Sex Therapy Training HST 8200: Sexual Attitude Reassessment (SAR) CFT 7900: Practicum in Couples and Family Therapy
Summer Term	HST 8350: Human Sexuality and Sex Therapy Training CFT 7900: Practicum in Couples and Family Therapy

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

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

HST 6100: Human Sexuality Education II

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual

expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

HST 6200: Sexual Attitude Reassessment (SAR)

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

HST 6300: Human Sexuality and Sex Therapy Training

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

HST 6350: Human Sexuality and Sex Therapy Training B

We will address sexuality and attachment and the breaches of attachment. We will review the training and tools needed work more deeply with couples to connect, integrate, separate, and integrate. We will learn practical tools for integrating a sex therapy model into their work with sexless relationships and sexual dysfunction and addictions that can result of trauma and betrayal. Using an integrative sex therapy model, we will review and explore individual versus relationship therapist through an attachment lens and the lens of the therapist to define the role of treatment and how sex therapy and counseling interventions can impact current therapy techniques. Long term recovery from affairs, sexual trauma and childhood sexual abuse includes recovery from substance abuse, differentiation, erotic recovery, and ability to coregulate with their partner. Good dialogical skills lead to relational satisfaction and long-term vision interventions can lead to positive treatment outcomes.

IRT 7000: Foundations of Imago Relationship Therapy

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

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030/8030: Couples Relationship Therapy

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

CFT 6040: Group Therapy Process and Techniques

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

CFT 6050: Clinical Research and Evaluation

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

CFT 6070/8070: Psychopharmacology & Community Mental Health Counseling

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs. The course also discusses theories and skills required in contemporary community mental health settings. This course will help students understand the recovery-oriented treatment and methods of service delivery.

CFT 6090/8090: Human Growth and Family Development Across the Life Span

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

CFT 8050: Chemical Dependency and Addictions Counseling

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

CFT 8600: Laws, Professional Ethics, and Community Practice & Teletherapy

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

CFT 8900: Abuse, Trauma, and Collaborative Care

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

CFT 9700: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 7900: Practicum in Marriage and Family Therapy

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

CFT 8000: Research Internship

This course is designed to provide a graduate-level overview of research methodology and writing in Counseling. Students will have a chance to participate senior-level doctoral students' research works. Students will be able to observe research planning, implementing, and analyzing interventions.

CFT 8100 Cinema Story and Counseling

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. This course covers Family Systems Theories, Communication Theories, Structural Family Therapy, Strategic Family Therapy, Transgenerational Family Therapy, and Experiential Family Therapy.

CFT 9350: Christian Counseling

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

CFT 9800: Fundamentals of Supervision

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

CFT 9810: Supervision Practicum

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: MFT Supervision of Supervision course prior to taking CFT 9810.

INTENSIVE ENGLISH CERTIFICATE PROGRAM

PROGRAM DESCRIPTION

The purpose of Daybreak's Intensive English Certificate Program is to provide students whose first language is not English with the language education necessary for general and academic purposes. Courses in this program provide integrated skills to develop English language skills important for everyday use. It is also designed to provide ample learning experience necessary to transition to academic courses in US colleges. The program many opportunities for students to engage with their peers, professors, and other professionals of various languages and cultures through English.

Daybreak University's Intensive English Certificate Program offers knowledge and skills in the following areas of English:

Core Skills

- Writing & Grammar
- Reading and Vocabulary
- Listening and Speaking

Electives

- American Pop Music and Culture
- Academic Skills
- Case Studies
- Community Engagements
- Guest Speakers
- SoCal Experience
- Terminology in Counseling
- TOEFL iBT or IELTS

Students who complete the highest level of Daybreak University's English Language Program will be given an opportunity to apply to a qualifying degree program at Daybreak University. Contact the University Admission about the conditional admission.

Note that the admission to the Intensive English Certificate Program does not assume further admission to a degree nor positions in a profession, occupation, trade, or career field requiring licensure in California and other states. As a result, completion of the courses will not make the student eligible for licensure exams in California and other states.

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Intensive English Certificate Program at Daybreak University is to:

- Serve students of other languages to develop English language skills for everyday use and their optimal learning experience in colleges in America.
- Equip students to effectively use interpersonal and critical thinking skills to function both in and out of American college classrooms.
- Provide students opportunities to explore various topics of academic disciplines and professional fields in English.
- Introduce students to diverse cultures and lifestyles in America through engaging with their peers, faculty, and other communities.

PROGRAM LEARNING OUTCOMES (PLO)

When students complete the Intensive English Certificate Program, they will have the ability to:

1. Demonstrate English knowledge and skills of all major areas: reading, writing, listening, and speaking.
2. Apply interpersonal and critical thinking skills to function both in American college classrooms.
3. Identify and compare diverse cultures and lifestyles presented in American society through different times.
4. Engage with classmates, faculty, and others in the field of counseling with increased cultural fluency and DEI.

PROGRAM LENGTH

The program is composed of 120 units during 6 quarters to complete all levels of study if starting from the lowest level. Students must complete level 5 to earn their ESL Certificate. Students who are placed at higher levels upon verification of their English proficiency scores will work with the advisor for personalized study plan. All students must complete their study within three years, beginning on the date of their first registration for the program. Students must earn at least 75% of the credit hours required for the certificate through Daybreak University.

COMPLETION REQUIREMENTS

1. A completion of all required levels or equivalent English language proficiency test scores
2. Students must complete level 5 to earn their ESL Certificate.
3. A settlement of all financial obligations with the University

CURRICULUM

Intensive English Certificate Program

Suggested Quarter Credits: 20 units (Full-Time) per quarter *	
Course Titles	Credits
Core Skills Courses -Required **	
Writing & Grammar (Levels 1-6)	4
Reading & Vocabulary (Levels 1-6)	4
Listening & Speaking (Levels 1-6)	4
Electives (Choose two courses)	
Academic Skills (Intermediate, Advanced)	4
Case Studies (Advanced)	4
Community Engagements (Beginning, Intermediate, Advanced)	4
Guest Speakers (Intermediate, Advanced)	4
Safe Conversations (Beginning, Intermediate, Advanced)	4
SoCal Experience (Beginning, Intermediate, Advanced)	4
Terminology in Counseling (Beginning, Intermediate, Advanced)	4
IELTS Preparation (Intermediate, Advanced)	4
Total Credits	

* Enrollment of 20 units or more is required for full-time F-1 students attending in-person courses.

** Course placement is based on the English proficiency test scores or level tests.

Satisfactory grade of all prior courses or level-equivalent English proficiency test scores will be required to advance to the next level.

English Program (Levels and Descriptions)

Levels	Descriptions
Beginning 1	IELTS 3.5 or TOEFL 20-30
Beginning 2	IELTS 4 or TOEFL 31
Intermediate 1	IELTS 4.5 or TOEFL 32-34
Intermediate 2	IELTS 5 or TOEFL 35-45
Advanced 1	IELTS 5.5 or TOEFL 46-59
Advanced 2	IELTS 6 or TOEFL 60

Sample Schedule I

Time\Day	Monday	Tuesday	Wednesday	Thursday
Moring	Writing & Grammar	Reading & Vocabulary	Writing & Grammar	Reading & Vocabulary
Morning	Listening & Speaking	Elective 2	Listening & Speaking	Elective 2
Afternoon	Elective 1		Elective 1	

Writing & Grammar: 4-unit hours per week

Reading & Vocabulary: 4-unit hours per week

Listening & Speaking: 4-unit hours per week

Electives: 8-unit hours per week (4-unit hours each for Elective 1 and Elective 2)

Sample Schedule II

Time\Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Writing & Grammar	Reading & Vocabulary	Writing & Grammar	Reading & Vocabulary	Elective 2
Afternoon	Elective 1	Listening & Speaking	Elective 1	Listening & Speaking	Elective 2

Writing & Grammar: 4-unit hours per week

Reading & Vocabulary: 4-unit hours per week

Listening & Speaking: 4-unit hours per week

Electives: 8-unit hours per week (4-unit hours each for Elective 1 and Elective 2)

INTENSIVE ENGLISH CERTIFICATE PROGRAM - SUGGESTED COURSE NUMBERS

Course Titles	Credits
Core Skills Courses -Required	
ESL 1001 Writing & Grammar Beginning 1	4
ESL 1002 Writing & Grammar Beginning 2	4
ESL 1003 Writing & Grammar Intermediate 1	4
ESL 1004 Writing & Grammar Intermediate 2	4
ESL 1005 Writing & Grammar Advanced 1	4
ESL 1006 Writing & Grammar Advanced 2	4
ESL 1011 Reading & Vocabulary Beginning 1	4
ESL 1012 Reading & Vocabulary Beginning 2	4
ESL 1013 Reading & Vocabulary Intermediate 1	4
ESL 1014 Reading & Vocabulary Intermediate 2	4
ESL 1015 Reading & Vocabulary Advanced 1	4
ESL 1016 Reading & Vocabulary Advanced 2	4
ESL 1021 Listening & Speaking Beginning 1	4
ESL 1022 Listening & Speaking Beginning 2	4
ESL 1023 Listening & Speaking Intermediate 1	4
ESL 1024 Listening & Speaking Intermediate 2	4
ESL 1025 Listening & Speaking Advanced 1	4
ESL 1026 Listening & Speaking Advanced 2	4
Electives	
ESL 1031 Academic Skills (Intermediate, Advanced)	4
ESL 1032 Case Studies (Advanced)	4
ESL 1033 Community Engagements (Beginning, Intermediate, Advanced)	4
ESL 1034 Guest Speakers (Intermediate, Advanced)	4
ESL 1035 Safe Conversations (Beginning, Intermediate, Advanced)	4
ESL 1036 SoCal Experience (Beginning, Intermediate, Advanced)	4
ESL 1037 Terminology in Counseling (Beginning, Intermediate, Advanced)	4
ESL 1038 IELTS Preparation (Intermediate, Advanced)	4

COURSE DESCRIPTIONS

WRITING AND GRAMMAR (1 - 6)

Writing and Grammar Beginning 1:

Writing and Grammar Beginning 1 is for students who know a few isolated words and phrases with extremely limited grammatical range. The course is designed to introduce simple sentences to students. It provides various classroom activities for students to practice correct spelling of the frequently used English Vocabulary and their word forms and orders to form simple sentences. Articles, nouns, adjectives, and simple verb tense forms are introduced to form statements, questions, and short answers.

Writing and Grammar Beginning 2:

Writing and Grammar Beginning 2 is for students who are ready to develop more ideas using a short paragraph format. The course offers ways to develop ideas and organize ideas in narrative, descriptive, and comparison/contrast paragraphs. Several brainstorming techniques are incorporated to enhance unity and coherence using topic and supporting sentences. Coursework introduces complex and compound types, and grammar points cover present & past progressive tense forms, gerunds & infinitives, and adverbs of manner & frequency.

Writing and Grammar Intermediate 1:

Writing and Grammar Intermediate 1 is an introductory course on essay development. This course is designed for students working on developing four to five paragraph essays. Coursework includes exercises on the types of introductions and conclusions as well as types of supporting details for solid body paragraphs. Effective use of transitional words and conjunctions are emphasized for sentence refinement. Grammar points include modals, noun and adjective phrases, and present perfect tense.

Writing and Grammar Intermediate 2:

Writing and Grammar Intermediate 2 is designed to challenge students to refine their essay writing skills. Through five-paragraph essays of three types (cause/effect, classification, and exposition), the course introduces skills to use summary and paraphrase as the supporting details. Cohesive devices and citations are incorporated, and perfect tense (past & future), more phrases (adverb and preposition) are added to the grammar points of the course.

Writing and Grammar Advanced 1:

Writing and Grammar Advanced 1 is designed to challenge students to refine their essay writing skills. Five-paragraph essays on more complex types cover argumentative and problem-solution. In-Class writing sessions are designed to help students to produce rough drafts and peer-feedback forms. Adding reported speeches as the primary source of support, active/passive voice, conditional clauses, as well as all verb tenses are covered in the grammar points of the course.

Writing and Grammar Advanced 2:

Writing and Grammar Advanced 2 is for students who are ready to delve into mini research writing projects. This course helps students explore both research skills and writing skills. It introduces how to look for and evaluate the resources to effectively use them in a research paper. Revision process through self-editing and peer-feeding back is emphasized, and effective use of academic vocabulary as well as citations are an important part of this course.

READING AND VOCABULARY (1 - 6)

Reading and Vocabulary Beginning 1:

Reading and Vocabulary Beginning 1 is designed to introduce basic vocabulary building and reading skills. It offers various exercises for beginning readers to identify main ideas and major details. Some course activities include rearranging information in chronological order, retelling the stories, and introducing events/characters through matching and labeling. Vocabulary introduced in the covered units will be reinforced through additional activities and games.

Reading and Vocabulary Beginning 2:

Reading and Vocabulary Beginning 2 is for budding readers. The course introduces scanning and skimming skills. Labeling, true/false, and multiple-choice question types are frequently used class activities to help students increase reading comprehension skills. Vocabulary introduced in the covered units will be reinforced through activities and games.

Reading and Vocabulary Intermediate 1:

Reading and Vocabulary Intermediate 1 is for emerging readers. It introduces techniques used for making predictions, using contextual clues, and making inferences. Classroom activities incorporate skills to differentiate main ideas v. supporting details and facts v. opinions. Reproducing the details of the passages to summarize the information is introduced. Vocabulary introduced in the covered units will be reinforced through activities and games.

Reading and Vocabulary Intermediate 2:

Reading and Vocabulary Intermediate 2 helps examiners to identify the types of audience and purpose of information. Classroom activities also include identifying and interpreting unstated information in the given passages. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

Reading and Vocabulary Advanced 1:

Reading and Vocabulary Advanced 1 focuses on evaluating and analyzing the information presented in complex and abstract passages. Summary skills through analyzing quotations, rephrasing the information, etc., are practiced using longer passages with academic vocabulary. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

Reading and Vocabulary Advanced 2:

Reading and Vocabulary Advanced 2 is a course to help students advance skills in their reading speed, comprehension, and analysis in a variety of passages within major academic disciplines. Coursework includes practice sessions of evaluating and analyzing visual information such as bar graphs, tables, or diagrams. The course also provides techniques and exercises on conceptually dense passages for academic purposes. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

LISTENING & SPEAKING (1 - 6)

Listening and Speaking Beginning 1:

Listening and Speaking Beginning 1 focuses on the development of foundational speaking and listening skills needed for small conversations on everyday topics as well as familiar subjects. Course activities include introductions of self, classmates, and family. Listening and speaking skills in the course include identifying and comprehending sounds, structures, and meanings used in greetings and responses, asking WH questions, and asking for/giving directions. Using simple present tenses and modals of requests in all course interactions will be encouraged. Pronunciation

techniques feature consonants and vowels in words as well as falling-rising intonation questions.

Listening and Speaking Beginning 2:

Listening and Speaking Beginning 2 focuses on improving general understanding by sorting and categorizing information and a lot of emphasis on using target words/phrases, imperatives, and simple present tense. These exercises are authentic short conversations and talks delivered in audio or video clips representing real life situations, and they provide learning opportunities about various lifestyles and cultures. Conversation skills highlight agreeing and disagreeing with others, elaborating in detail about common topics. Using guided interview questions, some of these activities will be developed to give three-minute talks about places, people, and events. Pronunciation features in reduction of sounds highlighted.

Listening and speaking Intermediate 1:

Listening and speaking Intermediate 1 skills trains students to refine their listening skills recognizing word stresses, sentences intonations, and cover units will be rehearsed through additional classroom activities and out-of-classroom interactions. Course activities include short conversations enabling students to share short comments, make inquiries, and ask/receive information. Other activities like mini-interviews lead to four-minute impromptu speeches about favorite activities, memorable objects, special people, etc., using simple and progressive verb tenses, adverbs of degree, and modals. Pronunciation techniques focus on reductions and liking.

Listening and Speaking Intermediate 2:

Listening and Speaking Intermediate 2 is designed for students able to use wh-questions and follow-up questions effectively to expand inquiries to broader data of information. Talks and lectures used in course activities introduce low frequency academic vocabulary and complex information as well as structures. This course also provides mini sessions to work on five-minute interviews to gather more explanation and examples from other speakers and to relay to the audience. Pausing and emphasizing are introduced as pronunciation features. If time permits, the course will introduce a variation of the exploratory survey technique as part of the course capstone project: panel interviews.

Listening and Speaking Advanced 1:

Listening and Speaking Advanced 1 is designed to allow students to apply proper rhetorical devices and structures to summarize the main points and supporting evidence in conversations, lectures, debates, etc. In-depth speaking and listening techniques focus on expressing opinions, arguments, counterarguments. Emphasis on rephrasing of the main points and examples with agreements and disagreements in respond to the speaker's opinions. The course capstone activity prepares and engages students through debates on topics presenting ethical dilemmas. Pronunciation features focus on sentence stress, rhythm, and intonation.

Listening and Speaking Advanced 2:

Listening and Speaking Advanced 2 equips students to communicate with peers, faculty, and other academic professionals with native-like fluency and control of English. The course provides opportunities for students to practice speech and presentation skills using high academic vocabulary with advanced pronunciation techniques. For the course capstone activity, students will collaborate

on, collect information, and present on a service project for a community of their choice. Mastery level of sentence rhythm and intonation for flawless communication is one of the few objectives.

ELECTIVES

American Pop Music and Culture (Beginning 1, 2, Intermediate 1, 2, Advanced 1, 2)

The course is designed to introduce different styles, instruments, photos of famous singers, some history, and facts of the lives of a few famous American musicians. Course activities allow engaging and fun ways to learn English idioms and vocabulary through lyrics of popular songs. The course prepares English learners of all levels to of and vocabulary to tell a person's life story. Singing songs in class not only helps students improve cultural competencies but also practice their pronunciation.

Academic Skills (Advanced 1, 2)

Students learn the foundation skills needed to succeed in academic skills. Note-taking skills, organization, time-management, presentation, are just to name a few. Students will listen to and take notes from the lecture clips or TED Talks on various disciplinary topics. Students will also have chances to interact with school staff or other working professionals in the field through asking for academic advice, inquiring on or receiving information on research topics, etc.

Case Studies (Intermediate 2, Advanced 1, 2)

This course will bring all to use skills learned in all their classes as well as real life. Using multiple media platforms (e.g., reading, podcasts, movie clips, etc.), students learn about the cases, collect data, analyze, and summarize them, and present findings to make collaborative suggestions to present before the class. The class demands constant interactions asking students to adopt complex but effective techniques of all language skills.

Community Engagements (Beginning 2, Intermediate 1, 2, Advanced 1, 2)

This is a service-learning course, where a group of students interact with several members through community engagements. Students will get matched with a community organization to provide a service in need. It could be attending an in-person or online PK-12 classroom where the homeroom teacher has a group of kids needing homework assistance or a reading center leader in a 5th grade classroom or being speaking partner of an older adult. In the first week of the course, students will brainstorm together for locations for community engagements. Pre and post community engagement meetings will take place and more details/logistics will be shared during the first two weeks of class.

Guest Speakers (Intermediate 2, Advanced 1, 2)

This course is a TED Talk in classroom. Four to five guest speakers are invited to share their expertise in the classroom. Guest speakers will be related to the field of counseling. Some of the faculty members or students may be invited should that be an interest of the class. Students will also become familiar with the topics through a series of scaffolding activities pre/post each speaking event. Additional classroom activities and assignments will also keep students engaged and reinforce interactive uses of all four language skills.

Terminology in Counseling (Beginning 2, Intermediate 1, 2, Advanced 1, 2)

Students work on terms used in counseling. The course is designed to help students examine and use the terms frequently introduced in theories, concepts, and techniques of marriage and family counseling, Imago Relationship Therapy through various class activities and mini projects. This course will prepare students either going into or leaving the content course to feel more equipped with the list of vocabulary important in counseling.

IELTS (TOEFL iBT) (Intermediate 2, Advanced 1, 2)

This course is designed to help students review the information and practice skills sets to improve each test taking experience as well as the results. While coursework will include some demonstrations of useful test preparation and taking strategies, lessons will involve actual language skills being tested. Students will also look at the assessment process to be informed and prepared accordingly.

SoCal Experience (Beginning, Intermediate, Advanced)

This is a course offering various opportunities to explore nature, city streets, or famous tourist sites in Southern California. Anaheim is one of the most visited places in the world, and students in the course will learn about various aspects of the location through history, current events, and Psychology. Students will produce and present on their mini-class project (e.g., photo album, a mini scrapbook, a tourist review TikTok video, or any other format of your choice). Coursework will become the memento of this best experiential learning opportunity.

UNIVERSITY PERSONNEL

Board of Directors

Board Chair

Rev. Kiok Chang Cho
Pastor of The United Methodist Church

Secretary

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

Treasurer

Pia Unsuk Jun, Ph.D.
Marriage and Family Therapist

Board Member

Rev. Chang Ho Kim, Ph.D.
Pastor of The Korean Presbyterian Church

Board Member

Ms. Suna Park
CEO, Dalbit Books Publishing

Board Member

Ms. Hae Jin Hwang
Associated Marriage and Family Therapist

Board Member

Ms. Amy Haekyung Im
Certified Imago Relationship Therapist

Board Member

Jay Oh, Ph. D.
CEO/President, Daybreak University

Chancellors

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

Harville Hendrix, Ph.D.

Harville Hendrix, Ph.D. is the co-founder of Imago Relationships International (IRI) with Helen LaKelly Hunt, Ph.D., and Chancellor of the Imago International Training Institute (IITI). He is a New York Times bestselling author of the popularly acclaimed books: *Getting the Love You Want: A Guide for Couples*, *Keeping the Love You Find: A Guide for Singles*, *Giving the Love That Heals: A Guide for Parents*, and *Receiving Love: Transform Your Relationship by Letting Yourself Be Loved*. He is an international speaker, and couple's therapist with more than 40 years' experience as an educator, clinical trainer and lecturer who has appeared on Oprah's television program 17 times. A former professor at Southern Methodist University, Dr. Hendrix holds an M.A. and a Ph.D. in Psychology and Religion from the University of Chicago. He is a Diplomat in the American Association of Pastoral Counselors and a clinical member of the American Group Psychotherapy Association and the International Transactional Analysis Association.

Helen LaKelly Hunt, Ph.D.

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

Administrators

President/CEO

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England

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

Th.M. in Pastoral Counseling, Harvard University

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

AAMFT Approved Clinical Supervisor Training

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

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

Dr. Jay Oh is the President and CEO of Daybreak University. He holds master's and doctorate degrees in Theology and Pastoral Counseling from Harvard University and the University of Toronto. He also received a Ph.D. in Counseling from the University of New England. Dr. Oh has completed a post-graduate program in Family Systems Therapy from the Family Institute of Cambridge in Boston as well as the COAMFTE accredited Post-Graduate MFT Program at Council for Relationships in Philadelphia (formerly Penn Marriage Council). He also completed AAMFT (American Association for Marriage and Family Therapy) Approved Clinical Supervisor Training Program as well as the internship specialized in PTSD at the Rogers Memorial Hospital in Bedford, MA. He is a Certified Imago Relationship Therapist and an Imago Clinical Instructor at Imago International Training Institute (IITI). He was a former Associate Professor of Counseling Psychology at Soongsil University and Baekseok University in South Korea. He was the Director of Soongsil University Student Counseling Center, Director of *the* Institute for Couples and Family Counseling (ICFC), and a Chief Editor of *the Journal of Family and Counseling* (JFC). He is a founder of the Korean Association for Marriage and Family Therapy (KAMFT), which has a national network of 60 counseling centers with 6,000 members of professional counselors and therapists. He also serves as a chair of the board of directors for the Korea Family Counseling Center (KFCC) and the Korea Institute of Couple Relationship Therapy (KICRT). Dr. Oh is a frequent guest on TV shows such as KBS and EBS where he has tried to make counseling known to the public by offering live counseling and special lectures. His book, *I Love Myself the Way I Am* (2009) became a national best seller in South Korea. His publication was also selected as the outstanding scholar work by both the National Academy of Sciences as well as Ministry of Culture, Sports, and Tourism in South Korea. He also received the Best Teacher's Award, the Best Lecturer's Award four times at Soongsil University and the Best Research Award and the Best Supervisor Award by the National Council of Graduate School of Counseling and Psychotherapy

(NCGSCP). Dr. Oh's article was nominated as the best article by JMFT (Journal of Marriage and Family Therapy: AAMFT's Official Journal) and he received the International Development Award and Dr. Helen LaKelly Hunt Award for Community Building by Imago Relationships International (IRI).

Chief Academic Officer (CAO)

Hye Jin Kim, Ph.D., LMFT

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

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

B.A. in Psychology, SUNY Buffalo

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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

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

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

Business Manager/CFO

Kathy Y. Kang, Ph.D.

M.A. in Counseling Psychology Education, Korea University

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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

Director of Student Services/Registrar

Joy Ji, M.A.

Director of Administration, Daybreak University, Anaheim, CA
Master of Arts (M.A.) in Counseling, Daybreak University, Anaheim, CA
B.S. in Resources Management, Virginia Tech, Blacksburg, VA

Director of Admissions

Ms. Beachi Park, M.A.

Director of Admissions, Daybreak University, Anaheim, CA.
MA in Counseling with the specialization in Marriage and Family Therapy (*COAMFTE Accredited*),
Daybreak University, CA
M.Ed. in School Counseling, Seattle Pacific University, WA
B.A. in Psychology, University of Washington, WA

Librarian/ Director of Assessment and Planning

Douho Im, M.A.

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

Faculty (Full-Time)

Master of Arts in Counseling (MAC) Program Director

Young Yoon Ha, Ph.D.

Ph.D. in Counseling Psychology, Seoul Women's University
M.Ed. in Counseling Psychology and Clinical Psychology, Seoul Women's University
B.A. in Educational Psychology, Seoul Women's University
Certified Mental Health Clinical Psychologist, Korean Ministry of Health and Welfare
Certified Clinical Psychologist, Korean Psychological Association
Approved Supervisor and Professional member, Korean Clinical Psychology Association

Ph.D. in Counseling Program Director

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak
University
Clinical Director of Daybreak University Couple and Family Therapy Center (DBU-CFTC)
AAMFT Approved Supervisor Candidate and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)

Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

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

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University
M.Ed. in Counseling, Family and Human Services, Specialization in Marriage and Family Therapy, University of Oregon
AAMFT Approved Supervisor Candidate
Editorial Reviewer of Journal of Marital and Family Therapy (JMFT)
Former Assistant Professor of Marriage and Family Therapy program at Texas Tech University
Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

Faculty (Part-time and Adjunct)

Tammy Nelson, Ph.D., LPC, Director of Human Sexuality and Sex Therapy Program

Ph.D. in Sexology, American Academy of Clinical Sexology
M.S. in Art Therapy, College of New Rochelle
B.A. in Social Sciences/Psychology, University of Bridgeport
Board Certified Sexologist and Diplomate of the American Board of Sexology
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
Licensed Professional Counselor (LPC)
Licensed Alcohol and Drug Counselor
Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician by Imago International Training Institute (IITI)

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England
Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto
Th.M. in Pastoral Counseling, Harvard University
COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy, Council for Relationships, Philadelphia

AAMFT Approved Supervisor Candidate

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

Clinical Supervisor of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy
by the Korean Association of Family Counseling (KAFC)

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

Fred Piercy, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University
Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University

Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce

AAMFT Approved Supervisor and Clinical Fellow

Former Consultant, United Nations Office on Drugs and Crime

Past Editor of the Journal of Marital and Family Therapy (JMFT)

Ph.D. in Counselor Education, University of Florida

M.Ed. in Counseling, University of South Carolina

B.A. in Psychology, Wake Forest University

Lorna Hecker, Ph.D., LMFT

Distinguished Professor of MFT

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

M.S. Ed. in Counselor Education, Western Illinois University

B.S. in Psychology, Western Illinois University

AAMFT Approved Supervisor and Clinical Fellow

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

Emeritus Professor of Marriage and Family Therapy Program, Purdue University Northwest

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

Deanna Linville, Ph.D., LMFT

Professor of Marriage and Family Therapy Program, Daybreak University

Co-Founder, Executive & Clinical Research Director, Center for Transformative Healing

Clinical Supervisor of MFT and Affiliated Research Faculty, International Institute for Couples
and Family and Relationships (IICFR)

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

KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor

Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University

M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech

University (Northern Virginia Center)
B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Nichole Nahal Hydaryacil, PsyD, LMFT

Assistant Professor of Marriage and Family Therapy Program, Daybreak University
Licensed Marriage and Family Therapist (LMFT)
American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor Cand.
PsyD. in Marriage and Family Therapy, Alliant International University
MA in Counseling, National University
BS in Psychology, California State University, Long Beach

Jane Goldberg, Ph.D., LMFT

Clinical Supervisor of Marriage and Family Therapy Program, Daybreak University
Licensed Marriage and Family Therapist (LMFT)
Director, Expressive Arts Training Institute Trainer of a National Certification Program in
Expressive Arts Therapy
Faculty/Mentor, International University of Professional Studies
Certified Expressive Therapist, C.E.T. National Expressive Therapy Association
Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association
Ph.D. in Transformational Psychology, International College, Los Angeles, California
MS in Counseling Psychology, California State University, Fullerton, California
BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

Maya Kollman, Ph.D.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Master Trainer and Faculty of Imago Relationship Therapy (IRT) at Imago International Training
Institute (IITI)
Clinical Instructor of IRT at International Institute for Couples and Family Relationships (IICFR)
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University

Kobus Van der Merwe, Ph.D. Cand.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International
Training Institute (IITI)
Clinical Instructor of IRT at International Institute for Couples and Family Relationships (IICFR)
Ph.D. Cand. Specialized in Imago Relationship Therapy (IRT), Daybreak University

Rebecca Sears, Ph.D., LPC

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International
Training Institute (IITI)
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University
M.Div., Boston University

John Hjarso Mortensen, Psychologist, Ph.D.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International Training Institute (IITI)
Lecturer, University of Copenhagen
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University
Cand. Psych., in Psychology, University of Copenhagen

Orli Wahrman, MSW, Ph.D. Cand.

Senior Imago Faculty of Imago International Training Institute (IITI)
Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Social Worker, a Sex Therapist and Supervisor, and a Senior Faculty and Clinical Instructor at IITI.
degree in Arabic and Middle Eastern Studies from the Hebrew University, and a teaching degree in Arabic.
Co-chair of Imago Israel for the last 10 years

Stephanie Buehler, PsyD., MPW, CST

Professor of M.A. & Ph.D. Human Sexuality and Sex Therapy Specialization, Daybreak University
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
PsyD. in Clinical Psychology, Specialization in Family Therapy, Alliant University
MA in Psychology, Pepperdine University
BA in English Literature, UCLA
Director & Founder, The Buehler Institute, Laguna Beach, California
Fellow of the International Society for the Study of Women's Sexual Health (IF)

Jeonghwa Yoon, Ph.D.

Ph.D. in Christian Counseling, Baekseok University
M.A. in Family Counseling, Baekseok University
B.A. in Theology, Luther University
Certified Imago Therapist and Certified Imago Couples Workshop Presenter by Imago International Training Institute (IITI)
Clinical Instructor at International Institute for Couples and Family Relationships (IICFR)
Clinical Supervisor of Family Counseling and Couple Relationship Therapy, Korean Association of Family Counseling (KAFC)
President of National Council of Family Counseling Centers (NCFCC) in South Korea

MFT Program Clinical Director

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak University
Clinical Director of Daybreak University Couple and Family Therapy Center
AAMFT Approved Supervisor Candidate and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)
Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

Imago Relationship Therapy Program Director

Wendy Patterson, Ph.D., MSW, LCSW

Professor and Director of Imago Relationship Therapy program (MA and Ph.D.) at Daybreak University
Licensed Clinical Social Worker
Licensed Marriage and Family Therapist (MFT)
Senior Faculty member and Clinical Instructor, Imago International Training Institute (IITI).
Ph.D. in Counseling with a specialization in Imago Relationship Therapy, Daybreak University.
MSW in University of Georgia
B.A. in University of Oregon

Human Sexuality and Sex Therapy Program Director

Tammy Nelson, Ph.D., LPC

Director of M.A. & Ph.D. Human Sexuality and Sex Therapy Specialization, Daybreak University
Board Certified Sexologist and Diplomate of the American Board of Sexology
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
Licensed Professional Counselor (LPC)
Licensed Alcohol and Drug Counselor
Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician by Imago International Training Institute (IITI)
Ph.D. in Sexology, American Academy of Clinical Sexology
M.S. in Art Therapy, College of New Rochelle
B.A. in Social Sciences/Psychology, University of Bridgeport

Intensive English Certificate Program

Sam Adamos, M.A.

Master of Arts in English (2023), California State University-East Bay
Bachelor of Arts in Psychology (2021), Arizona State University-Tempe
Associate of Science in Natural Science (2019), Ohlone College - Fremont, CA

Yuri Nagasawa, M.A.

Master of Arts in English, California State University, East Bay. Hayward, CA
Option: TESOL (Teaching English to Speakers of Other Languages)
TESOL Certificate, California State University, East Bay. Hayward, CA
Bachelor of Arts in Education, Niigata University, Niigata Japan
Major: Elementary Education, Physical Education
Minor: English Education, Early Childhood Education

Jinkyung (Stephanie) Lee, M.S.

MS, Education, California State University, Fullerton - Magna Cum Laude
BA, Sociology, California State University, Fullerton - Cum Laude
AA, Liberal Arts, Fullerton Community College
Certification for Teaching English to Speakers of Other Languages (TESOL), CSUF

Eunju Hwang-Tronstad, M.A.

M.A. in English TESOL, California State University East Bay, Hayward, CA
B.A. in English Language and Literature, National Institute for Lifelong Education, National Board of Educational Evaluation of Korea, Seoul, Korea, English Language and Literature Coursework, Continuing Education, Duksung Women's University, Seoul, Korea

Suzanne Leinani Fong, M.A.

Master of Arts: Teaching English to Speakers of Other Languages (TESOL), Monterey Institute of International Studies, Monterey, California
Bachelor of Arts: Linguistics and French, University of California, Berkeley, California
Certificate: Online Teaching & Learning, California State University, East Bay, California

Clinical Training Supervisors

Fred Piercy, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University
Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University
Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce
AAMFT Approved Supervisor and Clinical Fellow
Former Consultant, United Nations Office on Drugs and Crime
Past Editor of the Journal of Marital and Family Therapy (JMFT)
Ph.D. in Counselor Education, University of Florida
M.Ed. in Counseling, University of South Carolina

B.A. in Psychology, Wake Forest University

Over 185 published journal articles and book chapters, five books, and 43 funded grants
Selected books: Research Methods in Family Therapy (with Douglas Sprenkle), Handbook for the Clinical Treatment of Infidelity (with co-editors Katherine Hertlein, and Joseph Wetchler), & Family Therapy Sourcebook (with Douglas Sprenkle, Joseph Wetchler, and Associates)
Recipient of the AAMFT's 2007 Outstanding Contribution to Marriage and Family Therapy Award, 2015 Lifetime Achievement Award of the American Family Therapy Academy, and Virginia Tech's 2007 Alumni Award for Outstanding Graduate Student Advising

Lorna Hecker, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University

AAMFT Approved Supervisor and Clinical Fellow

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

Emeritus Professor of Marriage and Family Therapy Program, Purdue University Northwest
Clinical Instructor and Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

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

M.S. Ed. in Counselor Education, Western Illinois University

B.S. in Psychology, Western Illinois University

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England

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

Th.M. in Pastoral Counseling, Harvard University

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

AAMFT Approved Supervisor Training

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

Clinical Supervisor of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy by the Korean Association of Family Counseling (KAFC)

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

Hye Jin Kim, Ph.D., LMFT

Director and Clinical Supervisor of Marriage of Family Therapy Program, Daybreak University

Executive Director of Daybreak University Couples and Family Therapy Center (DBU-CFTC)
Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
AAMFT Approved Supervisor and Clinical Fellow
Certified Imago Therapist by Imago International Training Institute (IITI)
Ad Hoc Reviewer of Journal of Marital and Family Therapy (JMFT)
Former Associate Clinical Director at the Couples and Family Therapy program at the University of Oregon
Former Assistant Professor of Marriage and Family Therapy program at Kean University
Ph.D. in Marriage and Family Therapy, Texas Tech University
M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University Calumet
B.A. in Psychology, SUNY Buffalo

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak University
Clinical Director of Daybreak University Couple and Family Therapy Center (DBU-CFTC)
AAMFT Approved Supervisor and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)
Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

Deanna Linville, Ph.D., LMFT

Professor of Marriage and Family Therapy Program, Daybreak University
Research Associate Professor, University of Oregon's Center for Equity Promotion
Clinical Supervisor of MFT and Affiliated Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor and Clinical Fellow
KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor
Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech University
M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech University (Northern Virginia Center)
B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Nichole Nahal Hydaryacil, PsyD, LMFT

Clinical Supervisor of Marriage and Family Therapy Program, Daybreak University

Licensed Marriage and Family Therapist (LMFT)

American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor Cand.

PsyD. in Marriage and Family Therapy, Alliant International University

MA in Counseling, National University

BS in Psychology, Cal State University, Long Beach

Jane Goldberg, Ph.D., LMFT

Clinical Supervisor, Daybreak University Marriage and Family Therapy Program

Licensed Marriage and Family Therapist (LMFT)

Director, Expressive Arts Training Institute Trainer of a National Certification Program in
Expressive Arts Therapy

Faculty/Mentor, International University of Professional Studies

Certified Expressive Therapist, C.E.T. National Expressive Therapy Association

Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association

Ph.D. in Transformational Psychology, International College, Los Angeles, California

MS in Counseling Psychology, California State University, Fullerton, California

BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

CAMPUS EMERGENCY PLAN

IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY

General Emergencies

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

In an emergency, you should:

- Upon discovering an emergency, or potential emergency, immediately get to a safe place if possible and CALL 911; then call the Office at (310)-739-0132.
- Give the Office as much information as possible regarding the emergency.
- The Daybreak office will:
 - Identify the nature and scope of the emergency.
 - Establish priorities and coordinate crisis response efforts.
 - Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
 - Determine the times and means to report efforts and progress to the campus community.

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

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

EMERGENCY AND CRISIS PROCEDURES

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

Fire

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

- During a fire alarm in any building, you are required to evacuate immediately.

- If you become trapped in the public area of a building during a fire, find a room, preferably with a window (keep window closed as much as possible), place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.
- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If an emergency exists, notify Daybreak University Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a university official.

Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. Only trained personnel should provide advanced first aid treatment or CPR.
- Keep the victim still and as comfortable as possible.

- Ask the victim, “Are you Ok?” and “What is wrong?” If the victim can speak, take note of what they say and report it to medical professionals when they arrive.
- Check breathing and give CPR if necessary and only if you are properly trained. Do not attempt CPR unless you have been trained.
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the paramedics.
- In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the office.

Gas Leak

In the event of a gas leak:

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

Severe Weather

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

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

In the event of severe weather:

- Shut down all computers and electrical equipment that might be damaged by a lightning strike.
- The decision to evacuate a building will be announced by Daybreak University Administration. Evacuate the building if the safety of persons inside is threatened.
- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

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

Chemical Spill or Radiation Release

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

In the event of a chemical spill or radiation release:

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

Bomb Threat

In the event of a bomb threat:

- Do not handle any suspicious object or package!
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cell phones until safely out of the building.
- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911 and contact Daybreak University Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by Daybreak University Administration or other proper authority.

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

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

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

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

Violent or Criminal Behavior

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

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

Daybreak University students or employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a

place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to Daybreak University Administration.

Active Shooter Situations

In the extremely unlikely event of an active shooter on the Daybreak University campus, take all precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

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

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

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

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

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

Hostage Situations

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

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Always maintain eye contact with the captor, if possible, but do not stare.
- Be observant. You may be released or could escape. The personal safety of others may depend on your memory.
- Be prepared to answer questions from the police on the phone.

Evacuation Routes

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

Fire Extinguishers

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

Campus Closings

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

2024-2025 ACADEMIC CALENDAR

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

	Winter 2024	Spring 2024	Summer 2024	Summer 2024 (Intensive)	Fall 2024
Length of the term	10 weeks	10 weeks	10 weeks	1 week	10 weeks
Registration period	11/20-24	2/5-9	4/22-26	4/29-5/3	7/29-8/2
Classes begin	1/8	4/1	7/1	6/24	9/30
Drop w/o 'W' deadline	1/26	4/19	7/19	5/17	10/18
Registration/Add deadline	1/19	4/12	7/12	5/17	10/11
Withdrawal deadline	2/16	5/10	8/9	5/24	11/8
Classes end	3/22	6/14	9/13	6/28	12/20
Grades due	3/29	6/21	9/20	7/5	12/27

	Winter 2025	Spring 2025	Summer 2025	Summer 2025 (Intensive)	Fall 2025
Length of the term	10 weeks	10 weeks	10 weeks	2 weeks	10 weeks
Registration period	11/18-22	2/10-14	5/12-16	1/20-2/7	8/11-15
Classes begin	1/6	4/7	7/7	6/20	10/6
Drop w/o 'W' deadline	1/24	4/25	7/18	5/16	10/24
Registration/Add deadline	1/17	4/18	7/25	5/16	10/17
Withdrawal deadline	2/14	5/16	8/15	6/6	11/14
Classes end	3/28	6/27	9/19	7/3	12/19
Grades due	4/4	7/4	9/26	8/15	12/26

Holidays

- New Year's Day (1/1)
- Martin Luther King, Jr. Day (1/16)
- Lincoln's Birthday (2/12)
- Presidents' Day (2/20)
- Cesar Chavez Day (3/31)
- Memorial Day (5/29)

- Juneteenth Day (6/19)
- Independence Day (7/4)
- Labor Day (9/4)
- Columbus Day (10/9)
- Veterans Day (11/11)
- Thanksgiving Day (11/23)
- Christmas Day (12/25)

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 Program Director.

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

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 least 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.

Policies on Student Rights

Students at Daybreak University are entitled to and have the following rights:

- 1) The right to receive quality educational programs instructed by competent and qualified faculty.
- 2) The right to receive professional, prompt and friendly services from the university’s

administrative personnel and faculty concerning academic, financial, personal or any other matters that may require consultation by the students.

- 3) The right to receive informed factual and prompt responses to all questions related to the university and its educational programs.
- 4) 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.
- 5) The right to inspect and review his or her records during normal business hours and seek correction of errors in records through the established administrative procedures.
- 6) The right to participate in all the student activities, school sponsored meetings and seminars, and other co-curricular activities.
- 7) The right to call for a hearing in accordance with the procedures established for this purpose if student is subject to the university's disciplinary action; and
- 8) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.

Policies on the Retention of Student Records

CEC §94900

- (a) An institution shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.
- (b) An institution shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:
 - (1) The degree or certificate granted and the date on which that degree or certificate was granted.
 - (2) The courses and units on which the certificate or degree was based.
 - (3) The grades earned by the student in each of those courses.

5, CCR §71920

- (a) The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.
- (b) In addition to the requirements of section 94900, the file shall contain all of the following pertinent student records:

(1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:

(A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test.

(B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program.

(C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes.

(D) All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit.

(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.

(3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.

(4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and

(5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all the following:

(A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.

(B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit.

(C) Credit for courses earned at other institutions.

(D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes.

(E) The name, address, website address, and telephone number of the institution.

- (6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course.
- (7) The dissertations, theses, and other student projects submitted by graduate students.
- (8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency.
- (9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received.
- (10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent.
- (11) Copies of any official advisory notices or warnings regarding the student's progress; and
- (12) Complaints received from the student.

APPENDICES

Appendix A: MAC Comprehensive Exam Questions

(APA format, 12 pages)

A. Part I: Theory of Change, Family Systems Theory, Relational Paradigm, & Clinical Practice: 3 pages

- a. What are the core assumptions and core concepts of your therapy model?
- b. What is the goal of therapy from the perspective of this model? (i.e., increase the level of differentiation in the family members and decrease the overall level of reactivity; interrupt a sequence of repetitive behavior patterns between a group of people (system) that help in maintaining a context that supports the presenting problem...etc.)
- c. What are the strengths and limitations of the model? Explain your opinion.
- d. What is family systems theory and relational paradigm? And how do you apply these concepts into clinical assessment, treatment planning and interventions?

B. Part II: Self-of-the-Therapist and Diversity: 3 pages

- a. How have you influenced therapy and how has therapy influenced you as a couple and family therapist?
- b. How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at about diversity competency?
- c. Describe your body and emotional experiences during therapy sessions.
- d. What do you like about yourself as a couple and family therapist?
- e. What are your growth areas as a couple and family therapist?

C. Part III: Clinical and Systemic Assessment: 3 pages

Students analyze a clinical case provided to them. Students will address the following information.

- a. A demographics, presenting concerns, DSM-V diagnosis about the client(s), pertinent contextual and familial information of the client system.

- b. Systemic conceptualization and systemic diagnosis (contextualize the DSM diagnosis within the family system, how are the symptoms perceived, received, impacted, alleviated, exacerbated, maintained, etc.? How does the family system inform the diagnosis? what are/will be intergenerational patterns that are pertinent?)

- c. Treatment considerations- this section should include pertinent literature (who should be involved? What evidence-based interventions are available? what are desired outcome/goals of

treatment? etc.)

D. Part IV: Empirical Research: 3 pages

An empirical research article is given to students. Students answer the following questions with regard to the research article.

1) Use of Theory

- Appropriate (does their theory make sense with the topic)
- Theory tied to research (has there been other studies with this topic using this theory)

2) Review of Literature

- Thorough, complete, current
- Fair, balanced (is it too one sided?)
- Past literature appropriately evaluated.
- Focus on most relevant research. Include all key studies on the subject matter Organize point by point is demonstrated.

3) Relevance and importance of study is demonstrated

- Topic of Article (is it relevant to current concerns)
- Argument is logical.
- Clearly states what is new and builds on what has already been done.
- Clear on why research is needed. Specifies to whom it is important.
- The importance of this research in broader context of psychotherapy in general and marriage and family therapy in particular is apparent.

4) Research question/hypothesis

- Did they use the right one (research question or hypothesis)?
- Is it clear and concise?
- If it is a hypothesis
- Is it based on theory?
- Is it based on existing research findings?

5) Sensitivity to cultural issues

- Gender
- Ethnicity/Race/Social Class
- Sexual Orientation
- Religion
- Culture
- Systems perspective
- Larger systems (community)

Appendix B: Ph.D. in Counseling Doctoral Comprehensive Exam Portfolio

All Ph.D. in Counseling students must submit a comprehensive portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major.

The Comprehensive Portfolio Submission Procedure:

1. Prerequisite courses:
 - CFT 9000: PhD Research Methods I: Quantitative Research
 - CFT 9100: PhD Research Methods II: Qualitative Research
 - CFT 9800: Fundamentals of Supervision (Supervisor Training)
 - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
2. Comprehensive portfolio submission is allowed twice a year: Spring and Fall terms.
3. Submit the comprehensive portfolio review application (Appendix A) by 2nd weeks of the Spring or Fall term (on Populi)
4. Submit the portfolio by the 6th week of the Spring or Fall term (on Populi)
5. Oral interview with faculty and results: Each student will be informed for the interview day.
6. Portfolio Result: Pass, Revision, or Fail
7. Only two comprehensive portfolio evaluations are permitted.

The Portfolio includes following:

1. **Teaching Philosophy (2-3 pages)**
 - a. your definition of good teaching, with an explanation of why you have developed or adopted this definition.
 - b. discussion of your teaching methods: how do you integrate systems concepts in your teaching?
 - c. a description of your students, and their most important learning goals and challenges
 - d. A description of your teaching goals: with what content, skills, or values should students leave your classroom? What are your goals for improving your own teaching?
 - e. a description of the inclusion of contextual factors and respect for diversity in your teaching.
 - f. a description of ethical and professional factors taken into consideration as a teacher

2. Teaching Presentation PPTs (10 PPT Slides)

3. Theory of Change Paper (6-7 pages)

A. Theory of Change:

- a. What are the core assumptions and core concepts of your therapy model?
- b. How are systemic concepts integrated in the therapy model(s) you use?
- c. How are the techniques described in your model(s) systemic in nature?
- d. What makes a change in clients and their systems (e.g., family, couple, etc.) in therapy?
Please describe it with one or integrated MFT theories or models.
- e. As a marriage and family therapist, what do you do to make the change in clients?
- f. Describe a and b with your clients & their systems.
- g. What are the strengths and limitations of the MFT theories or models? Explain your opinion.

B. Self-of-the-Therapist:

- a. Describe how your “person of the therapist” affects your therapy.
- b. How have you influenced therapy and how has therapy influenced you?
- c. Describe your cultural competency as a marriage and family therapist.
- d. What do you like about yourself as a marriage and family therapist?
- e. What are your healing & growth areas as a marriage and family therapist?
- f. Describe the ethical and professional considerations implicit in your work with the client system.
- g. How do you incorporate the AAMFT Code of Ethics into your clinical work with clients?

4. Published Research Article

Students submit a published research article. This article should include the following sections. The length of the paper should be 20-30 pages double spaced (without references) with the appropriate APA margins.

*This research paper needs to include and integrate systems concepts and MFT theories/models.

- I. Introduction: include and integrate systems concepts and MFT theories/models.
 - a. Statement of the problem
 - b. Significance of the problem
 - c. Review of the literature, including theoretical basis
 - d. Research Questions (hypotheses)
- II. Methodology
 - a. Participants
 - b. Instrumentation
 - c. Procedures
- III. Data Analysis
- IV. Results
- V. Discussion
- VI. Clinical Implication and Limitation

- a. Marriage and family therapy application
 - b. Diversity Consideration: Gender, ethnicity/race/social class, sexual orientation, religion, culture, systems perspective, larger systems (community)
 - c. Ethical and professional safeguards embedded in this study.
 - d. Ethical and professional implications with this study.
- VII. References

CONTACT INFORMATION



DAYBREAK UNIVERSITY

Contact Us

321 S State College Blvd, Anaheim, CA 92806

Tel: (310) 739-0132

Fax: (270) 714-0317

E-mail: info@daybreak.edu

Homepage: www.daybreak.edu

SUGGESTED COURSE SEQUENCING

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 8040: Group Therapy Process and Techniques IRT 8000: Foundations of Imago Relationship Therapy	CFT 8600: Law, Professional Ethics, and Community Practice & Teletherapy HST 8000: Human Sexuality Education I	CFT 8700: Advanced Marriage and Family Therapy CFT 9090: Practicum in Couples and Family Therapy	CFT 9090: Practicum in Couples and Family Therapy
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research Electives	CFT 9200: PhD Research Publication Writing Electives	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST
Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar	CFT 9800: Fundamentals of Supervision (Supervisor Training)	CFT 9810: Supervision Practicum	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST IRT 8100: Imago Couples Workshop Presenter Training 1	HST 8000: Human Sexuality Education I IRT 8200: Imago Couples Workshop Presenter Training 2	CFT 8600: Group Therapy Process and Techniques	IRT 8300: Imago Couples Workshop Presenter Training 3
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9090: Practicum in Couples and Family Therapy	IRT 8500: Imago Advanced Course: Brilliant at the Basics

Daybreak University
2025-2026 Academic Catalog

Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar CFT 9200: PhD Research Publication Writing	CFT 9800: Fundamentals of Supervision (Supervisor Training) IRT 8400: Imago Advanced Course: Characterological Growth	IRT 8600: Imago Advanced Course: Attuned Therapist	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

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

	Fall term	Winter term	Spring term	Summer term
Year 1	CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST HST 8000: Human Sexuality Education I	HST 8100: Human Sexuality Education II IRT 7000: Foundations of Imago Relationship Therapy	CFT 8600: Group Therapy Process and Techniques	HST 8300: Human Sexuality and Sex Therapy Training A
Year 2	CFT 9000: PhD Research Methods I: Quantitative Research CFT 9090: Practicum in Couples and Family Therapy	CFT 9100: PhD Research Methods II: Qualitative Research CFT 9090: Practicum in Couples and Family Therapy	HST 8350: Human Sexuality and Sex Therapy Training B CFT 9090: Practicum in Couples and Family Therapy	HST 8200: Sexual Attitude Reassessment (SAR)
Year 3	CFT 9900: Fundamentals of Teaching and Professional Development Seminar HST 9500: Advanced Human Sexuality and Sex Therapy Supervision	CFT 9800: Fundamentals of Supervision (Supervisor Training) CFT 9200: PhD Research Publication Writing	Elective	CFT 9600: PhD Dissertation I
Year 4	CFT 9600: PhD Dissertation II	CFT 9600: PhD Dissertation III	CFT 9600: PhD Dissertation IV	

COURSE DESCRIPTIONS

HST 8000: Human Sexuality Education I

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

HST 8100: Human Sexuality Education II

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

HST 8200: Sexual Attitude Reassessment (SAR)

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

HST 8300: Human Sexuality and Sex Therapy Training A

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

HST 8350: Human Sexuality and Sex Therapy Training B

We will address sexuality and attachment and the breaches of attachment. We will review the training and tools needed work more deeply with couples to connect, integrate, separate and integrate. We will learn practical tools for integrating a sex therapy model into their work with sexless relationships and sexual dysfunction and addictions that can result of trauma and betrayal. Using an integrative sex therapy model, we will review and explore individual versus relationship therapist through an attachment lens and the lens of the therapist to define the role of treatment and how sex therapy and counseling interventions can impact current therapy techniques. Long term recovery from affairs, sexual trauma and childhood sexual abuse includes recovery from substance

abuse, differentiation, erotic recovery and ability to coregulate with their partner. Good dialogical skills lead to relational satisfaction and long-term vision interventions can lead to positive treatment outcomes.

HST 9500: Advanced Human Sexuality and Sex Therapy Supervision

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

IRT 7000: Foundations of Imago Relationship Therapy

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

IRT 7100: Foundations of Imago Relationship Therapy

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

IRT 8100: Imago Couples Workshop Presenter Training 1

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the Love You Want** workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module one to be an Imago Workshop Presenter.

IRT 8200: Imago Couples Workshop Presenter Training 2

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the Love You Want** workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module two to be an Imago Workshop Presenter.

IRT 8300: Imago Couples Workshop Presenter Training 3

This course provides Advanced Clinicians with the knowledge and skills to present the **Getting the**

Love You Want workshop. The course is devoted to personal growth work to help the participants move beyond their blocks and limitations to become the most present and connected presenters. It will consist of sharing the theory, illustrating with personal stories, doing brilliant demonstrations, and handling the many challenges of being a first-class Imago workshop presenter. This course is a module three to be an Imago Workshop Presenter.

IRT 8400: Imago Advanced Course: Characterological Growth

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

IRT 8500: Imago Advanced Course: Brilliant at the Basics

Brilliant at the Basics is a lively and interactive course of delving deeper into building our skills and deepening our processes of Dialogue. Students leave this training with an expanded understanding of how and why to use different interventions at different times, and to support them in being creative within the structure of the dialogue process. We will sharpen students' use of sentence stems and doubling to increase connection, safety, and forward movement with couple clients.

IRT 8600: Imago Advanced Course: Attuned Therapist

This course is designed to teach therapists how to use their own centered, embodied, and attuned presence to meet a couple or client where they are and bring the structure to them in an attuned, safe way. As therapists we expect a little chaos. However, there are couples who just seem to challenge us every step of the way. Even when resistance and reactivity center on the dialogue itself, we can track energy with skill, empathy and compassion, moving couples toward connection, replacing negativity with positivity and affirmation.

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030: Couples Relationship Therapy

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples' interventions with

diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

CFT 6040: Group Therapy Process and Techniques

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

CFT 6050: Clinical Research and Evaluation

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

CFT 6060: Psychopathology: Principles of the Diagnostic Process

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

CFT 6070: Psychopharmacology

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

CFT 6080: Assessment, Appraisal, and Psychological Testing

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

CFT 6090: Human Growth and Family Development Across the Life Span

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

CFT 6300: Diversity and Multicultural Counseling

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

CFT 6500: Chemical Dependency and Addictions Counseling

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

CFT 8600: Laws, Professional Ethics, and Community Practice & Teletherapy

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

CFT 6700: Abuse, Trauma and Collaborative Counseling

This course covers crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Also, this course focus on the dynamics, assessments and interventions regarding family

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

CFT 9700: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 9090: Practicum in Marriage and Family Therapy

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

CFT 9000: Ph.D. Research Method I: Quantitative Research

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

CFT 9100: Ph.D. Research Method II: Qualitative Research

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

CFT 9200: Ph.D. Research Publication Writing

This course builds on the introduction to the dissertation process and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. This course is an introduction to academic publishing such as writing for research articles and grant proposals. The class is to design to give students the tools they need to get their work accepted by academic journals. Emphasis will be on skills development activities such as writing various sections of publishable paper and giving and receiving feedback on works in progress.

CFT 9300: Spirituality and Psychotherapy

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

CFT 9350: Christian Counseling

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

CFT 9400: Inner Child Therapy

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

CFT 9450: Carl Rogers Seminar

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

CFT 9550: Teaching Practicum

Students registered in this course will apply systemic concepts to co-teaching a course with a faculty member. Responsibilities include embracing an inclusive and diverse lens while assisting in the preparation of the course syllabus, analysis of syllabus functionality, preparation of assignments related to course content, preparation and grading of assessments of course learning outcomes, and preparing weekly lectures and activities. Students will deliver lectures and/or facilitate class activities and will receive mentoring of their teaching practices. Approval is needed prior to registration for this course.

CFT 9600: PhD Dissertation I, II, III, & IV

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

and possible outlets for publication are covered.

CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges

This course focuses on contemporary moral, ethical, social, legal, and clinical challenges that Marriage and Family Therapists may encounter with clients in a modern world. Lenses utilized to examine these contemporary issues include systemic/relational perspective, inclusivity and diversity, and social location of the therapist. Although topics are presented and reviewed in separate weekly meetings, the intersectionality of all contemporary challenges will be critically analyzed. Course topics should be regularly examined and updated as challenges in society change.

CFT 9800: Fundamentals of Supervision

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

CFT 9810: Supervision Practicum

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: MFT Supervision of Supervision course prior to taking CFT 9810.

CFT 9900: Fundamentals of Teaching and Professional Development Seminar

This course reviews and critiques of professional issues in the field of marriage and family therapy related to scholarship, pedagogy, and service.

POST-DOCTORAL CERTIFICATE IN COUNSELING PROGRAM

PROGRAM DESCRIPTION

The post-doctoral certificate in Counseling program is committed to a systemic orientation that fosters relational and contextual educational approaches in the field of counseling. Serving a diverse society, our mission is to promote competencies in systemic counseling practice, supervision, and scholarship. Students receive advisory support throughout the program.

Daybreak University's Post-Doctoral Certificate in Counseling program has five Specializations:

- Marriage and Family Therapy (MFT) General track
- Marriage and Family Therapy (MFT) Inner Child Therapy track
- Marriage and Family Therapy (MFT) Supervisor track
- Imago Relationship Therapy (IRT)
- Human Sexuality and Sex Therapy (HST)

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

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Daybreak's Post-Doctoral Certificate in Counseling program is to:

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

PROGRAM LEARNING OUTCOMES (PLO)

As a result of completing the Post-Doctoral Certificate in Counseling program, students will be able to:

5. Demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.
6. Demonstrate competence in advanced MFT models and techniques.
7. Demonstrate the ability to integrate systems concepts and MFT theories in their clinical work and supervision.
8. Demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work and supervision.

PROGRAM LENGTH

The program is a 36-quarter unit program, and the course of study usually spans a period of one year. Students must complete their study within three years, beginning on the date of their first registration for the post-doctoral certificate in counseling program. Students must earn at least 75% of the credit hours required for the certificate through Daybreak University.

GRADUATION REQUIREMENTS

5. A completion of all required course work with a minimum grade point average (GPA) of 3.0.
6. A settlement of all financial obligations with the University
7. Students are required to complete 36 quarter credits of coursework
8. At least 50 practicum hours with systemic supervision from approved supervisors.

CURRICULUM

Post-Doctoral Certificate in Counseling with a specialization in Marriage and Family Therapy (General)

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8030: Couples Relationship Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
Clinical Requirement	
3	quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical hours (30 hrs of Relational Cases) • 90 Supervision hours [30 hours: Raw data at least (e.g., audio, video, etc.)] 	13.5
Electives	
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a Specialization in
Inner Child Therapy (ICT)**

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 9400: Inner Child Therapy	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6020: Advanced Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 hours of Inner Child Therapy Cases)] • 90 Supervision Hours [30 Hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 8030: Couples Relationship Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
IRT 7000: Foundations of Imago Relationship Therapy	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a specialization in
Imago Relationship Therapy (IRT)**

Required Quarter Credits: 36 (8 courses) (Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
IRT 7000: Foundations of Imago Relationship Therapy	4.5
IRT 7100: Imago Clinical Training 1	4.5
IRT 7200: Imago Clinical Training 2	4.5
IRT 7300: Imago Clinical Training 3	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Couples and Family Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 Hours of Imago Cases) • 90 Supervision Hours [30 Hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
CFT 8000: Research Internship	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a specialization in
Human Sexuality and Sex Therapy (HST)**

Required Quarter Credits: 36 (9 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
HST 6000: Human Sexuality Education I	4.5
HST 6100: Human Sexuality Education II	4.5
HST 6300: Human Sexuality and Sex Therapy Training	3
HST 6200: Sexual Attitude Reassessment (SAR) * Face-to-face class requirement for AASECT certificate.	1.5
HST 6350: Human Sexuality and Sex Therapy Training	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
Clinical Requirement	3 quarters
CFT 7900: Practicum in Sex Therapy <ul style="list-style-type: none"> • 100 Clinical Hours (30 hours of Sex Therapy) • 90 Supervision Hours [30 hours: Raw Data at least (e.g., audio, video, etc.)] 	13.5
Electives	
CFT 6020: CFT 6020: Advanced Marriage and Family Therapy	4.5
HST 6000: Human Sexuality Education I	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
Total Credits	36

**Post-Doctoral Certificate in Counseling with a Specialization in
Marriage and Family Therapy (Supervisor Track)**

Required Quarter Credits: 36 (8 courses)	
(Equivalent to 24 Semester Credits)	
Course Titles	Credits
Core Courses	
CFT 9800: Fundamental of Supervision	4.5
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	4.5
CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST	4.5
CFT 8700: Advanced Marriage and Family Therapy	4.5
Supervision Practicum Requirement	4 quarters
CFT 9810: Supervision Practicum 100 Supervision Hours [30 Hours: Raw Data Cases at least (e.g., audio, video, etc.)]	18
Electives	
CFT 6040: Group Therapy Process and Techniques	4.5
CFT 8030: Couples Relationship Therapy	4.5
CFT 6010: Foundations of Marriage and Family Therapy	4.5
CFT 6050: Clinical Research and Evaluation	4.5
CFT 8600: Law, Professional Ethics, and Community Practice	4.5
CFT 8090: Human Growth and Family Development Across the Life Span	4.5
CFT 8050: Chemical Dependency and Addiction Counseling	4.5
CFT 8070: Psychopharmacology & Community Mental Health Counseling	4.5
CFT 8900: Abuse, Trauma, and Collaborative Care	4.5
IRT 8000: Foundations of Imago Relationship Therapy	4.5
CFT 8100: Cinema Story and Counseling	4.5
CFT 9350: Christian Counseling	4.5
Total Credits	36

SUGGESTED COURSE SEQUENCING (MFT)

Term	Courses
Fall Term	CFT 8010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 8030: Couples Relationship Therapy CFT 8020: Advanced Marriage and Family Therapy
Spring Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2
Summer Term	HST 8000: Human Sexuality Education I CFT 7900: Practicum in Couples and Family Therapy

SUGGESTED COURSE SEQUENCING (Inner Child Therapy)

Term	Courses
Fall Term	CFT 6010: Foundations of Marriage and Family Therapy Elective 1
Winter Term	CFT 7000: Counseling and Psychotherapeutic Theories and Techniques: IPCST CFT 6020: Advanced Marriage and Family Therapy
Spring Term	CFT 9400: Inner Child Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

SUGGESTED COURSE SEQUENCING (Supervisor Track)

Term	Courses
Fall Term	CFT 9800: Fundamental of Supervision CFT 9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST
Winter Term	CFT 9810: Supervision of Supervision Practicum CFT 7900: Practicum in Couples and Family Therapy
Spring Term	CFT 9810: Supervision of Supervision Practicum Elective 1
Summer Term	CFT 9810: Supervision of Supervision Practicum Elective 2

SUGGESTED COURSE SEQUENCING (IRT)

Term	Courses
Fall Term	IRT 8100: Foundations of Imago Relationship Therapy CFT 8010: Foundations of Marriage and Family Therapy
Winter Term	IRT 8200: Advanced Imago Relationship Therapy Elective 1
Spring Term	IRT 8500: Clinical Training: Imago Relationship Therapy CFT 7900: Practicum in Couples and Family Therapy
Summer Term	CFT 7900: Practicum in Couples and Family Therapy Elective 2

SUGGESTED COURSE SEQUENCING (HST)

Term	Courses
Fall Term	HST 8000: Human Sexuality Education I Elective 1
Winter Term	HST 8100: Human Sexuality Education II Elective 2
Spring Term	HST 8300: Human Sexuality and Sex Therapy Training HST 8200: Sexual Attitude Reassessment (SAR) CFT 7900: Practicum in Couples and Family Therapy
Summer Term	HST 8350: Human Sexuality and Sex Therapy Training CFT 7900: Practicum in Couples and Family Therapy

COURSE DESCRIPTIONS

HST 6000: Human Sexuality Education I

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

HST 6100: Human Sexuality Education II

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual

expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

HST 6200: Sexual Attitude Reassessment (SAR)

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

HST 6300: Human Sexuality and Sex Therapy Training

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

HST 6350: Human Sexuality and Sex Therapy Training B

We will address sexuality and attachment and the breaches of attachment. We will review the training and tools needed work more deeply with couples to connect, integrate, separate, and integrate. We will learn practical tools for integrating a sex therapy model into their work with sexless relationships and sexual dysfunction and addictions that can result of trauma and betrayal. Using an integrative sex therapy model, we will review and explore individual versus relationship therapist through an attachment lens and the lens of the therapist to define the role of treatment and how sex therapy and counseling interventions can impact current therapy techniques. Long term recovery from affairs, sexual trauma and childhood sexual abuse includes recovery from substance abuse, differentiation, erotic recovery, and ability to coregulate with their partner. Good dialogical skills lead to relational satisfaction and long-term vision interventions can lead to positive treatment outcomes.

IRT 7000: Foundations of Imago Relationship Therapy

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

CFT 6010: Foundations of Marriage and Family Therapy

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

CFT 6020: Advanced Marriage and Family Therapy

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

CFT 6030/8030: Couples Relationship Therapy

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

CFT 6040: Group Therapy Process and Techniques

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

CFT 6050: Clinical Research and Evaluation

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

CFT 6070/8070: Psychopharmacology & Community Mental Health Counseling

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs. The course also discusses theories and skills required in contemporary community mental health settings. This course will help students understand the recovery-oriented treatment and methods of service delivery.

CFT 6090/8090: Human Growth and Family Development Across the Life Span

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

CFT 8050: Chemical Dependency and Addictions Counseling

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

CFT 8600: Laws, Professional Ethics, and Community Practice & Teletherapy

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

CFT 8900: Abuse, Trauma, and Collaborative Care

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

CFT 9700: Counseling Psychotherapeutic Theories and Techniques: IPCST

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

CFT 7900: Practicum in Marriage and Family Therapy

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

CFT 8000: Research Internship

This course is designed to provide a graduate-level overview of research methodology and writing in Counseling. Students will have a chance to participate senior-level doctoral students' research works. Students will be able to observe research planning, implementing, and analyzing interventions.

CFT 8100 Cinema Story and Counseling

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. This course covers Family Systems Theories, Communication Theories, Structural Family Therapy, Strategic Family Therapy, Transgenerational Family Therapy, and Experiential Family Therapy.

CFT 9350: Christian Counseling

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

CFT 9800: Fundamentals of Supervision

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

CFT 9810: Supervision Practicum

During this 10-week course students will co-supervise a weekly 3-hour virtual supervision group with Daybreak University clinical supervisors. Students must complete CFT 9800: MFT Supervision of Supervision course prior to taking CFT 9810.

INTENSIVE ENGLISH CERTIFICATE PROGRAM

PROGRAM DESCRIPTION

The purpose of Daybreak's Intensive English Certificate Program is to provide students whose first language is not English with the language education necessary for general and academic purposes. Courses in this program provide integrated skills to develop English language skills important for everyday use. It is also designed to provide ample learning experience necessary to transition to academic courses in US colleges. The program many opportunities for students to engage with their peers, professors, and other professionals of various languages and cultures through English.

Daybreak University's Intensive English Certificate Program offers knowledge and skills in the following areas of English:

Core Skills

- Writing & Grammar
- Reading and Vocabulary
- Listening and Speaking

Electives

- American Pop Music and Culture
- Academic Skills
- Case Studies
- Community Engagements
- Guest Speakers
- SoCal Experience
- Terminology in Counseling
- TOEFL iBT or IELTS

Students who complete the highest level of Daybreak University's English Language Program will be given an opportunity to apply to a qualifying degree program at Daybreak University. Contact the University Admission about the conditional admission.

Note that the admission to the Intensive English Certificate Program does not assume further admission to a degree nor positions in a profession, occupation, trade, or career field requiring licensure in California and other states. As a result, completion of the courses will not make the student eligible for licensure exams in California and other states.

PROGRAM PURPOSE AND OBJECTIVES

The purpose of Intensive English Certificate Program at Daybreak University is to:

- Serve students of other languages to develop English language skills for everyday use and their optimal learning experience in colleges in America.
- Equip students to effectively use interpersonal and critical thinking skills to function both in and out of American college classrooms.
- Provide students opportunities to explore various topics of academic disciplines and professional fields in English.
- Introduce students to diverse cultures and lifestyles in America through engaging with their peers, faculty, and other communities.

PROGRAM LEARNING OUTCOMES (PLO)

When students complete the Intensive English Certificate Program, they will have the ability to:

5. Demonstrate English knowledge and skills of all major areas: reading, writing, listening, and speaking.
6. Apply interpersonal and critical thinking skills to function both in American college classrooms.
7. Identify and compare diverse cultures and lifestyles presented in American society through different times.
8. Engage with classmates, faculty, and others in the field of counseling with increased cultural fluency and DEI.

PROGRAM LENGTH

The program is composed of 120 units during 6 quarters to complete all levels of study if starting from the lowest level. Students must complete level 5 to earn their ESL Certificate. Students who are placed at higher levels upon verification of their English proficiency scores will work with the advisor for personalized study plan. All students must complete their study within three years, beginning on the date of their first registration for the program. Students must earn at least 75% of the credit hours required for the certificate through Daybreak University.

COMPLETION REQUIREMENTS

4. A completion of all required levels or equivalent English language proficiency test scores
5. Students must complete level 5 to earn their ESL Certificate.
6. A settlement of all financial obligations with the University

CURRICULUM

Intensive English Certificate Program

Suggested Quarter Credits: 20 units (Full-Time) per quarter *	
Course Titles	Credits
Core Skills Courses -Required **	
Writing & Grammar (Levels 1-6)	4
Reading & Vocabulary (Levels 1-6)	4
Listening & Speaking (Levels 1-6)	4
Electives (Choose two courses)	
Academic Skills (Intermediate, Advanced)	4
Case Studies (Advanced)	4
Community Engagements (Beginning, Intermediate, Advanced)	4
Guest Speakers (Intermediate, Advanced)	4
Safe Conversations (Beginning, Intermediate, Advanced)	4
SoCal Experience (Beginning, Intermediate, Advanced)	4
Terminology in Counseling (Beginning, Intermediate, Advanced)	4
IELTS Preparation (Intermediate, Advanced)	4
Total Credits	

* Enrollment of 20 units or more is required for full-time F-1 students attending in-person courses.

** Course placement is based on the English proficiency test scores or level tests.

Satisfactory grade of all prior courses or level-equivalent English proficiency test scores will be required to advance to the next level.

English Program (Levels and Descriptions)

Levels	Descriptions
Beginning 1	IELTS 3.5 or TOEFL 20-30
Beginning 2	IELTS 4 or TOEFL 31
Intermediate 1	IELTS 4.5 or TOEFL 32-34
Intermediate 2	IELTS 5 or TOEFL 35-45
Advanced 1	IELTS 5.5 or TOEFL 46-59
Advanced 2	IELTS 6 or TOEFL 60

Sample Schedule I

Time\Day	Monday	Tuesday	Wednesday	Thursday
Moring	Writing & Grammar	Reading & Vocabulary	Writing & Grammar	Reading & Vocabulary
Morning	Listening & Speaking	Elective 2	Listening & Speaking	Elective 2
Afternoon	Elective 1		Elective 1	

Writing & Grammar: 4-unit hours per week

Reading & Vocabulary: 4-unit hours per week

Listening & Speaking: 4-unit hours per week

Electives: 8-unit hours per week (4-unit hours each for Elective 1 and Elective 2)

Sample Schedule II

Time\Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Writing & Grammar	Reading & Vocabulary	Writing & Grammar	Reading & Vocabulary	Elective 2
Afternoon	Elective 1	Listening & Speaking	Elective 1	Listening & Speaking	Elective 2

Writing & Grammar: 4-unit hours per week

Reading & Vocabulary: 4-unit hours per week

Listening & Speaking: 4-unit hours per week

Electives: 8-unit hours per week (4-unit hours each for Elective 1 and Elective 2)

INTENSIVE ENGLISH CERTIFICATE PROGRAM - SUGGESTED COURSE NUMBERS

Course Titles	Credits
Core Skills Courses -Required	
ESL 1001 Writing & Grammar Beginning 1	4
ESL 1002 Writing & Grammar Beginning 2	4
ESL 1003 Writing & Grammar Intermediate 1	4
ESL 1004 Writing & Grammar Intermediate 2	4
ESL 1005 Writing & Grammar Advanced 1	4
ESL 1006 Writing & Grammar Advanced 2	4
ESL 1011 Reading & Vocabulary Beginning 1	4
ESL 1012 Reading & Vocabulary Beginning 2	4
ESL 1013 Reading & Vocabulary Intermediate 1	4
ESL 1014 Reading & Vocabulary Intermediate 2	4
ESL 1015 Reading & Vocabulary Advanced 1	4
ESL 1016 Reading & Vocabulary Advanced 2	4
ESL 1021 Listening & Speaking Beginning 1	4
ESL 1022 Listening & Speaking Beginning 2	4
ESL 1023 Listening & Speaking Intermediate 1	4
ESL 1024 Listening & Speaking Intermediate 2	4
ESL 1025 Listening & Speaking Advanced 1	4
ESL 1026 Listening & Speaking Advanced 2	4
Electives	
ESL 1031 Academic Skills (Intermediate, Advanced)	4
ESL 1032 Case Studies (Advanced)	4
ESL 1033 Community Engagements (Beginning, Intermediate, Advanced)	4
ESL 1034 Guest Speakers (Intermediate, Advanced)	4
ESL 1035 Safe Conversations (Beginning, Intermediate, Advanced)	4
ESL 1036 SoCal Experience (Beginning, Intermediate, Advanced)	4
ESL 1037 Terminology in Counseling (Beginning, Intermediate, Advanced)	4
ESL 1038 IELTS Preparation (Intermediate, Advanced)	4

COURSE DESCRIPTIONS

WRITING AND GRAMMAR (1 - 6)

Writing and Grammar Beginning 1:

Writing and Grammar Beginning 1 is for students who know a few isolated words and phrases with extremely limited grammatical range. The course is designed to introduce simple sentences to students. It provides various classroom activities for students to practice correct spelling of the frequently used English Vocabulary and their word forms and orders to form simple sentences. Articles, nouns, adjectives, and simple verb tense forms are introduced to form statements, questions, and short answers.

Writing and Grammar Beginning 2:

Writing and Grammar Beginning 2 is for students who are ready to develop more ideas using a short paragraph format. The course offers ways to develop ideas and organize ideas in narrative, descriptive, and comparison/contrast paragraphs. Several brainstorming techniques are incorporated to enhance unity and coherence using topic and supporting sentences. Coursework introduces complex and compound types, and grammar points cover present & past progressive tense forms, gerunds & infinitives, and adverbs of manner & frequency.

Writing and Grammar Intermediate 1:

Writing and Grammar Intermediate 1 is an introductory course on essay development. This course is designed for students working on developing four to five paragraph essays. Coursework includes exercises on the types of introductions and conclusions as well as types of supporting details for solid body paragraphs. Effective use of transitional words and conjunctions are emphasized for sentence refinement. Grammar points include modals, noun and adjective phrases, and present perfect tense.

Writing and Grammar Intermediate 2:

Writing and Grammar Intermediate 2 is designed to challenge students to refine their essay writing skills. Through five-paragraph essays of three types (cause/effect, classification, and exposition), the course introduces skills to use summary and paraphrase as the supporting details. Cohesive devices and citations are incorporated, and perfect tense (past & future), more phrases (adverb and preposition) are added to the grammar points of the course.

Writing and Grammar Advanced 1:

Writing and Grammar Advanced 1 is designed to challenge students to refine their essay writing skills. Five-paragraph essays on more complex types cover argumentative and problem-solution. In-Class writing sessions are designed to help students to produce rough drafts and peer-feedback forms. Adding reported speeches as the primary source of support, active/passive voice, conditional clauses, as well as all verb tenses are covered in the grammar points of the course.

Writing and Grammar Advanced 2:

Writing and Grammar Advanced 2 is for students who are ready to delve into mini research writing projects. This course helps students explore both research skills and writing skills. It introduces how to look for and evaluate the resources to effectively use them in a research paper. Revision process through self-editing and peer-feedbacking is emphasized, and effective use of academic vocabulary as well as citations are an important part of this course.

READING AND VOCABULARY (1 - 6)

Reading and Vocabulary Beginning 1:

Reading and Vocabulary Beginning 1 is designed to introduce basic vocabulary building and reading skills. It offers various exercises for beginning readers to identify main ideas and major details. Some course activities include rearranging information in chronological order, retelling the stories, and introducing events/characters through matching and labeling. Vocabulary introduced in the covered units will be reinforced through additional activities and games.

Reading and Vocabulary Beginning 2:

Reading and Vocabulary Beginning 2 is for budding readers. The course introduces scanning and skimming skills. Labeling, true/false, and multiple-choice question types are frequently used class activities to help students increase reading comprehension skills. Vocabulary introduced in the covered units will be reinforced through activities and games.

Reading and Vocabulary Intermediate 1:

Reading and Vocabulary Intermediate 1 is for emerging readers. It introduces techniques used for making predictions, using contextual clues, and making inferences. Classroom activities incorporate skills to differentiate main ideas v. supporting details and facts v. opinions. Reproducing the details of the passages to summarize the information is introduced. Vocabulary introduced in the covered units will be reinforced through activities and games.

Reading and Vocabulary Intermediate 2:

Reading and Vocabulary Intermediate 2 helps examiners to identify the types of audience and purpose of information. Classroom activities also include identifying and interpreting unstated information in the given passages. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

Reading and Vocabulary Advanced 1:

Reading and Vocabulary Advanced 1 focuses on evaluating and analyzing the information presented in complex and abstract passages. Summary skills through analyzing quotations, rephrasing the information, etc., are practiced using longer passages with academic vocabulary. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

Reading and Vocabulary Advanced 2:

Reading and Vocabulary Advanced 2 is a course to help students advance skills in their reading speed, comprehension, and analysis in a variety of passages within major academic disciplines. Coursework includes practice sessions of evaluating and analyzing visual information such as bar graphs, tables, or diagrams. The course also provides techniques and exercises on conceptually dense passages for academic purposes. Reading skills and vocabulary introduced in the covered units will be reinforced through additional classroom activities and games.

LISTENING & SPEAKING (1 - 6)

Listening and Speaking Beginning 1:

Listening and Speaking Beginning 1 focuses on the development of foundational speaking and listening skills needed for small conversations on everyday topics as well as familiar subjects. Course activities include introductions of self, classmates, and family. Listening and speaking skills in the course include identifying and comprehending sounds, structures, and meanings used in greetings and responses, asking WH questions, and asking for/giving directions. Using simple present tenses and modals of requests in all course interactions will be encouraged. Pronunciation

techniques feature consonants and vowels in words as well as falling-rising intonation questions.

Listening and Speaking Beginning 2:

Listening and Speaking Beginning 2 focuses on improving general understanding by sorting and categorizing information and a lot of emphasis on using target words/phrases, imperatives, and simple present tense. These exercises are authentic short conversations and talks delivered in audio or video clips representing real life situations, and they provide learning opportunities about various lifestyles and cultures. Conversation skills highlight agreeing and disagreeing with others, elaborating in detail about common topics. Using guided interview questions, some of these activities will be developed to give three-minute talks about places, people, and events. Pronunciation features in reduction of sounds highlighted.

Listening and speaking Intermediate 1:

Listening and speaking Intermediate 1 skills trains students to refine their listening skills recognizing word stresses, sentences intonations, and cover units will be rehearsed through additional classroom activities and out-of-classroom interactions. Course activities include short conversations enabling students to share short comments, make inquiries, and ask/receive information. Other activities like mini-interviews lead to four-minute impromptu speeches about favorite activities, memorable objects, special people, etc., using simple and progressive verb tenses, adverbs of degree, and modals. Pronunciation techniques focus on reductions and liking.

Listening and Speaking Intermediate 2:

Listening and Speaking Intermediate 2 is designed for students able to use wh-questions and follow-up questions effectively to expand inquiries to broader data of information. Talks and lectures used in course activities introduce low frequency academic vocabulary and complex information as well as structures. This course also provides mini sessions to work on five-minute interviews to gather more explanation and examples from other speakers and to relay to the audience. Pausing and emphasizing are introduced as pronunciation features. If time permits, the course will introduce a variation of the exploratory survey technique as part of the course capstone project: panel interviews.

Listening and Speaking Advanced 1:

Listening and Speaking Advanced 1 is designed to allow students to apply proper rhetorical devices and structures to summarize the main points and supporting evidence in conversations, lectures, debates, etc. In-depth speaking and listening techniques focus on expressing opinions, arguments, counterarguments. Emphasis on rephrasing of the main points and examples with agreements and disagreements in respond to the speaker's opinions. The course capstone activity prepares and engages students through debates on topics presenting ethical dilemmas. Pronunciation features focus on sentence stress, rhythm, and intonation.

Listening and Speaking Advanced 2:

Listening and Speaking Advanced 2 equips students to communicate with peers, faculty, and other academic professionals with native-like fluency and control of English. The course provides opportunities for students to practice speech and presentation skills using high academic vocabulary with advanced pronunciation techniques. For the course capstone activity, students will collaborate

on, collect information, and present on a service project for a community of their choice. Mastery level of sentence rhythm and intonation for flawless communication is one of the few objectives.

ELECTIVES

American Pop Music and Culture (Beginning 1, 2, Intermediate 1, 2, Advanced 1, 2)

The course is designed to introduce different styles, instruments, photos of famous singers, some history, and facts of the lives of a few famous American musicians. Course activities allow engaging and fun ways to learn English idioms and vocabulary through lyrics of popular songs. The course prepares English learners of all levels to of and vocabulary to tell a person's life story. Singing songs in class not only helps students improve cultural competencies but also practice their pronunciation.

Academic Skills (Advanced 1, 2)

Students learn the foundation skills needed to succeed in academic skills. Note-taking skills, organization, time-management, presentation, are just to name a few. Students will listen to and take notes from the lecture clips or TED Talks on various disciplinary topics. Students will also have chances to interact with school staff or other working professionals in the field through asking for academic advice, inquiring on or receiving information on research topics, etc.

Case Studies (Intermediate 2, Advanced 1, 2)

This course will bring all to use skills learned in all their classes as well as real life. Using multiple media platforms (e.g., reading, podcasts, movie clips, etc.), students learn about the cases, collect data, analyze, and summarize them, and present findings to make collaborative suggestions to present before the class. The class demands constant interactions asking students to adopt complex but effective techniques of all language skills.

Community Engagements (Beginning 2, Intermediate 1, 2, Advanced 1, 2)

This is a service-learning course, where a group of students interact with several members through community engagements. Students will get matched with a community organization to provide a service in need. It could be attending an in-person or online PK-12 classroom where the homeroom teacher has a group of kids needing homework assistance or a reading center leader in a 5th grade classroom or being speaking partner of an older adult. In the first week of the course, students will brainstorm together for locations for community engagements. Pre and post community engagement meetings will take place and more details/logistics will be shared during the first two weeks of class.

Guest Speakers (Intermediate 2, Advanced 1, 2)

This course is a TED Talk in classroom. Four to five guest speakers are invited to share their expertise in the classroom. Guest speakers will be related to the field of counseling. Some of the faculty members or students may be invited should that be an interest of the class. Students will also become familiar with the topics through a series of scaffolding activities pre/post each speaking event. Additional classroom activities and assignments will also keep students engaged and reinforce interactive uses of all four language skills.

Terminology in Counseling (Beginning 2, Intermediate 1, 2, Advanced 1, 2)

Students work on terms used in counseling. The course is designed to help students examine and use the terms frequently introduced in theories, concepts, and techniques of marriage and family counseling, Imago Relationship Therapy through various class activities and mini projects. This course will prepare students either going into or leaving the content course to feel more equipped with the list of vocabulary important in counseling.

IELTS (TOEFL iBT) (Intermediate 2, Advanced 1, 2)

This course is designed to help students review the information and practice skills sets to improve each test taking experience as well as the results. While coursework will include some demonstrations of useful test preparation and taking strategies, lessons will involve actual language skills being tested. Students will also look at the assessment process to be informed and prepared accordingly.

SoCal Experience (Beginning, Intermediate, Advanced)

This is a course offering various opportunities to explore nature, city streets, or famous tourist sites in Southern California. Anaheim is one of the most visited places in the world, and students in the course will learn about various aspects of the location through history, current events, and Psychology. Students will produce and present on their mini-class project (e.g., photo album, a mini scrapbook, a tourist review TikTok video, or any other format of your choice). Coursework will become the memento of this best experiential learning opportunity.

UNIVERSITY PERSONNEL

Board of Directors

Board Chair

Rev. Kiok Chang Cho
Pastor of The United Methodist Church

Secretary

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

Treasurer

Pia Unsuk Jun, Ph.D.
Marriage and Family Therapist

Board Member

Rev. Chang Ho Kim, Ph.D.
Pastor of The Korean Presbyterian Church

Board Member

Ms. Suna Park
CEO, Dalbit Books Publishing

Board Member

Ms. Hae Jin Hwang
Associated Marriage and Family Therapist

Board Member

Ms. Amy Haekyung Im
Certified Imago Relationship Therapist

Board Member

Jay Oh, Ph. D.
CEO/President, Daybreak University

Chancellors

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

Harville Hendrix, Ph.D.

Harville Hendrix, Ph.D. is the co-founder of Imago Relationships International (IRI) with Helen LaKelly Hunt, Ph.D., and Chancellor of the Imago International Training Institute (IITI). He is a New York Times bestselling author of the popularly acclaimed books: *Getting the Love You Want: A Guide for Couples*, *Keeping the Love You Find: A Guide for Singles*, *Giving the Love That Heals: A Guide for Parents*, and *Receiving Love: Transform Your Relationship by Letting Yourself Be Loved*. He is an international speaker, and couple's therapist with more than 40 years' experience as an educator, clinical trainer and lecturer who has appeared on Oprah's television program 17 times. A former professor at Southern Methodist University, Dr. Hendrix holds an M.A. and a Ph.D. in Psychology and Religion from the University of Chicago. He is a Diplomat in the American Association of Pastoral Counselors and a clinical member of the American Group Psychotherapy Association and the International Transactional Analysis Association.

Helen LaKelly Hunt, Ph.D.

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

Administrators

President/CEO

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England

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

Th.M. in Pastoral Counseling, Harvard University

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

AAMFT Approved Clinical Supervisor Training

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

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

Dr. Jay Oh is the President and CEO of Daybreak University. He holds master's and doctorate degrees in Theology and Pastoral Counseling from Harvard University and the University of Toronto. He also received a Ph.D. in Counseling from the University of New England. Dr. Oh has completed a post-graduate program in Family Systems Therapy from the Family Institute of Cambridge in Boston as well as the COAMFTE accredited Post-Graduate MFT Program at Council for Relationships in Philadelphia (formerly Penn Marriage Council). He also completed AAMFT (American Association for Marriage and Family Therapy) Approved Clinical Supervisor Training Program as well as the internship specialized in PTSD at the Rogers Memorial Hospital in Bedford, MA. He is a Certified Imago Relationship Therapist and an Imago Clinical Instructor at Imago International Training Institute (IITI). He was a former Associate Professor of Counseling Psychology at Soongsil University and Baekseok University in South Korea. He was the Director of Soongsil University Student Counseling Center, Director of *the* Institute for Couples and Family Counseling (ICFC), and a Chief Editor of *the Journal of Family and Counseling* (JFC). He is a founder of the Korean Association for Marriage and Family Therapy (KAMFT), which has a national network of 60 counseling centers with 6,000 members of professional counselors and therapists. He also serves as a chair of the board of directors for the Korea Family Counseling Center (KFCC) and the Korea Institute of Couple Relationship Therapy (KICRT). Dr. Oh is a frequent guest on TV shows such as KBS and EBS where he has tried to make counseling known to the public by offering live counseling and special lectures. His book, *I Love Myself the Way I Am* (2009) became a national best seller in South Korea. His publication was also selected as the outstanding scholar work by both the National Academy of Sciences as well as Ministry of Culture, Sports, and Tourism in South Korea. He also received the Best Teacher's Award, the Best Lecturer's Award four times at Soongsil University and the Best Research Award and the Best Supervisor Award by the National Council of Graduate School of Counseling and Psychotherapy

(NCGSCP). Dr. Oh's article was nominated as the best article by JMFT (Journal of Marriage and Family Therapy: AAMFT's Official Journal) and he received the International Development Award and Dr. Helen LaKelly Hunt Award for Community Building by Imago Relationships International (IRI).

Chief Academic Officer (CAO)

Hye Jin Kim, Ph.D., LMFT

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

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

B.A. in Psychology, SUNY Buffalo

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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

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

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

Business Manager/CFO

Kathy Y. Kang, Ph.D.

M.A. in Counseling Psychology Education, Korea University

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

Certified Imago Therapist by Imago International Training Institute (IITI)

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

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

Director of Student Services/Registrar

Joy Ji, M.A.

Director of Administration, Daybreak University, Anaheim, CA
Master of Arts (M.A.) in Counseling, Daybreak University, Anaheim, CA
B.S. in Resources Management, Virginia Tech, Blacksburg, VA

Director of Admissions

Ms. Beachi Park, M.A.

Director of Admissions, Daybreak University, Anaheim, CA.
MA in Counseling with the specialization in Marriage and Family Therapy (*COAMFTE Accredited*),
Daybreak University, CA
M.Ed. in School Counseling, Seattle Pacific University, WA
B.A. in Psychology, University of Washington, WA

Librarian/ Director of Assessment and Planning

Douho Im, M.A.

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

Faculty (Full-Time)

Master of Arts in Counseling (MAC) Program Director

Young Yoon Ha, Ph.D.

Ph.D. in Counseling Psychology, Seoul Women's University
M.Ed. in Counseling Psychology and Clinical Psychology, Seoul Women's University
B.A. in Educational Psychology, Seoul Women's University
Certified Mental Health Clinical Psychologist, Korean Ministry of Health and Welfare
Certified Clinical Psychologist, Korean Psychological Association
Approved Supervisor and Professional member, Korean Clinical Psychology Association

Ph.D. in Counseling Program Director

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak
University
Clinical Director of Daybreak University Couple and Family Therapy Center (DBU-CFTC)
AAMFT Approved Supervisor Candidate and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)

Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

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

Ph.D. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University
M.Ed. in Counseling, Family and Human Services, Specialization in Marriage and Family Therapy, University of Oregon
AAMFT Approved Supervisor Candidate
Editorial Reviewer of Journal of Marital and Family Therapy (JMFT)
Former Assistant Professor of Marriage and Family Therapy program at Texas Tech University
Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

Faculty (Part-time and Adjunct)

Tammy Nelson, Ph.D., LPC, Director of Human Sexuality and Sex Therapy Program

Ph.D. in Sexology, American Academy of Clinical Sexology
M.S. in Art Therapy, College of New Rochelle
B.A. in Social Sciences/Psychology, University of Bridgeport
Board Certified Sexologist and Diplomate of the American Board of Sexology
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
Licensed Professional Counselor (LPC)
Licensed Alcohol and Drug Counselor
Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician by Imago International Training Institute (IITI)

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England
Th.D. in Theology, Emphasis in Pastoral Counseling, University of Toronto
Th.M. in Pastoral Counseling, Harvard University
COAMFTE Accredited Post-Graduate Certificate in Marriage and Family Therapy, Council for Relationships, Philadelphia

AAMFT Approved Supervisor Candidate

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

Clinical Supervisor of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy
by the Korean Association of Family Counseling (KAFC)

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

Fred Piercy, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University
Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University

Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce

AAMFT Approved Supervisor and Clinical Fellow

Former Consultant, United Nations Office on Drugs and Crime

Past Editor of the Journal of Marital and Family Therapy (JMFT)

Ph.D. in Counselor Education, University of Florida

M.Ed. in Counseling, University of South Carolina

B.A. in Psychology, Wake Forest University

Lorna Hecker, Ph.D., LMFT

Distinguished Professor of MFT

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

M.S. Ed. in Counselor Education, Western Illinois University

B.S. in Psychology, Western Illinois University

AAMFT Approved Supervisor and Clinical Fellow

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

Emeritus Professor of Marriage and Family Therapy Program, Purdue University Northwest

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

Deanna Linville, Ph.D., LMFT

Professor of Marriage and Family Therapy Program, Daybreak University

Co-Founder, Executive & Clinical Research Director, Center for Transformative Healing

Clinical Supervisor of MFT and Affiliated Research Faculty, International Institute for Couples
and Family and Relationships (IICFR)

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

KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor

Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech
University

M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech

University (Northern Virginia Center)
B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Nichole Nahal Hydaryacil, PsyD, LMFT

Assistant Professor of Marriage and Family Therapy Program, Daybreak University
Licensed Marriage and Family Therapist (LMFT)
American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor Cand.
PsyD. in Marriage and Family Therapy, Alliant International University
MA in Counseling, National University
BS in Psychology, California State University, Long Beach

Jane Goldberg, Ph.D., LMFT

Clinical Supervisor of Marriage and Family Therapy Program, Daybreak University
Licensed Marriage and Family Therapist (LMFT)
Director, Expressive Arts Training Institute Trainer of a National Certification Program in
Expressive Arts Therapy
Faculty/Mentor, International University of Professional Studies
Certified Expressive Therapist, C.E.T. National Expressive Therapy Association
Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association
Ph.D. in Transformational Psychology, International College, Los Angeles, California
MS in Counseling Psychology, California State University, Fullerton, California
BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

Maya Kollman, Ph.D.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Master Trainer and Faculty of Imago Relationship Therapy (IRT) at Imago International Training
Institute (IITI)
Clinical Instructor of IRT at International Institute for Couples and Family Relationships (IICFR)
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University

Kobus Van der Merwe, Ph.D. Cand.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International
Training Institute (IITI)
Clinical Instructor of IRT at International Institute for Couples and Family Relationships (IICFR)
Ph.D. Cand. Specialized in Imago Relationship Therapy (IRT), Daybreak University

Rebecca Sears, Ph.D., LPC

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International
Training Institute (IITI)
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University
M.Div., Boston University

John Hjarso Mortensen, Psychologist, Ph.D.

Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Instructor and Faculty of Imago Relationship Therapy (IRT), Imago International Training Institute (IITI)
Lecturer, University of Copenhagen
Ph.D. Specialized in Imago Relationship Therapy (IRT), Daybreak University
Cand. Psych., in Psychology, University of Copenhagen

Orli Wahrman, MSW, Ph.D. Cand.

Senior Imago Faculty of Imago International Training Institute (IITI)
Clinical Professor of Imago Relationship Therapy (IRT), Daybreak University
Clinical Social Worker, a Sex Therapist and Supervisor, and a Senior Faculty and Clinical Instructor at IITI.
degree in Arabic and Middle Eastern Studies from the Hebrew University, and a teaching degree in Arabic.
Co-chair of Imago Israel for the last 10 years

Stephanie Buehler, PsyD., MPW, CST

Professor of M.A. & Ph.D. Human Sexuality and Sex Therapy Specialization, Daybreak University
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
PsyD. in Clinical Psychology, Specialization in Family Therapy, Alliant University
MA in Psychology, Pepperdine University
BA in English Literature, UCLA
Director & Founder, The Buehler Institute, Laguna Beach, California
Fellow of the International Society for the Study of Women's Sexual Health (IF)

Jeonghwa Yoon, Ph.D.

Ph.D. in Christian Counseling, Baekseok University
M.A. in Family Counseling, Baekseok University
B.A. in Theology, Luther University
Certified Imago Therapist and Certified Imago Couples Workshop Presenter by Imago International Training Institute (IITI)
Clinical Instructor at International Institute for Couples and Family Relationships (IICFR)
Clinical Supervisor of Family Counseling and Couple Relationship Therapy, Korean Association of Family Counseling (KAFC)
President of National Council of Family Counseling Centers (NCFCC) in South Korea

**MFT Program Clinical Director
Monica Lee, Ph.D., LMFT, LPC**

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak University
Clinical Director of Daybreak University Couple and Family Therapy Center
AAMFT Approved Supervisor Candidate and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)
Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

Imago Relationship Therapy Program Director

Wendy Patterson, Ph.D., MSW, LCSW

Professor and Director of Imago Relationship Therapy program (MA and Ph.D.) at Daybreak University
Licensed Clinical Social Worker
Licensed Marriage and Family Therapist (MFT)
Senior Faculty member and Clinical Instructor, Imago International Training Institute (IITI).
Ph.D. in Counseling with a specialization in Imago Relationship Therapy, Daybreak University.
MSW in University of Georgia
B.A. in University of Oregon

Human Sexuality and Sex Therapy Program Director

Tammy Nelson, Ph.D., LPC

Director of M.A. & Ph.D. Human Sexuality and Sex Therapy Specialization, Daybreak University
Board Certified Sexologist and Diplomate of the American Board of Sexology
AASECT Certified Sex Therapist, Certified Clinical Supervisor, and Organizational Provider by American Association of Sexuality Educators, Counselors and Therapists (AASECT)
Licensed Professional Counselor (LPC)
Licensed Alcohol and Drug Counselor
Certified Imago Relationship Therapist, Couple Workshop Presenter, and Advanced Clinician by Imago International Training Institute (IITI)
Ph.D. in Sexology, American Academy of Clinical Sexology
M.S. in Art Therapy, College of New Rochelle
B.A. in Social Sciences/Psychology, University of Bridgeport

Intensive English Certificate Program

Sam Adamos, M.A.

Master of Arts in English (2023), California State University-East Bay
Bachelor of Arts in Psychology (2021), Arizona State University-Tempe
Associate of Science in Natural Science (2019), Ohlone College - Fremont, CA

Yuri Nagasawa, M.A.

Master of Arts in English, California State University, East Bay. Hayward, CA
Option: TESOL (Teaching English to Speakers of Other Languages)
TESOL Certificate, California State University, East Bay. Hayward, CA
Bachelor of Arts in Education, Niigata University, Niigata Japan
Major: Elementary Education, Physical Education
Minor: English Education, Early Childhood Education

Jinkyung (Stephanie) Lee, M.S.

MS, Education, California State University, Fullerton - Magna Cum Laude
BA, Sociology, California State University, Fullerton - Cum Laude
AA, Liberal Arts, Fullerton Community College
Certification for Teaching English to Speakers of Other Languages (TESOL), CSUF

Eunju Hwang-Tronstad, M.A.

M.A. in English TESOL, California State University East Bay, Hayward, CA
B.A. in English Language and Literature, National Institute for Lifelong Education, National Board of Educational Evaluation of Korea, Seoul, Korea, English Language and Literature Coursework, Continuing Education, Duksung Women's University, Seoul, Korea

Suzanne Leinani Fong, M.A.

Master of Arts: Teaching English to Speakers of Other Languages (TESOL), Monterey Institute of International Studies, Monterey, California
Bachelor of Arts: Linguistics and French, University of California, Berkeley, California
Certificate: Online Teaching & Learning, California State University, East Bay, California

Clinical Training Supervisors

Fred Piercy, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University
Professor Emeritus of Marriage and Family Therapy, Department of Human Development,
Virginia Tech University
Former Professor, Virginia Tech, Purdue University, Texas A&M Commerce
AAMFT Approved Supervisor and Clinical Fellow
Former Consultant, United Nations Office on Drugs and Crime
Past Editor of the Journal of Marital and Family Therapy (JMFT)
Ph.D. in Counselor Education, University of Florida
M.Ed. in Counseling, University of South Carolina

B.A. in Psychology, Wake Forest University

Over 185 published journal articles and book chapters, five books, and 43 funded grants
Selected books: *Research Methods in Family Therapy* (with Douglas Sprenkle), *Handbook for the Clinical Treatment of Infidelity* (with co-editors Katherine Hertlein, and Joseph Wetchler), & *Family Therapy Sourcebook* (with Douglas Sprenkle, Joseph Wetchler, and Associates)
Recipient of the AAMFT's 2007 Outstanding Contribution to Marriage and Family Therapy Award, 2015 Lifetime Achievement Award of the American Family Therapy Academy, and Virginia Tech's 2007 Alumni Award for Outstanding Graduate Student Advising

Lorna Hecker, Ph.D., LMFT

Distinguished Professor, Marriage and Family Therapy Program, Daybreak University

AAMFT Approved Supervisor and Clinical Fellow

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

Emeritus Professor of Marriage and Family Therapy Program, Purdue University Northwest
Clinical Instructor and Research Supervisor at International Institute for Couples and Family Relationships (IICFR)

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

M.S. Ed. in Counselor Education, Western Illinois University

B.S. in Psychology, Western Illinois University

Jay Oh, Ph.D.

Ph.D. in Counseling, University of New England

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

Th.M. in Pastoral Counseling, Harvard University

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

AAMFT Approved Supervisor Training

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

Clinical Supervisor of Family Counseling, Couple Relationship Therapy, and Inner Child Therapy by the Korean Association of Family Counseling (KAFC)

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

Hye Jin Kim, Ph.D., LMFT

Director and Clinical Supervisor of Marriage of Family Therapy Program, Daybreak University

Executive Director of Daybreak University Couples and Family Therapy Center (DBU-CFTC)
Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
AAMFT Approved Supervisor and Clinical Fellow
Certified Imago Therapist by Imago International Training Institute (IITI)
Ad Hoc Reviewer of Journal of Marital and Family Therapy (JMFT)
Former Associate Clinical Director at the Couples and Family Therapy program at the University of Oregon
Former Assistant Professor of Marriage and Family Therapy program at Kean University
Ph.D. in Marriage and Family Therapy, Texas Tech University
M.S. in Child Development and Family Studies, Specialization in Marriage and Family Therapy, Purdue University Calumet
B.A. in Psychology, SUNY Buffalo

Monica Lee, Ph.D., LMFT, LPC

Assistant Professor and Clinical Director of Marriage of Family Therapy Program, Daybreak University
Clinical Director of Daybreak University Couple and Family Therapy Center (DBU-CFTC)
AAMFT Approved Supervisor and Clinical Fellow
Licensed Marriage and Family Therapist (LMFT)
Licensed Professional Clinical Counselor (LPCC)
Faculty Associate of Imago International Training Institute (IITI)
Certified Imago Relationship Therapist (CIRT)
Ph.D. in Counseling with a Specialization in Marriage and Family Therapy, Daybreak University
M.S. in Clinical Counseling, Loyola University Maryland
M.Ed. in Educational Psychology, George Mason University
B.A. in Family Study, Seoul National University

Deanna Linville, Ph.D., LMFT

Professor of Marriage and Family Therapy Program, Daybreak University
Research Associate Professor, University of Oregon's Center for Equity Promotion
Clinical Supervisor of MFT and Affiliated Research Faculty, International Institute for Couples and Family and Relationships (IICFR)
American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor and Clinical Fellow
KAFC (Korean Association of Family and Counseling) Certified Family Counseling Supervisor
Ph.D. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech University
M.S. in Human Development, Specialization in Marriage and Family Therapy, Virginia Tech University (Northern Virginia Center)
B.S. in Family and Child Development/Psychology (Dual Major), Virginia Tech University

Nichole Nahal Hydaryacil, PsyD, LMFT

Clinical Supervisor of Marriage and Family Therapy Program, Daybreak University
Licensed Marriage and Family Therapist (LMFT)
American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor Cand.
PsyD. in Marriage and Family Therapy, Alliant International University
MA in Counseling, National University
BS in Psychology, Cal State University, Long Beach

Jane Goldberg, Ph.D., LMFT

Clinical Supervisor, Daybreak University Marriage and Family Therapy Program
Licensed Marriage and Family Therapist (LMFT)
Director, Expressive Arts Training Institute Trainer of a National Certification Program in
Expressive Arts Therapy
Faculty/Mentor, International University of Professional Studies
Certified Expressive Therapist, C.E.T. National Expressive Therapy Association
Registered Expressive Arts Therapist, R.E.A.T. International Expressive Arts Therapy
Association
Ph.D. in Transformational Psychology, International College, Los Angeles, California
MS in Counseling Psychology, California State University, Fullerton, California
BA in Secondary Education, Temple University, Philadelphia, Pennsylvania

CAMPUS EMERGENCY PLAN

IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY

General Emergencies

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

In an emergency, you should:

- Upon discovering an emergency, or potential emergency, immediately get to a safe place if possible and CALL 911; then call the Office at (310)-739-0132.
- Give the Office as much information as possible regarding the emergency.
- The Daybreak office will:
 - Identify the nature and scope of the emergency.
 - Establish priorities and coordinate crisis response efforts.
 - Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
 - Determine the times and means to report efforts and progress to the campus community.

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

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

EMERGENCY AND CRISIS PROCEDURES

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

Fire

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

- During a fire alarm in any building, you are required to evacuate immediately.

- If you become trapped in the public area of a building during a fire, find a room, preferably with a window (keep window closed as much as possible), place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.
- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If an emergency exists, notify Daybreak University Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a university official.

Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. Only trained personnel should provide advanced first aid treatment or CPR.
- Keep the victim still and as comfortable as possible.

- Ask the victim, “Are you Ok?” and “What is wrong?” If the victim can speak, take note of what they say and report it to medical professionals when they arrive.
- Check breathing and give CPR if necessary and only if you are properly trained. Do not attempt CPR unless you have been trained.
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the paramedics.
- In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the office.

Gas Leak

In the event of a gas leak:

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

Severe Weather

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

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

In the event of severe weather:

- Shut down all computers and electrical equipment that might be damaged by a lightning strike.
- The decision to evacuate a building will be announced by Daybreak University Administration. Evacuate the building if the safety of persons inside is threatened.
- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

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

Chemical Spill or Radiation Release

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

In the event of a chemical spill or radiation release:

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

Bomb Threat

In the event of a bomb threat:

- Do not handle any suspicious object or package!
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cell phones until safely out of the building.
- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911 and contact Daybreak University Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by Daybreak University Administration or other proper authority.

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

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

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

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

Violent or Criminal Behavior

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

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

Daybreak University students or employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a

place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to Daybreak University Administration.

Active Shooter Situations

In the extremely unlikely event of an active shooter on the Daybreak University campus, take all precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

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

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

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

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

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

Hostage Situations

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

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Always maintain eye contact with the captor, if possible, but do not stare.
- Be observant. You may be released or could escape. The personal safety of others may depend on your memory.
- Be prepared to answer questions from the police on the phone.

Evacuation Routes

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

Fire Extinguishers

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

Campus Closings

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

2025-2026 ACADEMIC CALENDAR

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

	Fall 2025	Winter 2026	Spring 2026	Summer 2026
Length of the term	10 weeks	10 weeks	10 weeks	10 weeks
Registration period	7/21-25	10/20-24	1/19-23	4/13-17
Classes begin	9/29	1/5	3/30	6/29
Drop w/o 'W' deadline	10/10	1/16	4/10	7/12
Registration/Add deadline	10/10	1/16	4/10	7/12
Withdrawal deadline	11/7	2/13	5/8	8/9
Classes end	12/12	3/20	6/12	9/11
Grades due	12/26	4/3	6/26	9/25

	Fall 2026	Winter 2027	Spring 2027	Summer 2027 (intensive)	Summer 2027
Length of the term	10 weeks	10 weeks	10 weeks	2 weeks	10 weeks
Registration period	7/13-17	10/12-16	1/18-22	1st: 12/2026 2nd: 2/2027 3rd: 4/2027	4/12-16
Classes begin	9/28	1/4	3/29	6/11	6/28
Drop w/o 'W' deadline	10/9	1/15	4/9	5/16	7/9
Registration/Add deadline	10/9	1/15	4/9	5/16	7/9
Withdrawal deadline	11/6	2/12	5/7	6/6	8/15
Classes end	12/11	3/19	6/11	6/18	9/10
Grades due	12/25	4/2	6/25	8/15	9/24

Holidays

- New Year's Day (1/1)
- Martin Luther King, Jr. Day (1/16)
- Lincoln's Birthday (2/12)
- Presidents' Day (2/20)

Daybreak University
2025-2026 Academic Catalog

- Cesar Chavez Day (3/31)
- Memorial Day (5/29)

- Juneteenth Day (6/19)
- Independence Day (7/4)
- Labor Day (9/4)
- Columbus Day (10/9)
- Veterans Day (11/11)
- Thanksgiving Day (11/23)
- Christmas Day (12/25)

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 Program Director.

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

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 least 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.

Policies on Student Rights

Students at Daybreak University are entitled to and have the following rights:

- 9) The right to receive quality educational programs instructed by competent and qualified faculty.
- 10) The right to receive professional, prompt and friendly services from the university’s

administrative personnel and faculty concerning academic, financial, personal or any other matters that may require consultation by the students.

- 11) The right to receive informed factual and prompt responses to all questions related to the university and its educational programs.
- 12) 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.
- 13) The right to inspect and review his or her records during normal business hours and seek correction of errors in records through the established administrative procedures.
- 14) The right to participate in all the student activities, school sponsored meetings and seminars, and other co-curricular activities.
- 15) The right to call for a hearing in accordance with the procedures established for this purpose if student is subject to the university's disciplinary action; and
- 16) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.

Policies on the Retention of Student Records

CEC §94900

(c) An institution shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

(d) An institution shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:

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

5, CCR §71920

(c) The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.

(d) In addition to the requirements of section 94900, the file shall contain all of the following pertinent student records:

(1) Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:

(A) Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test.

(B) Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program.

(C) Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes.

(D) All of the documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit.

(2) Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.

(3) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.

(4) Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation; and

(5) In addition to the requirements of section 94900(b) of the Code, a transcript showing all the following:

(A) The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.

(B) Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit.

(C) Credit for courses earned at other institutions.

(D) Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes.

(E) The name, address, website address, and telephone number of the institution.

- (6) For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course.
- (7) The dissertations, theses, and other student projects submitted by graduate students.
- (8) A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency.
- (9) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received.
- (10) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent.
- (11) Copies of any official advisory notices or warnings regarding the student's progress; and
- (12) Complaints received from the student.

APPENDICES

Appendix A: MAC Comprehensive Exam Questions

(APA format, 12 pages)

E. Part I: Theory of Change, Family Systems Theory, Relational Paradigm, & Clinical Practice: 3 pages

- a. What are the core assumptions and core concepts of your therapy model?
- b. What is the goal of therapy from the perspective of this model? (i.e., increase the level of differentiation in the family members and decrease the overall level of reactivity; interrupt a sequence of repetitive behavior patterns between a group of people (system) that help in maintaining a context that supports the presenting problem...etc.)
- c. What are the strengths and limitations of the model? Explain your opinion.
- d. What is family systems theory and relational paradigm? And how do you apply these concepts into clinical assessment, treatment planning and interventions?

F. Part II: Self-of-the-Therapist and Diversity: 3 pages

- a. How have you influenced therapy and how has therapy influenced you as a couple and family therapist?
- b. How do your values (e.g., age, religion, gender, sexual orientation, race, etc.) affect therapy? Where are you at about diversity competency?
- c. Describe your body and emotional experiences during therapy sessions.
- d. What do you like about yourself as a couple and family therapist?
- e. What are your growth areas as a couple and family therapist?

G. Part III: Clinical and Systemic Assessment: 3 pages

Students analyze a clinical case provided to them. Students will address the following information.

- a. A demographics, presenting concerns, DSM-V diagnosis about the client(s), pertinent contextual and familial information of the client system.

- b. Systemic conceptualization and systemic diagnosis (contextualize the DSM diagnosis within the family system, how are the symptoms perceived, received, impacted, alleviated, exacerbated, maintained, etc.? How does the family system inform the diagnosis? what are/will be intergenerational patterns that are pertinent?)

- c. Treatment considerations- this section should include pertinent literature (who should be involved? What evidence-based interventions are available? what are desired outcome/goals of

treatment? etc.)

H. Part IV: Empirical Research: 3 pages

An empirical research article is given to students. Students answer the following questions with regard to the research article.

6) Use of Theory

- Appropriate (does their theory make sense with the topic)
- Theory tied to research (has there been other studies with this topic using this theory)

7) Review of Literature

- Thorough, complete, current
- Fair, balanced (is it too one sided?)
- Past literature appropriately evaluated.
- Focus on most relevant research. Include all key studies on the subject matter Organize point by point is demonstrated.

8) Relevance and importance of study is demonstrated

- Topic of Article (is it relevant to current concerns)
- Argument is logical.
- Clearly states what is new and builds on what has already been done.
- Clear on why research is needed. Specifies to whom it is important.
- The importance of this research in broader context of psychotherapy in general and marriage and family therapy in particular is apparent.

9) Research question/hypothesis

- Did they use the right one (research question or hypothesis)?
- Is it clear and concise?
- If it is a hypothesis
- Is it based on theory?
- Is it based on existing research findings?

10) Sensitivity to cultural issues

- Gender
- Ethnicity/Race/Social Class
- Sexual Orientation
- Religion
- Culture
- Systems perspective
- Larger systems (community)

Appendix B: Ph.D. in Counseling Doctoral Comprehensive Exam Portfolio

All Ph.D. in Counseling students must submit a comprehensive portfolio. The portfolio serves as a major means of evaluating the student's academic competency in the major.

The Comprehensive Portfolio Submission Procedure:

8. Prerequisite courses:
 - CFT 9000: PhD Research Methods I: Quantitative Research
 - CFT 9100: PhD Research Methods II: Qualitative Research
 - CFT 9800: Fundamentals of Supervision (Supervisor Training)
 - CFT 9900: Fundamentals of Teaching and Professional Development Seminar
9. Comprehensive portfolio submission is allowed twice a year: Spring and Fall terms.
10. Submit the comprehensive portfolio review application (Appendix A) by 2nd weeks of the Spring or Fall term (on Populi)
11. Submit the portfolio by the 6th week of the Spring or Fall term (on Populi)
12. Oral interview with faculty and results: Each student will be informed for the interview day.
13. Portfolio Result: Pass, Revision, or Fail
14. Only two comprehensive portfolio evaluations are permitted.

The Portfolio includes following:

5. **Teaching Philosophy (2-3 pages)**
 - a. your definition of good teaching, with an explanation of why you have developed or adopted this definition.
 - b. discussion of your teaching methods: how do you integrate systems concepts in your teaching?
 - c. a description of your students, and their most important learning goals and challenges
 - d. A description of your teaching goals: with what content, skills, or values should students leave your classroom? What are your goals for improving your own teaching?
 - e. a description of the inclusion of contextual factors and respect for diversity in your teaching.
 - f. a description of ethical and professional factors taken into consideration as a teacher

6. Teaching Presentation PPTs (10 PPT Slides)

7. Theory of Change Paper (6-7 pages)

C. Theory of Change:

- a. What are the core assumptions and core concepts of your therapy model?
- b. How are systemic concepts integrated in the therapy model(s) you use?
- c. How are the techniques described in your model(s) systemic in nature?
- d. What makes a change in clients and their systems (e.g., family, couple, etc.) in therapy?
Please describe it with one or integrated MFT theories or models.
- e. As a marriage and family therapist, what do you do to make the change in clients?
- f. Describe a and b with your clients & their systems.
- g. What are the strengths and limitations of the MFT theories or models? Explain your opinion.

D. Self-of-the-Therapist:

- a. Describe how your “person of the therapist” affects your therapy.
- b. How have you influenced therapy and how has therapy influenced you?
- c. Describe your cultural competency as a marriage and family therapist.
- d. What do you like about yourself as a marriage and family therapist?
- e. What are your healing & growth areas as a marriage and family therapist?
- f. Describe the ethical and professional considerations implicit in your work with the client system.
- g. How do you incorporate the AAMFT Code of Ethics into your clinical work with clients?

8. Published Research Article

Students submit a published research article. This article should include the following sections. The length of the paper should be 20-30 pages double spaced (without references) with the appropriate APA margins.

*This research paper needs to include and integrate systems concepts and MFT theories/models.

- VIII. Introduction: include and integrate systems concepts and MFT theories/models.
 - a. Statement of the problem
 - b. Significance of the problem
 - c. Review of the literature, including theoretical basis
 - d. Research Questions (hypotheses)
- IX. Methodology
 - a. Participants
 - b. Instrumentation
 - c. Procedures
- X. Data Analysis
- XI. Results
- XII. Discussion

XIII. Clinical Implication and Limitation

- a. Marriage and family therapy application
- b. Diversity Consideration: Gender, ethnicity/race/social class, sexual orientation, religion, culture, systems perspective, larger systems (community)
- c. Ethical and professional safeguards embedded in this study.
- d. Ethical and professional implications with this study.

XIV. References

CONTACT INFORMATION



DAYBREAK UNIVERSITY

Contact Us

321 S State College Blvd, Anaheim, CA 92806

Tel: (310) 739-0132

Fax: (270) 714-0317

E-mail: info@daybreak.edu

Homepage: www.daybreak.edu