

DISTANCE EDUCATION FORM

Programs with Distance Education components are required to complete the Distance Education Form when applying for Initial or Renewal of Accreditation (include with Self-Study materials).

Definition for Distance Education:

Distance education is a method of instruction where the faculty and/or supervisors and students engage in teaching and learning processes without being in the same physical location. Any aspect of a program offered through distance education (e.g., instruction, supervision, support services) should meet requirements outlined in the COAMFTE Accreditation Standards.

Categories of Program Types:

Distance Education Program: All courses in the program are online courses. Online courses in the program can be either synchronous or asynchronous, but must meet COAMFTE's requirements for regular and substantive interaction and active engagement.

Blended Program: The program has a mixed learning environment of in-person, online, and blended courses with online courses comprising 50% or more of the total required courses/credits.

Residential Program: All courses in the program are in-person/campus based courses.

Program Title / Institution	Ph.D. in Counseling with a Specialization in Marriage and Family Therapy / Daybreak University
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Provide a narrative response and supporting documentation demonstrating how the program meets COAMFTE Standards Version 12.5.

Provide evidence of appropriate approvals for distance education delivery (institutional, state, regional/national accreditor).

Response:

Daybreak University is accredited by Bureau for Private Postsecondary Education (BPPE) which approves Daybreak University to offer our program to offer Distance Education.

Daybreak University is accredited by TRACS, Transnational Association for Christian Colleges, and Schools. TRACS has approved our program specifically for Distance Education.

Additionally, our program has confirmed with states where each of our students reside that distance education can be offered from our program.

Provide supporting evidence if applicable:

See link: Authorization from other States in United States for Distance Education

https://daybreak.edu/file/academic/State_Authorization_23.pdf

Distance Education Form for Self-Study Submissions Clinical Resources & Supervision



BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY - GAVIN NEWSOM, GOVERNOR
DEPARTMENT OF CONSUMER AFFAIRS - BUREAU FOR PRIVATE POSTSECONDARY EDUCATION
1747 N. Market Blvd., Suite 225, Sacramento, CA 95834
P (916) 574-8900 | Toll-Free (888) 370-7589 | www.bppe.ca.gov



Institutional Structure for School Code #: 46614941

The Institution's MAIN Location:

School Code #70204428 Current Status: Active
Daybreak University
321 S. State College Blvd.
Anaheim, CA 92806

Branch and Satellite Locations of 70204428:

Satellite
School Code #50085520 Current Status: Closed
Daybreak University
135 South State College Blvd. Suite 200
Brea, CA 92821

Satellite
School Code #46614941 Current Status: Closed
Daybreak University
2300 Nutwood Ave
Fullerton, CA 92831



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Approved Educational Program List

In accordance with the provisions of California Education Code 94866 or 94896, the Bureau for Private Postsecondary Education approves:

Daybreak University

321 S. State College Blvd.
Anaheim, CA 92806
School Code #: 70204428
Site Type: Main

to offer the following program(s)/course(s):

Program Name	Program Approved	Program Type
Master of Arts in Counseling	08/16/2018	Degree
Master of Arts in Counseling (Distance Education)	01/18/2019	Degree
Master of Arts in Counseling (Hybrid)	01/18/2019	Degree
Ph.D. in Counseling	01/18/2019	Degree
Ph.D. in Counseling (Distance Education)	01/18/2019	Degree
Ph.D. in Counseling (Hybrid)	01/18/2019	Degree

Degree Programs: 6

The program list above represents all currently approved educational programs for this institution. The Main, Branch, or Satellite locations of this institution may offer any subset of this list.

Ebony Santee, Licensing Chief

This document is valid if all fees are current. Subject to earlier termination in accordance with the law.

Monday, August 15, 2022

Bureau for Private Postsecondary Education -
Institutional Structure for School Code #46614941

Report produced by
S.A.I.L. - Schools Automated Information Link

Page 1 of 1

Approved/Registered Program list associated with Institution Approval # 26448, which expires on December 31, 2025.

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Printed: 7/27/2022

TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS *Meeting a Higher Standard*

November 9, 2020

Dr. Jae Eun Oh, President
Daybreak University
1818 South Western Avenue - #200
Los Angeles, CA 90006

RE: Accreditation, Category IV for Daybreak University

Dear Dr. Oh:

At its meeting on October 27, 2020, the TRACS Accreditation Commission voted to grant Daybreak University (DU) Accreditation status as a Category IV institution approved to offer the following degree programs with the noted specializations:

- Master of Arts in Counseling (90 quarter units)
 - Marriage and Family Therapy (Licensure track)
 - Marriage and Family Therapy (Non-Licensure track)
 - Imago Relationship Therapy
 - Human Sexuality and Sex Therapy
- Doctor of Philosophy in Counseling (102 quarter units)
 - Marriage and Family Therapy
 - Imago Relationship Therapy
 - Human Sexuality and Sex Therapy

DU is approved to offer its courses and programs via Distance Education. Additionally, DU operates Remote Instructional Locations at:

- 135 South State College Blvd. Suite 200, Brea, California 92821
- 2500 East Nutwood Avenue, Fullerton, CA 92831 - on the campus of Hope International University

After the staff review of your Fall 2020 Institutional Response Matrix, it is noted that DU has satisfied all 3 of the Suggestions given by the Evaluation Team and leaving none "In Process". No further Progress Reports are required from DU.

Initial accreditation is for a period of five years (2020-2025). For Reaffirmation I, DU must complete a successful Self-Study, host an Evaluation Team Visit, respond to the team's Findings, Recommendations, and Suggestions, and appear before the Accreditation Commission by Fall of 2025.

When your status is printed in institutional publications, or posted on your website, it must be stated accurately and fully in the following manner:

Dr. Jae Eun Oh
November 9, 2020
Page 2

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 Accredited Status as a Category IV institution by the TRACS Accreditation Commission on October 27, 2020. This status is effective for a period of five years. 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).

The Accredited Status is retroactive to the first day of the 2020 Fall Term or Semester for your institution. This is in accordance with TRACS Board Policy BP305.

I congratulate DU, its administration, faculty, and staff on its efforts and for its dedication and commitment to quality Christian higher education. Dr. Tanmay Pramanik, your staff representative, will be honored to continue to work with your institution as you move forward.

Should you have any questions, please feel free to call the TRACS office.

Sincerely,

Timothy W. Eaton
Timothy W. Eaton, Ph.D.
President

TWE/mls

Enc: Progress Report Matrix
Certificate of Approval for Accreditation

cc: Dr. Tanmay Pramanik, Vice President of Institutional Compliance (TRACS)
Meryl Lee Sawyer, Vice President of Administrative Services (TRACS)
Katie Hunter, Accounting Associate (TRACS)



When did the program begin offering distance education?	Date: 2019 Approved by BPPE Date: 2020 Approved by TRACS
Describe how anticipated and current students are notified about the distance education components of the program.	
<p>Response:</p> <p>Anticipated and current students are notified about the distance education components of the program via the website and the MFT Handbook</p>	
<p>Provide supporting evidence if applicable:</p> <p>https://daybreak.edu/academic/distance.html</p> <p>https://daybreak.edu/file/academic/MFT_Program_Handbook.pdf Page 28</p>	
Describe any distance education, including blended formats, delivery <u>currently</u> provided.	
<p>Response:</p> <p>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.</p>	
Outcome-Based Education Framework and Communities of Interest <p>Standard I: Communities of interest, identified by the program, provide input into review processes and student learning outcomes and are informed about key changes based on the review process.</p>	
Provide evidence that the program has policies and procedures related to the distance education delivery format of the program.	
<p>Provide supporting evidence if applicable:</p> <p>Under "Distance Education Policy."</p> <p>https://daybreak.edu/academic/distance.html</p> <p>https://daybreak.edu/file/academic/MFT_Program_Handbook.pdf Page 28</p>	
Provide the following information confirming that the program's assessment of individual student learning utilizes methods for verifying student identity (i.e., password protection, technologies and practices that are effective in verifying student identification).	
<ul style="list-style-type: none"> Does the program follow policies and procedures which ensure that the student who participates in the distance education courses is the same student who receives the credit for the courses? 	

Yes

☒

No

☐

- Does the institution or program have a policy about **online** academic integrity?

Yes

☒

No

☐

- Do students in the MFT program use a password, VPN, or SSO to confirm their identity **online**?

Yes

☒

No

☐

- Does the MFT program use technologies and practices that are effective in verifying student identity online (e.g., digitally proctored exams)?

Yes

☒

No

☐

Environmental Supports and Program Resources

Key Element I-C: The program has “environmental supports (including institutional and program resources) that contribute to successful student achievement, program quality and an inclusive and diverse learning environment.”

Please provide the following:

- Evidence of the technology resources, requirements and policies in place to support students, faculty and supervisors specific to distance education delivery format.**
- Include a description of the process in place which ensures the reliability of technology systems, the integrity and security of data, and safeguards student and client information in accordance with applicable regulations and guidelines.**
- Explain how faculty and students are to be notified of technology and distance education requirements.**

Response:

- The program has an extensive Distance Education section on our website which specifies resources and policies for support of students, faculty, and supervisors. Our program also has information in the MFT Program Handbook
- The program has an IT Department under Student Services. The IT department consists of EBS, Web Developer team, Web Design Team, Tech Support team who establish policies and procedures in place to ensure that the technology systems are reliable, and the data is secure. These policies and procedures are often based on applicable regulations and guidelines, such as the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Zoom Healthcare BAA. The IT department may use encryption to protect data and data in transit (being transmitted over networks). In addition to encryption, the IT department may implement other security measures such as firewalls and antivirus systems. The IT department also makes data backups in the cloud. To ensure that the policies and procedures are followed, the IT department

may conduct regular security audits, risk assessments, and employee, student, and faculty training. Training on regulations and guidelines as well as on how to use technology and keeping data secure. Overall, the process to ensure the reliability of technology systems, integrity and security of data, and safeguard student and client information is a comprehensive approach that involves policies, procedures, and technical measures. The goal is to protect the privacy and security of sensitive information and to comply with the applicable regulations and guidelines.

3. Faculty and students are notified about technology and distance education requirements on the program website and MFT Handbook

Provide supporting evidence if applicable:

Under Distance Education Policy:

Facilities and Finances

Faculty Support Policy

Technology Support

<https://daybreak.edu/academic/distance.html>

MFT Handbook page 27, 32, 33, 35, 115

https://daybreak.edu/file/academic/MFT_Program_Student_Handbook.pdf

Describe the academic resources in place to support students, faculty and supervisors specific to the distance education delivery format.

Response:

Students, faculty, and supervisors are offered many academic resources specific for the distance education format. Academic and career advising, library resources, new student orientation and more occur online. Program faculty, students, and supervisors are also granted access to our online database systems.

Provide supporting evidence if applicable:

Under Distance Education Policy:

Facilities and Finances

Faculty Support Policy

Student Services

Technology Support

<https://daybreak.edu/academic/distance.html>

https://daybreak.edu/file/academic/MFT_Program_Handbook.pdf

page 32, 35, 46, 47, 129

Provide evidence of the availability of support services (e.g., library, writing center, office of disability, counseling services, academic advisement, financial aid Office, Office of Diversity and International Services, etc.) for students receiving instruction using distance education delivery formats, including support for technology training.

If the program offers more than one delivery format, provide evidence that all students have access to student support services provided by the program and institution.

Response:

All students regardless of delivery format are offered support services such as library access, financial information, academic and career advising and more.

Provide supporting evidence if applicable:

Pages 53-63

https://daybreak.edu/file/Daybreak_University_Catalog_2022_2023_2303.pdf

Describe how the program ensures a diverse and inclusive learning environment for students enrolled in the program with distance education delivery formats.

Response:

The program's international student population are from the United States, Korea. These classmates are diverse in a myriad of ways in terms of ethnicity, gender, country of origin, and more. Additionally, the program evaluates the diverse and inclusive learning environment via an Annual Survey completed by its communities of interest. If there is a need reported as a result of the survey, the program would take action to attend to the need. As of this time, no such need has been reported.

Provide supporting evidence if applicable:

See Program Demographics link:

https://daybreak.edu/file/academic/MFT_Programs_Demographic_Composition.pdf

Faculty

Key Element II-B: Program faculty and program clinical supervisors have expertise in their area(s) of teaching and/or supervisory responsibility and knowledge of their instructional modality (e.g., distance learning) or method of MFT relational/systemic supervision (e.g., teletherapy, live observation).

Key Element II-C: The core faculty and program clinical supervisors must be sufficient to implement the program's outcome-based education framework (Standard I), curriculum instruction, and application component.

Demonstrate that program faculty and program clinical supervisors have knowledge, training and ongoing development of delivery methods in the program, including all formats of the program if relevant (i.e., residential, blended and online formats).

Response:

The program delivers lectures in different formats such as online, hybrid or traditional classroom instruction. We conduct a review of the qualifications and experience of program faculty and clinical supervisors to assess their knowledge of delivery methods in the program in different methods such as using Zoom Video Conferencing, Google Workspace, or live webinar. We also provide training and observe faculty and clinical supervisors on their effectiveness. We have training materials on the Populi student platform, Zoom Video Conferencing, Google workspace, online Library database etc., and they may contact the IT department for support in delivering instruction in different formats and how to use technology delivery. We also collect feedback from students on the delivery methods used in the program and use it to inform and develop opportunities for faculty and clinical supervisors.

Provide supporting evidence if applicable:

See Technology Support Link:

[https://daybreak.edu/file/academic/Daybreak University Technical Support.pdf](https://daybreak.edu/file/academic/Daybreak%20University%20Technical%20Support.pdf)

Describe how the program will ensure that it has sufficient faculty and supervisors for the program, including all delivery formats of the program if relevant (i.e., residential, blended and online formats).

Response:

Currently, the program exceeds the 1:15 faculty to student ratio required by the COAMFTE in all delivery formats. Our program also has more than sufficient supervisors for our practicums in which no more than 8 students are registered. This is the case for all delivery formats as well.

Provide supporting evidence if applicable:

We have a total of 7 Doctoral Students in the MFT program with 11 Faculty and Clinical Supervisors in the MFT Program.

See Program Demographic Link:

[https://daybreak.edu/file/academic/MFT Programs Demographic Composition.pdf](https://daybreak.edu/file/academic/MFT_Programs_Demographic_Composition.pdf)

See Program Faculty List Link:

<https://daybreak.edu/academic/MFTprogram.html>

Curriculum

Standard III: The type of program along with the program's mission, goals, and student learning outcomes determine specific requirements regarding implementation of the curriculum and the application component.

Specify the courses that are delivered utilizing a distance education format.

Response:

All MFT courses are delivered utilizing a distance education format including Clinical Practicum.

Provide supporting evidence if applicable:

Link for all available MFT Program courses list distance education

[https://daybreak.edu/file/academic/Distance Education Available Courses.pdf](https://daybreak.edu/file/academic/Distance_Education_Available_Courses.pdf)

Describe how the curriculum is delivered and implemented at the program, including all delivery formats (i.e., residential, blended and online formats). Include descriptions of methodology such as synchronous or asynchronous; internet/online-based, audio/video conference, learning management systems, etc.

Response:

Face-to-face delivery method allows learners and faculty to meet in person or as a group for regularly scheduled class sessions on campus.

Instruction is provided for online courses electronically and asynchronously. Students in online courses watch and listen to lectures and complete assignments sent to them electronically.

Provide supporting evidence if applicable:

See page 44

https://daybreak.edu/file/Daybreak_University_Catalog_2022_2023_2303.pdf

Describe the engagement and interaction of students with program faculty and program clinical supervisors.

Response:

Students engage with faculty and supervisors online in face-to-face synchronous classes and practicums. They also engage in interactions asynchronously via email and Populi.

Key Element I-C:

- *The program maintains and monitors effective environmental supports including clinical resources.*

Key Element III-C:

- *For master's degree programs and post-degree programs that teach the foundational curriculum, demonstrate the program's commitment to MFT relational/systemic-oriented supervision and how the standard's minimum supervisory requirements are accomplished, including a specific description of the use of digital technology, if relevant. (IG)*
- *If MFT relational/systemic supervision provided by program clinical supervisors is mediated by technology, present any policies and procedures pertaining to legal and ethical requirements and current/emerging professional guidelines. (IG)*

Describe clinical resources for students, faculty, and supervisors at the program, including all delivery formats of the program if relevant (i.e., residential, blended and online formats). Include a description of the students' access to clinical resources.

Response:

Clinical Resources are tools or services, which assist program faculty or program clinical supervisors in successfully providing all aspects of clinical training. Clinical resources including computers and Zoom facilitate students' clinical work by providing students with tools to engage with their clients in a professional manner. These include but are not limited to a clinic, clientele, technological resources, administrative assistance, and staff. These resources are reviewed, revised as needed, and support program effectiveness. The Clinical Director is responsible for identifying, facilitating and monitoring clinical components of all programs. This includes creating affiliation agreements, identifying and coordinating all supervisors and ensuring that students are in compliance with program and university policies. The Clinical Director is a licensed MFT and AAMFT Approved Supervisor.

Provide supporting evidence if applicable:

Link to Couples and Family Therapy Center CFTC Website: <https://daybreak.edu/academic/cftc.html>

Link to Technical Support for Zoom Healthcare, Google, TheraNest:

https://daybreak.edu/file/academic/Daybreak_University_Technical_Support.pdf

They can email anytime for tech support at: techsupport@daybreak.edu

Describe how the clinical practice component is incorporated in the distance education delivery format of the program. Include a description of the students' clinical experience and supervision process.

Response:

Daybreak University Couples and Family Therapy Center (CFTC) is the training facility of the graduate degree in Marriage and Family Therapy. Students begin the clinical hours in their third term and complete required clinical hours with supervision.

Clinical Training Probation

1. Students must meet and comply with the BBS Statutes and Regulations, as well as the policies set by the MFT program. A student may be placed on Clinical Training Probation, which subjects the student to a period of review and additional requirements as deemed by the faculty committee due to a violation of BBS, MFT program, and/or clinical training site requirements.
2. Students may be placed on Clinical Training Probation for one or more of the following reasons, but is not limited to:
 - Incomplete/Missing Clinical Training Paperwork
 - Unprofessional Conduct
 - Deficient Clinical Skills
 - Lack of Sufficient Progress
 - Gross Negligence
 - Violation of BBS Statutes and Regulations
 - Violation of Clinical Training Site Policies
 - Violation of MFT Program Policies
3. Students placed on Clinical Training Probation will receive a formal letter indicating their period of probation and the additional requirements the student will need to meet in order to continue in their clinical training. Students must complete the additional requirements in order to remain in their clinical training site and continue accruing hours.
4. The minimum requirements for clinical hours will be 1,750 hours comprising of direct counseling with individuals, groups, couples or families and a maximum 1,250 of non-clinical experience which includes supervision, workshops, training, and conferences, administering psychological tests, writing clinical reports, writing progress or process notes, and client-centered advocacy. Client contact hours include therapy with individuals, couples, families, group therapy and/or teletherapy.
5. Client-centered advocacy is defined in the Business and Professions Code (BPC) 4980.34 (h) as including, but not limited to, "researching, identifying, and accessing resources, or other activities, related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services." Group therapy hours are counted by the number of hours, not the number of clients within the group.
6. Students may not count hours for the BBS or the MFT program for any week where supervision was not provided. If a supervisor is providing supervision on a volunteer basis, a letter of agreement is needed. On the Experience Verification form, there is a place for the supervisor to indicate if they are providing supervision on a volunteer basis, as opposed to self-employed or on a paid basis. If the supervisor is working on a volunteer basis, then attach the original written agreement between you and the applicant's employer required by Title 16, California Code of Regulations Section 1833 (b) (4). This letter of agreement is needed any time your supervisor is not paid by your employer for the provision of supervision.

Provide supporting evidence if applicable:

Supervisor Telehealth regulations and information on how they give supervision:
https://daybreak.edu/file/academic/Clinical_Supervisor_Teletherapy_Compliance.pdf

Describe how students are supported in their effort to find clinical sites/supervisors.

Response:
 Students have been supported to find clinical sites/supervisors through the school website, program handbook, academic catalog, in-person, etc.

Provide supporting evidence if applicable:

<https://daybreak.edu/academic/MFTprogram.html>

<https://daybreak.edu/academic/cftc.html>

Does the program have formal agreements in place that outline the responsibilities of the institution, practice sites and students, and policy in place for managing any difficulties with sites, program clinical supervisors, or students?

Response:

[Business Associate Agreement \(BAA\) Regulations](#)

A BAA (Business Associate Agreement) is a legal agreement that outlines the responsibilities and obligations of a business associate (BA) when handling protected health information (PHI) on behalf of a covered entity (CE) under HIPAA (Health Insurance Portability and Accountability Act).

The BAA agreement rules are as follows:

1. Covered entities must enter into a BAA with their telehealth vendors or service providers that have access to PHI. This includes any third-party software or technology used to provide telehealth services.
2. The BAA must include specific provisions related to telehealth, such as how PHI will be transmitted and secured during telehealth sessions, the role of the vendor or service provider in protecting PHI, and how any breaches will be handled.
3. Business associates must comply with all HIPAA regulations related to telehealth, including the use of encryption to protect PHI during transmission, and ensuring that PHI is only accessed by authorized individuals.
4. Covered entities must conduct due diligence to ensure that their telehealth vendors or service providers are HIPAA-compliant and have appropriate safeguards in place to protect PHI.
5. Business associates must report any breaches of PHI to the covered entity immediately and take steps to mitigate the harm caused by the breach.

It is important to note that the rules and regulations related to telehealth and BAA agreements may vary depending on the specific state and local laws and regulations, as well as the specific type of telehealth

service being provided. Therefore, it's always best to consult with a legal expert to ensure that your telehealth BAA agreement is in compliance with all applicable laws and regulations.

Provide supporting evidence if applicable:

HIPAA BAA agreement

<https://daybreak.edu/file/academic/BAAPHIA.pdf>

For master's and post degree programs, provide evidence of supervision in the distance education delivery format of the program including supervision utilizing observable "raw" data in accordance with all current regulatory/legal/ethical requirements.

Response:

Students need to complete some of the course requirements, including the online supervision process used during the practicum courses. They are required to participate in periodic (weekly during clinical training) online video conferencing meetings throughout their time in the program. In addition, they are required to record some of their therapy sessions with clients (using a digital video camera) to share during online supervision sessions, as well as have all their clients sign a standard informed consent document that discloses the video recording of sessions and requests permission for recording, transmission, and supervision of the sessions with the Daybreak MFT Faculty. They understand that the MFT faculty must approve any exceptions to this requirement. They are required to complete 300 hours of direct client contact (at least 100 of these hours must be relational - working with couples, parents, and children together, or whole Daybreak University MFT Program Handbook 2023 122 families together), and 100 hours of approved supervision received at the local site(s). They are expected to review the relevant Program Handbook and Clinical Teletherapy Policies for students and clients for detailed information regarding these requirements. They are required to maintain weekly supervision at their local site or participate in Daybreak University faculty group supervision each week while they are actively seeing clients, or more frequently if required by their state rules and regulations or by Daybreak University Couples and Family Therapy Center CFTC Faculty.

Provide supporting evidence if applicable:

MFT handbook pg 51, 67, 112-113, 121-122

<https://daybreak.edu/file/academic/MFT Program Student Handbook.pdf>

Student Teletherapy Compliance Policy

<https://daybreak.edu/file/academic/Student Teletherapy Compliance Form.pdf>

Client Informed Consent

<https://daybreak.edu/file/academic/Client Consent Form Teletherapy Regulations.pdf>

Clinical Supervisor Teletherapy Compliance Policy

<https://daybreak.edu/file/academic/Clinical Supervisor Teletherapy Compliance Form.pdf>

Regulatory Requirements

Key Element I-C: The program complies with institutional policies and procedures concerning the use of technology and has policies that ensure technological resources are secure and confidential, according to state, provincial and federal guidelines.

Key Element III-E: The program demonstrates that the curriculum aligns with the educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice.

How does the program ensure that it is delivering education in compliance with regulatory requirements for entry-level practice in the state, province, or location in which the main campus is located or where the student intends to practice?

Response:

Incoming students are required to read and sign an acknowledgement form which contains a link to the regulatory requirements in California, a link to regulatory requirements in states where current students are from, and a link to the AAMFT website where regulatory links from all states are located.

Provide supporting evidence if applicable:

Client Consent Form for applicable states:

[https://daybreak.edu/file/academic/Client Consent Form Teletherapy Regulations.pdf](https://daybreak.edu/file/academic/Client%20Consent%20Form%20Teletherapy%20Regulations.pdf)

Student Teletherapy Policy for applicable states:

[https://daybreak.edu/file/academic/Student Teletherapy Compliance Form.pdf](https://daybreak.edu/file/academic/Student%20Teletherapy%20Compliance%20Form.pdf)

Licensure Acknowledgement Policy -> [MFT State/Provincial Resources](#)

[https://daybreak.edu/file/academic/Licensure and Regulatory Requirements.pdf](https://daybreak.edu/file/academic/Licensure%20and%20Regulatory%20Requirements.pdf)

Are students enrolled in the distance education program informed how the curriculum aligns with the **educational requirements** which satisfy the regulatory requirements for entry-level practice either in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes

☒

No

☐

Are students enrolled in the distance education program informed how the curriculum aligns with the **foundational practice component** which align with the state/province/location in which the student physically resides or in which the student is completing the foundational practice component?

Yes

☒

No

☐

Are students enrolled in the distance education program informed how the curriculum aligns with the **clinical practice requirements** which satisfy the regulatory requirements for entry-level practice either

in the state/province/location in which the program physically resides or in which the student intends to practice?

Yes
☒

No
☐

Provide evidence that the distance education delivery platforms comply with legal and ethical requirements.

Response:

About 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 Distance Education (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.”

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

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.

Distance education courses will comply with all related 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.

Provide supporting evidence if applicable:

See Link: <https://daybreak.edu/academic/distance.html>

If the program includes teletherapy and/or virtual supervision as part of the clinical practice experience, provide evidence of a policy which ensures that such practices are compliant with relevant federal, state, or provincial regulatory requirements.

Response:

Students engaging in teletherapy are required to adhere to and sign a compliance teletherapy policy which includes a description of best practices, a link to AAMFT ethical teletherapy standards, and a link to the regulatory requirements.

Provide supporting evidence if applicable:

Link for Client Teletherapy Policy:

[https://daybreak.edu/file/academic/Client Consent Form Teletherapy Regulations.pdf](https://daybreak.edu/file/academic/Client%20Consent%20Form%20Teletherapy%20Regulations.pdf)

Link for Student Teletherapy Policy:

[https://daybreak.edu/file/academic/Student Teletherapy Compliance Form.pdf](https://daybreak.edu/file/academic/Student%20Teletherapy%20Compliance%20Form.pdf)

Link for Clinical Supervisor

[https://daybreak.edu/file/academic/Clinical Supervisor Teletherapy Compliance.pdf](https://daybreak.edu/file/academic/Clinical%20Supervisor%20Teletherapy%20Compliance.pdf)