



REACH UNIVERSITY

University Catalog 2024-2025



Pioneering innovation and preparing the next generation of teachers and leaders



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University Catalog

The information, rules, policies, and procedures in this catalog are accurate at the time of publication based on current circumstances and expectations. Candidates are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship and course of study with the University. Candidates and others who use this catalog should be aware that the information, rules, policies, and procedures change from time to time at the sole discretion of Reach University and that these changes may alter the information contained in this publication. More current and complete information may be obtained in the appropriate department, school, or administrative offices, and candidates are responsible for consulting these sources. Some changes can be found in the addendum or on Reach University's website at Reach.edu.

Reach University reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to candidates or the institution, including, but not limited to, admission, registration, tuition and fees, attendance, the manner in which the classes are provided, the locations where classes may be held, the provision of any services, curriculum requirements, conduct, academic standing, candidacy, and graduation. Reach further reserves the right to change fees, modify services, change the manner in which classes are provided, or make modifications to its programs and the manner in which education or other services are delivered should economic conditions, health conditions, government orders, or a national emergency make it necessary to do so. Nothing set forth in this catalog or on its website constituting general descriptions of Reach University's services, classes, and programs is intended or should be understood to be a specific promise by the University or to otherwise be a term or condition of contract or create a contract between the candidates and Reach University.

Catalog Effective

Reach University's catalog is valid through the academic year Summer 2024, Fall 2024, and Spring 2025.

Reach University's Leadership & Our People

We are committed to inquiry-based learning and uniting theory with real-world practice

Dear Reacher:

It is with great honor that we welcome you to Reach University. Today marks the start of a new journey to degree attainment, career progression, and greater leadership within your community.

As you embark upon the path ahead, know that you are never alone. You are now an integral part of an expansive community of learners, scholars, and educational leaders - all here to walk arm-in-arm with you.

To be a Reacher is to create an interconnected community where individual contributions are seen, felt, and valued. Your time and efforts here will further shape our mission of academic excellence, equity of opportunity, and the advancement of representative leaders.

Take confidence in a college experience unlike any other. For nearly twenty years, Reach has sought to solve the challenges inherent in school systems and the halls of academia. This is not a university where we hide in the shadows of a seminar hall. This is a university built for working adults, that respects your profession and understands the challenges of balancing work, life, and college.

At Reach, merit and effort will propel you forward. Rigorous quality standards are met with deeply-rooted core values that guide how we show up each and every day.

These core values are our Northstar at Reach. We do what we say and say what we actually do, showcasing integrity, agility, and reliability to our peers and those we serve. We never settle for the status quo and find better ways to do things, exemplifying ambition, curiosity, and entrepreneurship. And we tear down the walls to support the success of each other. It is on you and every member of our Reach community to live these tenets.

In the journey ahead, seek mentorship from your professors, as they understand the realities of teaching and actively working in the field. Seek support from your advisors and university leadership, as they work tirelessly to remove the barriers that have historically stood between an adult learner, degree attainment, and professional success. And look to each other, your peers in the candidate community, for guidance and support, as you are forging a new path together.

The key to our shared success lies in your professional growth and development. When you flourish, the university as a whole becomes stronger.

Together, we will create a truly exceptional academic experience, usher in a new era of higher education, and make a positive, long-lasting impact on the world around us.

Once again, welcome. We are so proud that you are here.

Warmly,

Dr. Mallory Dwinal-Palisch
Chancellor



Joe E. Ross, J.D.
President



Dr. Anastasia Wickham
University Provost



Reach University's About - History & Mission Statement

Mission, Beliefs, & Core Constituencies

Reach's mission is to help schools grow their own highly effective teachers and leaders, pursuing equity in underserved urban and rural communities. We also seek to advance the efficacy and adoption in higher education of inquiry based instructional methods and job-embedded degree pathways.

We believe in serving the underserved: all students deserve highly effective teachers, and those teachers can be found within the underserved rural and urban communities in which they live and work. Reach's approach fosters grow-your-own pipelines to combat existing PK12 school shortages.

We believe teaching is an art and a science: the skills and knowledge teachers will need are best gained through experience within schools simultaneously combined with intentionally designed academic study delivered by master teachers in a discussion-based, synchronous setting. We achieve this through our apprenticeship-based program, in which theory and practice are continuously and purposefully connected. Candidates are fully job-embedded, working in PK12 schools from their first day at Reach. They apply workplace knowledge to what they are learning in their courses, enriching the learning environment for all learners.

We believe in applied learning and synchronicity: through regular, real-time seminars, paired with on-the-job assignments that turn the workplace into a kind of brick-and-mortar campus, our model does not fit the mold of traditional online education. Our courses are inquiry based and candidate centered, embedding regular and substantive (and live) interaction with faculty and peers in every facet of our university. Our mission includes providing excellent and affordable higher education to preservice teachers who have traditionally lacked access due to geographical and financial constraints. Relationships and educational care are central to this commitment.

We believe adult learners benefit from focusing on one subject at a time: Reach's intentionally-designed core curriculum – delivered, for the most part, with sequential focus on one single content area after another – ensures that candidates can enter our programs from vastly different paths and exit as highly effective educators and educational leaders. Designed for the adult learner, every course combines content knowledge with on-the-job learning, teaching methods, and intentional pedagogical design. While candidates are engaged in learning the content and pedagogical skills needed to excel in their careers, they are also prepared for required certification exams.

We believe job-embedded education must still be "higher" education: Apprenticeship-based higher education must combine affordability, efficiency, and access with an obsession on ensuring quality and delivering outcomes. This philosophy is embedded at all levels of study, and the five design standards of the Reach Method, listed below, ensure coherence and consistency across the institution.

The Reach Method

The five design standards of the Reach Method provide a framework to house all degrees and credentials conferred by the institution. Every aspect of The Reach Method is intentionally designed to address persistent obstacles to postsecondary attainment and success, and to align with our mission and philosophy.

Pillar 1: Half of the learning comes from what learners already do in their full-time job.

Efficiency Learning is job embedded; candidates are already working in schools so theory and practice align from the beginning in a way that is impossible and nonexistent in most teacher preparation programs.

Pillar 2: Flexibility Online Oxford-style seminars are held in the evenings after work hours. Synchronous online courses that are student centered and offered around the candidates' schedules comprise the curriculum. The Oxford tutorial method is used; candidates are active participants in their learning from the beginning and develop critical thinking and oral/writing skills in every course.

Pillar 3: Relevance & Applicability Learning is relentlessly tailored to the workplace, with theory linked to practice throughout. Job-embedded learning is at the center of all of Reach's programs. Graduate candidates learn from expert faculty coaches who are experienced practitioners, while many professors in the Oxford Teachers College are award-winning teachers who continue to teach in K-12 schools (Professors of Practice). Every program leverages the knowledge and experience shared through peer cohorts. Curricula are designed to maximize the intersection of a candidate's job and academic work. Antiracist pedagogy and culturally responsive teaching practices are embedded throughout coursework in both the graduate and undergraduate programs, not viewed as an add-on.

Pillar 4: Affordability While earning a BA, learners are paid while earning a degree or certificate and take on zero student debt. Reach is a nonprofit that is affordable; candidates don't incur debt to earn BA degrees. Our graduate level Masters and California Credential programs are in a continual process of reducing costs and barriers to entry. All programs strive to keep costs low in order to remove the educational barriers that have traditionally prohibited marginalized populations from entering the teaching profession.

Pillar 5: Professional Capital Learners advance into a job in their community; employers build a "grow-your-own" pipeline. Underserved communities typically employ novice or emergency credentialed teachers who do not possess the knowledge or skills required to close achievement gaps or elevate student achievement. Throughout their learning experiences at Reach, we are transparent and intentional with the integration of content and pedagogy. Faculty model these practices so that our candidates can mirror them in their own classrooms and schools. Our candidates, therefore, wield a high level of professional capital that can shift the narrative in underserved school communities.

Our core constituencies include, first and foremost, the working-adult candidates we serve, their PK12 employers, and our faculty, including job-embedded professors of practice.

Reach candidates represent the diversity of their home communities, and at Reach, many of them obtain first-ever access to a degree program. Over time we expect our candidates will transform the PK12 workforce where we operate and generate a more demographically representative pool of highly qualified teachers. Reach candidates not only fill vacancies in their local schools, they come prepared with a set of skills, local empathy, and knowledge rarely associated with novice teachers and school leaders.

For our PK12 employer partners, Reach focuses on overcoming talent shortages in deeply rural and deeply urban educational settings, where the largest inequalities exist. Finally, Reach's faculty are critical to the success of our candidates: we work to ensure that our professors, including those who still practice the profession they profess, are supported with professional development in our discussion-based, student-centered instructional practice.

Reach University Institutional Learning Outcomes (ILOs)

Reach graduates combine research and practice to take effective action in the service of educational equity. Toward this end, they are able to:

Inquiry: Identify problems of practice, gather information, develop and execute an action plan, analyze results, reflect on implications for future practice

Equity Orientation: Take action to address situational and systemic inequity in education

Integration into Practice: Apply that which they have learned and integrate it into their practice

Collaboration: Interact around research problems and increase each other's knowledge of the research related to their projects.

Reach Graduate Institute Profile Institutional Learning Outcomes (ILOs)

Reach graduates combine research and practice to take effective action in the service of educational equity. Toward this end, they are able to:

- O1. Inquiry: Identify problem of practice, gather information, develop and execute an action plan, analyze results, reflect on implications for future practice
- O2. Equity Orientation: Take action to address situational and systemic inequity in education
- O3. Integration into Practice: Apply that which they have learned and integrate it into their practice
- O4. Collaboration: Interact around research problems and increase each other's knowledge of the research related to their projects.

Each Graduate Institute program has articulated aligned, yet more specific, learning outcomes for the various years and/or pathways offered.

The Graduate Institute partners with schools from across California that primarily serve low-income students and students of color. We specifically partner with schools that target underserved communities and across our network.

The Graduate Institute at Reach University is staffed by a select group of experienced Bay Area teachers and administrators. Please visit our website to learn more about our current faculty and staff.

Reach University Accreditation, Licensing, & State Authorization

Reach University is a nonprofit institution of higher education with regional accreditation and program approvals to sponsor education preparation programs. Accreditations for Reach University are available at <https://www.reach.edu/accreditation>.

Accreditations

Reach University is accredited by WASC Senior College and University Commission (WSCUC).

WASC Senior College and University Commission (WSCUC) 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001. To submit complaints to our accreditor, [click here](#).

Licensing and State Authorization

States have varying rules, requirements and regulations that govern online (distance) education offered by non-profit postsecondary institutions. Specifically, when institutions are providing education to out-of-state students, higher education institutions that offer distance education to state residents must either register, obtain licensure or certification approval, a letter of exemption, or other certification from the relevant state agencies. For some states where the institution lacks a physical presence, which may be defined differently by state, the educational institution is not required to obtain authorization. Many of these regulations also apply to field experiences (e.g., internships, practicums, clinicals, etc.) in the state.

Because Reach University is not licensed in all states, Reach may not be able to offer programs to students in all states at all times. If a student relocates while enrolled, he/she/they shall contact Reach University promptly to determine what the impact may be. Reach University may not be able to offer the same program to a student who relocates.

Reach University is registered, licensed, authorized, has a letter of exemption from, or does not have a physical presence for the purposes of licensing or authorization in the states listed below. Information about licensing or exemption in each state can be found by contacting the relevant governmental agency listed below.

Alabama

Alabama Commission on Higher Education (ACHE)
100 North Union Street
Montgomery, AL 36104
(334) 242-1998

ache.edu

Alabama Community College System (ACCS)
P.O. Box 302130
Montgomery, AL 36130
(334) 293-4500

www.accs.edu

Arkansas

Arkansas Higher Education Coordinating Board
423 Main Street, Suite 400
Little Rock, Arkansas 72201
(501) 371-2000

www.adhe.edu

Disclosure: Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional and program certification as defined in Arkansas Coe §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California

California Commission on Teacher Credentialing*
1900 Capitol Avenue
Sacramento, CA 95811-4213

<https://www.ctc.ca.gov/>

***Disclosure:** In affiliation with Reach

University, Alternatives in Action is accredited by the California Commission on Teacher Credentialing.

Program listings:

www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs.

Bureau for Private Postsecondary Education (BPPE)

P.O. Box 980818
West Sacramento, CA 95798-0818
(916) 574-8900

www.bppe.ca.gov

Colorado

Colorado Commission on Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
(303) 862-3001

<https://cdhe.colorado.gov/>

Louisiana

Louisiana Board of Regents
1201 N 3rd Street, Suite 6-200
Baton Rouge, LA 70802
(225) 342-4253

<https://www.laregents.edu/>

Disclosure: Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Mississippi

Commission on College Accreditation (MCCA)
3825 Ridgewood Road
Jackson, MS 39211
(601) 432-6198

<http://www.mississippi.edu/mcca/>

Texas

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 427-6101

<https://www.highered.texas.gov/>

State Exams

To become a classroom teacher, state competency exams must be passed (e.g., Praxis Core, Praxis Subject or Praxis II, CBEST, and CSET). Reach University does not administer these exams; the tests are created and administered by organizations such as Educational Testing Service (ETS). Please click the links below to learn more about your required exams. Each website outlines how to register, pay testing fees, and prepare for the exams (free prep materials). It also lists passing scores as determined by each state (the exception being Arkansas - scroll for details):

- CA - CBEST and CSET (<http://www.ctcexams.nesinc.com/Home.aspx>)
- AL, *AR, CO, *LA - Praxis Core and Praxis Subject Matter Exam (<https://www.ets.org/praxis>)
*ARKANSAS & LOUISIANA - candidates who are in BAGE (4-year degree program w/ licensure) are required only to pass Praxis II, not Praxis Core. If you are on BLS 4-Years, 3-Years, or 2-Years and plan to enroll in alternative certification (or a nontraditional licensure program), please check with the program directly to verify its state exam requirements. Often, alternative certification programs will require passing scores on state exams.
- TX - Texas State Exam: TExES
Teachers in Texas take the TExES exams and PPR (not Praxis). Candidates are recommended to follow up with their district leaders and with the TEA for advice regarding which exams they should pursue and when it is recommended to take them. Texas Education Agency [link on Alternative Teaching Programs](#).

Agency Memberships & Associations

- American Association of Colleges for Teacher Education (AACTE), Member
- American Association of Collegiate Registrars and Admissions Officers (AACRAO), Member
- National Association of Student Financial Aid Administrators (NASFAA), Member
- National Academic Advising Association: The Global Community for Academic Advising (NACADA), Member
- National Association of College Admissions Counselors (NACAC), Member
- Association of Independent California Colleges and Universities (AICCU), Member

Location & Disclosures

1221 Preservation Park Way, Ste. 100

Oakland, CA 94612

Contact: <https://www.reach.edu/contact>

Website: www.reach.edu

In accordance with Section 600.9 of Title 34 of the Code of Federal Regulations,

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, <https://connect.bppe.ca.gov/#/submitcomplaint>, Phone: (916) 574-8900, Fax: (916) 263-1895.

University Policies

The Reach University Academic Catalog contains information regarding the policies, procedures and requirements which apply to all candidates, regardless of program. It includes policies on attendance, grades, grade point average, academic and administrative probations and appeal processes and more. Additional policies may also be in place per program and are listed in the programmatic policies section of the catalog under each specific program's heading. Policies found in the University Catalog, student handbook and course syllabi may be enforced in addition to those found in the Reach University Academic Catalog, but shall not contradict those found in the catalog.

Candidate Responsibilities

Technology Requirements & Resources

Reach University is a job-embedded, distance-learning college that requires online coursework, online collaboration, and digital assignment requirements. Candidates are responsible for accessing sufficient technology to complete the requirements and school or home technology difficulties are not acceptable grounds for extensions (with the exception of extenuating circumstances, such as natural disasters impacting connectivity). In order to participate, candidates must:

- Maintain working access to a laptop or desktop computer with system requirements that provide access to the learning platform, Canvas. The computer must be sufficient to complete required assignments, online collaborations, email inquiries, and digital assignment items.
- High-speed internet access
- Reliable email access
- Access to Google Suites, Adobe Acrobat and Zoom
- Maintain and submit digital evidence of seminar/practicum work in the method/format prescribed.

Candidate Understandings

Syllabi: All candidates are required to read the syllabus of the currently enrolled courses within two weeks of commencement of the program.

- If needed, candidates must get clarification from their faculty member within the first two weeks of the semester.
- Candidates are responsible for completing all coursework required by the faculty member, as listed in the syllabus, unless otherwise arranged by the faculty member. Please check deadlines and key dates listed on the syllabi with your professors as well.

Policies & Handbook: Candidates are responsible for reading and understanding the Reach University Academic Catalog, Reach Candidate Handbooks for Graduate & Undergraduate programs respectively, and the Undergraduate Candidate Services [Welcome Packet](#) as applicable to their program.

Newsletter: Candidates are expected to read the college newsletter to stay informed with announcements and updates.

Academic Calendar: Candidates are expected to become familiar with the academic calendar for their individual program, including all course start and end dates, holidays, or semester breaks.

Candidate Resources

Due to the small and personalized nature of Reach programs, Reach does not have a range of student affairs offices that handle a variety of candidates' needs as a traditional university might. Instead, we meet the academic needs of our candidates primarily through Reach Candidate Affairs, Advisors, and Faculty who will offer academic support through each program's structured coaching/field supervision components. Additionally, Reach faculty have the flexibility to provide recommendations to existing educational and community resources and supports on an as-needed basis.

Disclosures

Disclaimers

The Graduate Institute at Reach University does not have any 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 has resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

International Candidates

The Graduate Institute will admit candidates from other countries if they meet all of the required admissions requirements as outlined by each program. Visa services are not provided by the Graduate Institute. Additionally, the Graduate Institute will provide verification of enrollment for any candidates regardless of country of origin. There are no additional fees associated with the admissions of candidates from countries outside of the United States.

Housing

Reach does not offer housing or dormitory facilities. Reach has no responsibility to find or assist a candidate in finding housing.

Name and Likeness

Reach University periodically uses electronic and traditional media (e.g., photographs, video, audio, testimonials) for publicity, educational, or advertising purposes. Candidates will have the option to opt out of the electronic and traditional media and name and likeness use. A Media Release Statement is provided to all candidates in the enrollment packet.

Statement of Equal Opportunity and Non-Discrimination

It is the policy of Reach University and its Board of Directors to maintain an organizational working and learning environment free of all forms of unlawful discrimination and all forms of harassment, exploitation, or intimidation, including sexual harassment.

Equal Opportunity

Reach University affords equal opportunity to all employees and prospective employees, volunteers, candidates, and other participants without regard to race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition (as defined under California law), veteran status, family care status, sexual orientation, sex (which includes gender and gender identity, pregnancy, childbirth, or related medical conditions), taking or requesting statutorily protected leave, or any other basis protected by law.

Complaint Procedures

Any candidate who believes that they have been discriminated against, should bring their concerns to the attention of appropriate Reach personnel consistent with the grievance procedures outlined in these policies.

Consequences

Reach University will not tolerate any form of discrimination and will take appropriate disciplinary action, including possible termination, of any person determined to have engaged in unlawful conduct under this policy.

No Retaliation

Retaliation (including intimidation, threats, coercion or discrimination) against an individual for raising an allegation of sexual harassment or discrimination is prohibited.

Equal Opportunity and Non-Discrimination

It is the policy of Reach University and its Board of Directors to maintain an organizational working and learning environment free of all forms of unlawful discrimination and all forms of harassment, exploitation, or intimidation, including sexual harassment.

Family Education Rights and Privacy Act (FERPA)

The [Family Education Rights and Privacy Act \(FERPA\)](#) is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U. S. Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford students who are 18 years or over, or attending a post-secondary institution:

- access to their education records
- an opportunity to seek to have the records amended
- some control over the disclosure of information from the records

For more information on how you and your records are protected by [FERPA](#), visit the [U.S. Department of Education](#) website.

The federal Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records.

These rights are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, written requests that identify the specific record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

NOTE: The right to challenge grades does not apply under the act unless the grade assigned was inaccurately recorded.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee; such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the University.

Another exception is the release of "directory information," which may be released without a student's consent unless specifically prohibited by the student. The following is considered directory information:

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to students as "Directory Information". This gives the University the right to disclose such information to anyone inquiring without having to ask

students for permission, unless the students specifically request in writing that all such information not be made public without their written consent. The categories of “Directory Information” at Reach University are as follows:

- Student’s legal name
- Mailing Address
- Major field of study
- Dates of attendance and Enrollment status for a particular semester (FT, HT, LT)
- Class standing (if an Undergraduate – Foundation Year, Intermediate, etc.)
- Expected date of graduation
- Degrees and awards received including Dean’s/President’s lists and graduation honors
- Most recent previous educational institution attended by the student

To facilitate participation in our programs, certain Education Records and Personally Identifiable Information (as defined in FERPA) may be disclosed to a candidate’s employer school partner as well as the relevant local or state workforce agencies (“Workforce Agencies”) as required for oversight of apprenticeship programs such as the one in which the candidate is participating. Further, such information may be re-disclosed by a candidate’s employer school partner to Workforce Agencies.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of federal law as they pertain to access and disclosure of student's education records. The name and address of the office that administers this law is:

Family Policy Compliance Office

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

Except as outlined above, Reach University requires written consent from candidates before releasing any personally identifiable information from their education records. Such written consent for release must specify what information/record is to be released, state the purpose for release, identify the party to whom the information/record will be released to, and be signed and dated by the candidate. Please use the [FERPA Release of Information Authorization Form](#) (linked here).

Requests will be maintained as part of the student record. Authorization may be revoked by the candidate at any time by submitting a written request to the Registrar’s Office at Registrar@reach.edu. Questions or concerns about the privacy of the candidate's education records or these procedures may be brought to the attention of the Registrar’s Office at Registrar@reach.edu.

National Center for the Apprenticeship Degree (NCAD)

You are on the forefront of ushering in a new era of higher education and professional opportunity in communities across the country.

In joining thousands of job-embedded candidates working in a growing number of U.S. employers, you are proof that it is possible to transform your job into a rigorous and high-quality degree - and doing so without the crippling debt that has kept millions of working adults from achieving their college and career goals.

Like so many Reach candidates, you may be the first in your family to embark on an Apprenticeship Degree pathway. Reach University and its newest nonprofit initiative, the National Center for the Apprenticeship Degree (NCAD), are working to change this.

In partnership with fellow universities, government agencies, employers, and philanthropic leaders, Reach, NCAD, and its partners will deliver **3 million Apprenticeship Degrees by 2035**, lifting up Americans, employers, and the generations of today and tomorrow.

NCAD sits at the heart of this effort, supporting key workforce interests in expanding job-embedded learning across industries that continue to experience chronic labor shortages. NCAD also aims to build national awareness around the value and rigor of your degree pathway, and scale an affordable and fully career-aligned college option that qualifies a learner for the job ahead.

As the face of an Apprenticeship Degree in your community, we are honored for you to play an impactful role in creating long-lasting, inclusive, and positive change through Reach, NCAD, and its partners.

Learn more about NCAD: <https://www.ncad.org/>

Academic Affairs

Academic Freedom

Academic Freedom means the degree to which faculty at an institution are allowed latitude with respect to their discussions with students and the positions they take. Under such a policy, a faculty member can articulate or even advocate positions or concepts that may be controversial in nature without fear of retribution or reprisal.

Reach Faculty

The vast majority of our faculty members are previous or current K-12 educators who are serving/have served as state education department leads, school administrators, and classroom teachers. In fact, we have several national and statewide Teachers of the Year on faculty.

Ethical Research Practices

Reach University is committed to ethical practices in research, both among faculty and among candidates. The Code of Federal Regulations, Title 45 CFR Part 46, identifies eight exempt categories, and determination of exempt research is based upon those categories. While many of the projects by faculty and candidates conducting research do fall under exempt categories, they are not limited to such research.

Action research, inquiry projects, and other forms of applied assignments within Reach Programs are specifically intended to fall into the exempt categories and to therefore not require Institutional Review Board approval. Reach IRB¹ does not actually approve an exempt study but instead makes a determination that the project meets the criteria for at least one of the federal exempt categories.

Basic Exempt Criteria for Educational Strategies, Curricula or Classroom Management Methods, 45 CFR 46.101(b)(1):

- Research takes place in established or commonly accepted educational setting
- Involves study of normal educational practices (e.g., regular and special education instructional strategies; studies effectiveness or comparison among instructional techniques, curricula, or classroom management methods).

Additional General Requirements or Considerations

- When children are studied in school or other institutional settings, approval from the relevant school official (including the school system IRB or research review committee, if available) must be attached to this application at the time it is submitted to Reach. Typically, studies of teacher pedagogy do not include children as the subject of the study, even if student data is used to evaluate the pedagogical practices in question.
- If children are studied, investigators must provide a rationale for why a particular age range was selected and indicate their expertise in working with children.

Normal Educational Practices Considered Exempt from Full Committee Review may include data sources such as:

- Candidates' curriculum-related written work, test scores, grades, artwork and other work samples produced by children
- Candidates' curriculum-related oral and non-verbal communicative responses individually, such as in an interview, in small groups and with the whole class
- Students' responses (K12 - written, oral or behavioral) to curriculum-related activities
- Students' level of active participation in curriculum-related activities (K12)
- "A normal educational setting" means preschool, elementary, secondary, and higher educational facilities, and after-school programs (if the project relates to tutoring, or homework help.)
- In Special Education, normal educational practices correspond to the Individualized Educational Program (IEP), which is tailored to each student with an identified disability and may be implemented in diverse settings (e.g., school, home, work, community).

Data collection methods in exempt settings might include:

- Videotapes and photographs of curriculum-related classroom activities, audio tapes of teacher-student and student-student discourse related to the assignment (as long as there are signed consent forms)
- Teacher's non-participant observation of curriculum-related activity of individual children or groups of children, noting what will be observed and how it will be analyzed, or whether it will be used as anecdotal evidence in the study
- Teacher's commentary on students' curriculum-related written work, artwork and other artifacts produced by children
- Student journals and communication books related to the curriculum
- Student grades and test scores
- Teacher journals, notes and reflective comments on student responses and participation in curriculum-related activities
- Questionnaires or interviews with students, parents and family members, teachers and administrators
- Non-participant classroom observations by colleagues, with the class teacher's permission, stating what will be observed and how it will be used, i.e. how data will be analyzed or whether it will be used as anecdotal evidence.

Ethical Research Practices Policy

For research conducted by Reach Faculty and candidates that do not fall under the exempt categories, the principal investigator (PI) can submit a research proposal for full review by the Institutional Review Board (IRB). A subcommittee of the Reach IRB committee must determine that a study, inquiry project, or other applied assignment is exempt. For inquiry projects included in the regular curriculum, IRB committee members may determine that the project or requirement are exempt generally (as opposed to approving each candidate's application of that project).

For Action Research Capstone projects (as opposed to regularly assigned applied practicums) candidates must complete and submit, for review by two IRB committee members, the following:

- The research proposal (including information about who will participate in the study, the educational sites where the research will be conducted and why, whether and how children will be included as part of the study, how participants will be selected for participation, methods used including instruments, and how data will be analyzed).
- "Confirmation of Exempt Research" worksheet
- A sample of the Informed Consent Letter participants (or parent/guardian) will sign
- A letter approving research from the site principal or equivalent
- Researchers may review and analyze identifiable data as part of their action research.
- Informed Consent Letter (including the identifiable information) that will be signed by the parent (if under 18 years of age) or the student providing permission. Schools may have on file a general letter for students meeting this requirement, and if so a generic copy of this letter may be included.

Reach University Programs and Degrees

Undergraduate Programs & Degrees

Offered through the Oxford Teachers College branch of Reach University. *Arkansas State requires an additional course in Arkansas History.

Bachelor of Arts in Liberal Studies

(*Arkansas) 123 Semester Credits 4 Years 120 Semester Credits 4 Years

Transfer Pathway Options: (*Arkansas +3 credits for Arkansas History requirement)

- Transfer with 30-transferable collegiate semester credits *90 Semester Credits 3 Years
- Transfer with Associate Degree or 60-transferable collegiate semester credits *60 Semester Credits 2 Years

Bachelor of Arts in Global Education (available in Louisiana & Arkansas)

(*Arkansas) 127 Semester Credits 4 Years 124 Semester Credits 4 Years

Graduate Programs & Degrees

Offered through the Graduate Institute Teaching Academy and Instructional Leadership Academy branches of Reach University.

Teaching Academy

- Intern Teacher Credential Program 2 Years or 1 Year Early Completion Option
- Intern Teacher Credential Program + Master of Arts in Teaching 2 Years
- Teacher Induction Program
- Master of Education in Teaching (MEd) + Induction Program 3 Years

Pathways

- Intern Teacher Credential Program (2yr only) + Master of Education in Teaching (MEd) + Induction Program
- Intern Teacher Credential Program (2yr only) + Master of Education in Teaching (MEd) w/External Induction

Transfer with Pathways (with Preliminary Teaching Credential)

- Master of Education in Teaching (MEd) + Induction Program:
- 1st year with specialized study course, 2nd year with Culminating Project 2 Years
- Master of Education in Teaching (MEd) + Induction Program
- 1st/2nd year Teacher Induction Program TIP, add 3rd year with Culminating Project + specialized study course 3 Years
- Teacher Induction Program TIP (formerly known as BTSA) 2 Years

Instructional Leadership Academy

Pathway Options

- California Preliminary Administrative Services Credential (PASC) Only 1 Year
- Master of Education in Instructional Leadership Only 2 Years
- CA Preliminary Administrative Services Credential (PASC) + Master of Education in Instructional Leadership 2 Years
- Administrator Induction (CASC) 2 Years

Transfer in Pathway (with preliminary credential) 9 TR Credits Max

- Culminating Project + Administrator Induction = Master of Education in Instructional Leadership 2 Years
 [14 credits] [(yr2) 6 Credits]

Undergraduate Academic Calendar

SUMMER 2024

May-10	Summer Registration Ends
May-13	First Day of Summer Classes
May-13	4-wk Bundle Term 1 Start
May-27	Memorial Day - No Classes
Jun-7	4-wk Bundle Term 1 End
Jun-12	4-wk Bundle Term 2 Start
Jun-19	Juneteenth - No Classes
Jun-26	Midterm Grades
Jul-1	Fall CAS 50 - 1 Start
Jul-4	July 4th - No Classes
Jul-5	60% + (W Deadline)
Jul-10	4-wk Bundle Term 2 End
Jul-13	Fall CAS 50 - 1 End
Jul-15	Summer Census
Jul-15	4-wk Bundle Term 3 Start
Jul-17	CAS 50 Grades Due
Jul-29	Fall CAS 50 - 2 Start
Aug-2	Incomplete Deadline
Aug-9	4-wk Bundle Term 3 End
Aug-5 thru Aug-9	Finals Week
Aug-9	Last day of Summer Semester/Ends
Aug-10	Fall CAS 50 - 2 End
Aug-14	Final Grades Due & CAS50 Grades Due

FALL 2024

Aug-23	Fall Registration Ends
Aug-26	First Day of Fall Classes
Aug-26	5-wk Bundle Term 1 Start
Sep-2	Labor Day - No Classes
Sep-9	Census 1
Sep-27	5-wk Bundle Term 1 Ends
Sep-30	5-wk Bundle Term 2 Start
Oct-16	Midterm Grades
Oct-25	60% + (W deadline)
Nov-1	5-wk Bundle Term 2 Ends
Nov-4	5-wk Bundle Term 3 Start
Nov-4	Spring CAS 50 - 1 Start
Nov-11	Veterans Day - No Classes
Nov-16	Spring CAS 50 - 1 End
Nov-18	Census 2

Nov-20	CAS 50 Grades Due
Nov-22 thru Dec-1	Fall Break - No Classes
Dec-2	Spring CAS 50 - 2 Start
Dec-9 thru Dec-13	Finals Week
Dec-6	Incomplete Deadline
Dec-13	Last Day of Fall Semester/Ends
Dec-13	5-wk Bundle Term 3 Ends
Dec-14	Spring CAS 50 - 2 End
Dec-18	Final Grades Due & CAS50 Grades Due

SPRING 2025

Jan-10	Spring Registration Ends
Jan-13	First Day of Spring Classes
Jan-13	5-wk Bundle Term 1 Start
Jan-20	Martin Luther King Jr. Day- No Classes
Jan-27	Census 1
Feb-14	5-wk Bundle Term 1 Ends
Feb-17	President's Day - No Classes
Feb-18	5-wk Bundle Term 2 Start
Mar-5	Midterm Grades
Mar-14	60% + (W deadline)
Mar-21	5-wk Bundle Term 2 Ends
Mar-24	5-wk Bundle Term 3 Start
Mar-28 thru Apr-6	Spring Break - No Classes
Apr-14	Census 2
Apr-25	Incomplete Deadline
Apr-28 thru May-2	Finals Week
May-2	5-wk Bundle Term 3 Ends
May-2	Last Day of Spring Semester/Ends
May-7	Final Grades Due

HOLIDAYS & BREAKS

May-27	Memorial Day - No classes
Jun-19	Juneteenth - No classes
Jul-4	July 4th - No classes
Sep-2	Labor Day - No classes
Nov-11	Veterans Day - No classes
Nov-22 thru Dec-1	Fall Break - No classes
Jan-20	Martin Luther King Jr. Day - No classes
Feb-17	President's Day - No classes
Mar-28 thru Apr-6	Spring Break - No classes

Graduate Academic Calendars

Intern Teacher Credential Program

Intern Teacher Credential Program + MAT

SUMMER May-1 thru Jul-31

Summer Pre-Service

Reach 210 - Priority Registration	Start May-1	End Jul-31
Reach 210 - Regular Registration	Start Jun-1	End Jul-31

Summer MAT Electives

Reach 273 (Tue)	Start May-4	End May-28
Reach 272 (Thu)	Start May-4	End May-28

FALL Aug-19 thru Dec-13

Intern Year-1 Courses

Summer Intensive	Aug-13 & Aug-15	
Reach 221 (Mon)	Start Aug-19	End Dec-13
Reach 221 (Tue)	Start Aug-19	End Dec-13
Reach 221 (Wed)	Start Aug-19	End Dec-13
Reach 221 (Thu)	Start Aug-19	End Dec-13

Intern Year-2 Courses

Reach 241 (Tue)	Start Aug-19	End Dec-13
Reach 241 (Thu)	Start Aug-19	End Dec-13

SPRING Jan-21 thru May-23

Intern Year-1 Courses

Reach 231 (Mon)	Start Jan-21	End May-23
Reach 231 (Tue)	Start Jan-21	End May-23
Reach 231 (Wed)	Start Jan-21	End May-23
Reach 231 (Thu)	Start Jan-21	End May-23

Intern Year-2 Courses

Reach 251 (Tue)	Start Jan-21	End May-23
Reach 251 (Thu)	Start Jan-21	End May-23

Instructional Leadership Academy

CA Preliminary Administrative Services Credential (PASC)

Administrator Induction (CASC) 2

Admin Induction 1 ONLY/ No Master's

SUMMER May-1 thru Jul-31

ILA (PASC) Year-1

5-Saturday Classes (9-3:30)

Reach 410	Jul-20, Aug-17, Nov-2, Feb-1, May-3
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FALL Aug-19 thru Dec-13

ILA (PASC) Year-1

4:30-7:30pm

Reach 420	Starts Aug-19	Ends Sep-20
Reach 450	Starts Sep-23	Ends Oct-25
Reach 430	Starts Nov-12	Ends Dec-13
Reach 499 CalAPA	Nov-5, Dec-17, Mar-20	

Special Term**YEAR 3/Admin Induction 2**

Reach 620	8/15, 8/29, 9/12, 9/26, 10/10, 10/24, 11/14, 12/12, 1/9, 1/23, 2/20, 3/6, 4/17, & 5/1
Reach 610	9/5, 10/5, 12/5, 2/8, 3/20, 4/12, & 5/15
Synthesis of Learning	6/12

YEAR 2/Admin Induction 1 ONLY/ No**Master's**

Reach 525	8/15, 8/29, 9/12, 9/26, 10/10, 10/24, 11/14, 12/12, 1/9, 1/23, 2/20, 3/6, 4/17, & 5/1
Reach 610	9/5, 10/5, 12/5, 2/8, 3/20, 4/5, & 5/15
Synthesis of Learning	6/12

SPRING Jan-21 thru May-23**ILA (PASC) Year-1 4:30-7:30pm**

Reach 440 (Tuesday)	Jan-7, Jan-14, Jan-21, Jan-28
Reach 460 (Tuesday)	Start Feb-3 End Feb-28
Reach 435	Start Mar-3 End Mar-27
Reach 465	April 8th, 15th, 22nd, May 6th, 13th, & 20th

Teacher Induction Program (TIP)**Early Completion Option (ECO) Calendar****TIP Application Deadline: 8/9/2024 (late application window 8/10-8/31)****TIP ECO**

Orientation	Aug-31
ECO Application Due*	Sep-22
ILP	Sep-22
Inquiry Cycle 1	Nov-3
Inquiry Cycle 2	Jan-19
Mid-Year Surveys	Jan-26
Mid-Year Mentor Meeting Log Check	Jan-26
Inquiry Cycle 3	May-4
Year 1 Mentor Meeting Log	May-25
End of Year Survey	May-25

TIP Year-1

Orientation	Aug-31
ILP	Nov-3
Inquiry Cycle 1	Jan-19
Mid-Year Surveys	Jan-26
Mid-Year Mentor Meeting Log Check	Jan-26
Inquiry Cycle 2 (Pre-Plan & Plan)	Mar-2
Inquiry Cycle 2 (Completed Inquiry)	May-4
Year 1 Mentor Meeting Log	May-25
End of Year Survey	May-25

TIP Year-2

Orientation	Aug-31
ILP	Nov-3
Inquiry Cycle 3 (Pre-Plan and Plan)	Nov-3
Inquiry Cycle 3 (completed inquiry)	Jan-19
Mid-Year Surveys	Jan-26
Mid-Year Mentor Meeting Log Check	Jan-26
Inquiry Cycle 4 (Completed Inquiry)	May-4
Year 1 Mentor Meeting Log	May-25
End of Year Survey	May-25

HOLIDAYS & BREAKS

Memorial Day - No classes	May-27
Juneteenth - No classes	Jun-19
July 4th - No classes	Jul-4
Labor Day - No classes	Sep-2
Veterans Day - No classes	Nov-11
Fall Break - No classes	Nov-22 thru Dec-1
Martin Luther King Jr. Day - No classes	Jan-20
President's Day - No classes	Feb-17
Spring Break - No classes	Mar-28 thru Apr-6

Workplace Development & Admissions

Bachelor of Arts in Liberal Studies Typical Partnerships or Placements

To operate in any state, Reach must gain authorization and complete a program review from the governing State Education Agency (SEA). Therefore, Reach's primary partners are the State Departments of Education in partnering states.

Reach staff does not directly recruit individual candidates. Instead, Reach relies on the establishment of partnerships with LEAs, county and regional educational entities, and other education providers to lead recruitment efforts from their incumbent workforce. For candidates in Reach programs leading to recommendation for licensure, Reach is required to enter into a formal Memorandum of Understanding with the employing LEA.

Since all Reach candidates are enrolled in a job-embedded program, candidates are employed in positions that afford them an average of 15 hours per week working with students in an educational setting. Most candidates work full-time in PK-12 schools as paraeducators, teacher and instructional aides, office-based staff, and other school support personnel. Given the institution's commitment to supporting students and schools in traditionally underserved communities, Reach does targeted outreach in places with limited access to higher education and education pathways.

In addition, since all candidates entering into the Bachelor of Arts in Liberal Studies program will need to seek alternative certification programs upon graduating, Reach has developed partnerships with educator preparation providers like The New Teacher Project (TNTP), the Louisiana Resource Center for Educators (LRCE), and local of community colleges and universities working as an alt-cert provider once candidates once they have completed their degree.

Admissions Criteria

Specific admissions criteria and procedures are defined and described in program informational materials and applications available on the Reach website.

Reach strongly considers all applicants who apply and seeks candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences. Candidates admitted into Reach programs demonstrate strong potential for professional success in schools, academic and work-related achievement, and a commitment to inquiry. During the admissions process, applicants' submissions are reviewed and are selected for acceptance into Reach using a combination of the following procedures and factors (this is not an exhaustive list):

- Validity of the candidate's high school completion (or recognized equivalency).
- Each program seeks to admit candidates with diverse skills, experiences, and backgrounds that will contribute to a fertile learning community.
- Reach University considers academic readiness as evidenced by previous academic achievement and considers potential for professional success in schools upon graduation, demonstrated by personal characteristics and prior experience, including teaching experience.
- The university weighs the candidate's level of desire to engage in program work, and their desire to align with programs' goals.
- The university strongly considers the candidate's history of performance in prior Reach program/s (if applicable).
- The university strongly considers the support of the candidate's employer, including the employer's level of partnership with Reach.
- Reach University affords equal opportunity to all candidates and other participants without regard to race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition, veteran status, family care status, sexual orientation, sex (which includes gender and gender identity, pregnancy, childbirth, or related medical conditions), taking or requesting statutorily-protected leave, or any other basis protected by law.

Undergraduate Admissions & Enrollment

OTC Admissions Process

Interested applicants must submit a completed online application with required supporting documentation for the desired program on or before the stated application deadline(s) – including the completion of Free Application for Federal Student Aid (FAFSA). Reach University admits persons as regular students (referred to henceforth as “candidates”) only if the following are applicable:

- Have a high school diploma and/or a recognized equivalent of a high school diploma; and
- Are beyond the age of compulsory school attendance in the State in which the Institution is physically located.*

*Reach University is physically located in the State of California. The age of compulsory school attendance is between the ages of six and eighteen years of age, except students who have graduated from high school or passed the California High School Proficiency Exam and obtained parental permission.

Links to online program applications and program informational materials are updated on the Reach website regularly to provide current and detailed information. Applicants may also request informational materials and applications by phone or email. Applications received by the priority deadline will be given first consideration. Any applications received after this date will be considered on a space-available basis. Incomplete applications may not be considered.

Deferred Admissions

As of July 22, 2022, we no longer offer deferments or deferred admissions. An admitted applicant may reapply if they would like to start during a later semester.

Enrollment & Matriculation

In order to officially enroll into Reach University, the Matriculation Checklist must be completed by each stated deadline. Please know that during the initial one-on-one call with an advisor, time will be set aside to go over any questions about the items. Not completing the checklist by the stated deadlines may result in a delayed start in the undergraduate program -- e.g., not submitting a complete Undergraduate Enrollment Form & Financial Agreement. Additionally, candidates must pass CAS 50 (previous DEP 50) with a passing grade to continue in their designated program.

Additionally, candidates who have not signed and returned all necessary enrollment documents will not be able to attend class, receive course materials and coaching, or receive any additional candidate privileges until all enrollment documents have been returned to Reach. Failure to return these documents on or before the date designated may jeopardize a spot in the designated program and may result in disqualification from the program. Disqualified candidates would then need to reapply with no guarantee of acceptance. An additional administrative fee may be assessed to process late enrollment documents.

Candidates approved for conditional enrollment require all pending documents to be submitted and matriculation checklist completed prior to starting program courses in their semester cohort. Conditionally enrolled candidates that do not meet the requirement will continue in the 4-year pathway of their program.

All application materials must be received prior to enrollment. Conditional enrollment may be granted pending special circumstances with prior approval from Reach. After applications are reviewed and Reach has made its admission decisions, applicants will be required to complete an attestation form, and notified of admissions status. Notifications will be made by email.

College Preparation and Professionalism Course Requirement (CAS 50)

Reach University defines College Preparation and Professionalism (CAS 50, Prior DEP 50) as a prerequisite to undergraduate coursework and a foundational course that supports students transitioning into Reach University. This course covers program expectations, concentration options, and strategies for success in a job-embedded program that employs the Oxford Tutorial Method. This requirement is appropriate for incoming students and is a prerequisite for first-year placement students.

Job-Embedded Policy

At Reach University, we believe that your job should lead to a degree, not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines. This policy, rising from Reach's dedication to best practices in higher education, is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Note: Depending on state-mandated guidelines for Educator Preparation Providers, this job-embedded requirement will differ during the Clinical Year. Please see the Clinical Residency requirements for more information.

Aligned to the Reach Method, flexibility is offered and approved on a case-by-case basis by the Dean or their designee. Candidates may be assigned alternative assignments that allow them to simulate job-embedded learning. These alternative assignments are at the discretion of the Dean and faculty.

Candidates unable to complete the required job-embedded learning requirement or approved alternatives are otherwise ineligible for continued enrollment in Reach University programs.

High School Proof of Graduation Policy

Reach University requires that enrolled candidates provide proof of graduation from high school or its equivalent, consistent with U.S. 34 CFR 668.3. A Reach University official will verify proof of graduation from high school or its equivalent during the admissions process. Acceptable proof of graduation includes any of the following documentation:

- a high school diploma;
- a high school transcript that indicates a high school diploma was conferred
- a GED certificate;
- a certificate or other official completion documentation demonstrating that the prospective candidate has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an official transcript from an accredited post-secondary institution that indicates conferral of an associate's degree;
- an official transcript from an accredited post-secondary institution that indicates successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- an official transcript from an accredited post-secondary institution indicating enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Prior learning assessment is one type of credit for prior learning practice: “the evaluation and assessment of an individual’s life learning for college credit, certification or advanced standing toward further education or training. Prior learning assessment is often applied to military and work experience, as well as community service, informal online learning, and other [college-level] learning acquired outside traditional academic institutions” (Council for Adult and Experiential Learning).

At Reach, the Credit for Prior Learning Policy specifically addresses past professional development, education, or training. The separate Reach Credit for Prior Work Experience Policy specifically addresses credit for work experience.

Reach University is pioneering a new era in higher education where a job leads to a degree instead of the other way around. Through job-embedded learning, Reach's unique undergraduate and graduate degree programs leverage candidates' workplaces as learning spaces, allowing employers to grow their own talent pipelines and working adults to earn a degree and/or a credential. Our approach towards the Credit for Prior Learning Policy reflects our approach to job-embedded degree and credential attainment.

Credit Awarded

Reach University will engage in a deliberate process with prospective candidates, partner schools, districts, CMOs, or other organizations to review the quality and content of transcripts and other documented forms of learning. Credit awarded through this process cannot exceed 25% of the credits required for a Reach University-conferred credential or degree.

Candidates who have engaged in learning that meets California Commission on Teaching Credential (CCTC) and degree requirements can apply that professional learning toward fulfilling some or all of the requirements for a designated course*.

**Please note that Reach credential and degree programs may have restrictions on which courses are eligible to receive credit for prior learning. These restrictions could be influenced by state authorization requirements or considerations related to sequential or foundational learning opportunities that adversely impact candidates' learning trajectory. Academic program leads determine which courses or coursework are eligible for prior learning credit at their discretion. At the undergraduate level, credit for prior learning may not interfere with a candidate's ability to be enrolled as a full-time student unless explicit approval from the Dean and the Director of Financial Aid is granted.*

Documentation/Evidence of Prior Learning

Candidates seeking credit for prior learning must provide documentation or evidence demonstrating their knowledge and skills acquired through non-traditional educational experiences or prior work experience. Such documentation may include, but is not limited to, transcripts, standardized test scores, certificates, portfolios, LEA / CMO or other supervising education entity’s professional development modules and candidate work products (provided Reach has verified that the quality of the content and candidate learning meets the standard of college-level learning and academic quality).

Coursework, Standardized Test Scores: Coursework and standardized test scores will be considered for recognition of prior credit for learning if they demonstrate:

- **Relevance and Alignment:** The coursework or standardized test scores must demonstrate relevance and alignment with the learning outcomes of specific Reach courses or programs.
- **Quality and Rigor:** The coursework or standardized test scores must meet established standards of quality and rigor, ensuring that the learning experiences are comparable to those provided by Reach University.
- **Verification of Authenticity:** The coursework and standardized test scores must be verified as authentic and legitimate representations of the candidate’s prior learning experiences.
- **Demonstration of Competency:** The coursework or standardized test scores should demonstrate mastery of the subject matter or competencies relevant to the courses or programs for which credit is being sought.

Professional Development Learning: For professional development learning to be accepted in lieu of some or all of Reach's coursework, partnering schools' and LEA/CMOs' professional development offerings must be evaluated for comparability and equivalence with the aligned learning outcomes, course objectives, and content.

Note: For California credential programs, **comparability** refers to the determination that a candidate has demonstrated the essence of the set of knowledge, skills, or abilities required by a particular Commission program standard, Teaching Performance Expectation, or Program Learning Outcome through another route.

In this context, **equivalence** refers to the determination that a given set of knowledge, skills, and abilities as reflected in standards have been met through coursework/fieldwork/or other prior learning experiences as determined by Reach University's internal evaluation process.

The partner's professional development is also evaluated against the CCTC's program standards, the articulated Performance Expectations (as outlined by the CCTC) , and relevant Program Learning Outcomes (PLOs). The professional development must be found to meet these standards for quality and compliance in order for credit for prior learning to be granted.

Evaluation of Prior Learning

Evaluation of prior learning will be conducted by qualified faculty or assessors designated by Reach University. The evaluation process will assess the alignment of the prior learning with the learning outcomes of specific courses or programs offered at Reach University. Evaluation methods may include portfolio assessments, examinations, interviews, crosswalks of submitting or demonstrations of competency.

Coursework and Transcripts: If Reach's assessment identifies comparability and equivalence between a candidate's coursework and/or transcripts and Reach courses, a qualified faculty member, assessor, or program lead will communicate to the candidate and their employer (aka Reach Partner School) the specific elements of the coursework or transcript that meet the criteria for credit for prior learning.

When available or appropriate, Reach will create a modified course for the candidate that excludes coursework covered through the candidate's documented coursework and/or transcript, with the expectation that candidates complete the remaining coursework requirements through the specified Reach course or set of assignments.

Professional Development: In the event that Reach's evaluation finds comparability and equivalence between a partnering schools' and LEA/CMOs' professional development offerings and Reach course(s), a qualified faculty, assessor, or program lead will inform the candidate which specific aspects of the professional development, in whole or part, meet the threshold for prior learning credit.

When available or appropriate, Reach will create a modified course for the candidate that excludes coursework covered through the employer's professional development, with the expectation that candidates complete the remaining coursework requirements through the specified Reach course or set of assignments.

Prior Work Experience Credit Calculation

Reach has a system for calculating the value of transfer credits earned through work experience. One credit hour is equivalent to 75 hours of verified experience, recommendation, or endorsement from an employer who is a partner with Reach. Candidates can accumulate work experience from multiple places of employment, up to a total of 9 credits, not limited to with exception approved by the Dean.

Articulation Agreements with Partner Schools

In addition to our effort to simplify transfer policies to alleviate the burden students often face when determining transfer credit, Reach is in the process of developing articulation agreements with several institutions in the areas we serve.

By focusing on the core competencies that candidates must cover in order to begin the program in the appropriate pathway, we are able to accept a wider range of courses as transfer credit to minimize the loss transfer students face when entering the Liberal Arts undergraduate program. The course areas we require give incoming transfers a sufficient foundation for success.

In accordance with the mission, Reach is prioritizing articulation agreements with colleges near our school partners in Louisiana, Alabama, Arkansas, California, Colorado, and Texas.

Change of Employment, District, and/or Parish

If a candidate who is earning a Bachelor of Arts in Global Education degree (with institutional recommendation for licensure in elementary teaching - BAGE) plans to change employment to a new parish or district that does NOT have a Memorandum of Understanding (MOU) with Reach University, a partnership must be established between Reach University and the new school parish or district. The candidate is expected to help facilitate this process; otherwise, the candidate may have to forgo institutional recommendation for licensure (i.e., cannot be recommended to the state for a teaching license). As listed in the Undergraduate Enrollment Form, a candidate is required to inform Reach University about any employment changes within seven business days (e.g., varies from the initial Employer Verification Form). Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, or dismissal.

The process:

- The candidate alerts their advisor of a potential employment change (best to notify an advisor at least 30 days prior to the new hire date).
- The advisor sends the Employer Change Form to the candidate.
(A candidate's new employer must complete the Partner Registration Form in order to support the candidate's/ new employee's enrollment at Reach University. For the BAGE program, a candidate can continue on the bachelor's degree pathway but cannot earn a teaching license recommendation without a signed MOU on file with the new employer. A candidate will be switched to the Bachelor of Arts in Liberal Studies - 4 years if the MOU remains unsigned.)
- After submitting the Employer Change Form, the candidate communicates with their new employer about the degree program, so the MOU is expected (i.e., not a cold call or a surprise).
- The lead of Partnerships will contact the new employer and an Admissions team member (Jason Lee) will send a new employer verification to the new parish or district.
- Once the MOU is signed and reviewed by the lead of Partnerships, the candidate is set to start in their new employment and continue in their degree program.

Readmittance

Candidates who have withdrawn or failed to attend the University for more than 2 years from their last date of enrollment will be required to contact Admissions and apply for readmission to the University. Program offerings and admission requirements are subject to change; prior admittance to the University is not a guarantee of readmission or continued program availability.

Reach Graduate Institute (RGI) Admissions & Matriculation

Individual programs may have additional procedures and guidelines that further clarify these policies. However, individual programs do not have procedures or guidelines that conflict with these policies.

Admissions Process

Interested applicants must submit a completed online application with required supporting documentation for the desired program on or before the stated application deadline(s). Links to online program applications and program informational materials are updated on the Reach website annually to provide current and detailed information. Applicants may also request informational materials and applications by phone or email.

Applications received by the priority deadline will be given first consideration. Any applications received after this date will be considered on a space-available basis. Individual programs may require formal or informal interviews to be conducted as part of the admissions process.

Depending on the Reach program to which candidates apply, incomplete applications may not be considered. However, the missing information may negatively impact assessment of the candidate based on the admissions criteria. All application materials must be received prior to enrollment. Provisional enrollment may be granted pending special circumstances with prior approval from Reach. Please see the additional program specific policies for additional information about provisional enrollment.

After applications are reviewed and Reach has made its admission decisions, applicants will be notified of admissions status. Notifications will be made by email.

Admissions Criteria

Specific admissions criteria and procedures are defined and described in program informational materials and applications available on the Reach website. In general, applicants can expect to submit the following:

Master of Education, Master of Arts, and/or Credential Programs

- Application
- Prerequisites as outlined on the Reach website and in the application packet
- Official transcripts (with Bachelor of Arts/Bachelor of Science or Masters conferred)
- Proof of prerequisite credential(s), when applicable
- Two references
- Program fees as outlined on the Reach website and in the application packet

Certificate Programs

- Application
- Prerequisites as outlined on the Reach website and in the application packet
- Two references
- Certificate program fees as outlined on the Reach website

Individual Seminars

- Registration form
- Seminar fee as outlined on the Reach website

Admissions to most Reach programs are selective. Reach strongly considers all candidates who apply and seeks candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences. Candidates admitted into Reach programs demonstrate strong potential for professional success in schools, academic and

work-related achievement, and a commitment to inquiry. Candidates' applications are reviewed and are selected for acceptance into Reach programs using a combination of the following factors (this is not an exhaustive list):

- Each program seeks to admit candidates with diverse skills, experiences, and backgrounds that will contribute to a fertile learning community.
- The institution considers academic readiness as evidenced by previous academic achievement and considers potential for professional success in schools upon graduation, demonstrated by personal characteristics and prior experience, including teaching experience.
- The institution weighs the candidate's level of desire to engage in program work, and their desire to align with program goals.
- The institution strongly considers the candidate's history of performance in prior Reach program/s.
- The institution strongly considers the support of the candidate's employer, including the employer's level of partnership with Reach.

Deferred Admissions

Admission is offered for a specific Reach program and enrollment period. Deferrals are granted to admitted applicants, after completing admissions paperwork, and under special conditions. There must exist extenuating circumstances that prevent an applicant from registering for courses in the program and term they were admitted. Deferrals can be granted a maximum of one time per applicant, and for a period of no longer than one academic year. Applicants will be required to meet any new program admissions or California Commission on Teacher Credentialing requirements upon their return. Deferred applicants will be charged tuition and fee rates of the current semester. Requests to delay admission should be submitted in writing to Candidate Services.

Enrollment Policies

After a candidate is offered admission into a Reach Program, the candidate must complete, sign, and return to Reach all necessary enrollment documents on or before the date designated, including but not limited to: Enrollment Agreement, Tuition Payment Agreement, and Candidate Handbook. Candidates who have not signed and returned all necessary enrollment documents will not be able to attend class, receive course materials and coaching, or receive any additional candidate privileges until all enrollment documents have been returned to Reach.

Failure to return these documents on or before the date designated will jeopardize a candidate's spot in the program and may result in disqualification from the program.

Disqualified candidates would then need to reapply with no guarantee of acceptance. An additional administrative fee may be assessed to process late enrollment documents.

Transfer Credit Policies

Prior credit from accredited institutions and certain forms of prior experience may meet some course requirements, in whole or in part. Transfer of credit toward credentials or degrees is not guaranteed and will be considered on a case-by-case basis.

Transferring credit into any Reach CTC-approved credential program

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by Reach to earn California Preliminary Teaching, Clear Teaching, Preliminary Administrative Services or Clear Administrative Services credentials. When applying to a Reach credential program, the candidate may request a review of prior experience, and equivalency may be granted for Reach courses, assignments, or particular sessions based on the analysis of the Program Director. Reach accepts most credits and/or work from other CTC-accredited credential programs, however, the Graduate Institute at Reach does not hold an articulation or transfer agreement with any college or university.

For enrollment in Reach Graduate Institute credential programs, the applicant will indicate in the space provided on the application form that they are applying for the transfer of prior units and/or experience. Candidates may submit transcripts and course syllabi (or official course catalog descriptions) to Candidate Services for review. Any transfer credit must be approved by the Associate Director in consultation with the Program Coordinator for the Reach program to which the candidate is applying no later than August 1 of the candidate's first year in the Reach Program. Transfer credit may meet all or part of the requirements of any given Reach course.

Transferring Credit into Any Reach Master's Program

Graduate coursework taken at a regionally-accredited institution may be considered for transfer credit. A maximum of nine semester units of graduate coursework, with an earned grade of B or higher, may be applied as transfer credit toward a Reach Master of Education program or Master of Arts in Teaching program.

In considering awarding transfer credit, Reach will consider such factors as the degree to which the course content or field of study has changed significantly in recent years.

Applicants may petition to transfer credit by completing and filing a Request for Graduate Transfer Credit form. All requests must be approved by August 1 of the candidate's first year in the Reach program.

Credit for Prior Learning Policy

Credit for Prior Learning, as defined by WASC Senior College and University Commission (WSCUC), is a practice used by institutions, typically at or near the time of a student's enrollment, to recognize or award credit for demonstrated college-level learning gained in settings outside of higher education.

Prior learning assessment is one type of credit for prior learning practice: "the evaluation and assessment of an individual's life learning for college credit, certification or advanced standing toward further education or training. Prior learning assessment is often applied to military and work experience, as well as community service, informal online learning, and other [college-level] learning acquired outside traditional academic institutions" (Council for Adult and Experiential Learning).

At Reach, the Credit for Prior Learning Policy specifically addresses past professional development, education, or training. The separate Reach Credit for Prior Work Experience Policy specifically addresses credit for work experience.

Reach University is pioneering a new era in higher education where a job leads to a degree instead of the other way around. Through job-embedded learning, Reach's unique undergraduate and graduate degree programs leverage candidates' workplaces as learning spaces, allowing employers to grow their own talent pipelines and working adults to earn a degree and/or a credential. Our approach towards the Credit for Prior Learning Policy reflects our approach to job-embedded degree and credential attainment.

Credit Awarded

Reach University will engage in a deliberate process with prospective candidates, partner schools, districts, CMOs, or other organizations to review the quality and content of transcripts and other documented forms of learning. Credit awarded through this process cannot exceed 25% of the credits required for a Reach University-conferred credential or degree.

Candidates who have engaged in learning that meets California Commission on Teaching Credential (CCTC) and degree requirements can apply that professional learning toward fulfilling some or all of the requirements for a designated course*.

**Please note that Reach credential and degree programs may have restrictions on which courses are eligible to receive credit for prior learning. These restrictions could be influenced by state authorization requirements or considerations related to sequential or foundational learning opportunities that adversely impact candidates' learning trajectory. Academic program leads determine which courses or coursework are eligible for prior learning credit at their discretion. At the undergraduate*

level, credit for prior learning may not interfere with a candidate's ability to be enrolled as a full-time student unless explicit approval from the Dean and the Director of Financial Aid is granted.

Documentation/Evidence of Prior Learning

Candidates seeking credit for prior learning must provide documentation or evidence demonstrating their knowledge and skills acquired through non-traditional educational experiences or prior work experience. Such documentation may include, but is not limited to, transcripts, standardized test scores, certificates, portfolios, LEA / CMO or other supervising education entity's professional development modules and candidate work products (provided Reach has verified that the quality of the content and candidate learning meets the standard of college-level learning and academic quality).

Coursework, Standardized Test Scores: Coursework and standardized test scores will be considered for recognition of prior credit for learning if they demonstrate:

- **Relevance and Alignment:** The coursework or standardized test scores must demonstrate relevance and alignment with the learning outcomes of specific Reach courses or programs.
- **Quality and Rigor:** The coursework or standardized test scores must meet established standards of quality and rigor, ensuring that the learning experiences are comparable to those provided by Reach University.
- **Verification of Authenticity:** The coursework and standardized test scores must be verified as authentic and legitimate representations of the candidate's prior learning experiences.
- **Demonstration of Competency:** The coursework or standardized test scores should demonstrate mastery of the subject matter or competencies relevant to the courses or programs for which credit is being sought.

Professional Development Learning: For professional development learning to be accepted in lieu of some or all of Reach's coursework, partnering schools' and LEA/CMOs' professional development offerings must be evaluated for comparability and equivalence with the aligned learning outcomes, course objectives, and content.

Note: For California credential programs, **comparability** refers to the determination that a candidate has demonstrated the essence of the set of knowledge, skills, or abilities required by a particular Commission program standard, Teaching Performance Expectation, or Program Learning Outcome through another route.

In this context, **equivalence** refers to the determination that a given set of knowledge, skills, and abilities as reflected in standards have been met through coursework/fieldwork/or other prior learning experiences as determined by Reach University's internal evaluation process.

The partner's professional development is also evaluated against the CCTC's program standards, the articulated Performance Expectations (as outlined by the CCTC), and relevant Program Learning Outcomes (PLOs). The professional development must be found to meet these standards for quality and compliance in order for credit for prior learning to be granted.

Evaluation of Prior Learning

Evaluation of prior learning will be conducted by qualified faculty or assessors designated by Reach University. The evaluation process will assess the alignment of the prior learning with the learning outcomes of specific courses or programs offered at Reach University. Evaluation methods may include portfolio assessments, examinations, interviews, crosswalks of submitting or demonstrations of competency.

Coursework and Transcripts: If Reach's assessment identifies comparability and equivalence between a candidate's coursework and/or transcripts and Reach courses, a qualified faculty member, assessor, or program lead will communicate to the candidate and their employer (aka Reach Partner School) the specific elements of the coursework or transcript that meet the criteria for credit for prior learning.

When available or appropriate, Reach will create a modified course for the candidate that excludes coursework covered through the candidate's documented coursework and/or transcript, with the expectation that candidates complete the remaining coursework requirements through the specified Reach course or set of assignments.

Professional Development: In the event that Reach’s evaluation finds comparability and equivalence between a partnering schools’ and LEA/CMOs’ professional development offerings and Reach course(s), a qualified faculty, assessor, or program lead will inform the candidate which specific aspects of the professional development, in whole or part, meet the threshold for prior learning credit.

When available or appropriate, Reach will create a modified course for the candidate that excludes coursework covered through the employer’s professional development, with the expectation that candidates complete the remaining coursework requirements through the specified Reach course or set of assignments.

Specialized Study

Candidates who complete modified versions of Reach courses, either due to transferred coursework or prior experiences that meet part but not all of a course requirement, will participate in individualized courses of Specialized Study. Specialized Study courses must be developed by a supervising professor and approved by the Program Director prior to commencing. Specialized Study courses may include participation in elements of existing Reach courses, independent study, one-on-one instruction, specially-designed practicum experiences, or other learning experiences and assessments that ensure candidates obtain the required elements necessary for earning a credential or degree. Approved courses of Specialized Study are outlined in writing to the candidate, and a copy kept on file with Reach. Candidates may have up to nine units of Specialized Study for Master of Education and Master of Arts programs.

Combined transfer and Specialized Study units may not exceed 12 units.

Graduate Institute Program Specific Admissions & Matriculation

Teaching Academy Admissions & Matriculation - Intern and MAT Program

Note: The Intern Program and Master of Arts in Teaching Program Policies below are in addition to, not in place of, the general Candidate Policies in the previous section.

Eligibility

Candidates must hold a position at a Reach partner school/district/organization in order to be eligible to obtain a District Intern Credential and participate in the Reach Intern Program. The position at the partner school, the Intern Credential (valid for two years), and the Preliminary Teaching Credential sought must all be in the same subject area(s). Candidates must be teaching at least 1.5 hours per day in their subject area to the same group of at least 7 students throughout the school year. All teaching candidates must be placed as the teacher on record in the second year of the program in which a District Intern Credential will be required.

Pre-Service

In addition to admissions requirements detailed in the Intern Program application, teachers must complete the required 135-hour pre-service course (Reach 210), or an acknowledged equivalent, in order to obtain an Intern Credential and proceed with the Reach Intern Program courses during the school year.

Provisional Enrollment

Provisional enrollment *may* be an option for candidates seeking enrollment who have secured employment at a Reach partner school and met all Reach admissions requirements by the application deadline with the exception of the subject matter competency requirement. Candidates are required to submit all application materials including the subject matter competency requirement in order to be offered full enrollment in the program. Provisional enrollment allowances will be determined on a **case-by-case basis** and are subject to meeting minimum entrance requirements. **Provisional enrollment allowances are not guaranteed and are subject to program capacity.** (**Note:** A provisionally enrolled candidate will *not* be recommended for a District Intern Credential until all admissions requirements including the subject matter competency requirement has been met. Schools/districts will need to obtain the appropriate permits, if candidates qualify, to ensure the candidate may still occupy the teaching position.)

A candidate may not begin Year 2 of the Reach Intern Program unless they have met all admissions requirements and has successfully been recommended for and obtained an Intern Teaching Credential. Specific requirements and deadlines are communicated in ongoing email communication by the Candidate Services Department. If full entrance requirements have not been met by the stated deadline, the candidate will be disqualified from the program and will be notified via email about the change in enrollment status. This may impact the candidate's employment status.

All candidates concurrently enrolled in the MAT degree program must be in good academic standing in the Intern Teaching Credential program. Provisionally enrolled candidates in the MAT pathway may not proceed into Year 2 of the Intern Program until all admissions requirements have been met and the candidate has successfully been recommended for and obtained an Intern Teaching Credential. Candidates will however, be permitted to participate in the Summer MAT courses while completing outstanding admissions requirements.

Conditional Enrollment

Conditional enrollment *may* be an option for candidates seeking enrollment who have not yet met all Reach admissions requirements determined by Reach by the application deadline. Conditional enrollment is only offered in the Summer as a courtesy to allow candidates to begin Summer pre-service coursework and to avoid falling behind. Candidates who are offered

conditional enrollment must submit all outstanding admissions requirements with the exception of the subject matter competency requirement, prior to the start of the Fall semester in order to be offered the provisional or full enrollment. A candidate will not be able to continue into the Fall semester while being conditionally enrolled. Conditional enrollment allowances will be determined on a **case-by-case basis**. **Conditional enrollment allowances are not guaranteed and are subject to program capacity.** (Note: A conditionally enrolled candidate will *not* be recommended for a District Intern Credential until all admissions requirements including the subject matter competency requirement have been met. Schools/districts will need to obtain the appropriate permits, if candidates qualify, to ensure the candidate may still occupy the teaching position.)

Candidates must submit all outstanding admissions items (with the exception of the subject matter competency requirement) by the final date of Summer pre-service in order to remain enrolled in the program. Should candidates have any outstanding admissions items, the candidate will be dismissed from the program, not be able to continue with Fall coursework, and Summer pre-service tuition will be considered earned.

Candidates cannot be recommended for an Intern Credential without having completed *all* admissions requirements and Summer pre-service coursework. Candidates will **not** be allowed to continue into Year 1 of the program while *conditionally* enrolled.

MAT Prerequisite Policy

All candidates seeking enrollment in the Master of Arts in Teaching degree program must meet the following criteria. Failure to meet the prerequisites will result in being unable to enroll in the MAT electives for the upcoming summer semester.

Prospective MAT Candidates must:

- Successfully completed all previous academic semesters (including 261 for year 2 candidates)
- Cannot be on academic probation

Should candidates address the prerequisites to meet entry requirements in a subsequent semester, they may enroll at that later date.

Support and Supervision Requirements

Through a combination of experiences in the Reach Intern Program seminars, individualized coaching by Reach faculty, and participation in school/district/network professional development opportunities, including site-based coaching, candidates must participate in a minimum of 189 support and supervision hours, which includes a minimum of 45 hours dedicated to supporting English Learners, as mandated by the California Commission on Teacher Credentialing (CCTC). The distribution of hours among the Reach Intern Program support and school/district/network support is detailed below but may vary based on the school/district. The **189 hours of support/supervision**, may be a combination of the following (TBD for each individual participant in collaboration with the participant's school):

- School/district/network professional development
- Site-based coaching (with an identified coach who meets the CCTC qualifications)
- Coaching by a Reach faculty member: 24 hours engaged in 12 formal observations per year
- Partner/Employer: 120 hours of support/mentoring and supervision
- Partner/Employer: 45 hours of support/mentoring and supervision specific to meeting the needs of English Learners
- Completion of select courses from the standard 2-year Reach Intern Program

Teaching Academy Admissions & Matriculation - Teacher Induction Program (TIP)

Note: The TIP Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Eligibility

- Possess a valid California Preliminary Single Subject, Multiple Subject, and/or Education Specialist Teaching Credential by September 1st of the participating year
- Be employed by a Reach Partner School or district
- Must be teacher of record
- Teach a minimum of one course in the area(s) authorized to teach and be teaching a minimum of 60%.

Enrollment

Enrollment in the Teacher Induction Program ends the third Friday in September of each academic school year.

The enrollment process includes verification of the following:

- Completed admissions materials
- Candidate eligibility assessment
- Attendance at a program orientation
- Mentor qualification and commitment

The enrollment process concludes when candidates receive an email from the Program indicating a candidate and mentor match has been approved by the Program.

Dual Credential Candidates

Candidates seeking to earn recommendations for dual credentials will be required to demonstrate competency in both credential areas by successfully completing an inquiry cycle in each area. In order to do so, the candidate must teach a minimum of 1 course in each area they are authorized to teach.

Participation Requirements and Expectations

See TIP-specific literature and Candidate Syllabus or Mentor Program Guide for detailed information.

Provisional Enrollment

Provisional enrollment in the Teacher Induction Program ends the third Friday in September of each academic school year. After completing the online application, candidates will be communicated with via e-mail about any outstanding admissions requirements. Candidates that are unable to meet the outstanding program admission requirements will be withdrawn from the program and notified via email about the change in enrollment status.

Early Completion Option (ECO)

Candidates with significant prior experience and exceptional teaching skills may be eligible for the Reach Institute's Early Completion Option. The Early Completion Option (ECO) allows individuals to complete a Commission-approved Professional Teacher Induction Program in less than the two years of the established program. The intent of ECO is to serve experienced and exceptional candidates, as measured against the CSTP. There are three criteria that must be met in order for teachers to qualify for ECO. Candidates must meet criteria in terms of credentialing (how long they have had a credential), experience (years teaching), and exceptional teaching skills. Teachers must meet all of these criteria in order to qualify. Once enrolled in the traditional program, all candidates will receive detailed information about ECO eligibility criteria and how to apply for the Teacher Induction ECO pathway. For detailed information regarding ECO eligibility, application deadline and requirements, please reference the TIP Candidate Syllabus. Late or incomplete submission will not be accepted. No exceptions.

Candidates who qualify for ECO will earn a Clear Credential in one year instead of two by completing Reach 325A and Reach 335A. Reach 325B and Reach 335B will not be required.

Teaching Academy Admissions & Matriculation - Master of Education in Teaching & Induction Program

Note: The Master's in Teaching & Induction Program Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Eligibility

All candidates must be employed as the teacher of record for at least one academic course consistent with their Preliminary Teaching Credential, which allows them to lead and conduct an instructionally focused Action Research project. Candidates must also have successfully completed all requirements from their preliminary preparation program, including the TPA and/or RICA.

Preliminary Preparation through the Reach Intern Program

Candidates who successfully completed the full 2-year Reach Intern Program are eligible to enter the 1-year Master's in Teaching & Induction Program and simultaneously pursue a California Clear Teaching Credential and a Master of Education in Teaching degree. Twenty-five units earned through the Reach Intern Program are counted toward the Master's degree. Candidates then complete the Master of Education in Teaching & Induction Program courses, an additional 14 units, resulting in a Master's degree with a total of 39 units.

Preliminary Preparation through an Alternate Program

Candidates who wish to pursue a Master of Education in Teaching degree alongside their Clear Teaching Credential, but who completed their preliminary teacher preparation at an alternate institution, will first need to pursue transfer of nine units from their preliminary preparation program, in a manner consistent with previously stated policies (see Transfer Credit Policies), to apply towards the Master of Education in Teaching & Induction Program.

Candidates then have two options to complete the remaining required units/courses:

- **Option 1: Two-year timeline**

In the first year, candidates complete the first semester of their first year of TIP in the traditional manner with Reach 325A (2 units) in the Fall semester. During the Spring semester, candidates complete Reach 335A (2 units) while also completing a 3-unit Specialized Study course (see Specialized Study policy), developed by the Master of Education in Teaching & Induction Program Director. Focus areas for the Specialized Study course will be aligned to established learning outcomes and may be determined based upon pre-assessment, examination of previous coursework evaluation, and examination of Teacher Performance Assessment results from their Preliminary Teaching Credential program.

In the second year, candidates complete the standard sequence of courses for the Master of Education in Teaching & Induction Program, resulting in a total of 30 units.

- **Option 2: Three-year timeline**

In the first two years, candidates complete the traditional two years of the Reach TIP, including Reach 325 A and B (2 units each) as well as Reach 335 A and B (2 units each). In the third year, candidates participate in the remaining courses for the Master's in Teaching & Induction Program in addition to a 3-unit Specialized Study course (see Specialized Study policy), developed by the Master's in Teaching & Induction Program Coordinator, resulting in a total of 30 units.

Instructional Leadership Academy (ILA) Program Admissions & Matriculation

Note: The Instructional Leadership Academy Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Provisional Enrollment

In some special circumstances, candidates who have applied for the Instructional Leadership Academy, but are missing a component of a program admissions requirement that is not in their sphere of influence, may be provisionally enrolled. After completing their online application, and having been provisionally accepted into the program, candidates will be communicated with via e-mail about their outstanding program requirements. Candidates who are unable to meet the outstanding program requirements by August 1st will be withdrawn from the program and notified via email about the change in their enrollment status.

Reach Participation Requirements

Once admitted to the Reach ILA, candidates must be serving in a teacher leadership or administrative leadership role at their school site and in accordance with the credentials held. In Year 1 (PASC program), candidates' role must allow them to complete all the requirements of the clinical field placement including: a regular ongoing instructional coaching relationship with at least one teacher, a facilitation role which includes planning and execution of a professional learning arc, access to school data for analysis, ability to participate in decision-making bodies such as the ILT or SSC, access to interviewing or shadowing a site leader around leadership topics, participation in school or district training, and access to parent/stakeholder meetings. In reference to the coaching relationship, candidates may be serving as a student teacher coach, a Teacher Induction Coach, an instructional coach, a supervisor, or coaching a colleague, but all must focus on instructional coaching. The facilitation role must constitute a professional learning arc with a series of sessions (absolute minimum of three sessions) that build on one another, and must be instructionally focused. Candidates must be in a field placement that allows them to complete all clinical practicum assignments. Candidate field placements for the PASC program must include an onsite mentor who holds a California Clear Administrative Services Credential.

For candidates in the Clear Administrative Services Credential program, candidates must be in an administrative role as classified by their employer and the CL-777. Induction candidates must be in a context where they are able to complete their CPSEL-based ILP, Inquiry for Equity, engage in coaching cycles, facilitate stakeholder engagement, and be able to satisfy the CPSEL requirements.

Master's only candidates must have an instructional leadership role, which allows them to lead and conduct an instructionally focused Action Research project. This role may be an administrative role or could be another instructionally focused leadership role.

Admissions Requirements: CCTC Administrative Credential Requirements

The California Commission on Teacher Credentialing requires that anyone earning a Preliminary Administrative Services Credential has had 5 years of teaching experience as defined by the CCTC (see CCTC Coded Correspondence 13-08), holds a valid California Clear Teaching Credential, and has met the Basic Skills requirement. For this reason, the Reach Instructional Leadership Academy holds these as admissions requirements.

The California Commission on Teacher Credentialing requires that anyone who is in an administrative role (as described in the CL-777) must be enrolled in a Clear Administrative Services Credential Induction program within a year of the starting date of that position.

Financial Aid Philosophy and Basic Policies

Reach University is committed to helping candidates gain access to higher education and career opportunities. It is our desire to provide financial assistance to candidates with demonstrated need, within the limits of the university's resources. With this goal in mind, Reach holds to the following:

- We will use family, government, and university resources to provide affordable access to higher education.
- Determining need will be done in a consistent and equitable way.
- Special circumstances will be considered on a case-by-case basis and we will use our professional judgment to determine when adjustments should be made.
- Clear communication of information regarding financial aid.
- Financial need does not affect admissions decisions.

Department Information

- Reach University Office of Financial Aid
- finaid@Reach.edu
- Federal School Code: 042637

Cost of Attendance

The cost of attendance is what the college estimates it will cost to attend Reach University for one year. Included in the cost of attendance are direct costs of tuition, fees, food and housing, and indirect cost estimates for books, supplies, and personal expenses. Candidates will have a housing and food budget based on an average expense determined from surveying candidates to determine the average amount that is spent on living expenses.

2024 - 2025 Undergraduate Cost of Attendance:

Undergraduate - Full Time Attendance (Fall 2024 & Spring 2025)

<u>Cost Type</u>	<u>Cost</u>
<u>Tuition Fee (12 credits)</u>	<u>\$12,374</u>
<u>Books and Supplies</u>	<u>\$1,250</u>
<u>Food and Housing</u>	<u>\$17,146</u>
<u>Personal Expenses</u>	<u>\$3,644</u>
<u>Transportation</u>	<u>\$3,644</u>
<u>TOTAL</u>	<u>\$38,058</u>

Why is the cost of attendance so high? I thought the program was only \$900 per year.

You are probably asking yourself this question right now, so let's break this down even more:

- **It's the law.** We are required to include all the parts of financial aid shown above. The tuition is the main one that will matter for you as a candidate (candidate). The other four (books and supplies, food and housing, personal expenses, and transportation) are included because they have to be even if the program is online.
- **Reach is a high quality program.** The amount you pay is meant to be affordable on purpose. We believe that every student should have an amazing teacher and becoming an amazing teacher should be affordable. This does not mean that it costs only \$900 to provide all the high quality teaching and Candidate Services that you see and get. The actual cost to provide all of this is better shown in the tuition amount you see listed above. We help pay for these costs through financial aid and philanthropy to bring you a high quality pathway to a career at an affordable cost.

- **Will I have to pay more than \$900?** If you complete the financial aid application process (submit the FAFSA and any required verification documents), you will pay no more than \$900 per year. If you do not submit the FAFSA or required documentation, you will have to pay the full semester tuition before enrolling in classes.

Financial Aid Eligibility

In order to stay eligible for financial aid, candidates must:

- Complete the FAFSA and submit any required verification documents each year
- Maintain Satisfactory Academic Progress (SAP) - see SAP section of this handbook.
- Be enrolled at least half time
- Be a U.S. citizen or an eligible non-citizen
- Have a high school diploma or recognized equivalent

Note: You will need to submit a FAFSA each year.

Other eligibility requirements:

Class Attendance - candidates are expected to maintain regular attendance in their classes.

Note: Full-time enrollment is defined as 12 credits or more per semester.

Undergraduate Satisfactory Academic Progress (SAP) Standards and Procedures

The Office of Financial Aid has developed the following standards and procedures regarding Satisfactory Academic Performance (SAP) as it pertains to undergraduate students' financial aid eligibility. The following policy is applicable to all undergraduate candidates uniformly regardless of their program of study or enrollment level (fulltime, part-time).

A candidate's SAP status is reviewed annually at the end of each academic year (at the conclusion of the Spring semester) to determine their financial aid eligibility for the following academic year. Federal regulations require a student's entire Reach University academic program record be reviewed for SAP, including semesters in which they did not apply for or receive financial aid. Failure to maintain all three of the required SAP standards outlined below will result in suspension of financial aid eligibility.

The following standards will measure the student's qualitative and quantitative progress towards degree completion. Furthermore, a student's maximum timeframe will also be measured.

SAP Standard 1 – Qualitative: Cumulative Grade Point Average (GPA)

To successfully maintain the qualitative standard of SAP, an undergraduate student must maintain a **cumulative** GPA of 2.0 (or higher) on a 4.0 scale.

Grading, GPA and correlation to SAP standards

Reach University employs the following grading system, based on a 4.00 scale:

UNDERGRADUATE GRADING SCALE				
Letter Grade	Grade Scale		Grade Points	Described of Level of Performance
A	94	100	4	Exceeded Expectations
A-	90	93.9	3.7	
B+	87	89.9	3.3	Above Average; Good Work
B	84	86.9	3	Average Standard Performance
B-	80	83.9	2.7	
C+	77	79.9	2.3	
C	74	76.9	2	Standard Performance
C-	70	73.9	1.7	
D+	67	69.9	1.7	
D	64	66.9	1	Below Standard
D-	61	63.9	0.7	

F	0	60.9	0	Failure
W			0	Authorized Withdrawal
AW			0	Attendance Withdrawal
AF			0	Attendance Failure
MW			0	Military Withdrawal; Non-punitive
Incmp			0	Incomplete
IP			0	In Progress
AU			0	Audit

SAP Standard 2 – Quantitative: Completion Rate

To successfully maintain the quantitative standard of SAP, the student must maintain a cumulative completion rate/pace of 67% (or two-thirds). This can be calculated by dividing the total credit hours earned by the total credit hours attempted.

- Courses completed with grades of A, B, and C (including +'s and -'s) count toward earned credit hours.
- Courses completed with grades of D, F, W, and I (or any other grade that does not result in credit hours completed) are not considered as credit hours earned.

SAP Standard 3 – Maximum Timeframe: Duration

To successfully maintain the maximum time frame/duration standard of SAP, the student must be able to complete their degree program without having attempted more than 150% of the number of credits required for the degree.

- Bachelor of Arts (BA) in Global Education
 - Credit hours required for degree completion: 124 (127 AR)
 - Maximum timeframe/Duration allowed: 186 (190.5 AR)
- Bachelor of Arts (BA) in Liberal Studies
 - Credit hours required for degree completion: 120
 - Maximum timeframe/Duration allowed: 180

SAP Terminology/Glossary

Withdrawals (W): Courses that are recorded on the student's permanent academic transcript will be included as credit hours attempted. These will have an adverse effect on the student's ability to meet the requirements of the credit hour progression schedule for financial aid.

Incomplete grades (I): Courses that are assigned an incomplete grade are included in the cumulative credit hours attempted. These cannot be used as credit hours earned in the progress standard until a successful grade is assigned.

Repeated Courses: Retaking courses in which the student either received a passing or failing grade, adversely affects the student's ability to meet the progress requirements. All attempted credit hours are counted in the quantitative standard. Students are allowed only one time to repeat a course in which they achieved a passing grade. After one allowable time, the student will not earn federal financial assistance for future repeats.

Transfer Credits: Only transfer credit hours officially accepted will be counted in the maximum number of attempted (and completed) credit hours for financial aid eligibility. If the student is required to take additional hours that would exceed the maximum cumulative allowable hours, the student must submit a written appeal to the Office of Financial Aid. If the appeal is approved, the student may continue to receive financial aid.

SAP Suspension

A student for whom financial aid eligibility has been suspended may appeal this determination to the Director of Financial Aid.

The appeal must include the SAP Appeal Form and a signed personal statement. Supporting documentation may be requested by the Director of Financial Aid. Reasons that may be acceptable for an appeal may include but are not limited to: (1) serious illness or accident on the part of the student; (2) death, accident or serious illness in the immediate family; and (3) other extenuating circumstances.

The signed personal statement must include the following:

- A detailed description of the circumstances which led to the student not meeting the required SAP standard(s), and
- A detailed description of changes in their circumstances that will now allow the student to restore their SAP standing following a SAP Probationary semester.

Please note: Merely filing an appeal does NOT guarantee continued eligibility for Federal aid, as an appeal may be denied. Notification of the appeal results will take place within ten business days from the receipt of the appeal.

SAP Probationary Semester

If an appeal is approved, the student will be placed on SAP Probation for one semester. An Academic Plan will be implemented to measure the student's progress and the student will be considered eligible for Federal aid during the SAP Probationary semester.

Denied Appeals

If an appeal is denied, the suspension decision is final. The student may re-establish eligibility for a subsequent semester by taking action that brings them into compliance with the SAP standards. Suspension from receiving financial aid does not prevent students from enrolling if they are otherwise able to continue their enrollment.

Regaining Eligibility

Students who failed to meet the SAP standards and who choose to enroll without benefit of financial aid may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid. If the standards are met at the time of review, eligibility may be regained for the subsequent term of enrollment.

Per Electronic Announcement (2020-03-05): Circumstances related to an outbreak of COVID-19, including, but not limited to, the illness of a student or family member, compliance with a quarantine period, or the general disruption resulting from such an outbreak may form the basis of a student's SAP appeal even if not specifically articulated in the institution's SAP policy.

Financial Aid Process

Step 1: Apply for Aid through FAFSA

- Complete a FAFSA at www.fafsa.gov. Make sure to include Reach on your application by entering our school code (042637). Otherwise, we will not have access to your FAFSA!
- Use the IRS Data Retrieval Tool to import tax data into your application as it simplifies the aid application process, improves accuracy of the application and can reduce the likelihood that the FAFSA will be selected for the verification process.
- Once you have applied for aid, Reach will review your application and determine what documents are needed to verify eligibility for all awards. More about verification on the following pages.

Step 2: Submit Required Items to the Office of Financial Aid

- Submit all requested documentation as soon as possible.
- Required tax documents may include:
 - 1040 or 1040X tax returns
 - Verification of citizenship
 - Default Clearance Letter or documentation of default loan payment plan
 - Statement of Educational Purpose
 - Photo ID
- Once all required items have been received by the Office of Financial Aid, your documents will be reviewed. At the end of this process, you will receive your financial aid package.

Step 3: Review your Financial Aid Notification

- The Office of Financial Aid will send you an official Financial Aid Notification (FAN) via the email we have on file for you, detailing your complete financial aid eligibility for the academic year, which may include federal grants and university grants.
- Your FAN is your official notification of the financial aid funding you will receive as determined by the Office of Financial Aid upon review of your FAFSA.
- Reviewing your FAN is extremely important. The next section provides information about how to appeal your financial aid eligibility due to extenuating circumstances.

Financial Aid Appeals Process

If you have special circumstances and want to appeal your financial aid offer, you can file an appeal.

Professional Judgment policies allow us to make case-by-case determinations of when extenuating circumstances allow for changes in a candidate's EFC data elements or cost of attendance.

Some examples of special circumstances that may warrant an appeal:

- Parent's job loss
- Significant medical expenses not covered by insurance
- Tuition expenses at an elementary or secondary school
- Unusually high child care or dependent care costs
- Recent unemployment of a family member or an independent candidate

Please contact the Office of Financial Aid at finaid@reach.edu to learn more about the process for filing an appeal.

Verification

Certain FAFSAs are selected for verification by the federal government. They may be selected for verification because it contains estimated information or inconsistencies, was incomplete, or was selected at random. In addition, Reach may also select FAFSAs for verification.

If your FAFSA is selected for verification, you will be required to provide documentation to Reach University verifying the information entered on the FAFSA. The required documentation varies depending on the reason(s) your application was selected. Typically, if your FAFSA is selected you must complete a Verification Worksheet, use the IRS Data Retrieval Tool to import tax information into the FAFSA or submit IRS Tax Transcripts or signed Federal Income Tax Returns, including W-2 statements.

In some cases, after the Verification process has been completed, your federal aid eligibility may change, which may require Reach University to adjust the amount and sources of financial aid. The Office of Financial Aid will notify the candidate of any changes to their award.

Candidates receiving federal financial aid such as the Federal Pell Grant cannot have these funds applied to their candidate account until verification is complete.

Verification information received from candidates after the deadline may result in a delay in financial aid disbursement.

Accessing Your Candidate Account

Your SonisWeb account will show you any direct charges (tuition and fees). Financial aid will be credited to your SonisWeb candidate account to determine the final amount you will be responsible to pay. If you complete the financial aid application process (submit the FAFSA and any required verification documents), you will pay no more than \$900 per year. If you do not submit the FAFSA or required documentation, you will have to pay the full semester tuition before enrolling in classes.

The difference between your direct charges and your financial aid credits (grants, scholarships) is the amount you will owe Reach University. This is called your “Net Tuition”.

Grants and Scholarships

Here are the types of grants and university scholarships you may receive as part of your Financial Aid Notification:

Federal Pell Grants

<i>Criteria</i>	Federally funded need-based grant awarded to undergraduate candidates working towards completing their first bachelor’s degree.
<i>Amount</i>	Up to \$7,395 depending on need
<i>Source</i>	FAFSA, Federal government funding

Reach Scholarship

<i>Criteria</i>	Institutional Scholarship
<i>Amount</i>	Up to \$12,347 depending upon need
<i>Source</i>	Reach University

Note: Outside Scholarships

Please notify the Office of Financial Aid if you received any outside scholarship not listed above.

The Office of Financial Aid is responsible for ensuring that candidates do not receive more financial aid than federal and state eligibility rules allow for, and we are charged with adjustments as needed.

Loans

All of our academic programs are designed to ensure that you do not require loans. For that reason, Reach University has chosen to no longer participate in the Title IV federal student loan program, effective July 1, 2022.

Office of Financial Aid Code of Conduct

In August 2008, Congress enacted and the President signed into law the Higher Education Opportunity Act (HEOA), reauthorizing the Higher Education Act of 1965, as amended. Among its many provisions, the HEOA requires every institution participating in federal financial aid programs to adopt a code of conduct for student loans and display it prominently on its website. Our code can be found on the Reach University website <https://www.reach.edu/financial-aid>.

Reach University prohibits conflicts of interest with the responsibilities of officers, employees, or agents of the university with respect to education loans for students. The university shall comply with, administer, enforce, prominently publish on its website(s), and annually inform officers, employees and agents of the university with responsibilities with respect to education loans of the Financial Aid Code of Conduct.

- **Ban on Revenue-Sharing Arrangements:** Reach University shall not enter into any revenue-sharing arrangement with any lender or other vendor working with any of its offices that are responsible for carrying out financial aid functions. Reach University shall not accept any fee or other material benefit in exchange for recommending a lender to its students
- **Gift Ban:** No university officer or employee with financial aid responsibilities shall solicit or accept a gift having a monetary value of more than a de minimum amount from a lender, guarantor, or servicer of education loans.

- **Contracting Arrangements Prohibited:** No university officer or employee with financial aid responsibilities shall accept from any lender or lender affiliate payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender.
- **Interaction with Borrowers:** The university shall not automatically assign a particular lender to any borrower, unless required to do so by law, and shall not refuse to certify or delay certification of any loan based on the lender or guarantee agency selected by the borrower.
- **Prohibition on Offers of Funds for Private Loans:** The university shall not request or accept from a lender an offer of funds to be used for private education loans in exchange for the university providing the lender with a specified number or volume of federal loans or in exchange for placement on a preferred lender list.
- **Ban on Staffing Assistance:** The university shall not request or accept from any lender assistance with call center staffing or Financial Aid Office staffing unless any such assistance has been legislatively defined as acceptable. Lenders, for example, may provide professional development training to financial aid administrators, educational advising materials to borrowers, or assistance in state or federally-declared natural disasters.
- **Advisory Board Assistance:** All employees with financial aid responsibilities shall be prohibited from receiving anything of value from a lender or guarantor in return for service on its advisory board. Reimbursement for or payment of reasonable expenses incurred in connection with such service, however, is permitted.

Federal Student Loan Statistics of Student Borrowers at Reach University

No data is available yet.

Withdrawals

If you wish to withdraw from Reach University, you are responsible for starting the withdrawal process.

Return to Title IV (R2T4) Funds

Reach University currently participates in the Federal Pell Grant program, a Title IV federal student aid program. When a candidate is a recipient of Title IV aid and officially withdraws (or unofficially withdraws by ceasing to attend), regulations require a calculation to determine if any Title IV aid must be repaid.

Title IV funding must be returned to the Department of Education in the following manner:

- Direct Unsubsidized loan funds*
- Subsidized loan funds*
- Perkins loan funds*
- PLUS loan funds*
- Pell Grant funds
- Supplemental Educational Opportunity Grant (FSEOG) funds*

**Not applicable to Reach University candidates*

Repayment Calculations

The amount of Title IV aid to be repaid is calculated based on the percentage of time completed within a semester, which involves calculating the amount of earned Title IV aid, unearned Title IV aid, and the amount of institutional charges for the semester.

The Office of Financial Aid considers the date the student initiates the withdrawal process with Candidate Services as the official date of withdrawal. This is considered the date the student began the official withdrawal process.

To calculate the percentage of the semester completed, the Office of Financial Aid divides the number of completed days (up to the date of withdrawal) by the total number of days in the semester. The total number of calendar days in a semester

includes all days within the semester except for scheduled breaks of at least five consecutive days in length (i.e. Thanksgiving Break for Fall semester and Spring Break for Spring semester). These breaks are excluded from the total number of calendar days in the semester and are not considered as days completed.

To calculate the percentage of earned Title IV aid, multiply the total amount of Title IV aid received for the semester by the percentage of the semester completed (as described above).

To calculate the percentage of unearned Title IV aid, the Office of Financial Aid subtracts the amount of earned Title IV aid from the total amount of Title IV aid received for the semester.

If a candidate withdraws after completing more than 60% of the semester, in accordance with federal regulations, the candidate is considered to have earned 100% of their financial aid for the semester.

For students who unofficially withdraw or are administratively withdrawn, the 50% point within the semester is considered as the withdrawal date in determining earned Title IV aid (see *Unofficial Withdrawals* below for more information).

If the amount of disbursed Title IV grant or loan funds is greater than the amount earned, the unearned funds must be returned. All unearned Title IV funds must be returned within 45 days of the date of the institution's determination that the student withdrew. In the event the R2T4 calculation results in an amount to be returned that is greater than the school's required portion, the candidate is responsible for the excess amount required to be returned and must repay that portion of funding to the Department of Education. Please note: candidates are not responsible for returning funds to the Department if the amount owed is \$50 or less. The Office of Financial Aid will notify the candidate if they will be required to repay funds to the Department of Education.

If the remaining earned aid results in an excess credit balance, the credit balance will be refunded via direct deposit to the student as soon as possible but no later than 14 calendar days from the date of the repayment calculation.

Post-withdrawals Disbursements

If the amount of disbursed Title IV grant and/or loan funds is less than the amount the student has earned and is otherwise eligible to receive, he or she is notified by the Office of Financial Aid within 48 hours of the repayment calculation regarding a post-withdrawal disbursement of the earned aid that was not received.

The post-withdrawal notification received from the Office of Financial Aid will include the following information, deadlines and instructions:

- The student's withdrawal date and the date of the university's determination that the student withdrew (this date may not be the same);
- The percentage of the payment period (semester) the student completed and the amount of aid a student has earned;
- The amount and source of aid already disbursed, as well as the amount and source of the post-withdrawal disbursement;
- A 14-day response deadline;
- Instructions requesting that the student explicitly instruct the university in writing to either proceed with the post-withdrawal disbursement or to cease the post-withdrawal disbursement;
- Next Steps and Timeframes
- Next Steps and Timeframes for proceeding with the post-withdrawal disbursement:
- Title IV grant funds will be disbursed to the student within seven calendar days from the date of the student's response;
- If the resulting post-withdrawal disbursement generates an excess credit balance, the credit balance will be refunded via direct deposit to the student as soon as possible but no later than 14 calendar days from the date of the student's (or parent's) response.
- Next Steps and Timeframes for ceasing the post-withdrawal disbursement:

- Title IV grant funds will be returned within seven calendar days from the date of the student's response.
- If the Office of Financial Aid does not receive a written response from the student within the allotted 14-day response deadline, the Office will cease the post-withdrawal disbursement and return the Title IV grant funds within seven calendar days from the date of the 14-day deadline expiration.

Unofficial Withdrawals

The Office of Financial Aid reviews all students posted grades at mid-term. With the assistance of the Registrar's office, students receiving all Fs at mid-term are followed-up with to determine enrollment status. An appropriate return of aid calculation will be completed if necessary.

At 60% completion mark of each semester the Registrar will send out a notice to all Faculty members asking them to identify any students that have not been attending class. Once those students are identified, the Registrar (with the help from other appropriate offices on campus) will follow-up with the students to determine their enrollment status. An appropriate return of aid calculation will be completed if necessary.

At the conclusion of each semester, the Director of Financial Aid will review all final grades to identify candidates receiving all Fs at the conclusion of the semester. Professors will be required to report to the Director of Financial Aid as to whether the candidate completed the course but failed to achieve the course objectives with a passing grade OR did not complete the course.

If, at any moment during the payment period, the Registrar's office unofficially or administratively withdraws a student the Office of Financial Aid is notified immediately. For students who are unofficially or administratively withdrawn, the 50% point within the payment period is considered the withdrawal date in determining earned Title IV aid and an R2T4 calculation is completed.

Additional Financial Aid Policies & Disclosures

Drug and Alcohol Policy

See our drug and alcohol policy here: [Drug and Alcohol Prevention](#)

General College Information

Reach University admits candidates of any race, color, national and ethnic origin, sex, and age to all the rights, privileges, programs, and activities generally accorded or made available to candidates at the university. It does not discriminate against any person on the basis of race, color, national and ethnic origin, sex, or age in the administration of its educational policies, admissions policies, scholarships and loan programs, or other programs administered by the university.

Required Federal Consumer Disclosures

College Information as reported to the U.S. Department of Education may be accessed at the College Navigator site. The site has a large amount of statistical information about expenses, financial aid, enrollment, admissions, retention rates and much more. The site allows consumers to compare information from different colleges.

- Learn more about federal compliance & candidate consumer information. Completion Rates
- Completion rates are reported by July 1st of each year pursuant to the candidate Right-to-Know Act. This information is available at the Registrar's Office.

Campus Security Information

Institutions are required to collect campus security data. The Security Report is made available annually every October 1st.

Candidate Records Disclosure Information

Rights and Responsibilities in Accepting Financial Aid

By accepting your financial aid disbursements, you have indicated that you have read, understood and will comply with all of the rights and responsibilities contained therein. These include:

Your Responsibilities

- Read all information associated with your financial aid award letter, including the handbook.
- You must comply with all federal requirements of the 1983 Amendments to the Military Selective Service Act.
- If you owe money from a prior over-award of federal funds at any institution, you need to make arrangements for repayment of the over-award. You are not eligible for financial aid if you owe a refund on federal funds.
- You must be in good standing and be making satisfactory progress as outlined in this handbook.
- You must report any additional financial aid (scholarships, grants or loans) you receive that is not listed on your current award letter from Reach University.
- You must meet all other conditions contained elsewhere in this handbook.
- You will need to submit information requested by financial aid processors, Reach University or any other institution or program to which you are applying for aid to clarify your eligibility for financial aid.
- If you are selected for verification or financial aid review, you and your parent(s) may be required to submit additional documents. These may include tax transcripts, W-2 forms and financial aid verification worksheets. Failure to submit the requested information within 30 days prior to the end of your award period will result in the deactivation of your file and could result in the loss of available funds.
- You must repay all loans according to your established repayment schedule. You are not eligible for financial aid if you are in default on a Federal Perkins Loan, Federal Direct/FFEL Stafford Loan or Federal Direct/FFEL PLUS received at any institution.
- If requested by the college, you must participate in loan entrance counseling.
- Participate in loan exit counseling if you received a federal, state, or Institutional loan while you attended Reach University.
- Notify the Registrar Office of a change in your name or address.
- You must notify the Registrar Office AND the Office of Financial Aid of a change in your enrollment (i.e. full-time to part-time attendance).
- Understand the Reach University withdrawal process and the refund policy.
- Monitor and retrieve email and electronic postings issued by the Office of Financial Aid. As a prospective candidate, you will receive electronic messages and official notifications related to your financial aid if you reported a valid email address on your FAFSA. As an enrolled candidate, you will receive all official notifications related to your financial aid electronically via your Reach email account and/or the email account listed on the FAFSA. In addition, some information may be posted directly to your candidate account. Candidates who do not want to receive their financial aid information electronically must inform the Office of Financial Aid that they wish their information to be distributed in paper format.

Your Rights

- You may appeal Reach University's offer of financial assistance if you feel that it is unfair or unreasonable. Appeals should be directed to the Office of Financial Aid.
- Information given to Reach University's Office of Financial Aid is treated confidentially. Personal information you and your family share with the Office of Financial Aid as a prospective candidate is treated confidentially by the staff members of the financial aid and admissions offices; staff members follow prescribed data security policies to ensure the security and confidentiality of your information. Rules regarding the disclosure of personal information once you are enrolled at the college are dictated by the Family Educational Rights and Privacy Act (FERPA) of 1987.
- FERPA affords you certain rights with respect to your educational records. The primary intent of the law is to provide you access to your educational record and to limit disclosure of such records without your written consent. Reach University has posted a detailed outline of its FERPA policies.

- You may have your financial need reviewed if your circumstances change during the academic year. Contact the Office of Financial Aid if you feel that your calculated financial need should be reviewed.
- You have the right to contact the Federal candidate Loan Ombudsman if the Office of Financial Aid did not address and/or resolve any dispute you brought forth in regard to the terms of your federal candidate loans (Stafford loan, Federal Direct Loan, Perkins loan, Parent PLUS loan). You can contact the Ombudsman toll free at: 1.877.557.2575.

You have the right to ask Reach University the following questions

- The names of the accrediting and licensing organizations.
- About its programs and faculty.
- What the cost of attendance is, including tuition, room and board, books and supplies, and other miscellaneous expenses.
- How aid recipients are selected and how a candidate’s need is determined.
- How much of a candidate’s financial need, as determined by the college, is being met.
- To explain each type of assistance in the candidate’s financial aid award.
- What the interest rate is on any candidate loan the candidate has, the total amount the candidate must repay, when repayment starts, and what cancellation and deferment provisions apply.
- The average indebtedness of a candidate who graduates from the university and the percentage of candidates who default on their federal candidate loans.
- How the college determines when a candidate is not making satisfactory academic progress and its implications.
- What special facilities and services are ADA compliant.
- Completion/graduation and job placement rates and how they are calculated.

Accessibility Resources and Services

Reach University is committed to providing and improving accessibility for all members of our community, this includes people with specific needs or disabilities. Reach University is committed to the fair and equitable treatment of all members of the university community. Accommodation services are provided for candidates, and employees. Candidate Services at Reach University fosters the holistic development of candidates. We are committed to nurturing an engaged, thriving, safe and healthy community that is responsive to candidate needs.

For employees and applicants, Reach University follows all federal and state laws for allowing equal opportunity despite disability. The Human Resources Department will coordinate efforts to meet this obligation. Reach University actively supports the rights of disabled individuals throughout the College community.

The Reach University website is designed to be accessible to visitors with disabilities and to comply with federal guidelines concerning accessibility. If you have suggestions on how to make the site more accessible, please report a digital accessibility issue.

Consumer Information for the Candidate

Reach University is required by the federal government, through the Higher Education Act of 1965, as amended, to provide all candidates with specified consumer information. This includes, but is not limited to all information that is related to financial aid including costs of attendance, awarding policies, the availability of need and non-need-based aid programs, application and renewal of financial aid, loan availability, terms and interest rates. Satisfactory progress standards are available in this Financial Aid Handbook.

Read the complete guide to [Reach University Consumer Information](#) on our financial aid website.

Financial Aid Privacy Policy

The Office of Financial Aid requires sensitive information be provided to our office. Information that is provided to the Office of Financial Aid through the FAFSA or other means are safeguarded and used solely for the purpose of administering our financial aid program. Written consent from the candidate is required for release of records to outside parties, except for those agencies authorized by law. The data provided to the college is protected under the Higher Education Act (as amended), the Family Educational Rights and Privacy Act (FERPA) and the Privacy Act. Under this Act, candidates may:

- Review their own educational record
- Challenge information (not including grades) they believe to be inaccurate, misleading or not in accord with their right to privacy
- Contact the U.S. Department of Education if they feel that the FERPA policy is not being administered correctly

Our Purpose and Basic Policies

Reach University is dedicated to providing educational opportunities through affordability and accessibility. We work with our candidates to facilitate these opportunities through affordable tuition, payment options such as payment plans, and financial aid.

The Bursar Office mission is to provide accurate billing, prompt processing of payments, and exemplary customer service. This office is responsible for posting tuition charges, billing, candidate payments, and third party payments as received. These processes contribute to the success of the candidate while maintaining the integrity of the University.

Payments & Ledger

Reach University requires all candidates to maintain timely payments for their semester tuition. All candidates are required to have an active monthly payment subscription unless the candidate is paying tuition in full or if the tuition is being paid in full by an employer. Any declined or return transaction may result in cancellation of the payment subscription.

The monthly payments are due in the middle of the month for graduate candidates and on the last business day of each month for undergraduate candidates. It takes 5-7 business days for bank or credit companies to process payments and additional 3-5 business days for the payments to post on SonisWeb. If you have a question about your payment or SonisWeb ledger, contact bursar@reach.edu.

Delinquent Accounts

Reach University reserves the right to suspend participation and disqualify any candidate when they are over 90 days in arrears. Candidates with a past due account balance may be prohibited from registering for classes.

Refund Policy

Please scroll to the financial aid section if you are inquiring about federal financial aid refunds.

Candidate's Right to Cancel

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations. Once a candidate has officially withdrawn from the program, any payment plans will cease to be charged, so long as the Notice of Cancellation Form is submitted prior to the last business day of that month (sent & received via DocuSign). Candidates who have a credit balance, pay in advance (i.e., the entire academic year is paid in one or two payments), are in good financial standing, and cancel their enrollment will receive a prorated refund for the time that they were enrolled in the program. This refund does not apply to FAFSA grants which are non-refundable.

- Cancellation may occur when the candidate provides a written notice of cancellation to their advisor. This can be done by mail or e-mail.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. If notice of cancellation is sent by email, it is effective on the date when the email was received.
- The written notice of cancellation must be in the form of the Notice of Cancellation Form and it is effective if it shows that the candidate no longer wishes to be bound by the Enrollment Agreement.

Withdrawal from the Program

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled weeks in the current payment period/academic year in your program

through the last day of attendance. If the candidate has completed more than 60% of the academic year, the tuition is considered earned and the candidate will receive no refund.

NOTE: this refund does not apply to the monthly payments or FAFSA grants.

For the purpose of determining a refund under this section, a candidate shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The candidate notifies the institution of the candidate's withdrawal or as of the date of the candidate's withdrawal, whichever is later.
- The institution terminates the candidate's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the school.
- The candidate fails to return from a leave of absence.

The refund amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of weeks in the program), multiplied by the number of weeks scheduled to attend, prior to withdrawal. If the candidate has completed more than 60% of the academic year, the tuition is considered earned and the candidate will receive no refund. If any portion of the tuition was paid from the proceeds of a third party, the refund shall be sent to the third party.

Reach Graduate Institute (RGI) Fees and Expenses

Fees

Each program has a specified tuition for the academic year as defined by each program calendar. Candidates are expected to complete an enrollment agreement and financial contract before the start of the academic program. Limited payment plans may be established that allow candidates to pay tuition in installments.

Additionally, candidates enrolled in credential programs must pay all fees required by the California Commission on Teacher Credentialing, as set forth in the California Code of Regulations Title 5 (see Appendix C).

Course Extension Fee

Although each candidate is encouraged to complete the Reach courses within the allotted time frame, certain circumstances may preclude this from being accomplished. Candidates who need more time to complete assignments may request a course extension. An extension adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension. MAT elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course. For Intern program candidates, an extension for Capstone and CalTPA Support Courses (260, 261, 262, and 263) is available and adds an increment of 15 days to the end of the course, enabling candidates to receive support from faculty in completing the TPA during the extension period. Course extension fees for these courses are \$100, with a maximum of just one extension per course. Please see the "*Course Extension*" section for more information.

Credential Re-Recommendation Fee

Candidates will be recommended to the California Commission on Teacher Credentialing (CCTC) for a credential upon completion of all program requirements. Candidates will have 90 days to accept and pay for the credential recommendation before it expires. If the candidate has not accepted and paid for the recommendation by the time it expires, a Reach Candidate Services Associate will need to re-recommend the candidate to the CCTC. A \$30 fee payable by check, money order or online payment must be received before the Reach Candidate Services Associate proceeds with the credential re-recommendation process.

Expenses

Books and Materials: Candidates are responsible for the cost of required texts and materials, including, but not limited to, a functioning computer with Internet access. Reach will make every effort to inform candidates well in advance regarding required materials.

Undergraduate Programs

Oxford Teachers College (OTC) & College of Arts & Sciences

Reach works with school districts and charter networks to help them grow their own pipeline of excellent teachers and effective leaders by offering job-embedded pathways to earn graduate and undergraduate degrees. Our degree, certification, leadership, and “whole school development” programs are designed to cultivate equity-centered educators, instructional coaches, and leaders with the skills and confidence they need to reach diverse candidate populations in America’s urban and rural communities.

Undergraduate programs are offered through the Oxford Teaching College branch of Reach University and include the following programs:

- **Bachelor of Arts in Liberal Studies** **120 Semester Credits** **4 Years**
[BA-LS Program Statement](#) (*Arkansas) 123 Semester Credits 4 Years
- Transfer Pathway Options** (*Arkansas +3 credits for Arkansas History requirement)
 - Transfer with 30-transferable collegiate semester credits 90 Semester Credits 3 Years
 - Transfer with Associates Degree or 60-transferable collegiate semester credits 60 Semester Credits 2 Years
- **Bachelor of Arts in Global Education (available in Louisiana & Arkansas)** **124 Semester Credits** **4 Years**
[BAGE Program Statement](#) (*Arkansas) 127 Semester Credits 4 Years

Undergraduate Degree by State

State	Degree(s)	Teaching License(s)	Alternative Certification Options if earning a license as a Liberal Arts degree holder & not with Reach University
Alabama	Bachelor of Arts in Liberal Studies	N/A - candidates must apply for alternative certification	AL State Board of Education list of alt certs here
Arkansas	Bachelor of Arts in Liberal Studies Bachelor of Arts in Global Education (BAGE)	Elementary Education (K-6) in BAGE	AR State Board of Education list of nontraditional licensure programs (alt certs)
California	Bachelor of Arts in Liberal Studies	N/A - candidates must apply for alternative certification	CA State Board of Education list of alt certs, including Reach’s Intern Program
Colorado	Bachelor of Arts in Liberal Studies	N/A - candidates must apply for alternative certification	CO State Board of Education alt cert program search engine. Possible options: Teach Colorado & U Denver
Louisiana	Bachelor of Arts in Liberal Studies	Elementary Education (1-5) in BAGE	LA State Board of Education list of alt certs

	Bachelor of Arts in Global Education (BAGE)	Elementary Special Education (1-5)	Caddo Parish & Avoyelles Parish
Texas	Bachelor of Arts in Liberal Studies	N/A - candidates must apply for alternative certification	The Texas Education Agency (TEA) maintains a list of Alternative certification programs (ACP's) here

Please note that Reach University does not award licensure; this is up to each state’s Board of Education. The onus is upon the candidate to meet specific state requirements, such as passing all required subtests of PRAXIS II, the California subject matter and basic skills competency requirement, or any other state-determined requirements.

PRAXIS I and PRAXIS II testing requirements are listed [here](#) by state, along with qualifying scores (double check your state selection). CBEST and CSET registration and basic information is found [here](#).

The Reach Method and the Bachelor of Arts in Global Education

Job Embedded Learning

Reach believes that an applied, job-embedded approach to learning not only facilitates maximized learning, but also serves as a key strategy in improving outcomes for p-12 learners in real-time. Although teacher shortage is experienced in every space we serve, we believe children should not have to pay the price. Coursework allows candidates to read and discuss key concepts, but the job-embedded design allows them to apply their learning to their own teaching context.

Candidates receive support from faculty, peers, on site partners, and mentors to integrate new knowledge and skills into their developing teaching practice. This work is done through coursework and coaching that maximizes teacher support while increasing the efficiency of synchronous class time. By centering our entire program in a job-embedded context, candidates receive a highly relevant, authentic experience in higher education that is:

- **Relevant and Practical:** Our job-embedded learning focuses on acquiring knowledge and skills directly related to the classroom teacher. It allows candidates to learn in the context of their job responsibilities, ensuring that the learning is relevant, practical, and immediately applicable. This type of learning helps bridge the gap between theory and practice, promoting a deeper understanding of concepts and pedagogy, while enhancing current job performance.
- **Anchored to Continuous Learning:** Our job-embedded learning promotes a culture of continuous learning within candidates’ current school sites. It acknowledges that learning doesn't end with formal education but continues throughout one's entire career. By integrating learning into the actual workflow, candidates can regularly update their knowledge and skills, keeping up with the dynamic demands of today’s classroom.
- **Enhancing Employee Performance:** Learning opportunities directly job-embedded improve their performance more efficiently and effectively. Candidates can immediately apply new knowledge and skills, receive feedback, and make adjustments accordingly. This iterative process of learning and application leads to skill development and improved job performance over time. By the time our candidates are officially “first year teachers of record”, their actual performance will be years more advanced than is typical.
- **Tied to Teacher Engagement and Satisfaction:** Teacher burnout is continually referenced as a cause of poor retention in the profession. Job-embedded learning demonstrates our school and district partners’ investment in candidate growth and development. When employees have the opportunity to learn and advance in their current roles, they feel valued and engaged. This, in turn, contributes to less burnout, increased motivation, and reduced teacher turnover.
- **Cost-Effective:** Job-embedded experiences add tremendous value while eliminating the need for expenses typically associated with traditional Ed Prep Providers by allowing candidates to continue to earn a wage throughout the entire

experience, completely removing the need to travel to a campus or other observation sites, and by leveraging existing resources and integrating learning into the work environment.

- **Adaptable and Agile:** The needs of our economy and society have changed exponentially while traditional teacher prep and many current classrooms have not been as nimble at keeping up. Job-embedded learning requires us to ensure candidates acquire the necessary skills to adapt to new technologies, dynamic student needs, evolving classroom responsibilities, and emerging trends. By continuously learning and applying within their classrooms, candidates remain relevant and resilient in the face of change.

Oxford Tutorial Method

The Oxford Tutorial Method is considered one of the oldest and most effective models of teaching in higher education, having been leveraged as a major pedagogical practice for centuries. Combining one of the oldest teaching methods that exists with our innovative, distance e-learning design allows us to combine critical thinking, discourse, and the tutorial process itself in new and exciting ways. Faculty teams in every course area work together to develop one, tutorial-style question for every week of study that is designed to harness theory, practice, and reflection to create new or more grounded ways of approaching teaching and learning. In the Foundational year, candidates are exposed to the Tutorial Method as participants in tutorial sessions sometimes including only a handful of candidates and the professor, one on one in an office hour, or pairs observed by peers and professor. In the Intermediate and Advanced years, though candidates are still approaching each week of learning through the Tutorial Method, they are also exposed to more opportunities to co-design or co-lead tutorial sessions. There are also a few tasks that require them to submit a tutorial session they have led with one student so that they can receive coaching feedback from peers and the professor. By the final Clinical Residency year, candidates become fully immersed in a course designed to not only teach them the theories of the methods, but that also requires them to begin constructing tutorial experiences for their own learners after constructing tutorial questions and carefully curating content for their students to prepare.

While there may not be many specific research studies solely focused on the Oxford Tutorial Method, there is a wealth of literature on the broader topics of active learning, student engagement, and the impact of one-on-one and small-group teaching methods. These studies often highlight the benefits of interactive and personalized approaches in fostering deep learning, critical thinking, and academic achievement. Given that we know these practices are proven to drive student achievement in all learners, we are excited to harness its power in our setting and directly into the P-12 classroom.

The Tutorial Method is just one pedagogical approach among many, and its effectiveness may vary depending on the discipline, subject matter, and the individual students involved, but we believe it has withstood the test of time with good reason and that when combined with sound pedagogical practices and coaching, our candidates will be able to bring this timeless teaching method into their own classrooms and further helps students develop stronger thinking and problem solving skills. As they experience this technique while grappling with complex ideas and issues in education to produce solutions that bring about change, so too will their own learners.

Bachelor of Arts in Liberal Studies (BA-LS)

[Introduction to the Bachelor of Arts in Liberal Studies \(BA-LS\)](#)

Program Mission

The mission of Oxford Teachers College's (OTC) Bachelor of Arts in Liberal Studies (BA-LS) is to help schools grow their own highly effective teachers and leaders, pursuing equity in underserved urban and rural communities. Historically, access to opportunities to pursue higher education, support, and licensure required to enter into the profession are lacking. The BA-LS program serves to open those opportunities, especially for the talented and committed individuals that are already serving the P-12 communities. We give adults who are currently working in schools the opportunity to earn a bachelor's degree while constantly deepening and evolving

their capacity to effectively serve the learners they are already supporting every day. Because their learning is gained authentically and opportunities for applying theory to practice are constant, they are able to begin fulfilling the promise of a high quality

public education as soon as "tomorrow" ... never pushing the responsibility down the road to the four year completion of the degree.

Even as we strive to remove barriers and provide equitable access to higher education through a sound teacher preparation experience for our candidates, we never lose our focus on the connection and ultimate impact on the children they serve each day. We empower and equip our candidates with the knowledge, skills, and mindset necessary to excel in the ever-evolving field of education, while seeing themselves as the critical catalysts of success for learning. We are committed to developing competent and compassionate teachers and change-makers who will make a positive and lasting impact on the lives of their students, their communities, and the education system as a whole. Commonly, our candidates themselves were underserved in their prior educational experiences. We are determined to work as partners alongside them to ensure that this is not a legacy shared by the learners in those same communities. Our candidates will become effective professionals who aren't merely filling gaps in the woefully damaged teacher pipeline, rather, they're setting the standard for educational excellence in their communities.

Program Structure

The BA-LS degree operates either as a 3-year 90 credit program, a 2-year 60 credit program, and in some cases, a 4-year 120 credit program depending on the amount of transferable credits or (Associates) Degree they hold prior to admittance.

All candidates will need to seek alternative certification programs as post baccalaureate in order to complete licensure. As such, we have carefully selected partners who serve as key providers. In most of our operating states, we have executed partnerships with the alternative certification providers that allow our candidates to begin a portion of their training program during the final semester enrolled in Reach.

Though our cohort-based program is full-time for candidates, it is flexibly designed specifically to meet the needs of adult learners through a combination of synchronous learning that supports asynchronous work, and occurs during the evening hours. We have structured this schedule to better align with learners' schedules and home responsibilities. The BA-LS program is specifically designed to build and improve current practice while providing a strong foundation for expertise in teaching, ensure access to course work necessary for licensure preparation, and a firm understanding and practical use of the Science of Reading, all through an asset-based, equity driven lens.

For those enrolled in our three- and four-year pathways, years one and two (Foundational and Intermediate years) of the program largely focus on candidates earning and meeting General Education (GE) requirements while also strengthening fundamental skills and knowledge for college success. Candidates also spend the first two years beginning to understand the teaching profession in terms of ethical responsibilities, professionalism, and culturally responsive learning environments while

also studying methodologies that prepare them for Universal Design for Learning (UdL). Woven throughout are knowledge and contexts that help candidates better understand the current achievement gaps through historical and equity lenses, while also gaining tools and mindsets critical for closing those gaps. During the Advanced year of study, candidates are expected to have attempted at least half of the licensure sub tests required while beginning to delve more deeply into content-specific methodology, full immersion into 12 units dedicated to the Science of Reading, while also receiving targeted, data-driven and individualized support towards remaining areas of licensure.

Because our two-year pathway is offered only to those who already hold an AA degree from an accredited institution, GE requirements have already been met so they are exposed to the Intermediate and Advanced Years and given key, additional assignments appropriate for their level of prior learning. By the final semester, candidates will be prepared to complete all licensure elements including the Praxis Principles of Learning and Teaching as well as Pearson’s Foundations of Reading Instruction.

Bachelor of Arts in Liberal Studies (BA-LS) Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
01. Inquiry	01.1 Understand and demonstrate systematic approaches to critically analyze research using quantitative and qualitative information.	Quantitative and qualitative information often involves data collection and analysis. Teachers who understand how to critically analyze research can effectively interpret and utilize data to inform their instructional decisions. They can identify trends, patterns, and areas for improvement, allowing them to make data-driven decisions that enhance student learning outcomes.
02. Equity Orientation	02.1 Understand and address issues related to equity and social justice.	By understanding and addressing issues related to equity and social justice, candidates work towards creating a more inclusive, just, and equitable society for all students and by extension, their communities.
03. Integration into Practice	03.1 Demonstrate occupational and job-specific competencies including professionalism, ethics, and content integration.	Teaching is a profession with far-reaching implications of student development and society as a whole. Therefore, developing critical competencies, professionalism, ethics, and content integration are crucial for success. Demonstrating these competencies fosters trust, ensures the delivery of high-quality instruction, and promotes ethical conduct within the field of education.
04. Collaboration	04.1 Understand the diverse perspective culture plays in the development and ongoing structures of society.	Candidates enhance their understanding of their own communities and the world by interacting with holistic perspectives that acknowledge the interconnections between these areas of study. They further develop critical thinking, cultural awareness, and appreciation of artistic expression, fostering a more comprehensive and enriched view of human society, its diverse manifestations, and the enormous possibilities within every classroom.

Candidate Learning

Methodology

The BA-LS program is an e-learning program, engaging candidates through both synchronous class time with faculty as well as ongoing, asynchronous learning. With 95% of candidate courses conducted with a synchronous element ranging from 1-3 hours per course with an instructor, candidates are required to attend weekly sessions and engage in a variety of instructional and learning models (direct instruction, whole group, small group, discussions, collaboratives, tutorials, etc). Asynchronous instruction completed between weekly class time requires that candidates examine and engage with relevant learning materials including readings, videos, assignments, etc. wherein they are able to set their pace within a given time frame. In both settings, instructional faculty provide continuous feedback on both formative and summative assessments. In addition, candidates’ own learning sites are just as much as part of the methodology and learning design through our job-embedded approach.

Key Engagements

Throughout the program, candidates regularly engage in inquiry-based weekly cycles through the tutorial process for continuous growth and connections to both the program and their own classrooms. These essential, driving questions allow candidates to gain a deeper understanding of theory, historical contexts, and real-time practice. Through gradual introduction to research-based practices, students are able to become stronger in their current space of employment while building to the clinical year, all the while honing their understanding of the direct relationship between teacher action and student learning.

Since our job-embedded model also serves as an approved Registered Apprenticeship Program (RAP), accountability for job-embedded tasks is shared with on-site partners who ensure key learning exposures and verify the extent to which they occurred on campus.

Courses and Curriculum

Our candidates all have daily proximity to current K-12 learners. Most of them are already tasked with providing instruction and/or assisting the lead teacher in a classroom. Additionally, a large number are also specifically serving students in special education (inclusion, self-contained, and community-based models). We believe it is our urgent and primary responsibility to support candidates in becoming more effective in their current role from day one as we are bound by ethics of care. At all times candidates are working towards earning both their bachelor's degree and fulfilling state licensure requirements, but the distant future isn't the only place where we moor our sights. Right out of the gate, candidates are involved in coursework and learning experiences that help them redefine their thinking about the roles and responsibilities of teachers, better support the needs of learners with neurodiversities and/or disabilities, and better understand how to critically examine data, assessments, and the standards and curriculum of their site. In addition, all courses are both aligned with at least one competency in the Aspiring Teacher Rubric in addition to being tied to carefully constructed Tutorial questions, so at all times, method and meaning navigate as one.

Bachelor of Arts in Liberal Studies (BA-LS) Scope & Sequence

4 Year Pathway Course Sequence

Year College Preparation and Professionalism Course Requirement

0 CAS 50- College Preparation/Professionalism (0)

Year Semester 1: Foundational 1

1 WC 100- Metacognition and Mastery (3)
WC 103- Rhetoric at Work (3)
WC 106- Tutorial Learning and Discourse (3)
WC 104- Writing, Research, and Information Literacy (6)

Semester 2: Foundational 2

SI 100- Scientific Inquiry (3)
SI 103- History in Practice (3)
SI 106- Historical Development of Scientific Knowledge (3)
SI 107- Child Development and Differentiation in the Digital Age (6)

Year Semester 3: Intermediate 1

2 SSP 201- World History: Critical Approaches in for Educators (3)
SSP 202- US History: Critical Approaches for Educators (3)
SSP 104- Politics and Government: Critical Approaches for Educators (3)
DEP 202A- Placements: Collab & Teaming (2)
OTM 221- Methods: Curriculum, Planning, Ubd (3)

Semester 4: Intermediate 2

MR 101- Numbers & Operations (3)
MR 102- Algebraic Thinking (3)
MR 103- Geometry, Data, and Probability (3)
DEP 202B- Placements: Continuous Improvement/Reflective Practitioners (2)
OTM 223- Methods in Math Instruction (3)

Year Semester 5: Advanced 1

3 CS 300- Computer Science (3)
SSP 350- Arkansas State History (AR Only) (3)
CA 400- Art Elective (2)
NS 423- Physical Science (3)
NS 419- Earth Science (3)
NS 200- Biology I (3)
DEP 303A- Apprenticeship (3)
OTM 321- Methods in Science Instruction (3)

Semester 6: Advanced 2

LIT 301- Basic Literacy Skills Instruction (3)
LIT 302- Advanced Literacy Skills Instruction (3)
LIT 303- Literacy Skills Application (3)
DEP 303B- Apprenticeship- Licensure Preparation (3)
OTM 323- Methods in Lit Instruction (3)

Year Semester 7: Clinical 1

4 DEP 400- Development and Characteristics of Learners (3)
DEP 410- Instructional Strategies, Planning & Assessment for Learners with Exceptionalities (3)
DEP 420- Professional, Ethical, and Legal Practices for Special Education (3)
OTM 421A- Clinical Resident I- The Instructional Cycle Part 1 (3)
DEP 403A- The Tutorial Method in Practice (2)

Semester 8: Clinical 2

OTM 421B- Clinical Residency 2- The Instructional Cycle Part 2 (3)
OTM 430- Culture and Classroom Management (3)
OTM 440- Culture and Collaboration (Professional, Family, Community) (3)
OTM 450- Capstone: Clinical Experience (3)

3 Year Pathway Course Sequence

Year College Preparation and Professionalism Course Requirement

0 CAS 50- College Preparation/Professionalism (0)

Year Semester 1: Foundational 1

1 WC 100- Metacognition and Mastery (3)
WC 103- Rhetoric at Work (3)
WC 106- Tutorial Learning and Discourse (3)
WC 104- Writing, Research, and Information Literacy (6)

Semester 2: Foundational 2

SI 100- Scientific Inquiry (3)
SI 103- History in Practice (3)
SI 106- Historical Development of Scientific Knowledge (3)
SI 107- Child Development and Differentiation in the Digital Age (6)

Year Semester 3: Intermediate 1

2 SSP 201- World History: Critical Approaches in for Educators (3)
SSP 202- US History: Critical Approaches for Educators (3)
SSP 104- Politics and Government: Critical Approaches for Educators (3)
DEP 202A- Placements: Collab & Teaming (2)
OTM 221- Methods: Curriculum, Planning, Ubd (3)

Semester 4: Intermediate 2

MR 101- Numbers & Operations (3)
MR 102- Algebraic Thinking (3)
MR 103- Geometry, Data, and Probability (3)
DEP 202B- Placements: Continuous Improvement/Reflective Practitioners (2)
OTM 223- Methods in Math Instruction (3)

Year Semester 5: Advanced 1

3 CS 300- Computer Science (3)
SSP 350- Arkansas State History (AR Only) (3)
CA 400- Art Elective (2)
NS 423- Physical Science (3)
NS 419- Earth Science (3)
NS 200- Biology I (3)
DEP 303A- Apprenticeship (3)
OTM 321- Methods in Science Instruction (3)

Semester 6: Advanced 2

LIT 301- Basic Literacy Skills Instruction (3)
LIT 302- Advanced Literacy Skills Instruction (3)
LIT 303- Literacy Skills Application (3)
DEP 303B- Apprenticeship- Licensure Preparation (3)
OTM 323- Methods in Lit Instruction (3)

2 Year Pathway Course Sequence

Year Semester 3: Intermediate 1

2 SSP 201- World History: Critical Approaches in for Educators (3)
SSP 202- US History: Critical Approaches for Educators (3)
SSP 104- Politics and Government: Critical Approaches for Educators (3)
DEP 202A- Placements: Collab & Teaming (2)
OTM 221- Methods: Curriculum, Planning, Ubd (3)

Semester 4: Intermediate 2

MR 101- Numbers & Operations (3)
MR 102- Algebraic Thinking (3)
MR 103- Geometry, Data, and Probability (3)
DEP 202B- Placements: Continuous Improvement/Reflective Practitioners (2)
OTM 223- Methods in Math Instruction (3)

Year Semester 5: Advanced 1

3 CS 300- Computer Science (3)
SSP 350- Arkansas State History (AR Only) (3)
CA 400- Art Elective (2)
NS 423- Physical Science (3)
NS 419- Earth Science (3)
NS 200- Biology I (3)
DEP 303A- Apprenticeship (3)
OTM 321- Methods in Science Instruction (3)

Semester 6: Advanced 2

LIT 301- Basic Literacy Skills Instruction (3)
LIT 302- Advanced Literacy Skills Instruction (3)
LIT 303- Literacy Skills Application (3)
DEP 303B- Apprenticeship- Licensure Preparation (3)
OTM 323- Methods in Lit Instruction (3)

Bachelor of Arts in Global Education (BA-GE)

Introduction to the Bachelor of Arts in Global Education Degree

Program Mission

The mission of Oxford Teachers College's (OTC) Bachelor of Arts in Global Education (BAGE) is to pursue equity in underserved urban and rural communities through helping schools grow their own highly effective teachers and leaders.

We believe that P-12 school communities are already brimming with talented and committed individuals uniquely placed to serve as educators. However, there has not always been access to opportunities such as higher education, support, and licensure to help those talented individuals enter the teaching profession. We give adults who are currently working in schools the opportunity to earn a bachelor's degree while constantly deepening and evolving their capacity to effectively serve the learners they are already supporting every day. Because their learning is gained authentically and opportunities for applying theory to practice are constant, they are able to begin fulfilling the promise of a high quality public education as soon as "tomorrow"... never pushing the responsibility down the road to the four year completion of the degree.

Even as we strive to remove barriers and provide equitable access to higher education through a sound teacher preparation experience for our candidates, we never lose our focus on the connection and ultimate impact on the children they serve each day. We empower and equip our candidates with the knowledge, skills, and mindset necessary to excel in the ever-evolving field of education, while seeing themselves as the critical catalysts of success for learning. We are committed to developing competent and compassionate teachers and change-makers who will make a positive and lasting impact on the lives of their students, their communities, and the education system as a whole. Commonly, our candidates themselves were underserved in their prior educational experiences. We are determined to work as partners alongside them to ensure that this is not a legacy shared by the learners in those same communities. Our candidates will become effective professionals who aren't merely filling gaps in the woefully damaged teacher pipeline, rather, they're setting the standard for educational excellence in their communities.

Program Structure

The BAGE degree is a four-year, 120 credit program that results in recommendation for licensure in elementary education and special education. Though our cohort-based program is full-time only, it is flexibly designed specifically to meet the needs of our job-embedded adult learners through a combination of synchronous learning that supports asynchronous work. Courses occur in evening hours to better suit a candidate's schedules and home responsibilities. The BAGE program is specifically designed to build and improve current practice while providing a strong foundation for expertise in teaching, as well as ensure access to course work necessary for licensure preparation, and a firm understanding and practical use of the Science of Reading, all through an asset-based, equity driven lens.

Years one and two (Foundational and Intermediate years) of the program largely focus on candidates earning and meeting General Education (GE) requirements while also strengthening fundamental skills and knowledge for college success. Candidates are also able to spend the first two years beginning to understand the teaching profession in terms of ethical responsibilities, professionalism, and culturally responsive learning environments while also studying methodologies that prepare them for Universal Design for Learning (UdL). Woven throughout are knowledge and contexts that help candidates better understand the current achievement gaps through historical and equity lenses, while also gaining tools and mindsets critical for closing those gaps.

During the Advanced year of study, candidates are expected to have attempted at least half of the licensure sub tests required while beginning to delve more deeply into content-specific methodology, full immersion into 12 units dedicated to the Science of Reading, while also receiving targeted, data-driven and individualized support towards remaining areas of licensure.

Though the first three years of the program require at least 15 hours each week spent directly engaged in the process, thinking, and critical observation of teaching and learning, the final year of the program culminates in a Clinical Residency wherein the candidate is placed in a classroom with an approved Mentor and begins teaching a consistent student group for at least one hour a day for the entire school year. It is in this final year that residents explicitly focus on the data-driven Pre-observation, Observation, Post-Observation (POP) cycle four times in the year and receive weekly coaching from a Clinical Supervisor who is also responsible for providing instruction in clinical coursework. By the final semester, candidates will be prepared to complete all licensure elements including the Praxis Principles of Learning and Teaching as well as Pearson’s Foundations of Reading Instruction.

Bachelor of Arts in Global Education (BA-GE) Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLOs)	Program Learning Outcome Description
01. Inquiry	Develop and apply an interdisciplinary framework to competencies in history, culture and aesthetics and how it contributes to our understanding of the world.	Candidates enhance their understanding of their own communities and the world by interacting with holistic perspectives that acknowledge the interconnections between these areas of study. They further develop critical thinking, cultural awareness, and appreciation of artistic expression, fostering a more comprehensive and enriched view of human society, its diverse manifestations, and the enormous possibilities within every classroom.
	Understand and demonstrate systematic approaches to critically analyze research using quantitative and qualitative information.	Quantitative and qualitative information often involves data collection and analysis. Teachers who understand how to critically analyze research can effectively interpret and utilize data to inform their instructional decisions. They can identify trends, patterns, and areas for improvement, allowing them to make data-driven decisions that enhance student learning outcomes.
02. Equity Orientation	02.1 Understand and address issues related to equity and social justice.	By understanding and addressing issues related to equity and social justice, candidates work towards creating a more inclusive, just, and equitable society for all students and by extension, their communities.
	02.2 Understand the diverse perspective culture plays in the development and ongoing structures of society.	By recognizing and appreciating diverse cultural perspectives, candidates can create classrooms that foster inclusivity, promote social justice, and create structures that accommodate and respect the needs and aspirations of all learners.
03. Integration into Practice	03.1 Demonstrate occupational and job-specific competencies including professionalism, ethics, and content integration.	Teaching is a profession with far-reaching implications for student development and society as a whole. Therefore, developing critical competencies, professionalism, ethics, and content integration are crucial for success. Demonstrating these competencies fosters trust, ensures the delivery of high-quality instruction, and promotes ethical conduct within the field of education.
	Develop and apply effective teaching practices in various, inclusive educational settings.	Inclusive teaching practices ensure that all students, regardless of their backgrounds, abilities, or learning styles, have equal opportunities to succeed. By understanding and accommodating diverse needs, teachers can create an environment where every student can actively participate and access the curriculum.
04. Collaboration	Demonstrate effective oral and written communication.	Effective oral and written communication is essential for educators to facilitate learning, build relationships, manage classrooms, involve parents, collaborate with colleagues, and foster their own professional growth. By honing these skills, educators can create an environment that promotes academic success, positive relationships, and continuous improvement.

	Understand and apply theories and frameworks of child and adolescent development, teaching, and learning.	Knowledge of child and adolescent development theories enables teachers to tailor their instructional strategies to the cognitive, social, emotional, and physical abilities of their students. By understanding how children and adolescents learn and develop, teachers can create appropriate learning experiences that support and challenge students at their developmental levels.
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Candidate Learning

Methodology

The BAGE program is an e-learning program, engaging candidates through both synchronous class time with faculty as well as ongoing, asynchronous learning. With 95% of candidate courses conducted with a synchronous element ranging from 1-3 hours per course with an instructor, candidates are required to attend weekly sessions and engage in a variety of instructional and learning models (direct instruction, whole group, small group, discussions, collaboratives, tutorials, etc). Asynchronous instruction completed between weekly class time requires that candidates examine and engage with relevant learning materials including readings, videos, assignments, etc. wherein they are able to set their pace within a given time frame. In both settings, instructional faculty provide continuous feedback on both formative and summative assessments.

Because we are a job-embedded program, candidates’ own learning sites are just as much a part of the methodology and learning design, as it is where a significant portion of ongoing learning and observation takes place as well as where application and assignments are conducted.

Key Engagements

Throughout the program, candidates regularly engage in inquiry-based weekly cycles through the tutorial process for continuous growth and connections to both the program and their own classrooms. These essential, driving questions allow candidates to gain a deeper understanding of theory, historical contexts, and real-time practice. Through gradual introduction to research-based practices, students are able to become stronger in their current space of employment while building to the clinical year, all the while honing their understanding of the direct relationship between teacher action and student learning.

Since our job-embedded model also serves as an approved Registered Apprenticeship Program (RAP), accountability for job-embedded tasks is shared with on-site partners who ensure key learning exposures and verify the extent to which they occurred on campus. By the clinical year, this relationship builds to a 1:1 mentor who is then co-evaluating and supporting the clinical experience of each candidate.

Courses and Curriculum

Our candidates all have daily proximity to current K-12 learners. Most of them are already tasked with providing instruction and/or assisting the lead teacher in a classroom. In addition, a large number are also specifically serving students in special education (inclusion, self-contained, and community-based models). Because we are bound by ethics of care, we believe it is our urgent and primary responsibility to support candidates in becoming more effective in their current role from day one. At all times candidates are working towards earning both their bachelor’s degree and fulfilling state licensure requirements, but the distant future isn’t the only place where we moor our sights. Right out of the gate, candidates are involved in coursework and learning experiences that help them redefine their thinking about the roles and responsibilities of teachers, better support the needs of learners with neurodiversities and/or disabilities, and better understand how to critically examine data, assessments, and the standards and curriculum of their site. In addition, all courses are both aligned with at least one competency in the Aspiring Teacher Rubric in addition to being tied to carefully constructed Tutorial questions, so at all times, method and meaning navigate as one.

Bachelor of Arts in Global Education (BA-GE) Scope & Sequence

4 Year Course Sequence

Year College Preparation and Professionalism Course Requirement

0 CAS 50- College Preparation/Professionalism (0)

Year Semester 1: Foundational 1

1 WC 100- Metacognition and Mastery (3)
WC 103- Rhetoric at Work (3)
WC 106- Tutorial Learning and Discourse (3)
WC 104- Writing, Research, and Information Literacy (6)

Semester 2: Foundational 2

SI 100- Scientific Inquiry (3)
SI 103- History in Practice (3)
SI 106- Historical Development of Scientific Knowledge (3)
SI 107- Child Development and Differentiation in the Digital Age (6)

Year Semester 3:

2 SSP 201- World History: Critical Approaches in for Educators (3)
SSP 202- US History: Critical Approaches for Educators (3)
SSP 104- Politics and Government: Critical Approaches for Educators (3)
DEP 202A- Placements: Collab & Teaming (2)
OTM 221- Methods: Curriculum, Planning, Ubd (3)

Semester 4:

MR 101- Numbers & Operations (3)
MR 102- Algebraic Thinking (3)
MR 103- Geometry, Data, and Probability (3)
DEP 202B- Placements-Continuous Improvement/Reflective Practitioners (2)
OTM 223- Methods in Math Instruction (3)

Year Semester 5:

3 CS 300- Computer Science (3)
SSP 350- Arkansas State History (AR Only) (3)
CA 400- Art Elective (2)
NS 423- Physical Science (3)
NS 419- Earth Science (3)
NS 200- Biology I (3)
DEP 303A- Apprenticeship (3)
OTM 321- Methods in Science Instruction (3)

Semester 6:

LIT 301- Basic Literacy Skills Instruction (3)
LIT 302- Advanced Literacy Skills Instruction (3)
LIT 303- Literacy Skills Application (3)
DEP 303B- Apprenticeship- Licensure Preparation (3)
OTM 323- Methods in Lit Instruction (3)

Year Semester 7:

4 DEP 400- Development & Characteristics of Learners (3)
DEP 410- Instructional Strategies, Planning & Assessment for Learners w/
Exceptionalities (3)
DEP 420- Professional, Ethical, & Legal Practices for Special Education (3)
OTM 421A- Clinical Residency I: The Instructional Cycle Part I (3)
DEP 403A- The Tutorial Method in Practice (2)

Semester 8:

OTM 421B- Clinical Residency 2: The Instructional Cycle Part 2 (3)
OTM 430- Culture and Classroom Management (3)
OTM 440- Culture and Collaboration (Professional, Family, Community) (3)
OTM 450- Capstone (3)

Combined Degree Program

Eligible for Only California Candidates

Reach University offers California-based undergraduate candidates an opportunity to participate in an accelerated Bachelor of Arts in Liberal Studies & Master of Arts in Teaching Combined Degree Program (BA + MAT) pathway through Reach’s Combined Degree BLS/MAT program. The MAT also includes the Intern Credential Program, which leads to a California Preliminary Single Subject or Multiple Subject Teaching Credential. The Candidates will be able to elect into this program during the second semester of their undergraduate intermediate year. During their advanced and clinical years, candidates will simultaneously attend undergraduate and Master of Arts in Teaching Combined Degree Program impacted courses.

Combined Degree Program Qualifications:

- Meet the GPA Requirement: A minimum cumulative Reach GPA of 3.0
- Candidates fulfilled the U.S. Constitution requirement by either:
 - Earning a satisfactory grade of “C” or better in course SSP 104: US Government for Educators; or
 - Satisfying this requirement through another CTC-approved method ([admissions checklist](#) 10a.-10d.)
- Candidates must submit the [CDP Employer Agreement](#) to the registrar. This agreement contains a verification of employment that confirms the candidate is able to meet the requirements for job-embedded practice that will be integrated with the coursework in the master’s level courses, will be assigned an onsite mentor, and will be provided with onsite support.

4 +1 Supplanted and Supplemented Coursework (4+1 Scope and Sequence)

As part of their undergraduate coursework, candidates in the combined degree program enroll in graduate courses (Reach 210, 221, 231, and 261) and earn both undergraduate and graduate credit for these courses. For candidates in the combined degree program, some courses will be added to the course sequence and others will replace undergraduate courses in the BA-LS scope and sequence.

- **Foundational Year (Year 1):** all undergraduate coursework stays the same
- **Intermediate Year (Year 2):** all undergraduate coursework stays the same
- **Advanced Year (Year 3):** During the summer semester, CDP candidates enroll in *an additional* 3-unit graduate course, Reach 210. This course is taken concurrently with the undergraduate computer science course. To grant these units as graduate units, we will acknowledge 210 completion *after* candidates have received their BA.
- **Clinical Year (Year 4):** During semester 7, the graduate course, Reach 221 will *supplant* the undergraduate course, OTM 421A. During semester 8, the graduate courses, Reach 231 and Reach 261 will *supplant* the undergraduate course, OTM 421B.

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Foundational Year (Year 1)	None	None	29	29
Intermediate Year (Year 2)	None	None	28	28
Advanced Year (Year 3)	Reach 210 (3 units)	None	35	38
Clinical Year, Semester 7 (Year 4)	Reach 221 (5 units)	OTM 421A Clinical Residency I: The Instructional Cycle Part 1 (3 units)	15	17

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Clinical Year, Semester 8 (Year 4)	Reach 231 (5 units)	OTM 421 B: Clinical Residency II: The Instructional Cycle Part 2 (5 units)	14	15
	Reach 261 (1 unit)			
Total Units			121	127

During the Clinical year, CDP candidates can apply to the Reach Intern Program. Upon graduation with a Bachelor’s of Arts in Liberal Studies and enrollment into the Intern/MAT program, the candidate continues on into the final year of their master’s and Intern Credential program (i.e. “year 2” of the Intern/MAT program). The remaining courses in the Master’s and Credential program are:

- **Intern Program, Year 2, Semester 1 (Year 5):** Reach 241
- **Intern Program, Year 2, Semester 2 (Year 5):** Reach 251 and Reach 262
- **Intern Program, Year 2, Summer Semester (is optional and can be taken immediately after the clinical year or after year 2 of the intern program) (Year 5):** MAT Electives: Reach 270-279 - Candidates select two elective courses to complete in a summer semester.

3 +1 Supplanted and Supplemented Coursework (3+1 Scope and Sequence)

As part of their undergraduate coursework, candidates in the combined degree program enroll in graduate courses (Reach 210, 221, 231, and 261) and earn both undergraduate and graduate credit for these courses. For candidates in the combined degree program, some courses will be added to the course sequence and others will replace undergraduate courses in the BA-LS scope and sequence.

The following is a description of the course scope and sequence for the 3-year undergraduate candidates who are enrolled in the CDP (i.e. the 3+1)

- **Foundational year (year 1):** all undergraduate coursework stays the same
- **Intermediate Year (Year 2):** all undergraduate coursework stays the same
- **Advanced Year, Summer Semester (Year 3):** CDP candidates enroll in *an additional* 3-unit graduate course, Reach 210. This course is taken concurrently with the undergraduate computer science course. To grant these units as graduate units, we will acknowledge 210 completion *after* candidates have received their BA.
- **Advanced Year, Semester 1 (Year 3):** Reach 221 will *supplant* the undergraduate course, DEP 303A
- **Advanced Year, Semester 3 (Year 3):** Reach 231 and Reach 261 will *supplant* the undergraduate course, DEP303B.

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BA-LS Total Units	CDP Total Units
Foundational and Intermediate (Years 1+2)	None	None	60	0
Advanced Year/ Summer Semester (Year 2)	Reach 210 (3 units)	None	3	6
Advanced Year/ Semester 1 (Year 2)	Reach 221 (5 units)	DEP 303A: Apprenticeship (3)	15	17

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BA-LS Total Units	CDP Total Units
Advanced Year/ Semester 2 (Year 2)	Reach 231 (5 units)	DEP 303B: Apprenticeship- Licensure Preparation (3)	15	18
	Reach 261 (1 unit)			
Total Units			63	71

During the advanced year, CDP candidates can apply to the Reach Intern Program. Upon graduation with a Bachelor’s of Arts in Liberal Studies and enrollment into the Intern/MAT program, the candidate continues on into the final year of their master’s and Intern Credential program (i.e. “year 2” of the Intern/MAT program). The remaining courses in the Master’s and Credential program are:

- **Intern Program, Year 2, Semester 1 (Year 4):** Reach 241
- **Intern Program, Year 2, Semester 2 (Year 4):** Reach 251 and Reach 262
- **Intern Program, Year 2, Summer Semester (is optional and can be taken immediately after the clinical year or after year 2 of the intern program) (Year 4):** MAT Electives: Reach 270-279 - Candidates select two elective courses to complete in a summer semester.

2 +1 Supplanted and Supplemented Coursework (2+1 Scope and Sequence)

As part of their undergraduate coursework, candidates in the combined degree program enroll in graduate courses (Reach 210, 221, 231, and 261) and earn both undergraduate and graduate credit for these courses. For candidates in the combined degree program, some courses will be added to the course sequence and others will replace undergraduate courses in the BA-LS scope and sequence.

The following is a description of the course scope and sequence for the 2-year undergraduate candidates who are enrolled in the CDP (i.e. the 2+1)

- **Junior/Intermediate Year (Year 1):** all undergraduate coursework stays the same
- **Advanced Year, Summer Semester (Year 2):** CDP candidates enroll in *an additional* 3-unit graduate course, Reach 210. This course is taken concurrently with the undergraduate computer science course. To grant these units as graduate units, we will acknowledge 210 completion *after* candidates have received their BA.
- **Advanced Year, Semester 1 (Year 2):** Reach 221 will *supplant* the undergraduate course, DEP 303A
- **Advanced Year, Semester 2 (Year 2):** Reach 231 and Reach 261 will *supplant* the undergraduate course, DEP303B.

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Junior Year/ Intermediate Semester 1 (Year 1)	None	None	16	0
Junior Year/ Intermediate Semester 2 (Year 1)	None	None	14	0

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Advanced Year/ Summer Semester (Year 2)	Reach 210 (3 units)	None	3	6
Advanced Year/ Semester 1 (Year 2)	Reach 221 (5 units)	DEP 303A: Apprenticeship (3)	15	17
Advanced Year/ Semester 2 (Year 2)	Reach 231 (5 units) Reach 261 (1 unit)	DEP 303B: Apprenticeship- Licensure Preparation (3)	15	18
Total Units			63	71

During the advanced year, CDP candidates can apply to the Reach Intern Program. Upon graduation with a Bachelor’s of Arts in Liberal Studies and enrollment into the Intern/MAT program, the candidate continues on into the final year of their master’s and Intern Credential program (i.e. “year 2” of the Intern/MAT program). The remaining courses in the Master’s and Credential program are:

- **Intern Program, Year 2, Semester 1 (Year 3):** Reach 241
- **Intern Program, Year 2, Semester 2 (Year 3):** Reach 251 and Reach 262
- **Intern Program, Year 2, Summer Semester (is optional and can be taken immediately after the clinical year or after year 2 of the intern program) (Year 3):** MAT Electives: Reach 270-279 - Candidates select two elective courses to complete in a summer semester.

Undergraduate Candidate Services & Advising

Our Purpose and Our Mission

Reach meets the non-academic needs of our candidates by providing a range of services. Each candidate works with a dedicated advisor until their graduation. An advisor is assigned in the first semester of the program (and may be assigned during the orientation process.) It is the candidate's responsibility to maintain contact with their advisor and to direct any questions or concerns or difficulties regarding their program to their advisor in a timely manner. Should a candidate have needs or concerns of a more personal nature (counseling, substance abuse, etc.), their advisor will refer candidates to appropriate external agencies.

Candidates may reach out to the Candidate Services team at CandidateServices@Reach.edu or directly to their dedicated advisor.

Mutual Care We commit to fostering advising relationships with a caring, human-centered spirit. We see you, the candidate, as an individual who holds agency, talents, and a wealth of knowledge.

Mutual Respect We have a responsibility to high-quality advising, coaching, and building of candidate capacity and agency. This does not mean the advisor comes in with "all the answers" but partners with you to co-construct solutions.

Mutual Accountability We welcome accountability – e.g., being open to feedback and being responsive. We also commit to helping you hold yourself accountable for meeting your professional and academic goals.

Reach's Advising Standards

- [Distance Education Advising Commission Standards for Advising Distance Learners](#)
- [2023 CAS Academic Advising Standards.pdf](#)

Citation: White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement. Retrieved from the NACADA Clearinghouse of Academic Advising Resources website:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-CAS-Standards-for-self-assessment.aspx>

Candidate Support & Resources

- **When to see/ contact your advisor**
 - To discuss your academic progress
 - To add or drop courses
 - To troubleshoot
(e.g., tech, time management, study skills, stress management, decision making around coursework in the event of a health or family emergency, etc.)
- **How to see your advisor**
 - Texts, emails, & calls are all ways to touch base with your advisor, Monday-Friday during normal business hours (10am - 6pm CST)
 - For longer chats (30 mins+), email your advisor to set up a time via Calendly
- **Some best practices**
 - Stay in touch with your advisor; send important updates. It's a two-way street!!
 - Come prepared with questions & a way to jot notes
 - Be open to having a conversation around goals, school/work balance, study habits, time management, academic progress, soft skills, and more

- **What advising is not**

- Dumping the responsibility of communicating with professors on the advisor (happy to help you craft emails!)
- Badmouthing candidates, faculty, and staff (venting is one thing & valid; gossiping is another)
- Expecting advisors to be on call 24/7
- **Candidates are also able to request and access support in the following areas:**
 - Registrar - Course registration, transcripts, and Academic Plans
 - Bursar - Tuition and fees, candidate ledger, payments, receipts
 - Financial Aid - Award letters, FAFSA
 - Library - Additional materials and access to academic databases

Special Accommodations & Disability Services

Reach University will provide counseling and advising opportunities for candidates with disabilities or access needs, ensuring their full inclusion into the Reach community – as well as supporting their successful academic experience while at Reach.

The following steps must be completed to initiate special accommodations:

1. The candidate provides any supporting documents to kkim@reach.edu (e.g., copy of a high school IEP, physician’s note on letterhead, etc.).
2. Next, the Inclusion Services Team prepares a Special Accommodations Letter (PDF).
3. This PDF form is sent to the candidate; the Inclusion Officer emails all professors the accommodation letter according to the candidate’s course schedule.

Reasonable Accommodations

Reach University is committed to serving its candidates with disabilities and access needs and makes every effort to provide reasonable accommodations for candidates unless doing so would be an undue hardship or cause a fundamental alteration to a program.

Grievances & Appeals

Informal Grievance Procedure

A candidate who has problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with either a Candidate Success Advisor or a faculty member. If a candidate wishes to review a problem or to appeal a decision, s/he should then consult with the Dean of Undergraduate Studies. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the Candidate Services lead may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the formal grievance procedures may be initiated.

Formal Grievance Procedures

Upon request made in writing to the Dean of Undergraduate Studies, or should the program director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Dean of Undergraduate Studies will determine whether the informal grievance procedure has been exhausted and may require additional steps to be taken through the informal grievance process and a new written notice be given prior to convening a committee. Once it is determined that a disciplinary/grievance committee is appropriate, the committee will be assembled within 30 calendar days of receiving the written request, and members will include, but are not limited to, a member from the executive leadership at Reach and a Reach faculty member. Findings of the disciplinary committee may be appealed to the full Board of Directors as necessary. The decisions of the Board of Directors are final.

Code of Conduct for Reach Candidates

Reach University (“Reach”) is committed to maintaining a safe learning environment for candidates, faculty, and staff. Each member of the Reach community is expected to demonstrate behaviors that are consistent with Reach policies and procedures. Candidate behavior that is inconsistent with the Code of Conduct is addressed through processes that are designed to promote safety and good citizenship and, when necessary, the University will administer appropriate consequences.

Candidates are expected to act with professionalism and high regard for ethical conduct in all matters. At times, conduct might fall outside of specific policy statements but may still be in violation of the Code of Conduct. This occurs when conduct is dishonest, unprofessional, or grossly disrespectful of the mission and values of Reach.

Examples of such misconduct include, but are not limited to:

- Plagiarism or other violations of the academic honesty and integrity policy (listed below);
- Conduct that threatens or endangers the health or safety of any person within or related to the Reach community, including verbal and physical abuse, threats, intimidation, harassment, or sexual misconduct;
- Disruptions in seminars and other learning settings which render the faculty member unable to teach, and/or candidates unable to learn, including the use of alcohol or other substances during class time;
- Forging signatures or otherwise unethically altering or manipulating any document for any reason;
- Inappropriate or otherwise disrespectful communication or behavior toward Reach faculty, staff, administration, or peers;
- Making false accusations against any other person, whether written, oral, or in electronic communication;
- Fraudulent use of checks, credit card, or bank account numbers, or other attempts to engage in illegal or deceptive financial transactions;
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;

By enrolling at Reach, the candidate inherently accepts the policies, best practices, and rules of the institution, as well as the guidance of the faculty and administrative staff. This includes abiding by Reach policies and procedures with regard to course schedules, registration, enrollment, following course sequences, prerequisites, and all related matters pertaining to being a candidate at Reach. The Director of Academic Operations, in conjunction with the Dean of each college, has broad final authority to resolve breach of conduct issues.

Academic Honesty and Integrity Policy

The principles of truth and integrity are recognized as fundamental to any community of teachers, administrators, and scholars. Reach expects that both faculty and candidates will honor these principles and in so doing will protect the integrity of all academic work and participating faculty. While collaboration, feedback, and learning from the work of others are essential to professional collegiality, Reach candidates are expected to complete assigned work using their original ideas and contributions, and without misrepresenting the degree to which they received or provided assistance. Similarly, faculty, coaches, and advisors have the responsibility of exercising care in the planning and supervision of required work so that expectations are clear and that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate Reach’s policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve an evaluation or obtain course credit. Academic dishonesty (cheating) is not limited to performance assessment situations alone, but arises whenever candidates attempt to gain an unearned advantage. Plagiarism is a specific form of academic dishonesty (cheating), which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, copying or purchasing a pre-written composition and claiming it as one’s own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Candidates are prohibited from utilizing artificial intelligence (AI) in any manner that compromises academic integrity, undermines the ethical principles of learning, or infringes upon Reach

policies. The responsible and ethical use of AI technology is a fundamental expectation, and any misuse may result in disciplinary actions in accordance with the Reach's code of conduct.

When a staff member discovers a violation of Reach's policy of academic honesty and integrity, they are required to notify the Director of Academic Operations, the Dean of the college where the infraction took place, the candidate(s) involved, and the designated school site administrator/employer. A course evaluation of "Did Not Meet Expectations" or a grade of D or below may be assigned, or another penalty may be applied at the discretion of the Director of Academic Operations or the presiding Dean of the college. Additional sanctions may be determined by the Provost. Sanctions may include disciplinary probation, suspension, permanent expulsion from Reach, administrative hold on the release of records, a notation on the candidate's official transcript, withholding a degree or recommendation for a credential, and/or recommending the revocation of a credential. Any disciplinary action shall be noted on the candidate's formal academic record either permanently or for the duration of the probationary period. Disciplinary expulsion is a part of the candidate's permanent record.

The candidate may pursue a formal hearing or make a settlement agreement with the consent of the university deans and the Provost. The Provost or a designee will conduct an investigation, confer with the reporting party, faculty member, candidates, or any witnesses identified, and review all evidence. The candidate is entitled to a formal hearing, scheduled by the Provost/designee, in which the evidence of the alleged violation shall be presented before a committee consisting of university deans (The Committee of Deans), and the candidate shall be present to provide an explanation or defense. The Committee of Deans shall submit a written report to the Provost containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Provost. The settlement agreement will specify the disciplinary sanctions, the length and terms of disciplinary probation or suspension, and the conditions the candidate is expected to meet in order to remain in good standing. The candidate is expected to meet all recommendations in order to remain in good standing (e.g., training or regular meetings with the presiding Dean or other designated Reach personnel). All findings and associated sanctions are relayed to the candidate, the reporting party, and the candidate's site administrator/employer. Any repeated violation of academic honesty and integrity policy shall result in more serious sanctions including suspension or expulsion from Reach with a note on the candidate's permanent record.

Social Media Policy

Candidates are expected to adhere to respectful and nondiscriminatory language and conduct when engaging with the university's online platform, social media channels, and community. Some of the agreed upon norms of online behavior include:

- Respectful language and conduct at all times; no discriminatory language
- On-topic posts (avoid sales/promotions, political, conspiracy, religious posts, divisive topics, or spam, etc.)
- Encouragement and pushes – not shaming or belittling
- Clean language (no profanity, illegal, or obscene content)
- Do not block moderators of the social media page; keep the lines of communication open to discuss concerning posts with the moderator
- Candidates are not obligated to accept or respond to friend requests or private messages
- Conduct must conform to the guidelines on professionalism as outlined in the Reach University Handbook

Repeated nonadherence to these guidelines may result in disciplinary action, including but not limited to being restricted from all Reach social media channels.

Undergraduate Academic Standards & Policies

Registration, Withdrawal, and Attendance Policies

Semester Credit Limit Policy

To ensure a quality learning experience for candidates, a maximum of 21 credits may be taken per semester. To exceed 18 credits, candidates must apply to the Academic Team. Applications will be reviewed on a case-by-case basis.

Attendance Policy

Reach University requires instructors to report attendance based on positive academic engagement during the first and second meeting periods of class, within the census dates set by the institution each semester. Reach candidates are required to post positive academic engagement during the first and second meeting periods of class, within the census dates set by the institution each semester. This includes the opportunity to post positive attendance asynchronously as defined as academic engagement by the Department of Education. Candidates who fail to be academically engaged by the end of the census period may have their financial aid adjusted/revoked and may be subject to being dropped from the course(s) due to non-attendance.

Academic Engagement

Academic engagement is active participation in an instructional activity related to a candidate's course of study, which can include interacting with an instructor about academic matters, submitting an academic assignment, taking an exam, participating in an interactive tutorial, webinar, or interactive computer-assisted instruction, participating in a study group, online discussion or group project assigned by the University, attending and participating with the course instructor and candidates in a class, recitation, field activity, on-the-job applied practica, lecture, or laboratory activity either physically or online. Academic engagement does not include participating in academic advising or counseling or logging into an online class without active participation.

- Asynchronous academic engagement includes any of the categories described in this policy; due to the asynchronous nature of some courses, these activities may take place online, within a certain timeframe, and at the discretion of the candidate.
- Synchronous academic engagement describes a particular type of learning activity that is performed in real-time with an instructor including online meetings, seminars, synchronous lectures, recitation, or field or laboratory activity.
- Placement and clinicals are considered academic engagement that includes both synchronous supervised field experience/practicum/apprenticeship/residency hours where time spent includes observation hours, participation in coaching, feedback from the mentor teacher and/or site supervisor, and asynchronously applied assignments.
- Applied practica (job-embedded learning) assignments are course activities that are embedded in the candidate's actual work responsibilities. Practica are designed to integrate with the candidate's regular teaching, leadership or other "on-the-job" related tasks and assignments. Residency hours, applied assignments, participation in coaching and formative assessment, peer collaboration, observation of work practices, and performance assessments are examples of job-embedded course activities.

Class Participation

Regular class participation is expected of all candidates of the University. The authority to excuse missing participation is at the discretion of the instructor; illness, injury, hospitalization, or military orders are excusable. Instructors are not expected to accommodate a candidate who has missed many critical components of a course, even for legitimate reasons, if arrangements for makeup work would not be reasonable. Candidates are responsible for all the material/content covered in the course(s). Reasonable accommodation is determined by the course instructor, and separate accommodations can be registered with Candidate Services.

Dropping a Course

A drop shall be defined as the disenrollment from one or more classes that does not result in complete removal from all courses. Ceasing to attend a course does not constitute an official dropping of a course or a cancellation of enrollment from the University. Dropping or failing a course(s) may affect course bundles which may require corequisites to be retaken and/or may require auditing courses within a bundle to retake previously dropped course(s). Due to sequential scheduling, Reach does not guarantee a course dropped or failed will be available the next consecutive semester or year. Candidates must process the drop or cancellation by reaching out to their candidate success advisor (“Advisor”) or the Registrar – they will send an official drop or cancellation form via DocuSign. The drop or cancellation will become official and tuition will be assessed based on the date of the transaction via DocuSign, or the date the form is processed. Candidates who drop a course successfully during the withdrawal period will be assessed a ‘W’ grade, an attempted non punitive grade. Those candidates dropping a course after the withdrawal period will be assessed a grade based on the grade scale and academic calendar.

Retake Policy

Undergraduate grading scale allows for candidates to earn credit for any course that achieves a final grade of C- or higher. Grades below a C- are considered failed courses and will not earn credit. “W” grades also will not earn credit. Any course where the candidate did not earn credit must be successfully repeated at the next available course offering; the candidate will be unable to matriculate into the next semester’s coursework. A candidate may not continue through the degree’s scope and sequence until a grade of C- or higher is achieved in the non-credited courses. For clustered classes, candidates must retake the entire set and audit the previously passed course(s). Audited courses will show up as a “blank” grade on Canvas and Sonis; it will not impact one’s GPA. Please speak to your professor about their expectations around audits.

Course Attendance Withdrawal & Attendance Failures

Candidates who attend their course during the census period but discontinue participation and attendance after the census will have an Attendance Withdrawal ‘AW’ granted on their behalf as a nonpunitive grade. This can be initiated by the candidate, instructor, Advisor, or the Registrar before the course(s) finals week. Course(s) not processed by finals week that are failing due to lack of participation and attendance, not based on below-standard academic engagement, will receive a punitive grade of ‘AF’ for Attendance Failure.

U.S. Armed Forces Military Mobilization

Any candidate who has been ordered to service due to an emergency or other declared U.S. Armed Forces Military mobilization and must drop current enrollment or must withdraw from the University will be given special consideration.

- Complete withdrawal from the term without penalty. A nonpunitive letter grade of ‘WM’ indicating withdrawal due to military service will be assigned.
- Candidates can choose to receive course credit based on work completed in place of a ‘WM’, approved at the Dean’s discretion.
- Degrees may be awarded if credit is granted and a letter grade is received in those courses, and that met the completion (graduation) requirements for the program.
- Candidates who left the University to perform military service will be eligible to reenroll within two years with the same academic status when last attended.
- Return to Reach is permitted up to a two-year leave while on active duty. Extended periods due to military circumstances are permitted with the Dean’s approval.

Right to Cancel

Entering candidates who have not yet started any classes have a right to cancel, without any penalty or obligations, prior to or on the first day of classes. Cancellation may occur when the candidate provides a written notice or Notice of Cancellation Form to their advisor via email or mail. Mail is effective from the postmark date, and email is effective on the date when the email was sent.

Administrative Withdrawal

Candidates are administratively withdrawn from the University for reasons other than ceasing attendance. The date of withdrawal used is the candidate's last date of academic-related activity, including any synchronous and asynchronous academic engagement. A candidate will be administratively withdrawn from the undergraduate program if the following conditions are met:

- Candidate has not logged into the learning management system during the first week of the semester or is not engaged (attending classes, submitting assignments, etc.) for seven business days.
- Candidates are required to inform Reach University about any employment changes within seven business days. Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, or withdrawal from the program.
- Candidates failing to enroll in a course within 2-years are considered to be Out of Status and will be administratively withdrawn.
- Conditionally admitted candidates who fail to complete all the requirements of matriculation (enrollment), such as delayed or missing forms, financial holds (e.g., not completing FAFSA), and/or not passing DEP 50/CAS 50.

Official Withdrawal from the University

Candidates have the right to withdraw from all courses and from Reach University on or after the first day of classes and after posting positive academic engagement. When a candidate initiates a withdrawal, this withdrawal is considered official. If a candidate requests to withdraw in writing, then the request is supported by the Withdrawal Form. The Department of Education considers the date the candidate begins the official withdrawal process as the *Date of Initiation* and the official date of withdrawal, the *Date of Determination*, is the date on which the school was made aware as the signature date on the Withdrawal Form. Based on the *Date of Initiation*, candidates will be assessed a grade based on the University's withdrawal grade scales and academic calendar.

Dismissal from the Program

Issues that may lead to a dismissal include but are not limited to:

- Candidate is found to not be meeting admission requirements or have falsified information on the application (e.g., not working in a classroom setting, 15-hours per week or under the age of 18).
- Candidate commits or repeats actions of academic dishonesty.
- Candidate does not uphold Reach's policy on professional conduct and professionalism.
- If a candidate has been dismissed for egregious conduct issues, a candidate may not apply for five years
- Candidate is on academic probation for two consecutive semesters.
- Candidate does not fulfill the conditions documented within their Academic or Administrative Probation Form (i.e., unfulfilled Administrative Probation with GPAs under 2.0).

Voluntary Interruptions in Enrollment

Upon deciding to withdraw or otherwise voluntarily interrupt their continuous enrollment, candidates must first notify their Advisor. After a period of interrupted enrollment (other than dismissal), the process for seeking to return to the University will depend on the length of time that the candidate was away. Subject to the details provided below, "Reenrollment" will generally be possible after inactivity for less than 1 year, a "Returning Candidate" petition must be pursued after a withdrawal

or absence between 1 and 2 years, and an application for “Readmittance” is required after a withdrawal or absence lasting more than 2 years.

Reenrollment

Candidates who have attended at least their first term and find it necessary to interrupt enrollment will have the opportunity to remain inactive at Reach University for 1 year or less without needing to complete the Returning Candidate process described below. Upon deciding to step away from studies or otherwise withdraw from any class, candidates must notify their Advisor. When seeking to re-enroll and register for classes, candidates will contact the Registrar and complete the Reenrollment Form to receive clearance for registration. Reenrollment will be granted only during open registration, before the term starts, within the course sequence, and after the request has been cleared. Any academic accommodations are at the Dean’s discretion. If candidates take coursework at another institution during their absence from the University, they must provide official transcripts to the Registrar’s Office.

Returning

Candidates who have withdrawn or failed to attend for a period of more than 1 year but not exceeding 2 years of inactivity will be eligible to petition to return to the University (“Returning”). A candidate seeking to return must contact the Registrar and complete the Returning Candidate Petition. The petition process enables the Registrar to review the candidate’s record, obtain departmental clearance, and ensure the candidate’s file is up to date. Return will be granted only during open registration, before the term starts, within the course sequence, and after the request has been approved. Any academic accommodations are at the Dean’s discretion. If candidates take coursework at another institution during their absence from the University, they must provide official transcripts to the Registrar’s Office.

Readmittance

Candidates who have withdrawn or failed to attend the University for more than 2 years from their last date of enrollment will be required to contact Admissions and apply for readmission to the University. Program offerings and admission requirements are subject to change; prior admittance to the University is not a guarantee of readmission or continued program availability.

Maternity & Paternity Leave

Similar to the medical residency model, our education undergraduate program is also job-embedded. As such, all assignments are closely tied to on-the-job responsibilities. A candidate taking leave (maternity/paternity leave) may be required to sit out a semester and return post-leave. Please talk to your advisor to plan for your maternity or paternity leave in advance.

Leave of Absence

Reach University does not extend leave of absences to enrolled candidates. If a candidate requires time away from the institution or program for any reason, the candidate should contact their advisor for more information on the leave options available to them.

Academic Standards & Policies

Credit Hour Policy

Reach University is pioneering a new era in higher education where a job leads to a degree instead of the other way around. Through job-embedded learning, Reach's unique undergraduate and graduate degree programs leverage candidates' workplaces as learning spaces, allowing employers to grow their own talent pipelines and working adults to earn a degree and/or a credential. Our approach and definition of Academic Instruction, Academic Preparation and Applied Practica reflect our approach to job-embedded degree and credential attainment.

Background

This policy is intended to reflect Reach University's commitment to best practices in higher education and demonstrate consistency with credit hour requirements dictated by federal law (600.2 and 600.4), updated July 1, 2020, to shift responsibility for compliance to the accreditation agency and/or state. This updated policy is in compliance with WSCUC guidelines (implementation date of June 2021) and the Reach Institute for School Leadership Credit Hour Policy originating in 2016.

Purpose

The purpose of this policy is to define the amount of instruction and candidate work equivalent to a credit hour or one unit of class. This policy also establishes a mechanism for periodic review of credit hour assignments to courses to ensure accuracy and consistency as well as adherence to standard higher education practices.

Definitions

- **Academic Instruction (class time):** Defined course activities related to the academic subject that may include but are not limited to: submitting an academic assignment, engaging in or listening to class seminars or discussions (synchronous or asynchronous), taking an exam, participating in interactive Oxford Tutorials, contributing to academic online discussions, or similar academic activity.
- **Academic Preparation (out-of-class preparation):** Course activities related to preparation for academic instruction including but are not limited to: subject-matter research, reading, conducting research, reviewing course content, and completing practice-based assignments and projects.
- **Applied Practica (job-embedded learning):** Practica assignments are course activities that are embedded in the candidate's actual work responsibilities. Practica are designed to integrate with the candidate's regular teaching, leadership or other 'on-the-job' related tasks and assignments. Residency hours, applied assignments, participation in coaching and formative assessment, peer collaboration, observation of work practices, and performance assessments are examples of job-embedded course activities.
- **Credit Hour:** WSCUC defines a credit hour as an amount of work represented in stated learning outcomes and verified by evidence of candidate achievement. Reach University defines a credit hour as follows:
1 Credit Hour = 45 hours of combined Academic Instruction (class time), Academic Preparation (out-of-class preparation), and Applied Practica (job-embedded)

Academic Levels

Each semester candidates are classified based on the following:

Foundational	Considered freshman level, no transfer credits applied. Not applicable to BA-LS 2-year program
Intermediate	Considered sophomore level
Advanced	Considered junior and senior levels based on program
Clinical	Only applicable for BAGE & BA-LS 4-year programs
Graduate	A candidate in a post-baccalaureate credential or certificate program, and/or in a master's program

Course Numbering System

Undergraduate

50-299 Foundational and Intermediate courses/Lower Division

300-600+ Advanced and Clinical courses/Upper Division

Undergraduate Grading Scale

Letter Grade	Grade Scale		Grade Points	Described of Level of Performance
A	94	100	4	Exceeded Expectations
A-	90	93.9	3.7	
B+	87	89.9	3.3	Above Average; Good Work
B	84	86.9	3	Average Standard Performance
B-	80	83.9	2.7	
C+	77	79.9	2.3	
C	74	76.9	2	Standard Performance
C-	70	73.9	1.7	
D+	67	69.9	1.7	
D	64	66.9	1	Below Standard
D-	61	63.9	0.7	
F	0	60.9	0	Failure
W			0	Authorized Withdrawal
AW			0	Attendance Withdrawal
AF			0	Attendance Failure
MW			0	Military Withdrawal; Non-punitive
Incmp			0	Incomplete
IP			0	In Progress
AU			0	Audit

Pass/Fail

Some courses are graded on a “pass/fail” basis. The grade of “pass” does not affect the GPA calculations; a grade of “fail” has the same effect on the GPA calculation as a failing grade.

Incomplete Grades

An incomplete grade indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances and that there is still a possibility of earning credit. An incomplete grade may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion, including revised deadlines, is not met, the grade that would have been earned (prior to the Incomplete) will be awarded. Students have 30 days to complete the missing assignments and related work to earn a grade.

Mid Term Grades Policy

Once midterm grades are posted, the assignments from the first half of the semester may no longer be completed. This applies differently for candidates with formalized special accommodation plans.

Grade Appeals

A candidate may appeal a final course evaluation when they believe that the assigned evaluation does not reflect what the candidate has earned according to the criteria for grading as outlined by the faculty of the course. Reach policy states it is the responsibility of each faculty member to define their grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices.

If there is any deviation from this original statement of course expectations, all affected candidates should be informed. In addition, it is assumed that the evaluation awarded is accurate, and the candidate appealing the evaluation must justify the need for a change of the awarded evaluation. Normally, evaluation appeals should be resolved informally between the candidate and faculty involved. A candidate who believes that they have been assigned an improper evaluation should meet with the faculty of record and together review the assessment criteria used to determine the evaluation awarded on the candidate's transcript. If, after careful review of the assessment criteria, the candidate is still dissatisfied, or if the faculty of record refuses to take part in the informal process, the candidate may initiate the formal grade appeal procedure consistent with the grievance procedures (see the Grievances and Appeals section).

Grade Reports & Unofficial Transcripts

Grade reports and unofficial transcripts are available to candidates through SonisWeb. The University does not release any grade information to any person other than the requesting candidate without the written permission of the candidate.

Academic Probation

A candidate is placed on academic probation if one's grade point average (semester GPA) is 2.0 or lower at the end of a term. To assist candidates at risk of academic probation, Reach University faculty and staff provide differentiated support for candidates who are struggling in their coursework. Such measures of support are documented in the candidate Success Form, which is completed by the faculty member (one form per each course in question). The advisor sends the completed form(s) to the candidate and loops in the candidate's site supervisor to ensure coordinated efforts of support.

Academic Probation may also be issued for academic dishonesty (i.e., not meeting standards of academic integrity).

Candidates who have been dismissed from the program due to Academic Probation but are in good administrative and financial standing may re-apply to the university. Students dismissed for egregious offenses may not apply for five years.

Administrative Probation

A candidate may be placed on administrative probation due to one or more of the following issues (but not limited to):

- Not submitting documents and/ or signatures in a timely manner (including FAFSA)
- Not submitting two or more tuition or fee payments in a timely manner (not current in payments)
- Such payment delays may impact your ability to graduate on time and have access to official transcripts
- Not meeting standards of professionalism, including non-responsiveness to staff members such as advisors and faculty (e.g., not returning emails or phone calls within 3-5 business days)
- Not meeting university standards as outlined in the candidate Handbook and its supporting documents

Administrative probations are lifted when the candidate addresses the issues as outlined in the Administrative Probation Form (to be signed by both the candidate and the advisor). Until the situation is resolved, the candidate will not have access to transcripts (applicable only to financial holds), events, or courses. If the terms of the form are not met, the candidate will not be able to register for the next term. Candidates will not be able to enroll or matriculate unless they are current in their tuition and fees.

Academic Appeal

A candidate may appeal a final course evaluation if they believe that the assigned evaluation does not reflect what the candidate has earned according to the criteria for grading as outlined by the faculty of the course. It is the responsibility of each faculty member to define the course grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices.

If there is any deviation from this original statement of course expectations, all affected candidates should be informed. In addition, it is assumed that the evaluation awarded is accurate, and the candidate appealing the evaluation must justify the need for a change of the awarded evaluation.

Initially evaluation appeals should be resolved informally between the candidate and faculty. A candidate who believes they have been assigned an improper evaluation should meet with the faculty of record and review the assessment criteria used to determine the evaluation awarded on the candidate's transcript. If, after careful review of the assessment criteria, the candidate is still dissatisfied, or if the faculty of record refuses to take part in the informal process, the candidate may initiate the formal grade appeal procedure consistent with the grievance procedures.

Informal Grievance Procedure

A candidate who has problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with either a Candidate Success Advisor or a faculty member. If a candidate wishes to review a problem or to appeal a decision, the candidate will consult with the Dean of their program of study. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the Candidate Services Director may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the formal grievance procedures may be initiated.

Formal Grievance Procedures

Upon request made in writing to the Dean of the program of study, or should the program director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Dean will determine whether the informal grievance procedure has been exhausted and may require additional steps be taken through the informal grievance process, and a new written notice be given, prior to convening a committee. Once it is determined that a disciplinary/grievance committee is appropriate, the committee will be assembled within 30 calendar days of receiving the written request, and members will include, but are not limited to, a member from the executive leadership at Reach and a Reach faculty member. Findings of the disciplinary committee may be appealed to the full Board of Directors as necessary. The decisions of the Board of Directors are final.

Graduation, Honors, & Commencement

Honorable Mention

Reach University celebrates the candidate's achievements at the end of each semester. Candidates qualify as Honorable Mention if they meet the following criteria:

- Full time (12+ credits)
- 3.0 - 3.49 GPA (not cumulative GPA)

Dean's List

Reach University celebrates the candidate's achievements at the end of each semester. Candidates qualify for the Dean's List if they meet the following criteria:

- Full time (12+ credits)
- 3.5 or higher semester GPA (not cumulative GPA)

Latin Honors Requirements

- **Summa Cum Laude:** This is the highest honor and typically requires a GPA within the top range of the graduating class. This could be, for example, a GPA of 3.9 or higher on a 4.0 scale.
- **Magna Cum Laude:** This is a high honor and usually requires a GPA slightly below that of summa cum laude, but still significantly above average. It might require a GPA of around 3.7 to 3.89 on a 4.0 scale.
- **Cum Laude:** This is an honor recognizing above-average academic achievement. The GPA required for cum laude is usually lower than that for magna cum laude. It might range from 3.5 to 3.69 on a 4.0 scale.

Degree Posting & Conferral Dates

The University posts degrees three times each year, at the end of each standard semester. All degree requirements must be met prior to the posting date. The three approximate posting dates are at the end of the regular fall semester (in December), the end of the regular spring semester (in May), and the end of the regular summer semester (in August). Degrees completed between posting dates will be posted at the next scheduled date. Once the degree is posted, no changes will be made to the transcript and is considered official.

Commencement

Oxford Teachers College at Reach University conducts one virtual graduation per academic year at the end of the spring semester. Candidates who are eligible to graduate are encouraged – but not required – to participate in the commencement ceremony. Candidates who are close in meeting all degree requirements may opt to walk/participate in the ceremony due to personal circumstances or professional commitments (e.g., military service, medical leave, etc.). Such applications will be reviewed on a case-by-case basis.

Each program publishes and communicates the specific graduation requirements. In general, graduation/completion requirements include:

- Satisfying all requirements for the credential/degree for which the candidate is enrolled.
- Successfully demonstrating the requisite skills and knowledge through course completion, required performance assessments, and state-required exams.
- Active engagement in courses and coaching sessions; each meeting is important to support the development of oral and written communication skills, critical thinking, and practice insight.
- Candidates who have holds on their accounts, including outstanding balances, may participate in the ceremony but will not be issued a degree.

Candidate Record Retention and Disposal Policy

Reach will retain all candidate records for a period of seven (7) years following the candidate's completion or withdrawal from the program in which they were enrolled. Academic transcripts granted by Reach will be held in perpetuity.

The Reach Institute is committed to effective record management to meet legal and regulatory standards, preserve its history, optimize the use of space, and minimize the cost of record retention.

Reach University Course Catalog

Reach University maintains a University Course Catalog. This catalog includes the current course listings and descriptions for undergraduate and graduate programs. 2024-25 University Course Catalog can be referenced here:

<https://tinyurl.com/ReachCourseCatalog24-25>

Welcome Letter from the Provost & Graduate Dean

It is with great pleasure and excitement that I welcome back our returning candidates and welcome, for the first time, new candidates to the Graduate Institute at Reach University.

As a candidate in one of our Graduate Institute programs, you will be learning alongside other teachers and leaders seeking to acquire new skills and deepen their practice in order to provide equitable schooling opportunities to students in rural and urban schools and districts. The Graduate Institute at Reach University is an innovative form of graduate-level preparation for aspiring teachers and school leaders that combines relevant study, action research, coaching, reflection, and job-embedded practice.

Reach Institute (*dba Reach University*) formally began in 2006–2007 thanks to a grant from the Dean Witter Family Foundation. A design team was convened and given a simple but profound charge: reinvent teacher education. A group of 15 educators from San Jose, the East Bay, and Napa County dedicated hundreds of hours to design Reach and gain accreditation from the California Commission on Teacher Credentialing. In 2007–2008, Reach launched its Teacher Credential Programs with 25 teachers. The new credential programs and established leadership coaching program were combined to become the Graduate Institute at Reach University (formally Reach Institute for School Leadership). The Graduate Institute now serves more than 500 educators working in more than 70 schools across the region.

Our programs include teacher and administrator credentialing pathways, Master’s degrees of education with teaching and instructional leadership concentrations, leadership coaching, professional development and certificate programs.

The catalog is updated annually to reflect new information and includes a wealth of information about our programs, admissions, and courses. Please read through the information provided to better understand your program, our offerings, and candidate and staff expectations. Please contact us at (510) 501-5075 or grad@reach.edu if you have any additional questions.

Sincerely,

E Baham, Ed.D

Liz Baham

Provost & Graduate Dean, The Graduate Institute at Reach University

Overview of the Graduate Institute at Reach University

“Reach encourages teachers, administrators and non-profit professionals to ask hard questions about the process of learning, about themselves as effective educators, and about the institutions they serve. Educators leave Reach with a combination of tools, experience, and continuing support needed to serve an ethnically, culturally, and educationally diverse and potentially cynical student population.”—2008 Report, Center for American Progress.

Reach began in 2006 when a team of working educators came together to rethink teacher education through the design and pilot of Reach Teacher Credential programs, each of which have subsequently been accredited by the California Commission on Teacher Credentialing.

Vision

We are committed to a more equitable world where each student has the support of highly effective and dedicated teachers, and where each teacher has the support of highly effective and dedicated school leaders, and where everyone has access to deeper learning and meaningful opportunities in their chosen local community.

Mission

Our mission is to help schools grow their own highly effective teachers and leaders, pursuing equity in underserved urban & rural communities. We also seek to advance the efficacy and adoption in higher education of inquiry-based instructional methods and job-embedded degree pathways.

Reach Institute Graduate Profile (Institutional Learning Outcomes, ILOs)

Reach graduates combine research and practice to take effective action in the service of educational equity. Toward this end, they are able to:

- **01. Inquiry:** Identify problem of practice, gather information, develop and execute an action plan, analyze results, reflect on implications for future practice
- **02. Equity Orientation:** Take action to address situational and systemic inequity in education
- **03. Integration into Practice:** Apply that which they have learned and integrate it into their practice
- **04. Collaboration:** Interact around research problems and increase each other's knowledge of the research related to their projects.

Each Graduate Institute program has articulated aligned, yet more specific, learning outcomes for the various years and/or pathways offered.

The Graduate Institute partners with schools from across California that primarily serve low-income students and students of color. We specifically partner with schools that target underserved communities and across our network.

The Graduate Institute at Reach University is staffed by a select group of experienced Bay Area teachers and administrators. Please visit our website to learn more about our current faculty and staff.

Credentialing

Credentialing programs are accredited and regulated by the California Commission on Teacher Credentialing (CCTC). Reach engages meaningfully with all associated reporting and accreditation activities in order to maintain state accreditation for the credentials it issues. Each candidate is carefully screened in order to meet all eligibility requirements for licensure. Complete eligibility requirements are included in each program's annual application packet, and the state requirements can also be found on the CCTC website www.ctc.ca.gov.

The Graduate Institute Approach

The Graduate Institute was designed from the outset to meet the needs of educators learning complex skills, on the job, in challenging circumstances. Our instructional practices and structural supports were developed in response to research from teacher training, professional development, and apprenticeship programs. The studies indicated that new knowledge and skills are more effectively developed when integrated with experience, as opposed to the fragmentation that occurs when teachers learn in a context removed from their day-to-day challenges. In response to this design challenge, Reach developed the following seven integrated and overlapping strategies:

- **Personalized Professional Development:** Each candidate develops and implements an Individualized Learning Plan with the help of peers, experienced leaders, and coaches. The plan is regularly referenced, reflected on, and updated based on evidence of the candidate's progress.
- **Job Embedded Coaching:** While learning about individual school contexts, experienced coaches support the development of candidates' practice through questioning, instruction, collaboration, observation and feedback. Coaching occurs cyclically as a process of building awareness, taking action, analyzing results, and changing attitudes.
- **Integration of Knowledge and Practice:** Reach candidates are supported to apply knowledge gained from research to continually develop skills while immediately impacting and improving their classroom, program, or organization in pursuit of equitable student outcomes. Course instruction is designed utilizing best practices in professional development and adult education.
- **Inquiry Mindset:** The relevant and applied curriculum of Reach courses engages candidates in repeated cycles of inquiry. These cycles take a variety of forms, all of which contribute to the development of an action-research orientation that assists candidates in not only analyzing practice but in making and implementing evidence-based decisions to improve practice.
- **Reflective Communities of Practice:** In order to build classroom and instructional leaders who are committed to and support one another's growth, candidates meet in cohorts and small inquiry groups and develop the habits of mind to look deeply at their own and each other's practice, offering feedback and inquiries to help one another identify the obstacles and avenues to great work.
- **Evidence-Based Evaluation:** Reach utilizes multiple summative, formative, quantitative, and qualitative measures of student learning, student engagement, teacher practice, leader practice, and school effectiveness as tools for continuous analysis and improvement.
- **Oxford Tutorial Method:** The Oxford Tutorial Method (OTM) is critical to Reach University's delivery of the job-embedded degree. In the context of Reach, OTM affords candidates a (primarily synchronous) space where candidates translate their experiences of on-the-job learning into expertise through dialogue-focused, inquiry-based teaching and learning.

Instructional Leadership Academy

The Instructional Leadership Academy includes options for Preliminary and Clear Administrative Credentials and a Master of Education in Instructional Leadership degree. The Instructional Leadership Academy also offers instructional coaching and facilitation certificate programs and options to participate in individual courses as professional development opportunities. All coursework is designed for individuals who are working in teaching or school leadership positions, thus meeting all minimum qualifications for employment in these fields as determined by the state of California and the candidates' employers, including English language proficiency. The Graduate Institute's instruction occurs in standard English, and no additional English Language services are provided.

Coaching and Field Supervision

Teaching Academy Programs

Candidates in the Intern Program are assigned both an onsite mentor and a field supervisor for the Intern Teacher Credential Program. In some cases, the field supervisor is also the assigned cohort faculty member. Coaches (field supervisors and onsite mentors) serve as content specialists and as a bridge between the theory that the candidates are exploring in their coursework and the skills they are developing in their practicum experiences throughout the school year. Candidates and their coaches meet formally to discuss issues that have arisen in the school, the candidate's progress toward their individualized goals, and progress toward meeting the course requirements.

Candidates in the Induction Program and the Master of Education in Teaching & Induction Program are matched with mentors. Mentors are content-specialists who meet with candidates to develop and pursue an Individualized Learning Plan (ILP). The learning plan enables each candidate to tailor aspects of the program to their specific needs based on their strengths, areas of interest, and school setting. The ILP supports candidates with identifying their focal elements in which their inquiry for equity cycles will be conducted. Candidates continue to meet with their mentor regularly to discuss their progress on the ILP and deliverables required to be recommended for a Clear Teaching Credential upon completion.

Instructional Leadership Academy

Master's and credential candidates in the Instructional Leadership Academy are assigned advisors and coaches, respectively. Advisors and coaches serve to support each candidate's scholarship either through the Action Research Capstone process, or through the attainment of an administrative services credential. Advisors are Master's program faculty who themselves are experienced researchers and practitioners. Coaches may either be full time program faculty or adjunct faculty with qualifying credentials and experience as required by the California Commission on Teacher Credentialing (CCTC), who possess an in-depth understanding of the program content, approach, and requirements.

Master's program advisors meet with candidates during class in one-on-one breakouts, in small groups, or at designated times outside of class to guide each candidate's understanding of the research process, and support candidates in completing their Action Research Capstone. Advisors facilitate candidates through the completion of the core components of the Action Research Capstone, which are informed by clearly articulated performance rubrics.

Advisors serve as content specialists and as a bridge between the theoretical application of the research process and the complexities of enacting research-based interventions and data collection processes within the respective school or district contexts they work within.

Credential candidates meet with their coach to develop an Individualized Learning Plan (ILP). The ILP enables each candidate to tailor aspects of the program to their specific needs based on her/his strengths relative to the California Professional Standards for Education Leaders or the California Administrator Performance Expectations, areas of interest, and school setting. Candidates continue to meet with their coach regularly (exact frequency dependent upon program) to discuss their progress on the ILP and on the work products required for program completion. Additionally, onsite mentors are also assigned to candidates enrolled in the Preliminary Administrative Services Credential Program; candidates in the Administrator Induction Program engage in job shadowing experiences.

Coaches serve as content specialists and as a bridge between the theory candidates are exploring in their coursework or professional learning experiences and the skills they are developing in their practicum field experiences throughout the school year. Candidates and their coaches meet formally to discuss issues that have arisen in the school or worksite, the candidate's progress toward their individualized goals, and progress toward meeting the program requirements. Candidates are matched

with the coach that best meets their needs, matching the faculty teaching the courses with the candidate's job description, grade span, and leadership development needs.

The Graduate Institute Programs & Credentials

The Graduate Institute at Reach University offers a range of individual but complementary programs in our partner schools to achieve our mission. All Graduate Institute programs are specifically designed for classroom, instructional, and school leaders who are learning on the job, emphasizing relevant and applied coursework along with job-embedded learning.

Graduate Programs & Degrees

Offered through the Graduate Institute Teaching Academy and Instructional Leadership Academy branches of Reach University.

Teaching Academy

- Intern Teacher Credential Program 2 Years or 1 Year Early Completion Option
- Intern Teacher Credential Program + Master of Arts in Teaching 2 Years
- Teacher Induction Program
- Master of Education in Teaching (MEd) + Induction Program 3 Years

Pathways

- Intern Teacher Credential Program (2yr only) + Master of Education in Teaching (MEd) + Induction Program
- Intern Teacher Credential Program (2yr only) + Master of Education in Teaching (MEd) w/External Induction

Transfer with Pathways (with Preliminary Teaching Credential)

- Master of Education in Teaching (MEd) + Induction Program:
 - 1st year with specialized study course, 2nd year with Culminating Project 2 Years
- Master of Education in Teaching (MEd) + Induction Program
 - 1st/2nd year Teacher Induction Program TIP, add 3rd year with Culminating Project + specialized study course 3 Years
- Teacher Induction Program TIP (formerly known as BTSA) 2 Years

Instructional Leadership Academy

Pathway Options

- California Preliminary Administrative Services Credential (PASC) Only 1 Year
- Master of Education in Instructional Leadership Only 2 Years
- CA Preliminary Administrative Services Credential (PASC) + Master of Education in Instructional Leadership 2 Years
- Administrator Induction (CASC) 2 Years

Transfer in Pathway (with preliminary credential) 9 TR Credits Max

- Culminating Project + Administrator Induction = Master of Education in Instructional Leadership 2 Years
[14 credits] [(yr2) 6 Credits]

Program Statements and Credential Information

Intern Teacher Credential Program: [Intern Program Statement](#)

Credentials Earned:

- Once candidates have successfully completed Pre-service and other CTC requirements, they will be recommended by the Program for their District Intern Credential (valid for 2 years).
- Once candidates have successfully completed all program and CTC requirements, they will be recommended by the Program for their Preliminary Teaching Credential (valid for 5 years).

Candidates may elect to concurrently enroll in the Master of Arts in Teaching Program to also earn a Master of Arts in Teaching degree upon graduation. [Intern Teacher Credential Program + Master of Arts in Teaching Program](#)

Intern and Master of Arts in Teaching

Credentials Earned:

- Once candidates have successfully completed Preservice, they will be recommended by the Program for their Intern Teaching Credential (valid for 2 years).
- Once candidates have successfully completed all program and CTC requirements, they will be recommended by the Program for their Preliminary Teaching Credential (valid for 5 years).

Degree Earned:

- Upon successful completion of all program requirements, and the summer elective Master of Arts courses, candidates will be conferred a Master of Arts in Teaching Degree. [Master of Arts in Teaching Program Statement \(MAT\)](#)

Requirements:

- The MAT program is designed to run concurrently with the Preliminary Intern Teaching Credential Program. Candidates complete the core courses in the Intern Program and an additional two 2-unit elective courses during the summer.

Master of Education in Teaching & Induction Program

Eligibility:

- Teachers who have completed our Teaching Academy's Intern Program, earning a Preliminary Credential through Reach (without TPA or RICA renewal codes).
- Teachers who have a California Preliminary Teaching Credential, or the equivalent from another accredited credentialing institution may be eligible upon completion of one year of the Reach Teacher Induction Program and an additional course. Teachers interested in this option should contact Reach as soon as possible for additional information.
- Any teacher who has completed the regular Reach Teacher Induction Program (ECO excluded).

Requirements:

- Teachers must have at least one class of students in their credential area.

Credentials Earned:

- Once candidates have successfully completed all program requirements, they will be recommended by the Program for their California Clear Teaching Credential.

Degree Earned:

- Master of Education in Teaching

Teacher Induction Program TIP (formerly known as BTSA): [TIP Program Statement](#)

Eligibility:

- Teachers who have a California Preliminary Teaching or Education Specialist Credential.
- Teachers must be employed at a Reach partner school.

Requirements:

- Teachers must be the teacher of record for at least one class in the area in which the credential holder is authorized to teach and must be teaching a minimum of 60%.

Credentials Earned:

- Once candidates have successfully completed all program requirements, they will be recommended by the Program for their California Clear Teaching or Education Specialist Credential.

Instructional Leadership Academy

Eligibility:

- Year 1 (PASC): Teachers, coaches, or current charter administrators with a clear California teaching credential (or other valid pre-requisite services credential) and at least 5 years of full-time teaching experience or full time experience in the designated fields (i.e., pupil personnel, school nurse, teacher librarian, or speech-language pathology, clinical or

rehabilitative services). Candidates must have passed the basic skills requirements (as described in Education Code section 44252(b))

- Administrator Induction: Certificated administrators (per CL777) with a clear teaching credential (or other valid pre-requisite services credential) AND an active Preliminary Administrative Services Credential
- Master's: Certificated administrators (per CL777) with a clear teaching credential (or other valid pre-requisite services credential) AND an active Preliminary Administrative Services Credential. For those only seeking a Master's degree, a hybrid administrator role, classified management, or instructional leadership role is also acceptable.

Credentials earned:

- Once candidates have successfully completed all Year 1 program requirements, they will be recommended by the Program for their Preliminary Administrative Services Credential
- Once candidates have successfully completed all Year 2 and 3 program requirements, they will be recommended by the Program for their Clear Administrative Services Credential

Degree Option:

- Master of Education in Instructional Leadership

The goal of the Teaching Academy is to improve schools by developing the pedagogical skills and knowledge of early career teachers. Teaching Academy Programs are specifically designed to maximize the nature of on-the-job training of teachers who earn their credentials while in the classroom. Through participation in the Teaching Academy, teachers may earn a Master of Education in Teaching or a Master of Arts in Teaching degree alongside a Preliminary and Clear Teaching Credential, or they may earn a Preliminary and/or Clear Credential separately.

Graduates of the Teaching Academy are reflective educators who continually improve their practice through combining the latest research literature with best professional practices in pursuit of equitable outcomes for students.

Toward this end, they are able to:

- Apply an Action Researcher’s mindset to solving problems of practice
- Refine and expand the effectiveness of their teaching practice through cycles of inquiry. More specifically:
 - Plan: Gather information and design instruction to address an identified problem or challenge.
 - Teach & Assess: Execute the plan effectively.
 - Analyze: Examine evidence of the teaching event to identify patterns and cause/effect relationships within the teacher's actions and/or the student results.
 - Reflect: Determine strengths, areas for growth, and next steps based upon evidence.
- Demonstrate proficient knowledge and skills in the relevant California Standards for the Teaching Profession (CSTP) and/or the California Teacher Performance Expectations (TPE)

Intern Teacher Credential Program and Master of Arts in Teaching

Degree/Credential Awarded: Preliminary Teaching Credential, Master of Arts in Teaching (optional)

The Intern Teacher Credential Program (Intern Program) is designed to improve schools by supporting novice teachers to become effective practitioners. Candidates first fulfill the state requirements for an Intern Teaching Credential, which include the completion of a pre-service course. Candidates then complete two years of coursework, which includes seminars and practicum assignments, one-on-one coaching, online collaboration, and passing of semester performance assessments focused on the foundational practices of effective teaching. Candidates must pass both CalTPA cycles by the end of their final semester in the program. In addition, candidates are required to successfully complete the following course sequence (below) to earn the CA Preliminary Teaching Credential. Note: Early Completion Options may be available consistent with state requirements.

The Master of Arts in Teaching (MAT) degree is designed for Intern candidates who seek to earn a graduate degree while simultaneously pursuing their Preliminary Teaching Credential. All intern candidates have an opportunity to opt-in to the MAT program. Candidates enrolled in the MAT take an additional 4 units during the summer after Year 1 or Year 2 to complete the MAT degree. The MAT-specific coursework is interest-based, and designed for candidates to develop deeper expertise in specific areas of education as well as provide them with experiential-based learning opportunities.

Course Sequences

Course Sequence: for Preliminary Teaching Credential Candidates only

Reach 210 – Introduction to Teaching Methods and Leadership (3 units)

Reach 221 – Establishing Foundations for Teaching and Learning (5 units)

Reach 231 – Knowing About Students and Planning for their Learning (5 units)

Reach 261 - Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 unit)

Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)

Reach 251 – Developing as a Professional Educator (5 units)

Reach 262 - Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 units)

Course Sequence: for Preliminary Teaching Credential and Master of Arts in Teaching Candidates

Reach 210 – Introduction to Teaching Methods and Leadership (3 units)

Reach 221 – Establishing Foundations for Teaching and Learning (5 units)

Reach 231 – Knowing About Students and Planning for their Learning (5 units)

Reach 261 - Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 unit)

Reach 270-279 - Professional Growth and Interest-Based Electives (2 units each, choose 2)

Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)

Reach 251 – Developing as a Professional Educator (5 units)

Reach 262 - Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 units)

Intern Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Improve practice through guided cycles of inquiry.	Candidates exercise curiosity, a growth mindset, and analytic inquiry as they continually examine their practice, problem-solve to address significant challenges, and work to improve their teaching.
O2. Equity Orientation	O2.1 Develop awareness of factors that impact equity in classrooms and schools.	Candidates learn about the context, structure, and history of public education and develop awareness of a teacher’s own role in designing equitable learning opportunities for all students. Candidates understand they are responsible for designing equitable learning experiences for their students.
	O2.2 Operate with an asset-based view and maintain a culturally responsive approach to working with students and families.	Candidates demonstrate an awareness of their own explicit and implicit biases and how they might contribute to student experiences and learning outcomes. Candidates understand that an asset-based view of students and families helps create a more inclusive classroom environment, and have the knowledge and skills to integrate equitable and culturally responsive strategies to support student success.
	O2.3 Apply understanding of the unique assets and needs of English learners to ensure access and engagement to curriculum	Candidates understand both the ethical importance of supporting English learners and the linguistic and cultural assets they bring to the classroom. With this knowledge, candidates support English learners to meet the demands of subject area and grade level standards while continuing to develop English language proficiency through the application of research-based best practices.

	02.4 Apply understanding of the unique assets and needs of special education students to promote student progress on individual goals and to ensure access to and engagement with curriculum	Candidates understand both the ethical importance of supporting students with special needs and the associated best-practices. With this knowledge, candidates promote their students' academic and personal success as they support students to meet subject area and grade level standards and/or individualized learning goals.
03. Integration into Practice	03.1 Maintain a safe classroom environment and positive learning culture.	Candidates maintain a positive, safe, and inclusive classroom environment through the application of a wide range of research-based strategies and interventions. Candidates develop strong relationships with students and amongst students to foster a healthy learning community and culture.
	03.2 Implement appropriate research-based pedagogical practices	Candidates create and execute aligned instructional plans that incorporate research-based pedagogical practices, including subject-specific pedagogy, appropriate to the subject area, grade level, and students.
	03.3 Use assessment to monitor progress and guide instructional planning	Candidates apply knowledge of effective assessment practices to implement a variety of formative and summative assessments, to analyze the resulting data and draw conclusions about whole class and individual student learning, and to plan future instruction that meets students' diverse learning needs.
	03.4 Support literacy development across subject areas	Candidates implement a variety of research-based instructional practices to foster students' literacy development within and across subject areas in alignment with the expectations of the Common Core State Standards.
04. Collaboration	04.1 Engage in effective collaborative learning	Candidates successfully engage in collaborative learning with their peers to support each other's development through giving, receiving, and acting upon effective feedback.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Courses	210	221	231	261	241	251	262
O1.1	I	P	P	P, A	P	A, M	P, A
O2.1	I, P	P	P, A	P, A	P	A, M	P, A
O2.2	I, P	P	P, A	P	P	A, M	
O2.3	I, P	P	P, A, M	P, A	P		P
O2.4	I	P	P, A, M	P, A	P		P

O3.1	I	P, A	P	P, A, M	P	P	
O3.2	I	P, A	P, A	P, A	P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A	P, A, M	P	P, A
O3.4	I	P	P, A	P	P	P, A, M	
O4.1	I	P, A	P, A		P, A	P, A, M	

MAT Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	1.1 Apply the elements of the pedagogical sequence of plan, teach and assess, reflect and apply to get to know students' assets and needs in order to inform instructional planning.	Candidates demonstrate how they use knowledge of their students to craft instructional strategies to reach those students, including developing academic language instruction, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a single lesson.
	1.2 Analyze classroom data to determine the impact of instructional strategies.	Candidates analyze classroom data, using classroom video observation, reflection, and student work samples, to identify the impact of their efforts on student learning and their experiences.
O2. Equity Orientation	O2.1 Examine classroom practices to identify issues of educational inequity within the classroom context	Candidates examine issues of educational equity through the lens of their own instructional practices. Included in this examination of classroom practice are: pedagogy, student grouping, student participation patterns, curriculum, lesson design, and equity of voice. Candidates proactively identify individuals or groups of students who may require differentiated instructional approaches to achieve equitable educational outcomes (ELLs, students with exceptional needs, LGBTQ+ students, children living in foster care, Title I, etc.)
	O2.2 Design unit plans, lesson plans, and assessments to make a positive impact upon educational equity issues within their classrooms.	Candidates design unit plans, lesson plans, and assessments that clearly articulate pedagogical practices, curricular resources, and aligned assessments, to address, at a minimum, one element of educational equity within their classroom setting.
	O2.3 Reflect upon the impact of the teachers' role in designing equitable	Candidates reflect upon the role of the classroom teacher in establishing equitable learning spaces and opportunities for all children.

	learning opportunities for all students.	Candidates understand that it is through their role as classroom teachers, that students experience both equitable and inequitable learning, and assume this role with great care and attention.
O3. Integration into Practice	O3.1 Synthesize relevant research to support instruction	Candidates cite and synthesize relevant resources that they use to design learning opportunities for all learners.
	O3.2 Integrate Research Into Practice using instructional strategies	Candidates draw from a research base of teaching and learning to inform their instructional practice. They identify specific theories and strategies that generate students' learning, integrate them into their practice, and reflect upon their effectiveness.
	O3.3 Design a classroom learning environment that supports the positive social, emotional and cognitive development of learners	Candidates demonstrate that they can establish a positive learning environment and provide social and emotional support through interactions with students.
O4. Collaboration	O4.1 Collaborate with colleagues to advance one's own skill and knowledge attainment	Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning.
	O4.2 Support peer teachers through the sharing of pedagogical strategies, research, problems of practice and the technical aspects of teaching and learning	Candidates engage in thoughtful discussion and feedback sessions with their peers in order to add new perspectives or offer resources to better solve various problems of teaching and learning.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	210	221	231	261	Elective A (271, 273, 275, 277 or 279)	Elective B (270, 272, 274, 276 or 278)	241	251	262
O1.1	I	P	P	P, A			P	A, M	P, A
O1.2		I	P, A	P, A			P, A	A, M	A
O2.1	I, P	P	P, A	P, A			P	A, M	P, A
O2.2	I, P	P	P, A	P			P	A, M	
O2.3	I, P	P	P, A, M	P, A	P	P, A	P	P	P
O3.1	I	P, A	P	P, A, M	P, A		P	P	P

O3.2	I	P, A	P, A	P, A	P, A		P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A			P, A	A, M	P, A, M
O4.1	I	P, A	P	P, A			P, A	P, A, M	P
O4.2		I	P, A		P	P	P, A	A, M	

* Multiple subjects credential candidates

Teacher Induction Program (TIP)

Degree/Credential Awarded: Recommendation for a CA Clear Teaching/Education Specialist Credential

Teacher Induction is a two-year, individualized, job-embedded program of mentoring, support and professional learning that is intended to begin in a teacher's first year of teaching with a valid preliminary credential. The Program is designed to provide new teachers with "just-in-time" and long term analysis of practice through mentorship in order to develop habits of mind of exceptional teaching connected to the California Standards for the Teaching Profession (CSTP).

Course Sequence:

Reach 325A – Inquiry into Pedagogy (2 units)

Reach 335A – Inquiry into Universal Access (2 units)

Reach 325B – Inquiry into Pedagogy (2 units)

Reach 335B – Inquiry into Universal Access (2 units)

Teacher Induction Program (TIP) Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Identify a problem of instructional practice	Induction candidates demonstrate the ability to identify a significant challenge in their developing teaching practice through conducting a CSTP co-assessment.
	O1.2 Construct an inquiry question and set a SMART goal aligned to the question	Mentors support Induction candidates in addressing a significant challenge by beginning with co-constructing an inquiry question grounded in the CSTPs and setting an aligned SMART goal.
	O1.3 Engage an inquiry mindset by gathering information, designing an intervention and executing an action plan	Candidates engage in an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry by gathering data, designing a research based intervention based on the data, and executing an action plan.
	O1.4 Support candidates' integration of an inquiry mindset into their regular teaching practice by analyzing results and reflecting on implications for future practice.	Mentors support candidates' integration of an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as candidates continually examine and work to improve their practice using research-based best practices.

O2. Equity Orientation	O2.1 Candidates understand that inequity is systemic in the educational system.	Candidates develop an understanding of equity in their teaching context through examining their own teacher identity in relation to the existing system and learning about the culture of their students.
	O2.2 Candidates promote more equitable outcomes by designing and implementing plans of action to interrupt and address observed inequities.	Candidates engage in cycles of inquiry in collaboration with their mentors to test hypotheses about what types of interventions or changes in practice will result in more equitable outcomes.
O3. Integration into Practice	O3.1 Implement appropriate research-based pedagogical practices and integrate an inquiry approach to their day-to-day practice.	Candidates refine their implementation of their chosen model of teaching based on their applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices as part of their regular routine.
	O3.2 Support candidates in implementing a chosen model of teaching based on candidates' applied and collaborative cycles of analytic inquiry.	Mentors support candidates in choosing and implementing their chosen teaching strategy based on candidates' problem of practice.
O4. Collaboration	O4.1 Collaborate with a mentor throughout the ILP, Context and Culture, and Inquiry for Equity Processes.	Candidates collaborate with their mentors around the problems of practice to increase their knowledge based on applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs	325a	335a	325b	335b
O1.1	I, P, A	I, P, A	P, M, A	P, M, A
O1.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O2.1	I, P, A	I, P, A	I, P, A	I, P, A
O2.2	I, P, M, A	I, P, M, A	M, P, A	M, P, A
O3.1	P, A,	P, A	P, A	P, A
O3.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O4.1	I, P, A	I, P, A	P, A	P, A
O4.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A

Note: Early Completion Options may be available consistent with state requirements.

Master of Education in Teaching & Induction Program

Degree/Credential Awarded: Master of Education in Teaching, Clear Teaching Credential

The Master of Education in Teaching & Induction (MinT) Program is designed to support new teachers and help them to develop practices and habits of mind of exceptional teaching connected to the California Standards for the Teaching Profession (CSTP). Candidates will first obtain a Preliminary Teaching Credential through two years in the Reach Intern Teacher Credential Program described above (or acceptable transfer credits and specialized study consistent with Reach transfer policies along with completing 1-2 years of the Reach Induction Program) and then earn a Clear Teaching Credential and Master of Education in Teaching degree in this third year. During the third year, candidates complete a year of coursework that includes a focus on inquiry and analysis with multiple teacher-driven inquiry projects and an action research project culminating in a presentation to their peers, faculty, and the greater educational community.

Course Sequence:

Reach 310 – Advanced Practicum in Classroom Practice (4 units)

Reach 320 – Evidence-Based Classroom Initiatives (3 units)

Reach 325A – Inquiry into Pedagogy (2 units)

Reach 330 – Implementation and Evaluation of Classroom Initiatives (3 units)

Reach 335A – Inquiry into Universal Access (2 units)

Master of Education in Teaching & Induction Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
01. Inquiry	01.1 Identify a problem of educational practice, and use data to substantiate its impact on teaching and learning	Using their classrooms as the focal site, candidates will identify an equity-centered problem of practice that is substantiated through the presentation and analysis of data.
	01.2 Synthesize research to provide context to the identified problem of practice	Employing and citing relevant literature from the field, candidates will connect theory to practice in an effort to explain and give context to their equity-centered problem of practice.
	01.3 Apply data as a means of justifying claims	Candidates will collect data on their problem of practice and use said data as a means of justifying their claims.
	01.4 Design a data collection plan and data tools that will determine the impact of their intervention	Candidates will design a data instrumentation plan, aligned to their problem of practice, to determine the efficacy of their intervention.
02. Equity Orientation	02.1 Identify issues of equity in their instructional practice	Candidates examine their instructional practice and classroom environment from various perspectives, with a focus on articulating the equity challenges that negatively impact subgroups of students.
	02.2 Design a classroom-based intervention that addresses at least one underlying equity issue	Candidates immerse themselves in the literature of the field in order to design and implement an intervention that addresses at least one of these underlying equity issues.

O3. Integration into Practice	O3.1 Integrate research into practice	Candidates design and execute an intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
	O3.2 Synthesize research to justify claims	Using APA format, candidates will cite and synthesize relevant research that will be used to both provide an enhanced understanding of their problem of practice and to design the intervention to remedy the underlying inequity.
O4. Collaboration	O4.1 Collaborate with cohort peers to inform and push their and others' learning	Candidates interact with colleagues in a cohort model, listening to and providing diverse perspectives with their classmates to continually refine, inform, and push their own learning.
	O4.2 Interrogate and challenge the applicability and relevance of research	Candidates engage in iterative cycles of feedback and revision with their cohort to inform and shape their understanding of the research, its application in practice, and its relevance to their problem of practice. Candidates clearly articulate the learning from the application of research to their problem of practice and the resultant findings.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	310*	320	Proposal**	330	325A/B	Final Action Research Capstone**
O1.1		I, P	A	P, M		A
O1.2		I, P	A	P, M		A
O1.3		I, P		P, M		A
O1.4		I		P, M		A
O2.1		I, P	A	M		A
O2.2		I, P		P, M		A
O3.1		I, P		P, M	P, M	A
O3.2		I, P		P, M		A
O4.1		I, P		P, M		A
O4.2		I, P		P, M		A

* Reach 310 is a yearlong residency course with advising around the Action Research capstone

** The Proposal submission/hearing is the assessment for the Reach 320 course, the Final Action Research capstone is the assessment for Reach 330.

Instructional Leadership Academy

Reach views leadership as transformative, collaborative, and personal. The Instructional Leadership Academy (ILA) seeks to prepare leaders who have the knowledge, skills, and commitment needed to act courageously as they navigate the complexity of leading urban schools while maintaining great instruction and ensuring equitable outcomes for all students.

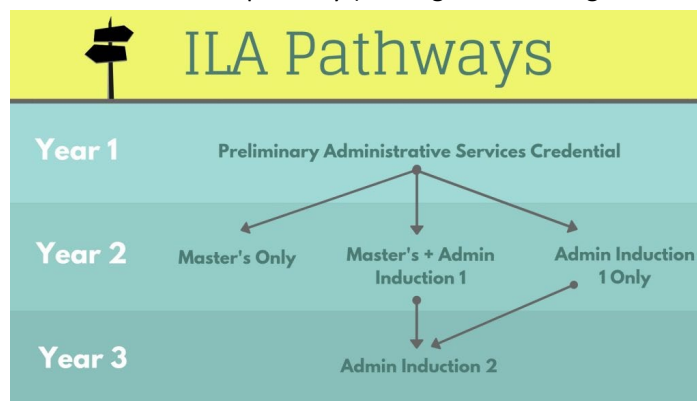
Through a combination of coursework, online learning, and one-on-one coaching, the program inspires and guides emerging leaders to develop a personal philosophy and approach, grounded in relationally building the capacity of others while building their own knowledge and skills as instructional leaders.

Graduates of the Instructional Leadership Academy are dynamic, thoughtful, flexible, compassionate people who believe in their capacity to inspire others to improve educational outcomes for historically underserved youth. Toward this end, they are able to:

- Cultivate a shared model of effective instruction at their site and move instructional practice through instructional conferencing and coaching
- Structure and facilitate learning communities that are responsive to the needs of adult learners
- Analyze quantitative and qualitative data to identify equity-focused problems of practice
- Apply an Action Researcher's/Inquiry mindset to develop a theory of action and solve problems of practice
- Lead and inspire others to address the challenges of unequal access to education for historically underserved populations of learners

ILA Pathways

The Instructional Leadership Academy has multiple pathways. Candidates for Year 1 are admitted into the Preliminary Administrative Services Credential (PASC) and Master's program, or the Master's only pathway. Those that have completed Year 1 can continue as a Master's only candidate, and if they have a full-time administrative position, in the Administrator Induction program. Candidates may also apply to enter in Year 2 and are admitted into either the Administrator Induction Program or the Master's and Administrator Induction pathway (contingent on having transferrable Master's level units).



Master of Education in Instructional Leadership

The Master of Education in Instructional Leadership pathway is designed to support emerging teacher leaders and help them to develop practices and habits of mind of exceptional school leaders connected to the California Professional Standards for Educational Leaders. During the first year, candidates complete the same coursework as the Preliminary Administrative Services Credential Program, which includes seminars and practicum assignments, one-on-one coaching, online collaboration, and passing of performance assessments focused on the foundational practices of effective leadership. During the following year, candidates earn a master's degree with a course series culminating in an action research study to be published on the Reach website, and with candidates presenting their completed research to peers, faculty, and members of the education

community. Candidates pursuing a California Clear Administrative Services Credential complete a third year of networking and support that is individualized to meet each candidate’s goals and circumstances.

All requirements of the Year 1 program, or the equivalent, must be met prior to enrollment in Year 2, the Action Research Master’s year.

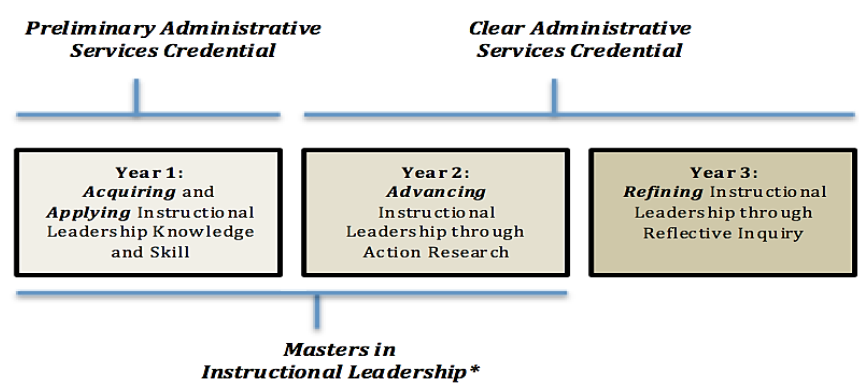
Preliminary Administrative Services Credential

The Reach Instructional Leadership Academy Preliminary Administrative Services Credential program is a one-year, alternative school-leadership program for the preliminary certification of administrators. The program is designed to develop the candidate’s knowledge, based on the California Administrator Content Expectations (CACEs), and skills, based on the California Administrator Performance Expectations (CAPEs) in their field experience context and to accelerate the acquisition of instructional leadership skills through research and application of knowledge while serving in an instructional leadership role. The program design reflects a focus on instruction and an emphasis on leading with an eye toward improved outcomes for historically underserved student populations. Candidates must be in instructional leadership positions or teacher leadership positions in order to complete the coursework and field experiences. Candidates must be in a setting where they can complete all three leadership cycles of the California Administrator Performance Assessment (CalAPA). Upon successful completion of program requirements, candidates will earn a Preliminary Administrative Services Credential (or a Certificate of Eligibility) as well as professional certificates in instructional coaching and facilitation respectively.

Clear Administrative Services Credential (Administrator Induction Program)

The Clear Administrative Services Credential program is a two-year school-leadership administrator induction program designed to support working school leaders in continuing to develop their leadership practice, in alignment with the California Professional Standards for Education Leaders. During the two year induction program, candidates engage in inquiry cycles around their own leadership practice, anchored in problems of practice at their site. Candidates evaluate and utilize research to understand and address leadership challenges, design and evaluate interventions (including collecting and analyzing data), and ultimately learn about and reflect on their own leadership practice. Candidates develop individualized learning plans, engage in professional learning, and leadership networking. For those who select the Administrator Induction and Master’s pathway, Year Two of the Instructional Leadership Academy culminates with the publishing of an action research study on the Reach website and with candidates presenting their Master’s research to peers, faculty and members of the education community. As a prerequisite for either of the administrator induction pathways, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated administrative role.

ILA Program Sequence and Credentials Earned



Instructional Leadership Academy Course Sequence:

Preliminary Administrative Credential and Year One of Master’s Program

The Reach Instructional Leadership Academy Year One (400 series) is comprised of a yearlong seminar series:

- Reach 410 – Instructional Leadership Residency (4 units)
- Reach 420 – Instructional Coaching: Observation-Based Cycles (2 units)
- Reach 430 – How Teachers Learn (2 units)
- Reach 435 – Supervision and Evaluation (1 unit)
- Reach 440 – Coaching for Equity and Universal Access (2 units)
- Reach 450 – Instructional Program Coherence and Alignment (2 units)
- Reach 460 – Fostering Professional Community (2 units)
- Reach 465 – School Leadership and Management (2 units)

Assessment

For more detail than the list below, please refer to course syllabi and faculty member(s).

Reach Instructional Leadership Academy Year One Performance Assessments:

Instructional Leadership Coaching Performance Assessment 1 (ILPA) and narrative reflection

Instructional Leadership Facilitation Assessment 1 (ILFA) and narrative

California Administrator Performance Assessments (CalAPA):

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth

Reach Instructional Leadership Academy Year One Formative Assessment:

Individualized Learning Plan (see ILP Overview in Appendix)

Plan- Execute- Analyze- Reflect (PEAR) tasks for each course

Reach Instructional Leadership Academy Year One Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
01. Inquiry	01.1 Identify an equity-centered problem of instructional practice, analyze existing data for patterns/trends, apply specialized knowledge, and design interventions to address it.	Candidates identify a problem of instructional practice, analyze existing data, apply knowledge of adult learning theory, develop a PD arc, analyze results, and reflect on implications.
	01.2 Support teachers and staff in improving instructional practice through equity-centered inquiry cycles.	Candidates gather and triangulate data from various sources to identify a teacher’s instructional needs, develop relational trust, and implement the inquiry-based coaching model. Use of the instructional coaching model assures that candidates are able to plan and conduct strong coaching sessions, analyzing data to support the teacher in analyzing their own practice, and support the teacher to reflect on implications for the next coaching cycle.

O2. Equity Orientation	O2.1 Identify issues of equity	<p>Candidates can identify equity issues within their contexts and are aware of historical, social, structural, systemic, and political factors that impact education.</p> <p>Candidate cohorts develop definitions of equity leadership and reflect on their personal and professional impact as equity leaders.</p>
	O2.2: Examine equity through the lens of macro, micro and Self	<p>Learn impact at multiple levels: macro (societal), micro (school/classroom), and self (as leader).</p> <p>Candidates reflect to analyze consciousness and the ways in which equity impacts them personally, as an educator and in society. Reflect on questions such as: what are individual triggers and how triggers impact/influence our leadership, coaching, facilitation, and communication.</p>
	O2.3 Examine issues of equity	<p>Candidates examine issues of equity at multiple levels: macro (societal), micro (school/classroom), and the self (as leader) to conduct a root cause analysis of the issues.</p> <p>Candidates use their understanding to examine their work contexts, including the people, the systems, the culture, and the student learning data to identify patterns of inequity.</p>
	O2.4 Address issues of equity	<p>Candidates analyze inequities to design interventions that interrupt and address identified inequities.</p> <p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions. Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
	O2.5 Reflect on equity driven leadership	<p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions.</p> <p>Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
O3. Integration into Practice	O3.1 Implement the instructional coaching for equity model	<p>Candidates implement the coaching model to effectively conduct instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction.</p>

	O3.2 Implement facilitation model	Candidates develop and facilitate effective leadership meetings and stakeholder engagement, characterized by identifying the issue, building a case, co-constructing analysis, getting input, and developing a shared understanding. Candidates develop co-facilitation skills within communities of practice.
	O3.3 Build and manage coherent systems	Candidates build and manage their own systems of work, as well as that of the community of practice they lead.
O4. Collaboration	O4.1 Collaborate with peers	Candidates interact with colleagues in a collaborative cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning. Candidates engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives and gain resources to better solve various problems of practice.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	410*	420	430	435	ILPA-1*	440	460	ILPA-2*	450	465	ILFA*
O1.1	P		I, P				P, M		P		A
O1.2	P	I, P		P		P		A			
O2.1	I, P					P		A		P	
O3.1	P	I, P		P	A	P		A			
O3.2	P						I, P, M				A
O4.1	I	P	P	P		P	P		P	P, M	

* 410 is the residency course that spans the year and includes the performance assessments.

Clear Administrative Services Credential and Master of Education in Instructional Leadership

The Clear Administrative Services Credential program is a two-year, alternative school-leadership administrator induction program designed to support working school leaders in continuing to develop their leadership practice. As a prerequisite, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated, full-time administrative role. Per the CCTC requirements, candidates who are in an administrative role must be in a clear program, also called Induction, within a year of being in the position.

The Reach Instructional Leadership Academy Master’s and Administrator Induction 1 (500 series) is a yearlong residence that runs concurrently with two comprehensive, semester-long seminar series:

Reach 510 – Advanced Practicum in Educational Leadership (6 units)

Reach 520 – Evidence-Based Leadership Initiatives (3 units)

Reach 530 – Implementation and Evaluation of Leadership Initiatives (3 units)

Presentation of Learning

Reach 540 - Deepening Instructional Coaching (2 units)

Assessment

For more detail than the list below, please refer to course syllabi and faculty member(s).

Reach Instructional Leadership Academy Year Two Assessments:

Proposal Panel Presentation

Action Research Capstone

Leadership Showcase Capstone Presentation

Reach Instructional Leadership Academy Year Two Formative Assessment:

Individualized Learning Plan

Reach Instructional Leadership Academy Action Research Year Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	01.1 Identify a problem of educational practice, and use data to substantiate its impact on teaching and learning	Using their workplaces as the focal site, candidates will identify an equity-centered problem of practice that is substantiated through the presentation and analysis of data.
	01.2 Synthesize research to provide context to the identified problem of practice	Employing and citing relevant literature from the field, candidates will connect theory to practice in an effort to explain and give context to their equity-centered problem of practice.
	01.3 Apply data as a means of justifying claims	Candidates will collect data on their problem of practice and use said data as a means of justifying their claims.
	01.4 Design a data collection plan and data tools that will determine the impact of their intervention	Candidates will design a data instrumentation plan, aligned to their problem of practice, to determine the efficacy of their intervention.
O2. Equity Orientation	02.1 Identify issues of equity in their workplace	Candidates examine the landscape of their contexts from various perspectives, with a focus on articulating the equity challenges within the educational system they work in.

	02.2 Design an intervention that addresses at least one underlying equity issue	Candidates immerse themselves in the literature of the field in order to design and implement an intervention that addresses at least one of these underlying equity issues.
O3. Integration into Practice	03.1 Integrate theory and practice through the active engagement in two levers of leadership: coaching and group learning	Candidates apply the skills of coaching and group learning through the one-on-one coaching of peers and the construction and implementation of a professional development learning arc (group learning).
	03.2 Integrate research into practice	Candidates design and execute an intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
	03.3 Synthesize research to justify claims	Using APA format, candidates will cite and synthesize relevant research that will be used to both provide an enhanced understanding of their problem of practice and to design the intervention to remedy the underlying inequity.
O4. Collaboration	04.1 Collaborate with cohort peers to inform and push their and others' learning	Candidates interact with colleagues in a cohort model, listening to and providing diverse perspectives with their classmates to continually refine, inform, and push their own learning.
	04.2 Interrogate and challenge the applicability and relevance of research	Candidates engage in iterative cycles of feedback and revision with their cohort to inform and shape their understanding of the research, its application in practice, and its relevance to their problem of practice. Candidates clearly articulate the learning from the application of research to their problem of practice and the resultant findings.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	510*	520	Proposal**	530	540	Final Action Research Capstone**
O1.1		I, P	A	P, M		A
O1.2		I, P	A	P, M		A
O1.3		I, P		P, M		A
O1.4		I		P, M		A
O2.1		I, P	A	M	P	A
O2.2		I, P		P, M		A
O3.1					I, P, M, A	
O3.2		I, P		P, M	P	A
O3.3		I, P		P, M		A
O4.1		I, P		P, M	P	A
O4.2		I, P		P, M		A

* Reach 510 is a yearlong residency course with advising around the Action Research capstone

** The Proposal submission /hearing is the assessment for the 520 course, the Final Action Research capstone is the assessment for 530

Instructional Leadership Academy Administrator Induction Program

This two year program is for candidates seeking to complete their California Clear Administrative Services Credential after having retained a full-time administrator position and holding an active Preliminary Administrative Services Credential. Candidates from the Master’s and Administrator Induction pathway merge for the second year of Administrator Induction. This program fulfills the state requirement for receiving Induction support as a working administrator in the first two years as an administrator. Reach courses give working school leaders opportunities to engage in individualized professional learning, leadership networking, individualized coaching, goal setting, formative assessment, problem solving, and to gain deeper knowledge and skills in critical issues of school leadership.

Administrator Induction 1

Reach 515 - Administrator Induction 1: Advanced Practicum in Education Leadership (4 units)

Reach 525 - Administrator Induction 1: Leadership Networking (4 units)

Reach 540 - Deepening Instructional Coaching (2 units)

Administrator Induction 2

Reach 610 – Administrator Induction 2: Advanced Practicum in Educational Leadership Reach (4 units)

Reach 620 – Administrator Induction 2: Leadership Networking (4 units)

Reach Instructional Leadership Academy: Administrator Induction Performance Assessments:

Instructional Leadership Coaching Performance Assessment (ILPA Year 2)

Instructional Leadership Facilitation of Stakeholders Assessment (ILFA Year 3)

Reach Instructional Leadership Academy: Administrator Induction Formative Assessments:

Individualized Learning Plan (see ILP Overview in Appendix)

Administrator Inquiry for Equity Cycle

Reach Instructional Leadership Academy: Administrator Induction Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Integrate Inquiry/Action Researcher’s Mindset into regular practice	Candidates integrate the Action Researcher’s process (identify an equity-centered problem of practice, analyze existing qualitative and quantitative data, apply specialized knowledge grounded in research, and design intervention to address it). Candidates identify a problem of instructional practice, analyze existing data, apply knowledge of adult learning theory, develop a PD arc, analyze results, and reflect on implications.
	O1.2 Support teachers and staff in improving instructional practice through equity-centered inquiry cycles.	Candidates gather and triangulate data from various sources to identify a teacher’s instructional needs, develop relational trust, and implement the inquiry-based coaching model. Use of the instructional coaching model assures that candidates are able to plan and conduct strong coaching sessions, analyzing data and supporting the teacher to analyze their own practice, and support the teacher to reflect on implications for the next coaching cycle.
O2. Equity Orientation	O2.1 Identify issues of equity	Candidates can identify equity issues within their contexts and are aware of historical, social, structural, systemic, and political factors that impact education.

		Candidate cohorts develop definitions of equity leadership and reflect on their personal and professional impact as equity leaders.
	02.2 Examine issues of equity	<p>Candidates examine issues of equity at multiple levels: macro (societal), micro (school/classroom), and the self (as leader) to conduct a root cause analysis of the issues.</p> <p>Candidates use their understanding to examine their work contexts, including the people, the systems, the culture, and the student learning data to identify patterns of inequity.</p>
	02.3 Address issues of equity	<p>Candidates will use research and best practices to address issues of equity in their context, and implement strategies within their role as an instructional leader.</p> <p>Candidates develop a theory of action and design interventions that interrupt and address identified inequities.</p>
	02.4 Reflect on equity driven leadership.	<p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions.</p> <p>Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
O3. Integration into Practice	03.1 Conduct effective instructional conferences	<p>Candidates will conduct effective instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction.</p> <p>Candidates will be able to assess teacher learning in the conference and address the emerging data within the conference.</p>
	03.2 Facilitate effective professional learning and stakeholder engagement	Candidates can facilitate school level meetings that engage stakeholder groups in either building a case, analyzing data, or giving input into decision-making relative to the school vision.
	03.3 Build and manage coherent systems	Candidates build, manage and monitor school-wide systems within their sphere of influence, aligning resources to the vision and goals. Candidates distribute leadership, create and monitor systems of accountability as appropriate.
O4. Collaboration	04.1 Collaborate with colleagues	Candidates interact around the problems of practice (instructional and connecting instruction to organizational leadership/management), expand each other's knowledge, and offer divergent perspectives on problems of practice and Theories of Action.

Administrator Induction 1

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	515	525	540	Coaching ILPA-3
O1.1	P	I, P, M		
O2.1	P, M	I, P		
O3.1	P	I, P, M	I, P, M	A
O3.2	P, M, A	I,		
O4.1	P	I, P, M		

Administrator Induction 2

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	610 (formerly 516)	620 (formerly 514)	Stakeholder Facilitation -3
O1.1	P	I, P, M	
O2.1	P, M	I, P	
O3.1	P	I, P, M	A
O3.2	P, M, A	I,	
O4.1	P	I, P, M	

Graduate Candidate Success

Candidate Services

The academic needs of our candidates are met primarily through Reach faculty. Reach meets the non-academic needs of our candidates by providing a range of services. Candidates are able to request and access support in the following areas:

- Registrar/Bursar - Course Registration, Transcripts, Tuition and Fees
- Career Services - Credential Analysis Services
- Technology Support - Canvas Support (online learning management system) and SonisWeb Support (online Student Information System), Torsh Talent (online video recording and editing tool)
- Library Services - Access to articles and learning resources
- Counseling - Access by request to a Wellness Advisor for one-time or ongoing counseling services
- Academic Support Advisor (Intern + MAT Program) - supports and coaches intern teachers in meeting academic and professional goals

Because Reach University is designed to ensure every candidate is well-supported, the Dean of Graduate Programs, Associate Deans, the Candidate Services Department, and faculty dedicate substantial time to each candidate in the program by monitoring their progress through formal and informal means.

Reach also has a candidate grievance policy through which candidates may formally voice any issues that may arise. (Please see Candidate Policies - Grievances and Appeals Section for more details about these policies.)

Disability Services

The Graduate Institute provides counseling and advising opportunities for candidates with disabilities or access needs, ensuring their full inclusion into the Reach community, as well as supporting their successful academic and personal experience while at Reach.

The following steps must be completed to initiate special accommodations:

- Candidates are encouraged to request accommodations as early in the academic year as possible by submitting a completed Special Accommodation Request Form (Section A) and applicable supporting documentation to the Candidate Services Department for review by the respective Reach administrator in collaboration with the Candidate Services Department and the relevant faculty members.
- After review, candidates will be notified of the accommodations that Reach will provide in Section B of the Special Accommodation Request Form. A copy of the form will also be provided to relevant Reach faculty.
- Candidates will be asked to sign and return the Special Accommodation Request Form (Section C) to the Candidate Services Department indicating if they are accepting or declining the accommodations.

Reasonable Accommodations

The Graduate Institute is committed to serving its candidates with disabilities and access needs and makes every effort to provide reasonable accommodations for candidates unless doing so would be an undue hardship or cause a fundamental alteration to a program.

The Graduate Institute provides counseling and advising opportunities for candidates with disabilities or access needs, ensuring their full inclusion into the Reach community, as well as supporting their successful academic and personal experience while at Reach.

The following steps must be completed to initiate special accommodations:

- Candidates are encouraged to request accommodations as early in the academic year as possible by submitting a completed [Special Accommodation Request Form](#) (Section A) and applicable supporting documentation to the Candidate Services Department for review by the respective Reach administrator in collaboration with the Candidate Services Department and the relevant faculty members.
- After review, candidates will be notified of the accommodations that Reach will provide in Section B of the Special Accommodation Request Form. A copy of the form will also be provided to relevant Reach faculty.
- Candidates will be asked to sign and return the Special Accommodation Request Form (Section C) to the Candidate Services Department indicating if they are accepting or declining the accommodations.

Reasonable Accommodations

The Graduate Institute is committed to serving its candidates with disabilities and access needs and makes every effort to provide reasonable accommodations for candidates unless doing so would be an undue hardship or cause a fundamental alteration to a program.

Grievances and Appeals

Informal Grievance Procedure

In the area of academics, protocol requires that candidate concerns or grievances about course content, grading, pedagogy, and the like, be taken up first with the instructor of the given course.

A candidate who experiences problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with their candidate services associate. If a candidate wishes to review a problem or to appeal a decision, they should then consult with the supervising program director. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the program director may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the formal grievance procedures may be initiated.

If the informal grievance is related to tuition payment or other financial concerns, please refer to the Fees, Expenses and Refunds section of the handbook.

Formal Grievance Procedures

Upon request made in writing to the Director of Academic Operations and Graduate Candidate Services, or should the supervising program director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Director of Academic Operations and Graduate Candidate Services will determine whether the informal grievance procedure has been exhausted and may require additional steps be taken through the informal grievance process, and a new written notice be given, prior to convening a committee. Once it is determined that a disciplinary/grievance committee is appropriate, the committee will be assembled within 30 calendar days of receiving the written request, and members will include, but are not limited to a member from the executive leadership at Reach and a Reach faculty member. Findings of the disciplinary committee may be appealed to the full Board of Directors as necessary. The decisions of the Board of Directors are final.

The candidate must file a grievance within 30 days from the end of the semester in which the candidate's concern occurred. The time limit may be extended by the Director of Academic Operations and Graduate Candidate Services, at their sole discretion, upon presentation of good cause.

Code of Conduct for Reach Candidates

Reach University (“Reach”) is committed to maintaining a safe learning environment for candidates, faculty, and staff. Each member of the Reach community is expected to demonstrate behaviors that are consistent with Reach policies and procedures. Candidate behavior that is inconsistent with the Code of Conduct is addressed through processes that are designed to promote safety and good citizenship and, when necessary, the University will administer appropriate consequences.

Candidates are expected to act with professionalism and high regard for ethical conduct in all matters. At times, conduct might fall outside of specific policy statements but may still be in violation of the Code of Conduct. This occurs when conduct is dishonest, unprofessional, or grossly disrespectful of the mission and values of Reach.

Examples of such misconduct include, but are not limited to:

- Plagiarism or other violations of the academic honesty and integrity policy (listed below);
- Conduct that threatens or endangers the health or safety of any person within or related to the Reach community, including verbal and physical abuse, threats, intimidation, harassment, or sexual misconduct;
- Disruptions in seminars and other learning settings which render the faculty member unable to teach, and/or candidates unable to learn, including the use of alcohol or other substances during class time;
- Forging signatures or otherwise unethically altering or manipulating any document for any reason;
- Inappropriate or otherwise disrespectful communication or behavior toward Reach faculty, staff, administration, or peers;
- Making false accusations against any other person, whether written, oral, or in electronic communication;
- Fraudulent use of checks, credit card, or bank account numbers, or other attempts to engage in illegal or deceptive financial transactions;
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;

By enrolling at Reach, the candidate inherently accepts the policies, best practices, and rules of the institution, as well as the guidance of the faculty and administrative staff. This includes abiding by Reach policies and procedures with regard to course schedules, registration, enrollment, following course sequences, prerequisites, and all related matters pertaining to being a candidate at Reach. The Director of Academic Operations, in conjunction with the Dean of each college, has broad final authority to resolve breach of conduct issues.

Academic Honesty and Integrity Policy

The principles of truth and integrity are recognized as fundamental to any community of teachers, administrators, and scholars. Reach expects that both faculty and candidates will honor these principles and in so doing will protect the integrity of all academic work and participating faculty. While collaboration, feedback, and learning from the work of others are essential to professional collegiality, Reach candidates are expected to complete assigned work using their original ideas and contributions, and without misrepresenting the degree to which they received or provided assistance. Similarly, faculty, coaches, and advisors have the responsibility of exercising care in the planning and supervision of required work so that expectations are clear and that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate Reach’s policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve an evaluation or obtain course credit. Academic dishonesty (cheating) is not limited to performance assessment situations alone, but arises whenever candidates attempt to gain an unearned advantage. Plagiarism is a specific form of academic dishonesty (cheating), which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, copying or purchasing a pre-written composition and claiming it as one’s own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Candidates are prohibited from utilizing artificial intelligence (AI) in any manner that compromises academic integrity, undermines the ethical principles of learning, or infringes upon Reach

policies. The responsible and ethical use of AI technology is a fundamental expectation, and any misuse may result in disciplinary actions in accordance with the Reach's code of conduct.

When a staff member discovers a violation of Reach's policy of academic honesty and integrity, they are required to notify the Director of Academic Operations, the Dean of the college where the infraction took place, the candidate(s) involved, and the designated school site administrator/employer. A course evaluation of "Did Not Meet Expectations" or a grade of D or below may be assigned, or another penalty may be applied at the discretion of the Director of Academic Operations or the presiding Dean of the college. Additional sanctions may be determined by the Provost. Sanctions may include disciplinary probation, suspension, permanent expulsion from Reach, administrative hold on the release of records, a notation on the candidate's official transcript, withholding a degree or recommendation for a credential, and/or recommending the revocation of a credential. Any disciplinary action shall be noted on the candidate's formal academic record either permanently or for the duration of the probationary period. Disciplinary expulsion is a part of the candidate's permanent record.

The candidate may pursue a formal hearing or make a settlement agreement with the consent of the university deans and the Provost. The Provost or a designee will conduct an investigation, confer with the reporting party, faculty member, candidates, or any witnesses identified, and review all evidence. The candidate is entitled to a formal hearing, scheduled by the Provost/designee, in which the evidence of the alleged violation shall be presented before a committee consisting of university deans (The Committee of Deans), and the candidate shall be present to provide an explanation or defense. The Committee of Deans shall submit a written report to the Provost containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Provost. The settlement agreement will specify the disciplinary sanctions, the length and terms of disciplinary probation or suspension, and the conditions the candidate is expected to meet in order to remain in good standing. The candidate is expected to meet all recommendations in order to remain in good standing (e.g., training or regular meetings with the presiding Dean or other designated Reach personnel). All findings and associated sanctions are relayed to the candidate, the reporting party, and the candidate's site administrator/employer. Any repeated violation of academic honesty and integrity policy shall result in more serious sanctions including suspension or expulsion from Reach with a note on the candidate's permanent record.

Ethical Research Practices

The Graduate Institute is committed to ethical practices in research, both among faculty and among candidates.

The Code of Federal Regulations, [Title 45 CFR Part 46](#), identifies eight exempt categories, and determination of exempt research is based upon those categories. While many of the projects by faculty and candidates conducting research do fall under exempt categories, they are not limited to such research.

Action research, inquiry projects, and other forms of applied assignments within Reach Programs are specifically intended to fall into the exempt categories and to therefore not require Institutional Review Board approval. Reach IRB does not actually approve an exempt study but instead makes a determination that the project meets the criteria for at least one of the federal exempt categories.

Basic Exempt Criteria for Educational Strategies, Curricula or Classroom Management Methods, [45 CFR 46.101\(b\)\(1\)](#):

- Research takes place in established or commonly accepted educational setting
- Involves study of normal educational practices (e.g., regular and special education instructional strategies; studies effectiveness or comparison among instructional techniques, curricula, or classroom management methods).

Additional General Requirements or Considerations

- When children are studied in school or other institutional settings, approval from the relevant school official (including the school system IRB or research review committee, if available) must be attached to this application at the time it is submitted to Reach. Typically, studies of teacher pedagogy do not include children as the subject of the study, even if student data is used to evaluate the pedagogical practices in question.

- If children are studied, investigators must provide a rationale for why a particular age range was selected and indicate their expertise in working with children.

Normal Educational Practices Considered Exempt from Full Committee Review may include data sources such as:

- Candidates' curriculum-related written work, test scores, grades, artwork and other work samples produced by children
- Candidates' curriculum-related oral and non-verbal communicative responses individually, such as in an interview, in small groups and with the whole class
- Students' responses (written, oral or behavioral) to curriculum-related activities
- Students' level of active participation in curriculum-related activities
- "A normal educational setting" means preschool, elementary, secondary, and higher educational facilities, and after-school programs (if the project relates to tutoring, or homework help.)
- In Special Education, normal educational practices correspond to the Individualized Educational Program (IEP), which is tailored to each student with an identified disability and may be implemented in diverse settings (e.g., school, home, work, community).

Data collection methods in exempt settings might include:

- Video recordings and photographs of curriculum-related classroom activities^(SEP), audio tapes of teacher-student and student-student discourse related to the assignment (as long as there are signed consent forms)
- Teacher's non-participant observation of curriculum-related activity of individual children or groups of children, noting what will be observed and how it will be analyzed, or whether it will be used as anecdotal evidence in the study
- Teacher's commentary on students' curriculum-related written work, artwork and other artifacts produced by children
- Student journals and communication books related to the curriculum
- Student grades and test scores
- Teacher journals, notes and reflective comments on student responses and participation in curriculum-related activities
- Questionnaires or interviews with students, parents and family members, teachers and administrators
- Non-participant classroom observations by colleagues, with the classroom teacher's permission, stating what will be observed and how it will be used, i.e. how data will be analyzed or whether it will be used as anecdotal evidence.

Practice for NON-EXEMPT Studies

For research conducted by Reach Faculty and candidates that do not fall under the exempt categories, the principal investigator (PI) can submit a research proposal for full review by the Institutional Review Board (IRB). A subcommittee of the Reach IRB committee must determine that a study, inquiry project, or other applied assignment is exempt. For inquiry projects included in the regular curriculum, IRB committee members may determine that the project or requirement are exempt generally (as opposed to approving each candidate's application of that project).

For Action Research Capstone projects (as opposed to regularly assigned applied practicums) candidates must complete and submit, for review by two IRB committee members, the following:

- The research proposal (including information about who will participate in the study, the educational sites where the research will be conducted and why, whether and how children will be included as part of the study, how participants will be selected for participation, methods used including instruments, and how data will be analyzed).
- "Confirmation of Exempt Research" worksheet
- A sample of the Informed Consent Letter participants (or parent/guardian) will sign
- A letter approving research from the site principal or equivalent
- Researchers may review and analyze identifiable data as part of their action research.
- Informed Consent Letter (including the identifiable information) that will be signed by the parent (if under 18 years of age) or the student providing permission. Schools may have on file a general letter for students meeting this requirement, and if so a generic copy of this letter may be included.

[1] The Reach Institutional Review Board includes members associated with Reach as well as external members as per OHRP requirements.

Coach/Mentor/Field Supervisor Change Requests

In the Intern and Instructional Leadership Academy programs, Reach faculty or field supervisors serve as coaches for candidates. In TIP, mentors are assigned based on the aforementioned criteria. Reach faculty are experienced and distinguished teachers and educational leaders who have a sincere desire to help emerging teachers and leaders improve their practice, teach and lead with their hearts, and improve outcomes for their students. With this in mind, Reach seeks to foster productive faculty/coaching relationships.

It is the candidate's responsibility to initiate dialogue should they feel that their relationship with a given faculty member, coach, or mentor is inhibiting their progress. The existence of difficulties in a faculty/coaching relationship is not grounds for altering a candidate's evaluations (which are awarded according to the "Course Evaluations" section of this handbook). Nevertheless, Reach will make every reasonable effort to remedy the situation.

Prevention

Reach strives to avoid faculty/coach/mentor/candidate conflict by providing its faculty/coaches/mentors with opportunities for professional development and support in instructional coaching skills, including:

- Reflective conversations and direct and honest feedback
- Collaborative planning
- Observing instruction and providing feedback
- Facilitating the analysis of candidates' work
- Coaching for equity, English learners, and students with special needs
- Evaluating teacher performance
- Coaching in complex situations

Ongoing support for the support and development of faculty members' coaching skills include:

- Program team and/or faculty meeting time for problem solving and finding creative solutions, and discussing new approaches
- Regular communication with Reach Program Directors for one-one advice/suggestions
- Coaching-on-coaching including collaborative problem solving, shadowing, observation and feedback, performance evaluations, and other individualized support

Intervention or New Solution

In situations where the faculty/coach and candidate match is still not successful, one of the following remedies will be attempted:

- Collaborative problem solving with other Reach faculty or Program Directors
- Alternative coach if practical and available

The Program Director will consult with the Provost and coach to find team solutions.

Media Release

The Graduate Institute periodically uses electronic and traditional media (e.g., photographs, video, audio, testimonials) for publicity, educational, or advertising purposes.

Candidates will have the option to provide their consent to the use of the electronic and traditional media. A Media Release Statement is provided to all candidates in the enrollment packet.

Graduate Academic Standards & Policies

Academic Standards

Course Audit Policy

Auditing a course at Reach means attending a class without receiving credit and without the right to have assignments scored, corrected or with relevant feedback. Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Neither a grade nor credit is given for audited courses. The option of auditing a course is available to registered candidates only. Pre-requisites of credited classes cannot be met with the audited class. Auditors are subject to the same tuition as candidates enrolled for credit.

With the consent of the applicable program director, registered candidates may be permitted to audit a class on a case by case basis. Candidates must secure the written approval of the supervising administrator and return the signed [Audit Request Form](#) to the Office of the Registrar (registrar@reach.edu) within 14 days from the date of the signed form. If granted the approval to audit a course by the program director, arrangements will be made with regard to class participation, attendance, and coaching.

Candidates register for audit courses in the same manner as they would for credit courses. Those who audit courses are not eligible for credit by examination in such courses.

Definition of Semester Unit

One semester unit corresponds to 45 hours of combined *class time*, *homework*, and *applied practica* as required by each course/series. These components are defined as follows:

Class Time/Seminars - Time spent attending in-person seminar meetings

Homework/Independent Studies - Assigned readings and online discussions

Applied/Clinical Practica - Residency hours (if applicable), applied assignments, participation in coaching and formative assessment, peer collaboration, and performance assessments

Additional preparation (reading, research, etc.) should be expected in addition to the hours included in the units.

Grading, Assessment, and Evaluations

Course Evaluations

Course performance evaluations are determined based on the stated objectives of the course and incorporate individual assignments, formative assessments, performance assessments, or other criteria determined by the course instructor or specific program.

It is the responsibility of the instructor of each course to define their grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed.

Candidates may be awarded either “Exceeded Expectations,” “Met Expectations,” “Did Not Meet Expectations,” or “Incomplete” for each course. Candidates must receive either a “Met” or “Exceeded” in order to receive course credit.

Exceeded Expectations: Performance of the candidate demonstrated sustained excellence in applying the course expectations and demonstrating the course knowledge, skills, and habits. Equivalent to a 4.0 on the GPA scale.

Met Expectations: Performance of the candidate adequately met the requirements of the course and demonstrated the necessary application of course knowledge, skills, and habits. Equivalent to a 3.0 on the GPA scale.

Did Not Meet Expectations: Performance of the candidate did not adequately meet the requirements of the course and/or failed to demonstrate the necessary application of course knowledge, skills, and habits. This may include failure to submit assignments on time, failure to meet the attendance requirement, or failure to demonstrate the necessary knowledge and skills through course assignments. Academic probation may be required for continued participation in the program (see Academic Probation). Equivalent to a 0.0 on the GPA scale.

Incomplete: Indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances and that there is still a possibility of earning credit. “Incomplete” may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion, including revised deadlines, is not met, the evaluation will be changed to “Did Not Meet Expectations.”

Evaluations of “Did Not Meet Expectations” or “Incomplete” must be addressed in order for the candidate to continue in the program (see Academic Probation Policy) on the candidate’s own time, based on the course requirements, and their work will be reevaluated by the instructor. These evaluations cannot be revised if the candidate has been disqualified. Course evaluations must be revised based on the submission of additional evidence as determined by the faculty member.

Failure to make sufficient progress can lead to disqualification and revocation of credentials in progress. See the Grievances and Appeals section of the handbook for information regarding appeal of a disqualification decision.

References or recommendations are given at the discretion of Reach faculty. Candidates who wish to receive a reference or recommendation from Reach faculty will have their coursework and or transcripts reviewed by Reach faculty and the substance of the reference will be determined, in part, by the extent to which the candidate met course expectations.

Evaluation Reporting

Transcripts and/or progress reports are available to candidates at regular intervals (typically after each term) through our online Student Information System SonisWeb. In circumstances where Reach partner schools contribute a portion of candidates’ tuition, when candidate credentials are a condition of employment, or candidate progress has other implications for the employing school, Reach may communicate with the candidate’s employer if the candidate’s continued enrollment or success in the program is in jeopardy.

Performance Assessments

Some programs may require meeting a minimum standard of performance on performance assessments for program completion or for independent course completion.

Course Extensions

Although each candidate is encouraged to complete the Reach courses within the allotted time frame, certain circumstances may preclude this from being accomplished. Candidates who need more time to complete assignments may request a course extension. An extension adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension. Candidates must request an extension via email to candidate services and pay their course extension fee online or by cashier's check by the course end date in order to receive the extension.

Master of Arts in Teaching (MAT) elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course.

Course extensions fees may be waived on a case-by-case basis. Examples include, but are not limited to:

- Personal health issues in which the candidate is under a doctor's care and unable to work
- Personal health problems related to an immediate family member who is under a doctor's care in which the candidate must stop working in order to provide care.
- An approved leave of absence from the district or break in service for personal reasons or non re-elect.

Note: The candidate must provide verification of the extenuating circumstances.

Candidates can refer to course syllabi for course end dates.

If an extension is not approved, or if the work has not been submitted by the end of the second extension, any outstanding work will be given a grade of zero and the candidate's final grade will be calculated accordingly.

Candidate Appeal for Grade Change

A candidate may appeal a final course evaluation when they believe that the assigned evaluation does not reflect what the candidate has earned according to the criteria for grading as outlined by the faculty of the course. Reach policy states it is the responsibility of each faculty member to define their grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed. In addition, it is assumed that the evaluation awarded is accurate, and the candidate appealing the evaluation must justify the need for a change of the awarded evaluation.

Normally, evaluation appeals should be resolved informally between the candidate and faculty involved. A candidate who believes they have been assigned an improper evaluation should meet with the faculty of record and together review the assessment criteria used to determine the evaluation awarded on the candidate's transcript. If, after careful review of the assessment criteria, the candidate is still dissatisfied, or if the faculty of record refuses to take part in the informal process, the candidate may initiate the formal grade appeal procedure consistent with the grievance procedures (see the Grievances and Appeals section). The candidate must file a grievance within 30 days from the end of the semester in which the candidate's concern occurred. The time limit may be extended by the Director of Academic Operations and Graduate Candidate Services, at their sole discretion, upon presentation of good cause.

Reach's Master of Education Degrees Culminating Project

Master of Education programs at Reach culminate in an action research project that demonstrates the candidate's ability to understand issues in teaching and educational leadership, bring relevant research to bear in addressing those challenges, and apply that knowledge to more effective action in the field. Specific parameters for projects may vary by program, but all new master's project processes are approved by a majority of the faculty teaching in that program and also by the program director.

Reach's Master of Education projects have two steps:

Proposal: Candidates, working with their field coach and other appropriate faculty, develop a proposal for their MEd projects consistent with the program requirements. For approval, each candidate presents the proposal to a review panel and must obtain approval by both the field coach and a designated second faculty member prior to conducting the project. The proposal must address issues associated with research on human subjects which must be reviewed and approved by the appropriate Reach personnel.

Final Product: Candidates, working with their advisors and other appropriate faculty, develop a final, written MEd Capstone. Upon approval of the advisor, the project is submitted to the second faculty member for approval. The Action Research Capstone is completed when two faculty members sign off.

Faculty members are responsible for upholding the academic standards of Reach. A faculty member's judgment regarding the readiness of an Action Research Capstone is not subject to review.

Without exception, candidates will not have an approved Capstone project nor will they earn a Master of Education without securing the appropriate signatures.

Guidelines: The advisor is primarily responsible for providing formative feedback and advising on the development of the proposal and final product. It is expected that several drafts will be necessary prior to being submitted to the full committee for review. The full committee consists of at minimum two Reach faculty members with oversight from the Provost. The faculty member instructing the course(s) associated with the MEd project, who may or may not be on a candidate's committee, also plays a role in formatively shaping candidates' proposals and culminating products and is expected to communicate regularly with other readers.

Field coaches are responsible for enlisting the feedback of the other members of a committee and may wish to seek input and feedback from other committee members prior to submission of proposals or culminating projects for approval.

Satisfactory Academic Progress (SAP)

Federal regulations mandate minimum standards of "satisfactory academic progress" for candidates receiving financial assistance. These requirements apply to the candidate's entire academic history, whether financial aid was received or not, and to all types of aid: grants, loans and work-study.

Satisfactory Academic Progress (SAP) is a necessary requirement for maintaining eligibility for federal financial aid. The standards for determining progress at Reach are composed of two separate measurements: a minimum GPA standard and pace rate standard.

Minimum GPA Standard

Maintain a minimum cumulative GPA of 3.0 for candidates of the Graduate Institute. This does not include grades from incomplete courses, remedial courses, repeat courses, or transfer credits.

Pace Rate Standard

Pass at least 66.7% (2/3rds) of your total attempted credit hours. This includes transfer credits. This is to ensure candidates are on track to graduate within 150% of the published program length.

If you take and pass the courses assigned to you with a Met Expectations average or higher, you will meet SAP requirements and maintain your eligibility for financial aid.

When SAP is reviewed

SAP will be measured at the end of every Spring semester by collecting information about your GPA and number of credits completed. If you are found below either of the requirements above, you fail to meet SAP status and are no longer eligible for financial aid.

Appealing SAP Status

If you fail to meet SAP status, you are able to file an appeal due to an extenuating circumstance. Email the Office of Financial Aid for more information about the process.

Examples of extenuating circumstances for SAP appeal:

- Documented medical condition, serious illness or accident
- Documented learning disability
- Death of a family member or friend
- Domestic violence
- Documented change in conditions of employment
- Natural disasters

Probation Status

If your appeal is approved, you will be placed on probation status and on an academic plan for one semester. At the end of that semester, your SAP status is evaluated again. If you have met the SAP standards, you will be considered back in good standing for SAP. If you require more than one semester to regain SAP eligibility, your academic plan must extend for the amount of time needed to regain SAP. Once you meet the SAP standards for GPA and pace, you will regain eligibility for financial aid.

Additional Notes

Financial aid may not be disbursed to a candidate's account until SAP has been evaluated.

Defining Attempted and Earned Credits and GPA Calculation

- Graded coursework: Courses with grades of Exceeded Expectations or Met Expectations assigned count towards both attempted and earned course credits. These courses are averaged into the cumulative GPA.
- Courses taken Pass/No Credit: Courses taken with the P/NC option count as an attempted course. Courses that are passed count as an earned credit. These courses are not averaged into the cumulative GPA.
- Courses with an evaluation of Did Not Meet Expectations: Courses in which a candidate receives a Did Not Meet Expectations are included in attempted units. Did Not Meet Expectations evaluations do not earn credits. These courses are averaged into the cumulative GPA.
- Remedial Courses: Candidates must pass any remedial courses, though the grades will not be counted in the cumulative GPA for SAP purposes.
- Repeat Courses: If a course was failed and repeated, then the repeated course will count as an attempted and earned credit and the grade will be averaged into the cumulative GPA.
- Transfer Credits: All transfer credits that have been accepted towards the academic record will be counted as attempted and earned credits. Transfer credits will not be averaged into the cumulative GPA.
- Incompletes: An incomplete will be treated as a graded course once a letter grade is posted to the academic record. They will then be treated as both an attempted and earned credit. The grade will be averaged into the cumulative GPA.
- Withdrawals: Courses that a candidate withdraws from before the last day to withdraw are not counted as attempted or earned credits. These courses are not averaged into the cumulative GPA.
- Maximum Time Frame: To maintain SAP, you must complete your degree requirements within 150% of the published time frame of your program.
- At the midpoint of the academic program, candidates must have a minimum GPA of 3.0 or have academic standing consistent with Reach's requirements for graduation.

Graduation/Completion Requirements

Each program publishes and communicates the specific graduation requirements. In general, graduation/completion requirements include:

- Satisfying all requirements for the credential/degree for which the candidate is enrolled.
- Successfully demonstrating the requisite skills and knowledge through course completion, required performance assessments, and state-required exams.
- Maintaining a minimum of 90% attendance/participation in all Reach cohort meetings, seminars, and coaching sessions. (Note, for TIP, candidates need to maintain 100% attendance).
- Participating in a coaching relationship by meeting regularly with a Reach coach or designee as required by the program (meetings may be in person, observations, phone, or virtual, as determined together with the coach and or by program). Each meeting may generate some evidence in the form of notes or formative assessment materials.

Attendance

Reach University requires instructors to report attendance on the first and second meeting period of class. Candidates who fail to begin attendance by the second meeting period may be subject to administrative withdrawal due to non-attendance.

Attendance reports will be pulled by the registrar within 72 hours of the second reporting date. Beyond the second meeting period of class, individual faculty reserve the right to continue attendance at their own discretion for the purposes of institutional reporting. Attendance may be taken voluntarily per faculty or syllabi guidelines.

The Teacher Induction program is exempt from the requirement to report attendance on the first and second meeting period.

Deviation from the Course Sequence

As Reach programs are cohort-based, courses are typically sequential and only one section of each course is offered each year. Therefore, candidates must enroll and receive a passing grade in every class offered for their program in order to graduate on time.

Leaves of Absence

A Leave of Absence is a period of time when a candidate is not enrolled in classes but typically intends to reenroll. Candidates in good academic and financial standing may take a leave of absence from their enrolled credentialed program for a period not exceeding 30 days. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). An extension of leave, for a maximum of one year or two consecutive semesters, is approved only in unusual circumstances. Requests for a leave of absence that extends beyond 30 days will be evaluated by the relevant program director and Candidate Services on an individual basis. An enrolled candidate who wishes to apply for a leave of absence effective for the term in which they are currently enrolled must submit the Leave of Absence Request Form to the program director and Candidate Services no later than the last day of instruction. The leave of absence is effective upon receipt, review, and confirmation of the completed Leave of Absence Request Form by the program director, and Director of Academic Operations, and Candidate Services Associate. Acceptable cause for a leave of absence may include:

- Medical reasons (self, family)
- Temporary (less than 1 year) unemployment in the field of education (teaching or administration)
- Temporarily (less than 1 year) leaving the state

Depending on the credential program in which a candidate is enrolled, a leave of absence may require candidates to appeal the expiration of their credential in order to have sufficient time to complete the applicable Reach program. Candidates must apply to the California Commission on Teacher Credentialing for an extension and Reach is not responsible for the outcome of those appeals. Candidates who return to Reach after their leave of absence may be subject to any new program standards or CCTC requirements, completion requirements, and/or tuition changes that have taken into effect since their Leave of Absence. Prior to returning from a leave of absence, any outstanding account balances must be paid in full.

Attended 60 percent or less of the program: Candidates taking a leave of absence have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled weeks in the current payment period in the program through the last day of attendance. Candidates returning from a leave of absence are responsible for the full tuition amount from their original enrollment year (less the amount paid prior to taking the leave of absence), plus the difference in any tuition increases between the original enrollment year and the year of return.

Attended 61 percent or more of the program: Candidates who take a leave of absence after completing 61 percent or more of the scheduled weeks in the current payment period are responsible for the full tuition amount charged for the entire academic year. Candidates returning from a leave of absence are responsible for the difference in any tuition increases between the original enrollment year and the year of return.

U.S. Armed Forces Military Mobilization

Any candidate who has been ordered to service due to an emergency or other declared U.S. Armed Forces Military mobilization and must drop current enrollment or must withdraw from the University will be given special consideration.

- Complete withdrawal from the term without penalty. A nonpunitive letter grade of 'WM' indicating withdrawal due to military service will be assigned.
- Candidates can choose to receive course credit based on work completed in place of a 'WM', approved at the Dean's discretion.
- Degrees may be awarded if credit is granted and a letter grade is received in those courses, and that met the completion (graduation) requirements for the program.

- Candidates who left the University to perform military service will be eligible to reenroll within two years with the same academic status when last attended.
- Return to Reach is permitted up to a two-year leave while on active duty. Extended periods due to military circumstances are permitted with the Dean's approval.

Students' Right to Cancel or Withdraw

Cancellation

Candidates have the right to cancel the enrollment agreement, without penalty or obligation, and obtain a refund of charges paid through the attendance at the first class session, or the seventh day after enrollment, whichever is later. Please refer to the enrollment agreement to confirm the final date that cancellation can occur.

Withdrawal

After the end of the cancellation period, candidates also have the right to stop school at any time; and candidates have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled weeks in the current payment period in the program through the last day of attendance. Candidates who withdraw after completing 61 percent or more of the scheduled weeks in the current payment period, are responsible for the full tuition amount charged for the entire academic year.

Any notification of cancellation or withdrawal must be made in writing. Candidates must request and submit the Notice of Cancellation form directly to the Graduate Institute at Reach University via DocuSign or by mailing to the Reach Institute for School Leadership, 1221 Preservation Park Way, Suite 100, Oakland, CA 94612.

The written notice of cancellation or withdrawal, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The written notice of cancellation or withdrawal, if sent by DocuSign, is effective on the date that the form was completed. The written notice of cancellation or withdrawal must be in the form of the Notice of Cancellation Form and, it is effective if it shows that the candidate no longer wishes to be bound by the Enrollment Agreement.

If a candidate is withdrawn, they will be required to re-apply and follow the requirements of the catalog for the year in which they are readmitted.

Early Completion Option (ECO)

The Intern and Teacher Induction programs have Early Completion Options consistent with state requirements. The Early Completion Option (ECO) is intended for teachers with sufficient prior knowledge, skills, and experience who wish to challenge the required Reach coursework and practicums. The ECO pathway is available for candidates seeking Preliminary Teaching Credentials and Clear Teaching Credentials in any subject. Candidates who complete ECO credentialing pathways are not eligible to earn a Master of Education in Teaching or a Master of Arts in Teaching degree.

Each program's ECO has specific requirements and restrictions. Program specific information about ECO are available on the Reach website and in the program-specific policy sections of this handbook and catalog.

Disciplinary Procedures

Academic Probation

In circumstances where a candidate falls significantly below expectations during a course, falls below the attendance requirement specified in the syllabus, or a faculty member awarded a "Did Not Meet Expectations" upon conclusion of a course, the faculty member may recommend that the candidate be disqualified from the program or may choose to

recommend a candidate continue in the program on a probationary basis. Repeated failure to progress toward the stated degree, credential, or other program objective is also grounds for being placed on academic probation. In the case of probation, the terms of probation, including any necessary remediation, will be set by the faculty member and approved by the program director. The terms of probation may include conditions and supports for the candidate in the upcoming course in addition to requirements for completion/remediation of the previous course. The terms of all probationary agreements will include the requirement that the candidate be off probation prior to earning another “Did Not Meet Expectations.”

Candidates who have two “Did Not Meet Expectations” on their records simultaneously will be disqualified from the program. This may result in the revocation of certain intern credentials.

When such action is taken, the candidate shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Administrative Probation

A candidate is subject to administrative probation when they, after due notice, fail to comply with an academic requirement or regulation which is routine for all candidates or a defined group of candidates. Examples include, but are not limited to, failure to:

- Complete required examinations by required dates
- Complete required performance assessments by required dates
- Comply with professional standards appropriate to the teacher/educator professions
- Comply with aspects of these policies including but not limited to the academic integrity policy
- Submit other required documentation by required dates
- Pay tuition/fees by the required dates (see “Delinquent Accounts”)

When such action is taken, the candidate shall be notified in writing of the consequences of administrative probation and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Disqualification

Appropriate Reach personnel (program directors, Provost, Director of Academic Operations, Candidate Services) may disqualify a candidate who, at any time during or after enrollment, either fails to satisfy the terms of their probation or provisional enrollment, has demonstrated behavior so contrary to the standards of the profession for which the candidate is preparing as to render them unfit for the profession, or has demonstrated behavior that significantly negatively impacts the health, safety, or well-being of other candidates. In such cases, disqualification will occur immediately upon notice to the candidate. This notice shall include an explanation of the basis for the action and the program will require the candidate to discontinue enrollment as of the date of the notification.

A candidate who has been placed on administrative or academic probation may be disqualified if:

- The conditions for removal of administrative or academic probation are not met within the period specified.
- The candidate becomes subject to additional probation while on administrative or academic probation.

In cases of disqualification, candidates have a right to a due process consistent with the grievance and appeals process outlined in the next section.

Candidates who are disqualified from the program are subject to the Reach withdrawal tuition policy.

Candidate Record Retention and Disposal Policy

Reach will retain all candidate records for a period of seven (7) years following the candidate's completion or withdrawal from the program in which they were enrolled. Academic transcripts granted by Reach will be held in perpetuity.

The Reach Institute is committed to effective record management to meet legal and regulatory standards, preserve its history, optimize the use of space, and minimize the cost of record retention.

Reach University Course Catalog

Reach University maintains a University Course Catalog, this catalog includes the current course listing and descriptions for undergraduate and graduate programs.

2024-25 University Course Catalog can be referenced here <https://tinyurl.com/ReachCourseCatalog24-25>

Intern and MAT Program Specific Policies

Early Completion Option (ECO)

The Graduate Institute offers two different pathways to a California Preliminary Teaching Credential. The first option is the standard Reach Intern Program, a 2-year preparation program focused on relevant and applied coursework through the support of weekly seminars, a collaborative cohort of peers, and individualized coaching. The second option is the Early Completion Option (ECO), an accelerated 1-year pathway designed for **experienced educators** who already possess the knowledge and skills of a proficient beginning teacher, as defined by the California Commission on Teacher Credentialing (CCTC) through the Teaching Performance Expectations ([TPEs 2016](#)) in alignment with the overarching California Standards for the Teaching Profession ([CSTP](#)). Participants who qualify are then required to further demonstrate proficiency with the TPEs by passing CalTPA Cycles 1 and 2 in order to obtain a Preliminary Teaching Credential recommendation.

Qualification for ECO

To *qualify* for the ECO pathway, the CCTC requires candidates to demonstrate their existing knowledge and skills by passing the NES Assessment of Professional knowledge (NES APK). In order to qualify for this program before the start of the academic year, candidates must meet **ALL** of the following requirements:

- **Program Admissions:** Candidates must have been granted admission to the Reach Intern Program and secured a valid District Intern Credential by completing the pre-service course. The candidate must have also submitted all required documentation upon acceptance to secure enrollment.
- **NES APK Exam (Elementary or Secondary):** The NES exam is an Assessment of Professional Knowledge (APK) of teaching practices. NES APK scores report within four weeks of exam date.
- **ECO Expectations Agreement:** Candidates and the candidate's employer or supervisor must submit a signed expectations agreement acknowledging receipt of information regarding qualification and completion requirements and associated risks of the ECO pathway and stating the belief that the candidate is best served through attempting the ECO pathway. The agreement will also articulate how the candidate and employer intend to ensure the candidate meets the CCTC requirement for Intern support/supervision hours (see completion requirements below).

Completion

See Program Completion Requirements section above.

To successfully *complete* the ECO pathway, participants must:

- Pass the **two CalTPA Cycles on the first attempt, and within one year of ECO qualification.** (Participants in the standard 2-year Reach Intern Program have up to three attempts.)
 - By enrolling in ECO, candidates waive traditional coursework, but will receive coaching from the program to prepare for the two cycles of the California Teaching Performance Assessment (CalTPA).
 - While the expectation is that participants already possess the background knowledge and skills necessary to pass the CalTPAs through successful qualification for the pathway, additional support will be provided to ECO candidates. In addition to coaching, ECO candidates are enrolled in Reach 260, a course that supports candidates to complete the CalTPA cycles.

If the ECO candidate does not pass either of the CalTPA Tasks on the first attempt, **they will no longer be eligible for the ECO pathway and will be subject to the full credentialing requirements.** The candidate may then have the option to complete the full 2-year course sequence of the standard Reach Intern Program (pending enrollment capacity), or the candidate may choose to pursue a credential through an alternate institution. (Note: Depending upon the support/supervision plan developed, this could potentially extend program participation to three years before earning a Preliminary Credential recommendation. Since an Intern Credential is valid for two years, this would require an appeal to the CCTC for an extension, which is granted solely at the discretion of the CCTC.)

If continuing into the Reach Teacher Induction Program (TIP), candidates who complete the 1-year ECO pathway in the Intern Program and earn a Preliminary Teaching Credential must complete the full two years of the Reach TIP to earn a Clear Credential unless they otherwise qualify for the Induction ECO pathway. Please contact induction@reach.edu for more information about Early Completion for TIP. Interns who complete the Early Completion Option of the Intern Program are not eligible for entry into the Master's in Teaching & Induction Program without first completing two years of TIP nor are they eligible for the Master of Arts in Teaching (MAT) degree.

California Teaching Performance Assessment (CalTPA)

The CCTC has a state-sponsored teaching performance assessment called the California Teaching Performance Assessment (CalTPA). Pursuant to Education Code Section 44320.2, this assessment meets one of the requirements for earning a Preliminary Multiple Subject or Single Subject Teaching Credential. The CalTPA is aligned to the Teaching Performance Expectations (TPEs).

More information about the CalTPA can be found here: <http://www.ctcpa.nesinc.com/>

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. Together, these instructional cycles and the related rubrics will assess a range of the TPEs.

Each CalTPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalTPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow candidates, and similar individuals). Completing the CalTPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy.

If it is determined by Reach Faculty or Staff that a candidate submitted a CalTPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible revocation of the District Intern Credential and expulsion from the Reach program.

Per the CCTC/CalTPA Guidelines for Acceptable Support:

The following activities constitute **required** forms of support for candidates completing the CalTPA:

- Providing candidates with access to the CalTPA assessment preparation materials and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment
- Explaining CalTPA instructional cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of student work or having students use educational technology)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., getting to know students, incorporating student self-assessment, reflecting on video-recorded instruction)

- Providing candidates who are not successful on the CalTPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalTPA:

- Referring candidates to the CalTPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, professional writing about students, using knowledge of students to plan instruction, differentiating instruction)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the TPEs as measured by the CalTPA cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a cooperating teacher or peer, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)
- Providing access to translations of instructional materials for submissions that include evidence in languages other than English and require translations
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts
- Answering common questions about the CalTPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalTPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalTPA Rules of Participation

The following activities constitute **unacceptable** forms of support for candidates completing the CalTPA:

- Providing a candidate with the content or answer in response to a CalTPA prompt or task (e.g., selecting for a candidate the focus students, analyzing student work, determining next steps for instruction for a group of students)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts

- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA performance standards or "benchmarks"
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, they should seek guidance from their coach or another Reach faculty member.

The CalTPA must be submitted according to submission guidelines and directions communicated by CTC, Pearson, and course instructors. In order to be recommended for a Preliminary Teaching Credential, candidates must pass both cycles by the end of the program.

Candidates submit their CalTPA directly online to the CCTC through Pearson. The registration fee for the CalTPA is \$150 per cycle, for a total of \$300; this fee must be paid directly to Pearson upon registration for a CalTPA cycle. If your submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission will be reported as "incomplete" to the CCTC and Reach.

CalTPA Remediation and Repeating Reach 261 or Reach 262

Candidates must pass both CalTPA Cycle 1 and CalTPA Cycle 2 in order to be recommended for their Preliminary Teaching Credential. Reach will not recommend candidates for a Preliminary Teaching Credential until they have passed both cycles of the CalTPA.

Intern candidates in the two-year pathway receive CalTPA support and remediation from Spring Reach 261 and Reach 262 course faculty through the end of the Spring semester.

Candidates may submit a TPA cycle after the end of the Spring semester up until the scheduled Spring completion date that is listed on their enrollment paperwork; however, faculty are not available to provide support through the Summer. In addition, the CTC makes updates to CalTPA materials each Summer that can include changes to CalTPA elements such as the assessment guides, templates, rubrics, and passing scores. Therefore, candidates who wish to submit their CalTPA over the Summer are strongly encouraged to submit their CalTPA by the final submission deadline of the submission year. CalTPAs that are submitted after this date will be subject to any updates the CTC makes to the following year's version of the CalTPA.

If a candidate earns a passing score on the submitted CalTPA cycle at any point between the end of the Spring semester and August 10th, the candidate should email candidate services (intern@reach.edu) with their CalTPA score report. Reach will make a grade change so that the candidate earns a grade of "pass" for the Spring Reach 261 or Reach 262 course. This means that if a candidate earns a grade of "pass" through a Summer grade change, they will not be enrolled in Reach 261 or Reach 262 in the following Fall semester. Candidates who do not submit or who do not pass the CalTPA by the start of the Fall semester must retake Reach 261 or Reach 262 each semester until they pass that cycle of the CalTPA.

For Year 1 candidates who failed Reach 261 (because they did not pass the CalTPA Cycle 1 before the start of the Year 2 Fall semester), and for Year 2 candidates who failed Reach 262 (because they did not pass the CalTPA Cycle 2 by the end of their Spring Year 2 semester), it will be required to re-enroll in the failed course the following Fall semester. Candidates will receive CalTPA remediation and support through the next semester's Fall Reach 261 or Reach 262 course. Candidates who are re-enrolled in Reach 261 or Reach 262 after failing are responsible for paying tuition for that course.

In this way, all candidates who do not pass a CalTPA cycle will receive remediation support.

The cost to enroll in the Reach 261 or Reach 262 remediation course is \$250 per semester.

Candidates who fail to submit the TPA by the end of a 261 or 262 course may request one course extension to continue receiving support from faculty. See [course extensions](#) for more details.

ECO Intern Program CalTPA Submission Remediation Guidelines and Late Submission Fees

Early Completion Option (ECO) candidates must pass each CalTPA cycle *on the first attempt*. If an ECO candidate does not receive a passing score they will no longer be eligible for ECO (see “Early Completion Option” policy below). These candidates may enroll in Reach’s Two-Year Intern Credential Program at the start of the next Fall semester.

ECO candidates who fail to submit the TPA by the end of the 260 course may request one course extension to continue receiving support from faculty. See [course extensions below](#) for more details.

Per CTC guidelines, ECO candidates may choose to submit their CalTPA cycles at any point within one year of enrollment in the ECO program. However, candidates are *strongly* encouraged to abide by program submission deadlines. If a candidate cannot submit by a program submission deadline, the candidate is strongly encouraged to submit by the final CTC Program Year Submission Date; *the CTC may make changes to the CalTPA after the final program year submission deadline which can adversely affect an ECO candidate who intends to submit their CalTPA.*

Intern + MAT Course Extensions

- An extension for a core academic course (210, 221, 231, 241, 251) adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension.
- An extension for Capstone and CalTPA Support Courses (260, 261, 262, and 263) is available to candidates and adds an increment of 15 days to the end of the course, enabling candidates to receive support from faculty in completing the TPA during the extension period. Course extension fees for these courses are \$100, with a maximum of just **one** extension per course. Candidates who fail to submit CalTPA by the next TPA submission deadline or who do not pass the CalTPA must re-enroll in the Capstone or CalTPA support course (see [CalTPA Remediation](#) above). (Note: candidates may submit the CalTPA at any time during their enrollment in the intern program, regardless of whether they are enrolled in a TPA support course.)
- Master of Arts in Teaching (MAT) elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course.

Program Completion Requirements

Regular 2-Year Intern Program

- Meet expectations on Clinical Field Assignments (all summative and formative assessments)
- Passing CalTPA scores on both cycles
- 90% attendance
- Final Score of Meets Expectations or higher at the end of each semester (210, 221, 231, 241, 251, 261, 262)
- 189 hours of required supervision completed, logged, and approved per year
- 600 hours of required clinical experience per year
- 24 formal observations total (12 per year)
- End of Year Survey completed
- Completed Individual Development Plan (IDP) Form

Note: Candidates will only be recommended for their Preliminary Teaching Credential when all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification, and passing RICA scores (*RICA exam is for Multiple Subject candidates only).

2 Year Intern Program + Master of Arts in Teaching (MAT) Degree Program

- Successful completion of all 2-Year Intern Program as stated above
- Final Score of Meets Expectations or higher for two MAT Summer courses

Note: Concurrent enrollment in the Master of Arts in Teaching Degree program is available to 2-Year Intern Program candidates only. Early Completion Option candidates are not eligible.

Early Completion Option (ECO) Program

- Pass the two CalTPA Cycles on the first attempt, and within one year of ECO qualification. (Participants in the standard 2-year Reach Intern Program have up to three attempts.)
- Final Score of Meets Expectations or higher at the end the 210 pre-service course (including the technology and English Learner coursework)
- 189 hours of required supervision completed, logged, and approved
- 12 formal observations
- 600 hours of required clinical experience
- Completed Individual Development Plan (IDP) Form

Note: Candidates will only be recommended for their Preliminary Teaching Credential when all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification, and passing RICA scores (*RICA exam is for Multiple Subject candidates only).

Dual Credentials

A teacher pursuing *two single subject preliminary credentials* through the Reach Intern Teacher Credential Program must complete additional requirements.

(NOTE: Reach does not recommend pursuing a second credential during the program except for in cases of exceptional candidates. A discussion between a designated Reach staff member, the candidate, and the principal is required PRIOR to the approval of a second District Intern Credential recommendation.)

Eligibility requirements

- Demonstrate subject matter competence in BOTH subject areas
- A teaching assignment consistent with the intern credentials for BOTH subjects for BOTH years of the program

Additional course requirements: In addition to regular coursework required for the two-year Intern Program, additional requirements will apply, such as but not limited to:

- Any subject specific pedagogy modules must be completed in the two subject areas the candidate is pursuing.
- Both the elementary and secondary literacy modules may be required, depending upon the two credentials sought.
- In collaboration with the Reach faculty coach, the candidate will need to monitor that they sufficiently alternate assignments/assessments between the two subject areas.

Field Experience and Coaching

Coaching: Coaching will be across both teaching assignments and subject areas (no extra work required from the teacher).

Field Experience: Depending on the teaching assignments in the two subject areas, additional field experiences required may include observing teachers, guest teaching in other classes, etc. in order to fully meet credentialing requirements in both subject areas. The candidate will be required to teach in both subject areas prior to completion of the two-year program.

Teacher Performance Assessments (CalTPAs) requirements

The candidate must pass the CalTPA in both subject areas which requires the candidate to pay for and submit two separate submissions for each CalTPA cycle.

Eligibility for Reach Teacher Induction Program (TIP) and Master of Education in Teaching & Induction (MinT) Program

Interns who successfully complete the full 2-year Reach Intern Teacher Credential Program are eligible to apply for the 1-year Teacher Induction Early Completion Option (if continuing to be employed at a Reach partner school) or application for entry into the Master of Education in Teaching & Induction Program, if desired.

Teacher Induction Program (TIP) Specific Policies

Note: The TIP Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Request for Extension or Modification

See the “*Course Extension*” section.

The process for requesting an extension is as follows:

- The candidate meets with their mentor & partner school induction liaison to discuss extenuating circumstances.
- Complete a request for an extension/modification form and return to induction@reach.edu.
- The Candidate Services Associate will inform the candidate if their extension has been approved by the program director.
- If the candidate’s extension is approved, the candidate must pay their course extension fee online or by cashier’s check by the course end date in order to receive the extension.

Weekly opportunities to work with a mentor and to employ new ideas into the work is central to successfully completing your Induction. When candidates miss more than **four weeks** of school, they do not have the opportunity to participate in Induction in a meaningful way and, therefore, are ineligible to participate in TIP for that semester. Upon the candidate’s return in a subsequent semester, the Program Director will customize an Induction Plan for them to follow.

Late Submissions

Late submissions or incomplete work will delay progress towards earning a Clear Teaching Credential. Unless an extension or modification is approved by the Program Director in writing in advance of the deadline, candidates may be charged an assessment fee of \$200.00 to have their submission assessed. In addition, late submission may result in a candidate being placed on academic probation or being withdrawn from the program.

Program Completion Requirements

TIP candidates must complete all program requirements (see bulleted list below) prior to recommendation for a California Clear Teaching Credential. Lack of progress in the program may require the candidate to repeat a portion of the year or the full year of induction.

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the program reserves the right to terminate the candidate’s enrollment and participation. The candidate’s school site will also be notified of the action taken. The candidate and/or employing school are responsible for all fees incurred during the academic year of participation.

Note: It is the candidate’s responsibility to check their credential on the CCTC website for any potential renewal requirements. Candidates will not be recommended for a California Clear Teaching Credential until all renewal requirements have been met, even if all program requirements listed below have been met.

Regular Track 2 Year Program

- Document a minimum of 30 hours per year (for a total of 60 hours to complete the program) of candidate/mentor meetings in the provided log on a weekly basis
- Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP) each year, which includes:
 - CSTP Co-Assessment & triad meeting
 - Context and Culture for Learning (Recommended for all candidates but only required for Year 1 and ECO Candidates)
 - Successful completion of Inquiry for Equity Action Research Cycles (3 over the course of 2 years)

Early Completion Option (ECO)

- Document a minimum of 30 hours per year of candidate/mentor meetings in the provided log on a weekly basis
- Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP), which includes:
 - CSTP Co-Assessment & triad meeting
 - Context and Culture for Learning
 - Successful completion of 2 Inquiry for Equity Action Research Cycles

Note: Candidates will only be recommended for their Clear Teaching/Education Specialist Credentials when all tuition and fees have been paid in full and any additional renewal requirements on the Preliminary Credential have been met.

Selection and Assignment of Mentors in TIP

In this process, we seek to match candidates and mentors according to credentials held, grade level and/or subject area, or as appropriate to the candidate's employment. TIP must identify and assign a mentor to each participating teacher within the first 30 days of the candidate's enrollment in the program or the candidate will not be eligible to participate that year.

Candidates should plan to work with a mentor or a staff member/resource for an average of no less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Mentors for TIP will be selected and assigned based on the following criteria:

- Mentor qualification
- Participating Teacher requests
- Partner school recommendations
- Subject matter, grade level, content expertise and/or other relevant considerations
- Developmental needs of the participating teacher
- In addition, mentors must have a minimum of three years teaching experience and a valid California Clear Teaching Credential with an English Learner authorization. Returning mentors must have successfully met the previous years' mentor expectations.
- Program approved all mentoring partnerships
- Official match letter

Confidentiality

One of the basic principles underlying TIP is confidentiality. While TIP mentors participate in assessing growth, mentors are not evaluators. With this in mind, the collaborative conversations and the substance of the mentor observations and collaborations are not intended to be shared with site supervisors, other partner agency staff, or anyone outside of the Reach/TIP staff, and are not intended to be part of or impact any teacher job performance evaluation. **Communication between the candidate and mentor is strictly confidential.** Documentation submitted to the Program for the California Clear Teaching Credential may not be used for employment evaluation purposes.

It should be noted that a triad of communication between the candidate, mentor, and site administrator can help to promote optimum support and is recommended as a means of enhancing professional practice. All teaching and learning evidence is for the purpose of completing credential requirements, but the candidate may choose to share accumulated documents with the site administrator.

Note: Program status and participation is not confidential.

Missed Mentor Meetings

Meeting regularly with a mentor is at the heart of our program. Therefore, it is important that candidates make all efforts to be present at all meetings scheduled with the mentor. The program recognizes that unexpected issues arise and that a

candidate may need to reschedule a meeting. However, repeatedly missing meetings without prior notice to the mentor may put the candidate in danger of not meeting induction requirements.

- The expectation is that candidates will inform the mentor in a timely manner about any meeting they will miss.
- If there is a second missed meeting, mentors will contact the program, who will contact the candidate to clarify meeting expectations.
- If there is a third missed meeting, the program will notify the candidate and Reach TIP Liaison and Lead Mentor in writing that due to missed mentor meetings, the clearing of the candidate's credential is in jeopardy. An intervention plan will then be developed.
- Further missed meetings may mean that the candidate does not receive credit for induction work and may be required to repeat components of the program, at the expense of the candidate.

Candidate and Mentor Reassignment or Request for Change

Mentors and candidates are paired together using a variety of criteria that are intended to increase the likelihood of creating a positive and meaningful relationship. However, as in all relationships, challenges sometimes arise. If there are significant concerns about the mentoring relationship, it is the responsibility of the candidate to give written notice of specific concerns regarding the match to the Site/Organization and TIP Program Director.

Upon receipt of a request for a new match, the Program Director will secure confidential information from both the candidate and mentor. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).

In response, the TIP Program Director will:

- Investigate the concerns in order to determine the appropriate course of action.
- Work to see if the issue can be resolved.
- Review the matter and issue a decision in writing regarding the candidate/mentor assignment within two weeks of the notice.

Licensure vs. Employment

Completion of the program and a recommendation for a Clear Teaching Credential does not imply or ensure continued employment. Licensure requirements and employment criteria may differ.

Clear Teaching Credential Recommendation Process

Once the program has verified that the candidate has satisfactorily completed all program activities and requirements:

- Reach submits a Clear Teaching Credential recommendation to the CCTC. (This is the final step for Reach – after this, we hear nothing else from the CCTC.)
- CCTC reviews candidate information
- CCTC notifies candidates via email with instructions for the next steps, including payment, in order to receive the Clear Teaching Credential.
- If the candidate doesn't hear from the CCTC in a timely manner, they can check the status of their credential by logging in to the CCTC website: <http://www.ctc.ca.gov/credentials/online-services>

Master of Education in Teaching & Induction Program Specific Policies

Note: The Master's in Teaching & Induction Program Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Program Completion Requirements

Master's in Teaching Candidates

- Submission of a completed and faculty approved Action Research Capstone
- Presentation of action research project at Leadership Showcase
- Completion of a minimum of 30 units total (at least 21 of which are Reach units)
- End of Year Survey
- All coursework submitted and successfully completed with a passing grade

For Master's candidates clearing their teaching credential

- Completed Individualized Learning Plan, including CSTP co-assessment & triad meeting
- 30 hours of coaching as reflected in the completed Mentor Meeting Logs

Note: Candidates will only receive their diploma when all tuition and fees have been paid in full and all library books have been returned.

Instructional Leadership Academy (ILA) Program Specific Policies

Note: The Instructional Leadership Academy Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

California Administrator Performance Assessment (CalAPA)

The CCTC has developed the state-sponsored administrative performance assessment, the California Administrator Performance Assessment (CalAPA) in alignment with the California Administrator Content Expectations (CACEs) and the California Administrator Performance Expectations (CAPEs). The CalAPA is structured around three full leadership cycles based on the process: *investigate, plan, act, reflect, and apply*. The three cycles are: Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, Leadership Cycle 2: Facilitating Communities of Practice, Leadership Cycle 3: Supporting Teacher Growth. Each leadership cycle is conducted within a school leadership field placement and candidates are expected to submit all required evidence for each component for each leadership cycle. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalAPA is designed to address school-based leadership, candidates will be asked to respond to the cycles within the context of their school-based leadership. Candidates whose role is at a central office level, must have a school-based field placement for the CalAPA cycles.

Each CalAPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalAPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow candidates, and similar individuals). Completing the CalAPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy. If it is determined by Reach Faculty or Staff that a candidate submitted a CalAPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible expulsion from the Reach program. Furthermore, candidates will be subject to CCTC decisions based on the violations, which may include termination of all CCTC credentials.

Per the CCTC/CalAPA Guidelines for Acceptable Support:

The following activities constitute **required** forms of support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)
- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of educational leadership, other supports are not acceptable within the CalAPA process. These unacceptable

forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the CAPE and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalAPA:

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, they should seek guidance from their Coach or another Reach faculty member.

The CalAPA must be submitted according to submission guidelines and directions communicated by course instructors and as outlined on the CalAPA [website](#). Candidates will submit their CalAPA directly online through the CCTC CalAPA exams system. The registration fee for the CalAPA is Cycle 1: \$125, Cycle 2: \$150, Cycle 3: \$150 for a total of \$425; these fees must be paid directly to Pearson Evaluation Systems upon registration for a CalAPA cycle.

After payment, registration will be valid for one year. If candidates do not submit a cycle for scoring or withdraw registration within that period, the registration will expire and candidates will receive no refund or credit of any kind. If candidates must retake the assessment, they are responsible for the associated fees. If the candidate's submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission will be reported as "Incomplete" to the CCTC and Reach.

CalAPA cycles that are not submitted properly or in their entirety by the due date established by their instructor may be subject to a \$100 CalAPA late fee.

Candidates who do not submit and/or pass a CalAPA cycle by the end of the program will need to remain affiliated with Reach in order to continue to work on the CalAPA and therefore must re-enroll to receive remediation support from a faculty member before re-submitting the CalAPA. Candidates will be responsible for paying the associated tuition and coaching fees. Candidates have a maximum of three attempts per CalAPA cycle (inclusive of the first submission). *Candidates who do not pass a CalAPA component on the third attempt will not be able to continue in the Reach Instructional Leadership Academy.*

Candidates who do not pass all three CalAPA leadership cycles cannot be recommended for the Preliminary Administrative Services Credential.

Program Completion Requirements

Completion of Credentials

Preliminary Administrative Services Credential (PASC) Completion: Upon completion of the Commission-approved Reach Instructional Leadership Academy Year 1 PASC program, participants will be recommended to the California Commission on Teacher Credentialing for either a:

- California Preliminary Administrative Services Credential, if they are going into an administrative role, and have submitted a CL-777. (Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) is necessary.)
- Certificate of Eligibility for the Preliminary Administrative Services Credential, which then can be activated as a Preliminary ASC when entering an administrative role.

Year 1: Preliminary Administrative Services Credential Completion Requirements

- Hold an active, valid prerequisite California Clear Teaching Credential (per pamphlet CL-574C)
- Verification of 5 years of school site based teaching or other qualifying experience (per pamphlet CL-574C)
- All coursework submitted and successfully completed with a passing grade
- Reach Coaching Performance Assessment (ILPA) Minimum score: 2
- Reach Facilitation Performance Assessment (ILFA) Minimum score: 2
- Completed Individualized Learning Plan, including individualized goals based on the CAPES
- Field Experience Coaching Log complete (faculty coach ensures this is done and captures all the hours)
- CalAPA - Passing score on all 3 leadership cycles
- Submission of a completed Individual Development/Transition Plan (IDTP)
- 90% attendance

Note: Candidates will only be recommended for their PASC or CoE when all tuition and fees have been paid in full, the Individual Development/Transition Plan (IDTP) form has been signed, and the Reach End of Year survey has been completed.

Master of Education Completion

Upon completion of the Reach Instructional Leadership Academy Year 1 (or transferrable Master's level units equivalent to Year 1) and Year 2 Master's program, participants will earn their Master of Education in Instructional Leadership.

Master of Education in Instructional Leadership Completion Requirements:

- Submission of a completed and faculty approved Action Research Capstone
- Presentation of action research project at Leadership Showcase
- All coursework submitted and successfully completed with a passing grade
- Completion of 30 units total (at least 21 of which are Reach units)
- End of Year Survey

Note: Candidates will only receive their diploma when all tuition and fees have been paid in full.

Non-PASC Cohort Clear Administrative Services Credential Candidates

Candidates entering the Clear Administrative Credential Induction program without having completed the Preliminary Administrative Credential program at the Graduate Institute at Reach University have two options:

Option 1 - They may choose to enroll in the Administrator Induction program and clear their administrative credential, but not earn a Master's degree.

Option 2 - If the candidate wishes to earn a Master's degree concurrent with their Administrator Induction participation through Reach, they must have earned enough Master's level units (17 units) to qualify for the Master's degree. They may do so by taking Reach courses or through a combination of transfer units and taking supplemental courses in the ILA to earn the requisite 17 units.

Graduate coursework taken at a regionally accredited institution can be considered for transfer credit (see transfer policy earlier in the handbook). A maximum of 9 semester units of graduate coursework, earning a grade of B or higher in courses that mirror Master's courses at Reach, may be transferred in. Any transfer credit must be approved by the Program Director.

Applicants may petition to transfer credit by completing and filing a [Transfer Request Form](#) with their Reach Candidate Services Associate and following the transfer process outlined above. In considering granting requests for transfer credits, the program director will review such factors as the degree to which the course content or field of study has changed substantively in recent years, as well as the applicant's level of mastery of current course objectives.

Administrator Induction Program Completion

Upon completion of the Reach Instructional Leadership Academy's Administrator Induction program (a Commission-approved CASC Induction program based on the Program Standards), and submission of verification of their 2 years of full-time administrative experience (as described in the CCTC pamphlet CL-574), participants will be recommended to the California Commission on Teacher Credentialing for a California Clear Administrative Services Credential. While a candidate has 5 years in which to clear their credential, the CCTC expects candidates to enroll in a clear program within 12 months of starting an administrative position.

Candidates are responsible for paying all the CCTC fees and for ensuring that all credentials, including prerequisite teaching credentials, are kept current.

Administrator Induction (Clear) Completion Requirements

- Verification of 2 years of successful full-time administrator experience (see pamphlet CL574C for description), submitted on district letterhead, signed by the superintendent or designee
- Completed Individualized Learning Plan, including CPSEL-based goals, action plan, triad meeting, professional learning tied to ILP goals, progress monitoring and end of year reflection for each year of Induction
- CPSEL assessment
- 40 hours of coaching for each year as reflected in the completed Coaching Logs from each year of Induction
- Successful completion of action research/inquiry assignments for each year
 - Administrator Induction 1: Administrator Inquiry Cycle, Coaching Inquiry Cycle
 - Administrator Induction 1 + Master's in Instructional Leadership: Action Research Project, Coaching Inquiry Cycle
- Reach Coaching Performance Assessment (ILPA) Minimum score: 3
- Reach Stakeholder Facilitation Performance Assessment Minimum score: 3
- All professional learning hours completed and coursework submitted and successfully completed with a passing grade

Note: Candidates will only be recommended for their CASC when all tuition and fees have been paid in full, and the Reach End of Year survey is complete.

For a list of current Graduate Institute faculty and staff with contact information, please visit our website at:

<https://www.reach.edu/our-people>

University Support Services

Additional Services & Departments

Candidates Access to Support:

- Registrar - Course Registration, Transcripts, and Academic Record
registrar@reach.edu - Registrar's Office Address: PO BOX 6439, Anaheim, CA 92816
- Bursar - Tuition, Payments, Payment Plans
bursar@reach.edu
- Financial Aid – FASFA, Pell Grant & Scholarships
financialaid@reach.edu
- Graduate Candidate Career Services – Graduate Candidate Credential Analysis Services
grad@reach.edu
- Technology Support – Canvas Support (online learning management system) and SonisWeb Support (online Student Information System), Torsh Talent (online video recording and editing tool)
support@reach.edu
- Library Services - Access to library and learning resources
library@reach.edu

Learning Facilities & Resources

By design, most Reach programs and learning opportunities take place on site at partner schools. The majority of seminars, field coaching, and practicum projects occur at candidates' schools or in neighborhood schools. Reach maintains Memoranda of Understanding (MOU) with each of its partner schools, in which partner schools commit to providing Reach candidates with computer access, wireless Internet access and group workspaces.

Reach University also maintains an office in Oakland, California's historic Preservation Park. The office includes a small physical library and workspace. The Reach office allows candidates local to the Oakland, CA area to access a printer, scanner, and copier.

Reach uses multiple platforms to facilitate different types of engagement including an online research library, e-readers, and a learning management system for course content and participation.

The Reach University Library – Physical & Digital Resources

The physical Reach University Library found at the Preservation Parkway location contains a variety of books and instructional materials aimed at supporting teachers, coaches and administrators. Reach staff, participants and Alumni can use this resource to search for and reserve books that are housed in the Reach Library.

Library Resources

Informational and learning resources available to candidates include Study.net and EBSCO. Study.net is an online electronic delivery system of academic content, and is accessed through Canvas, the Learning Management System, utilized by all Reach academic programs. EBSCO is a research database system which facilitates candidates' ability to conduct research in their respective areas of development and interest.

Technology

Reach programs typically include online coursework, online collaboration, and digital assignment requirements. Candidates are responsible for accessing sufficient technology to complete the requirements and school or home technology difficulties are not acceptable grounds for extensions. In order to participate in the Reach program, candidates must:

- Maintain working access to a computer, sufficient to complete required assignments, online collaborations, email inquiries, and digital assignment items, at their own expense (or by arrangement with their employer), including: high-speed internet access, reliable email access, and software applications including MS Word, MS PowerPoint, MS Excel, and Adobe Acrobat.
- Utilize their Reach email address to access coursework, communicate with staff, and log into technology platforms that are used in the program.
- Maintain and submit digital evidence of seminar/practicum work in the method/format prescribed.
- Bring a laptop to seminars and one-on-one meetings.
- Back up all Reach-related files.