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REACH UNIVERSITY

Fall Catalog Addendum 2025-2026

Effective Date

The information contained in this addendum supplements or replaces information found in the 2025-2026 Reach University Catalog.

Unless otherwise stated, the following changes reflect current information about Reach University and will take effect beginning Fall 2025 in the 2025-2026 academic year.

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Deferred Admission (Revision)

Applicants may request a deferral of admission for a maximum period of one year from the original term of application. All requests for deferral must be submitted in writing prior to the commencement of the applicant's initial course. Requests must specify both the new term of intended enrollment and the rationale for the deferral. During the approved deferral period, the Admissions Office will retain all application materials and associated fees.

Applicants who matriculate in the deferred term will be required to sign a new Enrollment Agreement and will be subject to the tuition and fees in effect at the time the agreement is completed.

Applicants who do not enroll within one year of the original application term will have all previously submitted materials and fees rendered invalid. To be considered for future admission, such individuals must submit a new application, including all required documentation and applicable fees.

If admission requirements are revised during the period of deferral, the deferred application will be reviewed under the admission standards in effect at the time of the applicant's intended enrollment.

Submission and Review of Deferral Request

Candidates seeking to defer admission must submit a written request to the Admissions team prior to the start of their initial term. The request must state the reason for deferral and indicate the preferred future start term.

The Admissions team will review all deferral requests and communicate a decision directly to the candidate. Processing times may vary based on the volume of requests. Where applicable, candidates must comply with any updated requirements established by the California Commission on Teacher Credentialing (CTC) and/or state-level admission standards.

Upon approval, candidates will be provided with instructions to confirm enrollment in a future term. Additional documentation may be required. Candidates who elect to defer admission will be required to sign a new Enrollment Agreement and will be subject to the tuition rate in effect at the time of the new agreement.

Academic Honesty and Integrity Policy (UG/GR) (Revision)

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.

Academic Dishonesty

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 include 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 Reach's Code of Conduct.

Violations of Academic Integrity

When a staff member confirms a violation of Reach's policy of academic honesty and integrity, they should first try to educate and support the candidate in accordance with course expectations and the Code of Conduct. If violations persist, they are required to notify the Dean of the college where the infraction took place, the candidate(s) involved, and the Associate Provost of Academic Operations.

Potential Consequences for Confirmed Violations

- The involved candidate(s) must successfully complete Reach's RAISE (Restoration of Academic Integrity Sessions in Education) module.
- A Code of Conduct warning may be issued.
- A course evaluation of "Did Not Meet Expectations" or a grade of D or below may be assigned.
- Another penalty may be applied at the discretion of the presiding Dean of the college and/or the Associate Provost of Academic Operations.
- The Provost may determine additional sanctions. 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.

Board Review of Academic Integrity Violations

The candidate may pursue a formal hearing to be brought before the Faculty Advisory Board. The Provost or a designee will conduct an investigation, confer with the reporting party, faculty member(s), candidate(s), or any witness(es) identified, and review all evidence. The evidence of the alleged violation shall be presented before the Faculty Advisory Board, and the candidate shall be present to provide an explanation or defense. The Board shall submit a written report to the Provost containing the findings, conclusions, and recommendations. All findings and associated sanctions will be relayed to the candidate, the reporting party, and the candidate's site administrator/employer. Any repeated violation of the 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. All cases of repeated confirmed academic integrity violations being considered for dismissal from Reach will be reviewed by the Board.

Appeal Process for Academic Integrity Dismissal

Candidates who have been dismissed from Reach University for repeated confirmed violations of academic integrity may submit an appeal for readmittance after one academic year. Candidates must request a Readmit Form from the Registrar's Office. Once received, the candidate must provide an appeal letter of explanation, along with any supporting documentation, by the deadline. If the deadline falls on a holiday or non-business day, the appeal packet will be due by the following business day. The letter of appeal must include accountability for academic misconduct and a clear plan of action to ensure academic integrity. The University reserves the right to request additional information to determine eligibility. All appeals are reviewed by the University Appeal Panel, which will consist of seven members from various departments. All appeal decisions will be communicated to the candidate and recorded in their official record.

Approved Appeal

If an appeal to readmit is approved, the candidate must work closely with their Candidate Success Advisor to establish and maintain an academic plan. Before beginning courses at Reach, the candidate must also successfully complete the RAISE (Restoring Academic Integrity Sessions in Education) module.

Denied Appeal

If an appeal to readmit is denied, the candidate will not be allowed to return to Reach for an additional academic year. If the candidate wishes to appeal again, they may do so following the same process as outlined above.

Course Repeat Policy (Revision)

Undergraduate

Candidates who fail to meet their state's minimum grade requirement for their program or a course-specific minimum passing grade will be required to repeat the course until they can successfully pass it. Reach University utilizes the summer semester for course repeats, and many candidates will be required to retake a course during the summer. Candidates who are unable to attend a summer semester to retake a course(s) will be held from progressing to the next semester of courses in their scope & sequence until they retake the required course(s). Candidates who need to repeat more than two courses will be required to retake their courses before progressing to the following sequence of courses.

Reach allows what is called stacking courses; this is when candidates take their needed repeated courses simultaneously with their originally scheduled course load, which may be permitted if they have shown the ability to handle a course overload successfully. Stacking courses is available to candidates with two or fewer courses to repeat. To support our candidate's success, Reach will not permit an overload if it is not in the best interest of the candidate.

Retake Policy for BAGE Clinical Candidates

Clinical candidates enrolled in the BAGE program are subject to the following retake policy:
Clinical year is not eligible for course stacking in the event of a retake. For *stacking* definition, please see the general policy above. All BAGE clinical year candidates enrolled in semester one of the clinical year are

required to successfully complete each course in the prescribed sequence with a grade of B (3.0) or higher in order to progress to semester two.

Candidates who do not achieve a grade of B or higher in any semester one course will be required to retake the course(s) in question. Successful completion of these retaken courses is required before the candidate will be eligible to register for the second clinical semester.

Graduate

Candidates who do not meet the minimum grade requirement for their program or the specific passing grade for a course will be required to retake the course before advancing in their program. Each candidate is allowed a total of three attempts: one original attempt followed by two consecutive retakes. If a candidate is unable to pass the required course(s), they will not be permitted to progress to the next semester of courses as outlined in their scope and sequence until they successfully complete the necessary course(s). Failure to make academic progress may result in administrative withdrawal from the University.

Disclosure: Stacking or retaking courses does not override prerequisite requirements. All prerequisite courses must be successfully completed prior to enrollment in subsequent courses.

Administrative Withdrawal (G) (Revision)

Graduate candidates can be 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 any of the following conditions are met:

- The candidate is no longer actively enrolled at Reach University.
- Candidates must inform Reach University about employment changes within 30 business days.
- Complications with licensure and/or certification, including expired, missing, and/or invalid credentials, are ineligible to continue graduate programs at Reach.
- Admitted candidates who fail to complete all the requirements of matriculation (enrollment), such as delayed or missing forms or financial holds.
- Candidates with an outstanding balance, not in good standing with the Bursar, and/or unable to clear financial holds.
- Intern candidates who fail to pass the Reach 210 pre-service course and to matriculate successfully into the program will be administratively withdrawn.
- Candidates who violate the Academic Progress or code of conduct.
- The candidate does not have, or no longer has, a verified signed Memorandum of Understanding (MOU) on file that corresponds with their current employer, school, or district.

Undergraduate Reenrollment Policy (Revision)

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 2 years, but not exceeding 2 years of inactivity, and will be eligible to petition to re-enroll at the University. Candidates who do not re-enroll within 2 years will be considered out of status and will be administratively withdrawn from the program. 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 obtain registration clearance. Reenrollment will be granted only during open registration, four weeks before the term starts, within the course sequence, and after the request has been cleared. For BAGE candidates reentering the Clinical Year, the deadline for reenrollment is October 1st for the Spring term and March 1st for the Fall term.

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.

Disclosure: Orientation Courses (CAS 50) must be completed before matriculation to take core courses within any program.

Graduate Grading Scale (Revision)

Graduate-level academic performance is evaluated according to the following grading scale:

4 = EE (Exceeds Expectations): 90.00–100.00
3 = ME (Meets Expectations): 80.00–89.99
0 = NM (Not Meeting Expectations): 0–79.99

A cumulative grade point average (GPA) of 3.0 = 80.00 or higher is required for successful completion of the graduate program.

Pass/Fail Graduate Grades

Certain graduate courses may be assessed on a Pass/Fail basis, as defined below:

Pass = 80.00-100 (equivalent to ME = 3 or higher; interpreted as a grade of "B" or better)
Fail = 0–79.99 (below ME = 3)

Pass/Fail grades are included in the calculation of the cumulative GPA

Commencement (Revision)

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 receive their diploma until all holds are resolved.

Prior Work Experience Credit Calculation (Revision)

Reach has a system for calculating the value of transfer credits earned through work experience. One credit hour is equivalent to 50 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 the exception approved by the Dean.

Grade Level Delineation (UG & G)

Academic Progress Grade Level Delineation (UG)

Reach University classifies undergraduate study into four stages of academic progression: Foundational, Intermediate, Advanced, and Clinical/Capstone. Grade level classification is determined by the cumulative number of semester credit hours earned toward a candidate's degree program, inclusive of accepted transfer credit where applicable. The chart below outlines the credit requirements for each grade level:

Pathway	Foundational (First-year)		Intermediate (Second-year)	Advanced (Third-year)	Clinical/Capstone (Fourth-year)
BAGE - LA	0-30 credits		31-58 credits	59-93 credits	94-120 credits
BAGE - AR	0-30 credits		31-58 credits	59-96 credits	97-123 credits
BLS - 4 Year	0-30 credits		31-58 credits	59-93 credits	94-120 credits
BLS - 4 Year AR	0-30 credits		31-58 credits	59-96 credits	97-123 credits
BLS - 3 Year	30 transfer credits	31-60 credits	61-88 credits	89-123 credits	
BLS - 3 Year AR	30 transfer credits	31-60 credits	61-88 credits	89-126 credits	
BLS - 2 Year	0-60 transfer credits		61-88 credits	89-123 credits	
BLS - 2 Year AR	0-60 transfer credits		61-88 credits	89-126 credits	

Academic Progress Grade Level Delineation (G)

Reach University classifies graduate study into the following stages of academic progression as outlined in the chart below. Grade level classification is determined by the cumulative number of semester credit hours earned toward a candidate's degree program, inclusive of accepted transfer credit where applicable.

Program	Pre-Entry	Year 1	Year 2	Year 3	ECO
Intern	0-3 credits	4-14 credits	15-26 credits	27-30 credits (MAT only)	
Induction/TIP		0-4 credits	5-8 credits		
Intern ECO					0-3 credits
Induction ECO					0-4 credits

Financial Aid Undergraduate Grade Level Delineation

For the purposes of determining financial aid eligibility, undergraduate grade levels are delineated as follows:

First-year = Foundational (Freshman)
Second-year = Intermediate (Sophomore)
Third-year = Advanced (Junior)
Fourth-year = Clinical/Capstone (Senior)

Generative Artificial Intelligence (AI) Use Policy

In alignment with Reach University's Academic Integrity Policy, the use of generative artificial intelligence (AI) tools—including but not limited to ChatGPT, Craiyon, Google AI Overview, and other similar platforms—must adhere to the following expectations and standards. Generative AI is considered a source of information and, as such, must be used and cited appropriately when permitted.

Authorized Use of Generative AI

The use of generative AI tools is permitted only for assignments or activities that explicitly allow or require their use, as specified in course or assignment guidelines. When using generative AI in any form (text, image, audio, or code generation), candidates must provide full citation, including:

- The name of the AI tool used
- The date of access
- The exact prompt submitted
- A direct link to the session transcript (chat, audio, or interaction)

Note: *AI tools do not automatically save transcripts. It is the candidate's responsibility to retain and submit all relevant documentation when requested.*

Failure to properly cite AI-generated content will be considered a breach of academic integrity and may result in the requirement to resubmit the assignment, provide additional documentation, or face academic consequences at the instructor's discretion.

Prohibited Use of Generative AI

Use of generative AI tools is strictly prohibited for assignments or assessments that require original work. In these cases, all written, verbal, and visual submissions must be entirely the candidate's own. While minor assistance from tools offering spelling, grammar, or translation support is permitted, the use of AI for generating ideas, responses, images, or other substantive content is not allowed.

Any unauthorized use of generative AI will be considered academic misconduct. Consequences may include, but are not limited to:

- A failing grade on the assignment
- A failing grade in the course
- Referral for disciplinary action, which may include suspension or expulsion from the university

Responsibility and Accountability

Candidates are responsible for reviewing and adhering to the AI usage guidelines outlined in each assignment. When in doubt about whether AI use is permitted, it is the candidate's obligation to seek clarification from the instructor prior to using any AI tools.

Sample Citations

- "Why is computer science important?" GPT-4o mini. (Accessed December 9, 2025). https://duckduckgo.com/chat Transcript
- "Three children in colorful clothing working on iPads." Craiyon v.4. (Accessed February 10, 2025). https://www.craiyon.com
- "Causes of bias in AI." Google AI Overview. (Accessed March 26, 2025). https://google.com Transcript

Memorandum of Understanding (MOU) Requirement (G)

New Candidate Enrollment

In compliance with **Title 5, California Code of Regulations § 80033**, and as required by the **California Commission on Teacher Credentialing (CTC)**, all admitted graduate candidates must have a fully executed **Memorandum of Understanding (MOU)** in place prior to beginning of coursework, teaching, mentor assignment, or field supervision.
The MOU is a legally required agreement between the Commission-approved program sponsor and the employing agency (e.g., school district, charter organization) and defines the structure of support and supervision that the graduate candidate will receive and outlines the roles and responsibilities of both the program and the employer, including the assignment of a qualified mentor (if applicable).

Graduate candidates assigned to a partner school or district **without a signed MOU by the established deadline** will be **administratively withdrawn from the program**.

Current and Readmitted Candidates with Change of Employment and/or District

If a graduate candidate plans to change employment to a new school 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 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). Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, and/or administrative withdrawal. To ensure legal compliance and uninterrupted program participation, all MOUs resulting in change of employment and/or district must follow the process below:

- Readmitted candidates will not be able to return to their program with a current MOU on file. If there are any changes to their employer and/or district from the time of original enrollment at Reach, they will need to follow the rest of the steps outlined below.
- The candidate alerts their candidate success 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. 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).

- Reach University will contact the new employer and send an employer verification form to the new parish or district.
- Once the MOU is signed and reviewed, the candidate is set to start in their new employment and continue in their degree or credential program.
- Current and returning candidates who are unable to establish a signed MOU with their new employer and/or district will result in administrative withdrawal.

The above policies related to MOUs for both new and current candidates are non-negotiable and reflect statutory requirements of the California Commission on Teacher Credentialing. Candidates and partner agencies are expected to adhere strictly to all outlined procedures.

Late Work & Submission Policy (UG)

All assignments must be submitted by the deadlines specified in the course schedule. Deadlines typically coincide with the conclusion of each module, which generally begins on a Monday and ends on the following Sunday at 11:59 PM, unless otherwise indicated by the instructor.

Instructors reserve the right to lock or unlock modules within CANVAS, the Learning Management System (LMS). Consequently, a candidate may have visibility of a module but will be unable to complete or submit assignments until the module is unlocked.

Late Submission

Candidates may submit assignments after the stated deadline without prior approval; however, such submissions are subject to the following penalties:

- Assignments submitted within one (1) week of the deadline will incur a penalty of one (1) letter grade or ten percent (10%) of the assignment's total points.
- Assignments submitted within two (2) weeks of the deadline will incur a penalty of two (2) letter grades or twenty percent (20%) of the total points.
- Assignments submitted within three (3) weeks of the deadline will incur a penalty of three (3) letter grades or thirty percent (30%) of the total points.
- Assignments submitted later than three (3) weeks after the deadline require prior approval from the course instructor. This provision does not apply to courses structured on a five-week schedule.

Grace periods have been established to support the timely completion of coursework:

- For five-week courses, a grace period of up to five (5) calendar days past the deadline is permitted.
- For fifteen-week courses, a grace period of up to three (3) weeks past the deadline is permitted.

Restrictions:

- No coursework is eligible to be submitted after the end of the course, unless the instructor approves an Incomplete Request Form.
- Group assignments graded collectively are not eligible for late submission.
- Discussion board posts may not be submitted late without explicit instructor approval and appropriate documentation.
- Make-up opportunities are not permitted for quizzes, in-class assignments, or final examinations.

Exceptions to Late Work Penalties

Candidates seeking exemption from standard late penalties must submit a request to the instructor, accompanied by appropriate documentation that verifies their circumstances. Instructors retain complete discretion to grant, reduce, or waive penalties based on the validity and severity of the justification provided.

Emergencies—defined as severe and unforeseen incidents, such as medical emergencies, accidents, or significant family crises —may warrant penalty waivers. Scheduled events such as vacations, weddings, or conferences are not considered emergencies.

A candidate may appeal an instructor's decisions by providing additional documentation. Appeals do not guarantee reversal of penalty decisions. See University Catalog, Adjustment of Final Grades & Grade Appeals for more information.

Medical Circumstances and Documentation

Due to regulations and the candidate's privacy rights, medical information is not maintained as part of the educational record and is not widely shared. It is kept in a separate file with the Manager of Candidate Wellness & Accessibility. To maintain privacy, this type of documentation is sent directly to the Manager of Candidate Wellness & Accessibility. Medical documentation, as described below, will be presented to the instructor for consideration, along with the candidate's case.

- Medical documentation describes the comprehensive testing and techniques used to arrive at the diagnosis(es).
- Include test results with subtest scores (standard or scaled scores) for all tests.
- Mental health information or disclosure of hospital or facility admittance.

Military Service Accommodations

Military-affiliated candidates who receive Temporary Duty (TDY) or other orders that conflict with academic deadlines are advised to notify their instructors promptly. Instructors will collaborate with affected candidates to establish reasonable accommodations for assignment submissions. If the TDY extends beyond two (2) weeks, instructors will coordinate with Reach Teachers College Undergraduate Division administration to determine the most appropriate resolution. See the University Catalog, U.S. Armed Forces Military Mobilization for more information.

Incomplete Grades

An Incomplete grade ("I") may be assigned at the discretion of the instructor in cases where justifiable circumstances prevent timely course completion. The candidate must request an Incomplete Request Form, which must be signed by both the candidate and instructor prior to submission to the Registrar's Office. See policy in the University Catalog, Incomplete Grade Period Policy.

Participation and Professional Expectations Policy (UG)

At Reach Teachers College, candidates are expected to fully engage in all coursework with professionalism, preparation, and respect for the learning environment and their peers. Active learning is central to the Reach model, requiring at least 90% attendance and participation across synchronous sessions, asynchronous tasks, and assignments. Being "present" means engaging with your camera on, arriving on time, and actively contributing; chronic lateness or disengagement may count as absences, and some missed credit-bearing activities may not be recoverable. Candidates should join from a quiet, distraction-free setting, with no non-participants present, to maintain confidentiality and focus. All asynchronous tasks and assignments must be completed on time, typically 24 hours before the live session, as outlined in Canvas. Communication should always reflect professionalism, ethical online behavior, and respect for diverse perspectives, following the Netiquette Guidelines. When referring to children, families, or identifiable individuals, pseudonyms must be used to protect confidentiality. Assignments must meet academic expectations and deadlines, and candidates are responsible for upholding the Academic Honesty and Integrity Policy. If challenges arise, it is essential to communicate proactively with the course instructor first, and if needed, with an advisor.

Online Engagement

This distance education course includes both synchronous and asynchronous online engagement through Canvas. It is not self-paced; all assignments and activities have due dates, and synchronous sessions are designed to support completion of asynchronous work. Active participation is essential, with virtual meetings including discussions, group work, and review of prior activities. Candidates must come prepared, having completed assigned readings and reflections. Coursework combines online tasks with job-embedded learning. Attendance and academic engagement are required during the first two class sessions to meet census requirements. Instructors must lead and track meaningful student participation in each live session. If unable to teach, they may pre-record content, reschedule, or coordinate with another instructor. Candidates must attend from appropriate settings and will be dropped from the course if there is no academic engagement during the census period.

Course Catalog - Addendum

OTM 330A - Louisiana Resource Center for Educators Methods 1

Course Description: Grounded in research-based best practices, this LRCE course is designed for future educators to understand what effective teaching is and why we should teach that way. With this understanding, participants will have a foundation to deeply engage in learning one of the key pillars of effective teaching – creating a safe and structured classroom environment so that students can focus 100% of their attention on learning. Rooted in brain science, practitioners learn the key mindsets and skills to build a classroom community with high expectations for all students based on trusting relationships, a positive, caring, and structured community, and the skill to be able to work appropriately with students to support their social and emotional development.

Division: Louisiana Divisions Only
Credits: 3 credits
Minimum Grade Requirement: C average

OTM 330 B- Louisiana Resource Center for Educators Methods 2

Course Description: This LRCE course aligns to OTM 330A and is designed for future educators seeking to deepen their understanding of standards-based content and enhance their teaching effectiveness. Participants will engage in a comprehensive exploration of the competencies and skills essential for guiding students toward grade-appropriate learning outcomes. Focusing on the principles of learning science, the coursework will provide insights into effective teaching methodologies and the specific learning objectives for each content certification area. Candidates will expand their pedagogical knowledge and refine their teacher preparation skills in planning and instruction.

Division: Louisiana Divisions Only
Credits: 3 credits
Minimum Grade Requirement: C average

OTM 422 A Instructional Methods I

Course Description: This course is designed to equip educators with advanced skills and knowledge to excel in teaching. Candidates will build their teaching capacity through instructional methodology and principles of classroom instruction, encompassing literacy and communication. Candidates will engage in a multifaceted learning experience that combines methodological knowledge, practical application, and reflective teaching. The course will examine and support the intricacies of implementing pedagogical best practices, instructional design methods, and effective planning required to ensure student success.

Division: BALS Only
Credits: 3 credits
Minimum Grade Requirement: C average
Delivery Method: Synchronous

OTM 422 B Instructional Methods II

Course Description: This course is designed to equip educators with advanced skills and knowledge to excel in teaching. Candidates will demonstrate their teaching capacity through instructional methodology and principles of classroom instruction, encompassing literacy and communication. Through a multifaceted learning experience, candidates will integrate pedagogical best practices with practical application and reflective teaching experiences. The course places a particular focus on the implementation and analysis of High-Quality Instructional Materials (HQIM) to support rigorous, standards-aligned instruction.

Division: BALS Only
Credits: 3 credits
Minimum Grade Requirement: C average
Delivery Method: Asynchronous