



# REACH

UNIVERSITY

## 2026-2027 Course Catalog



## Course Catalog Effective

Reach University's Course Catalog is valid through the academic year Summer 2026, Fall 2026, and Spring 2027.

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## Reach Teachers College Undergraduate Course Descriptions

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### CA 400: Integrated Arts in Education - Bridging Learning Through Creativity Arts in Education (2 credit hours)

This course is designed for aspiring educators with the aim of exploring the multifaceted role of art in education. Through a dynamic and interdisciplinary approach, the course examines how art intersects with social sciences, mathematics, sciences, literacy, and events, providing students with a comprehensive understanding of art in various forms. Participants will develop an appreciation for art and its educational value, learning practical strategies for incorporating artistic perspectives and methods into diverse subject areas. By engaging with five major modules, students will discover the potential of art to enhance learning experiences, foster critical thinking, and cultivate creativity in educational settings.

**Delivery Method:** Asynchronous

**Duration:** 13 weeks

**Minimum Passing Grade:** C+

### CAP 500 : Capstone - Action Research in Education (3 credit hours)

The Action Research in Education capstone is a culmination of learned components in the Reach Teachers College undergraduate program. Candidates draw upon the entirety of their educational journey to engage deeply with the process of action research, empowering candidates to become reflective practitioners and agents of change within their future classrooms and educational communities. This course framework delves into qualitative/quantitative inquiry and research design through bridging the gap in education between theory and practice. Candidates will utilize their learned research approaches in this course to make recommendations to address real-world challenges fostering an environment of continuous improvement and lifelong learning.

**Previous Course Code:** OTM 450

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### CAS 50: College Preparation and Professionalism (0 credit hours)

CAS 50 is a prerequisite to undergraduate coursework, is a foundational course that supports candidates transitioning into Reach University. This course covers program expectations, concentration options, and strategies for success in a job-embedded program that employs the Reach Tutorial Method. CAS 50 is appropriate for incoming candidates and is required for first-year placement students.

**Previous Course Code:** DEP 50

**Delivery Method:** Synchronous

**Duration:** 2 weeks

**Grade Scale:** Pass/Fail

### CS 300: Computer Science (3 credit hours)

This course introduces candidates to core concepts and practices common to state and national standards for computer science. It aims to build teacher self-efficacy and pedagogical content knowledge through hands-on investigations of Computing Systems, Data and Analysis, Networks and the Internet, Algorithms and Programming, and Impacts of Computing. It fulfills the Computer Science Competencies for Elementary Teachers, Grades K-6, required by the Arkansas Teaching Standards.

**Delivery Method:** Synchronous

**Duration:** 13 weeks

**Minimum Passing Grade:** C-

### DEP 202A: Placement - Collaboration and Teaming (2 credit hours)

This course is designed to help candidates build foundational knowledge and skills in teaching to create conditions for equitable outcomes in their classrooms. Candidates will engage in best practices around collaborating with peers and colleagues in the field, they will gain content knowledge and understand the need to implement high-yield instructional strategies to foster student learning and growth. From the modern Social Studies classroom lens, candidates will participate in experiential learning to develop instructional planning and implementation skills. These skills include developing clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). Utilizing interdisciplinary collaboration, teaming, and alignment across Reach courses and job-embedded experiences, candidates will demonstrate an understanding of educational vision, classroom culture, instructional and content knowledge, classroom procedures, and communicating clear directions and expectations for student mastery.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness

**Delivery Method:** Synchronous  
**Duration:** 15 weeks  
**Minimum Passing Grade:** C+

### DEP 202B: Placement - Continuous Improvement/ Reflective (2 credit hours)

Want to be the teacher your students need and get better at your craft every year? This course provides a framework, practices, and a community for you to develop the skills to improve throughout your career. We learn from other teachers, students, even our own practice as we work to continuously improve.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness  
**Delivery Method:** Synchronous  
**Duration:** 15 weeks  
**Minimum Passing Grade:** C+

### DEP 303A: Apprenticeship (3 credit hours)

This course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning. These include learning to develop clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). One-on-one field experience support and supervision is integrated throughout the course that builds upon seminar content.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness  
**Delivery Method:** Synchronous  
**Duration:** 15 weeks  
**Minimum Passing Grade:** C+

### DEP 303B: Apprenticeship - Licensure Preparation (3 credit hours)

The candidates in this course will practice the skills and content knowledge necessary for passage relative state teacher exams (eg. Praxis, RICA, etc). Students will be signed to individual assignments, according to areas needed for Praxis passage in addition to course-wide reflections and study prep work. This is a self-paced course with the ultimate end of course objective of studying each area of the praxis by the end of the semester. *This course will look different for every student based on the content areas each person has yet to pass*

*on the official praxis exam.* Candidates will be required to show proof of registration (not proof of passage) for a subtest of the Praxis to pass the course. The candidate may select any subtest to meet this requirement. Exemptions: undergraduates based in California or Texas.

**Delivery Method:** Synchronous  
**Duration:** 15 weeks  
**Grade Scale:** Pass/Fail

### DEP 400: Development and Characteristics of Learners with Exceptionalities (3 credit hours)

Development and Characteristics of Learners with Exceptionalities—This course is designed to engage candidates in an understanding of human development and behaviors. Candidates will conceptualize students from preschool through 12th grade with exceptionalities by using neurotypical development as a reference point. DEP 400 provides an overview of human development which encompasses the areas of: academic, social and emotional, language, cognitive, physical, and sensory. Candidates will explore the characteristics and defining factors for each of the major disability categories. Course instruction and activities will prepare candidates to understand the characteristics of neurotypical and atypical learners (students with exceptionalities). Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portions of state-mandated teacher licensure exams.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness  
**Corequisites:** DEP 410, DEP 420  
**Delivery Method:** Synchronous  
**Duration:** 5 weeks  
**Minimum Passing Grade:** B

### DEP 403A: The Tutorial Method in Practice (3 credit hours)

The Tutorial Method is a deep learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. This course is designed to provide candidates with hands-on, practical experience of applying the Tutorial Method of teaching and learning in their instructional planning and delivery. Candidates will develop a critical understanding of the theoretical and practical approaches to delivering instruction according to the Tutorial Method. Thus, DEP 403 A will complement the clinical year course OTM 421 A: The Instructional Cycle. The course engages candidates in how to develop tutorial-aligned questioning, discourse, study skills, instructional planning and assessment practices in their day-to-day teaching. With its focus on dialogue-led teaching and learning, the course builds on the foundations laid in WC 101: Composition and Discourse and equips candidates with

theoretical and practical tools to develop equitable critical thinking-based teaching in their school sites.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### DEP 410: Instructional Strategies, Planning, and Assessment for Learners with Exceptionalities (3 credit hours)

This course is designed to engage students in building knowledge of various types of instructional strategies, planning, and assessments that special education teachers employ in the classroom. DEP 410 will provide examples of research based instructional strategies, model planning for the classroom, and supply exemplar assessment tools. Course instruction and activities will prepare candidates to plan, instruct, and assess students with exceptionalities. Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portion of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Corequisites:** DEP 400, DEP 420

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B

### DEP 420: Professional, Ethical, and Legal Practices for Special Education (3 credit hours)

This course is designed to engage students in understanding professional roles and responsibilities of the special education teacher and other professionals who deliver special education services. DEP 420 provides an overview of major legislation within the disabilities rights movement, and federal requirements within a legally defensible individualized education program (IEP). Course instruction and activities will prepare candidates to understand the components of legally defensible individualized education program (IEP). In addition candidates will understand the pre-referral, referral, and identification process. Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portions of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Corequisites:** DEP 400, DEP 410

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B

### LIT 301: Basic Literary Skills Instruction (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on basic early literacy skills, phonological awareness and phonics. LIT 301 provides an overview of theoretical models that address the acquisition of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth experience in providing targeted instruction in basic literacy skills. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Corequisites:** LIT 302, LIT 303

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### LIT 302: Advanced Literacy Skills Application (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on advanced literacy skills: phonics, morphology, and vocabulary. LIT 302 provides an overview of theoretical models that address the acquisition of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth experience with how to provide targeted instruction in advanced literacy skills. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of their reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portion of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Corequisites:** LIT 301, LIT 303

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### LIT 303: Literacy Skills Application (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on the application of literacy skills and how to adjust, assess, and support students with dyslexia and other language-based learning

disorders. LIT 303 provides an overview of dyslexia and other language-based learning disorders and how they impact the acquisition and application of reading skills, opportunities for students to build knowledge of literacy assessments, and in-depth experience with how to provide targeted interventions and support for students who struggle with reading. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Corequisites:** LIT 301, LIT 302

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### MR 101: Origins and Applications of Numbers and Operations (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

**Corequisites:** MR 102, MR 103

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### MR 102: Origins and Applications of Algebraic Thinking (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

**Corequisites:** MR 101, MR 103

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### MR 103: Origins and Applications of Geometry, Data, and Probability (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

**Corequisites:** MR 101, MR 102

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### NS 200: Biology I (3 credit hours)

This course gives an introduction to the biological perspective, the chemical and cellular bases of life, cellular transport and energetics, reproduction, heredity, classification of organisms and their evolution, plant and animal physiology, and ecology.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education and Pedagogy

**Corequisites:** NS 419, NS 423

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### NS 419: Earth Science (3 credit hours)

This course provides a comprehensive introduction to planet Earth and the solar system, stressing the interconnectedness of Earth systems. Topics include Earth materials, geologic processes and landforms, atmosphere processes, the hydrosphere, ocean characteristics and processes, Earth/Sun relationships, and the Solar System.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education and Pedagogy

**Corequisites:** NS 200, NS 423

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### NS 423: Physical Science (3 credit hours)

This course covers the basic concepts of physics, including the nature of physics, elasticity and simple harmonic motion, waves and sound, fluids, heat and temperature, the kinetic theory of gases, electricity and magnetism, electromagnetic waves, optics, the special theory of relativity, atomic physics.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education and Pedagogy

**Corequisites:** NS 200, NS 419

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### OTM 221: Methods Establishing Foundations for Teaching and Learning (3 credit hours)

This course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning. These include learning to develop clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). One-on-one field experience support and supervision is integrated throughout the course that builds upon seminar content.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** C+

### OTM 223: Methods - Integrated Math Concepts and Instruction (3 credit hours)

"Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge . . . Learning with understanding is essential to enable students to solve new kinds of problems they will inevitably face in the future."

*-Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, pages 20 - 21.*

This course focuses on implementing high-quality instructional materials (HQIM) and methods of instruction in mathematics for aspiring educators pursuing a PK-5 teaching certification. As this course is a corequisite to the Origins and Application of Numbers and Operations, Origins and Applications of Algebraic Thinking, and Geometry, Data & Probability, candidates will not only be learning the mathematical practices but will be engaged in implementing high-yield instructional methods utilization of available materials and techniques. A mathematics content course for prospective elementary school teachers. Topics include problem-solving, numeration systems, real numbers, number theory, geometry, probability, statistics, and algebra. Math manipulatives are used in this course. In-person field experience while taking this course is required.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** C+

### OTM 321: Methods - Establishing Foundations for Teaching and Learning in Science (3 credit hours)

Topics covered include inquiry, processes, structure, history, interdependence, diversity, and change over time. This course focuses on why and how we teach the three pillars of science: Earth, Life, and Physical. Ideas revolve around the nature of science and how we introduce it in the educational setting.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** C+

### OTM 323: Methods in Literacy Instruction (3 credit hours)

Methods Establishing Foundations for Teaching and Learning Literacy—This course is designed to engage students in evidence-based methods of literacy instruction that focus on the application of literacy skills, which include spelling, writing, and comprehension. OTM 323 provides on-the-job learning experiences that address the acquisition and application of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth opportunities on how to provide targeted instruction in the application of literacy skills. Course instruction and activities will prepare candidates to also support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams.

**GE Categories:** Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** C+

### OTM 330A: Louisiana Resource Center for Educators Methods 1 (3 credit hours)

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

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Grade Scale:** Pass/Fail

### OTM 330B: Louisiana Resource Center for Educators Methods 2 (3 credit hours)

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

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Grade Scale:** Pass/Fail

### OTM 421A: Clinical Residency I - The Instructional Cycle Part 1 (3 credit hours)

Clinical Residency I: The Instructional Cycle is an intensive and immersive course designed to equip educators with advanced skills and knowledge to excel in teaching. Throughout the duration of this residency, participants will engage in a multifaceted learning experience that combines theoretical knowledge, practical application, and reflective practice. The course will examine and support the intricacies of implementing pedagogical best practices, instructional design principles, and effective planning required to ensure student success. Since this course is designed for clinical practitioners, candidates will undergo two separate evaluation and coaching cycles throughout the semester. ReachTeachers College is partnered with and trained by the National Institute for Excellence in Teaching (NIET), the Aspiring Teacher Rubric (ATR) will be used to drive all Pre-Observation/Observation/Post-Observation coaching sessions.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### OTM 421B: Clinical Residency 2 - The Instructional Cycle Part 2 (3 credit hours)

This course is the second half of the required year-long residency. The Instructional Cycle is an intensive and immersive course designed to equip educators with advanced skills and knowledge to excel in teaching. Throughout the duration of this residency, participants will engage in a multifaceted learning experience that combines theoretical knowledge, practical application, and reflective practice. The course will examine and support the intricacies of implementing pedagogical best practices, instructional design principles, and effective planning required to ensure student success.

Since this course is designed for clinical practitioners, candidates will undergo two separate evaluation and coaching cycles throughout the semester. ReachTeachers College is partnered with and trained by the National Institute for Excellence in Teaching (NIET), the Aspiring Teacher Rubric (ATR) will be used to drive all Pre-Observation/Observation/Post-Observation coaching sessions.

**Delivery Method:** Asynchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### OTM 422A: Instructional Methods I (3 credit hours)

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:** BA-LS Only

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### OTM 422B: Instructional Methods II (3 credit hours)

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:** BA-LS Only

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### OTM 430: Culture & Classroom Management (3 credit hours)

This course is designed to provide pre-service teachers with a comprehensive understanding of the critical role that classroom culture and classroom management play in effective teaching and learning. In this clinical residency course, Candidates will explore the dynamic interplay between classroom culture, student behavior, and instructional success. Through a blend of theory, practical strategies, and hands-on experiences, students will develop the knowledge and skills necessary to create a positive and inclusive classroom environment conducive to effective teaching and student engagement.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### OTM 440: Culture & Collaboration (3 credit hours)

This course is designed for Clinical Residents who seek to build and understand the dynamic interplay between culture, family engagement, and collaborative partnerships within the context of schools and communities. Emphasizing the importance of cultural competence, inclusion, diversity, equity, and social justice, this course aims to prepare teacher candidates to work effectively in diverse educational settings. Through a blend of theoretical frameworks, practical strategies, and reflective practices, students will explore how cultural backgrounds and community contexts influence educational experiences and outcomes. Learners will engage with concepts of culturally responsive and sustaining pedagogy, examining how educators can respect and leverage the diverse cultural assets students and their families bring to the educational process. The course will cover effective communication strategies, partnership models, and engagement practices that foster meaningful collaborations with families and community stakeholders. By analyzing case studies, participating in simulations, and engaging with local educational communities, students will develop skills in building relationships, understanding community assets, and integrating these resources into their teaching practices to support all learners.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B

### SI 100: Scientific Inquiry (3 credit hours)

This course explores Science as a discipline, including the scientific method, scientific research, and writing conventions in the sciences. Scientific Inquiry includes the teaching and learning of the life sciences, as well as earth and space sciences, in K-8th grade classrooms. Students will examine best practices in scientific teaching and learning through hands-on experiments, problem solving, and open-ended questions.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education and Pedagogy, Science and Engineering. (Previously Integrated Sciences).

**Corequisites:** SI 103, SI 106

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### SI 103: History in Practice (3 credit hours)

This course introduces candidates to the methodological and theoretical questions involved in the practice of History. Candidates explore how source materials are located and analyzed, what kinds of arguments historians make, and how history is produced. This course supports the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship and capstone.

**GE Categories:** Systems and Social Policy, Regional and Global Awareness, Thinking and Quantitative Reasoning.

**Corequisites:** SI 100, SI 106

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### SI 106: Historical Development of Scientific Knowledge (3 credit hours)

After exploring basic disciplinary components of Science and History, candidates' exploration culminates in this course, designed to examine and compare how evidence is used to form written and oral arguments. Candidates are introduced to and practice scholarly inquiry using what they have learned about audience, purpose, context, and disciplinary conventions. The course also provides opportunities to explore how their students develop disciplinary thinking, writing, and speaking skills.

**Corequisites:** SI 100, SI 103

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C+

### SI 107: Child Development and Differentiation in the Digital Age (6 credit hours)

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, from childhood through adolescence. Basic theories of childhood and adolescent development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of families, peers, school, community environments, race, ethnicity, and culture and the media are discussed and addressed, as well as an overview of the variations in the development of children with special needs, inclusion practices in school setting, laws relating to special needs, and appropriate community resources.

**GE Categories:** Development, Education and Pedagogy, Regional and Global Awareness

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** C+

### SSP 104: Politics and Government - Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions in government and economics. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the United States Government, Citizenship, and Economics portions of state-mandated teacher licensure exams.

**GE Categories:** Regional and Global Awareness, Systems and Social Policy, Culture and Aesthetic

**Corequisites:** SSP 201, SSP 202

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C

### SSP 201: World History - Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions across time and cultures in world history. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the Geography, Anthropology, Sociology, and World History portions of state-mandated teacher licensure exams.

**GE Categories:** Regional and Global Awareness, Systems and Social Policy, Culture and Aesthetic

**Corequisites:** SSP 104, SSP 202

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C

### SSP 202: US History - Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions across time and cultures in US history. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the United States History portion of state-mandated teacher licensure exams.

**GE Categories:** Regional and Global Awareness, Systems and Social Policy, Culture and Aesthetic

**Corequisites:** SSP 104, SSP 201

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** C

### SSP 350: Arkansas History (3 credit hours - Arkansas only)

This course is designed to introduce students to the political, economic, social, and cultural development of Arkansas from Indigenous communities to the present day. Special emphasis is placed on the contributions of Arkansas to its region and nation.

**GE Categories:** Regional and Global Awareness, Written and Oral Communication, Systems and Social Policy, Culture and Aesthetic

**Delivery Method:** Synchronous

**Duration:** 13 weeks

**Minimum Passing Grade:** C-

### WC 100: Metacognition and Mastery (3 credit hours)

This course asks students to think about thinking. Students are provided the tools to plan, analyze, reflect in ways that will allow them to learn new skills, transfer their knowledge and skills to new contexts, and develop learning goals as they move toward mastery. Current research on thinking and learning is covered with a focus on knowledge of resources, study techniques, writing skills, critical thinking skills, motivation and self-efficacy.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education and Pedagogy

**Prerequisite:** CAS 50

**Corequisites:** WC 103, WC 106

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### WC 103: Rhetoric at Work (3 credit hours)

Introduction to various forms of interpersonal communication within relationships, with an emphasis on effective verbal and nonverbal communication within the workplace. Study of theory and practical considerations and their application to communication in interpersonal relationships in personal and professional contexts. Experience in the perception process, critical thinking and reasoning, public discourse, and the role interpersonal communication plays in the formation and maintenance of identity. Class presentations are required.

**Prerequisite:** CAS 50

**Corequisites:** WC 100, WC 106

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

and evaluate resources, synthesize and integrate the information they find, and use outside resources ethically by citing sources that reflect a diversity of thought. Candidates will learn to recognize authority in research, question the text, interrogate power and privilege in information, and understand their own role not only as consumers of information but also as contributors to scholarship.

**GE Categories:** Thinking and Quantitative Reasoning, Development, Education, and Pedagogy

**Prerequisite:** CAS 50

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** B-

### WC 106: Tutorial Learning and Discourse (3 credit hours)

The Reach Tutorial Method (RTM) is a learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. RTM involves small group discussions facilitated by a knowledgeable instructor who teaches learners how to think, not what to think. By using RTM, learners engage critically and curiously with subject content through inquiry, academic discourse, note taking, synthesis, critical thinking, and active listening. This course will immerse candidates in the theory and practice of the RTM through weekly tutorials that focus on questioning, discourse, and reflection. In particular, the course will lived experience in relation to academic theory.

**Prerequisite:** CAS 50

**Corequisites:** WC 100, WC 103

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** B-

### WC 107: Writing, Research & Information Literacy (6 credit hours)

This course provides a foundation for written and oral communication to different audiences. The course focuses on reading comprehension, the mechanics of writing, the writing process, the research process, and speaking across academic genres via a critical information literacy lens. Candidates are introduced to information and library research and the academic expectations for college-level composition and discourse. To strengthen knowledge and skills in the fundamentals of writing, candidates will develop a deeper understanding of grammar and mechanics, including structural relationships and word choice. Candidates learn to recognize and interpret information from various perspectives, develop a search strategy, find

## Reach Teachers College Graduate Course Descriptions

**Disclosure:** Alternatives in Action (AIA) is accredited by the California Commission on Teacher Credentialing (CCTC). Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

### ECO 660: Early Completion Option Support and Supervision (0 credit hours)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program. The course is offered as a two-part sequence, ECO 660A and ECO 660B, over the academic year.

**Previous Course Code:** Reach 260

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### ECO 660A: Early Completion Option Support and Supervision - Part 1 (0 credit hours)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program. The course is offered as a two-part sequence, ECO 660A and ECO 660B, over the academic year.

**Previous Course Code:** Reach 260

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### ECO 660B: Early Completion Option Support and Supervision - Part 2 (0 credit hours)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program. The

course is offered as a two-part sequence, ECO 660A and ECO 660B, over the academic year.

**Previous Course Code:** Reach 260

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### ECO 835: Inquiry into Universal Access (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

**Note:** for teachers holding the California Preliminary Credential, TIP 825, TIP 835, TIP 925, and TIP 935 (Previously Reach 325 A and B, along with Reach 335 A and B), satisfy the requirements for a California Clear Credential.

**Previous Course Code:** Reach 335A

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### INT 610: Introduction to Teaching Methods and Leadership (3 credit hours)

Introduction to Teaching Methods and Leadership prepares candidates for entry into the teaching profession. Throughout the course, candidates are introduced to a range of topics, including: a history of education in the United States and education reform, the purposes of education, theories about learning, general pedagogy including lesson planning, instruction, and assessment, developing a positive learning environment, classroom community, and culture, teaching literacy and subject-specific pedagogy, technology in education, human development, and differentiating instruction with a focus on meeting the needs of English Learners and students with special needs. Further, the course builds a foundation of culturally responsive teaching that will serve as a framework for learning throughout the entirety of the Intern Program. As part of their coursework, candidates examine their attitudes and biases, and consider how their life experiences and cultures might impact their teaching. Finally, candidates develop a philosophy of education and a portfolio of strategies for teaching for equity.

The course is asynchronous with the exception of a synchronous launch at the beginning of the course and weekly office hours/coworking opportunities (of which

candidates are required to attend two). During the synchronous touchpoints, candidates will have the opportunity to meet instructors, colleagues and prepare for success in future courses and the start of the school year. This pre-service course introduces the professional standards for teaching (the California Teacher Performance Expectations, or “TPEs”) and begins to engage candidates in reflecting on their developing teaching practice in relation to the TPEs. Completion of INT 610 meets the California standards for Intern Program Pre-service hours and results in Intern Credential eligibility if all other entrance requirements are met.

**Previous Course Code:** Reach 210

**Delivery Method:** Asynchronous

**Duration:** 8 weeks

**Minimum Passing Grade:** B

### INT 621: Establishing Foundations for Teaching and Learning (5 credit hours)

This Year 1 Fall semester course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning such as writing clear and appropriate objectives based on content standards, modeling, facilitating guided instruction, promoting equitable participation, and utilizing effective checks for understanding and questioning techniques. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**Previous Course Code:** Reach 221

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### INT 631: Knowing About Students and Planning for Their Learning (5 credit hours)

Getting to know students as individuals is an essential component of a developing teaching practice focused on meeting the needs of ALL students. Great teaching includes using what we learn about students to help build positive relationships and inform our teaching practices. INT 631 helps teachers go beyond “the tip of the iceberg” and develop a deeper understanding about the assets students bring with them into the classroom. Additionally, teachers learn more about English Language Learners and Students with Special Needs, and develop practices to ensure their classrooms are designed to help these students thrive. This course includes

sessions on either Subject Specific Pedagogy or Content Area Literacy. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**Previous Course Code:** Reach 231

**Corequisite:** Reach 261

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### INT 661: Synthesis of Learning - Cycle of Inquiry and the CalTPA Cycle 1 (1 credit hour)

This Year 1 course is designed to support teachers to integrate their learning as they engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) for a content-specific lesson that they develop and teach at their school. Candidates use this instructional cycle to complete Cycle 1 of the CalTPA, the first section of California’s teacher performance assessment. Passing the CalTPA Cycle 1 is a requirement for earning a preliminary teaching credential in California.

**Previous Course Code:** Reach 261

**Corequisite:** Reach 231

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### INT 741: Assessing Learning and Supporting Equitable Outcomes (5 credit hours)

INT 741 is the Year 2 course in which candidates learn about backwards planning or “backward design” and how to draft lessons and units of study “with the end in mind.” As candidates use this framework for planning, they also deepen their practice in formative assessment, uncovering student thinking, and in designing authentic performance tasks. Further, candidates develop a broader repertoire of strategies for analyzing student work, data-driven instruction, differentiated instruction, and providing students with effective feedback. Candidates also learn how to design self-assessments that their students can use to reflect on their progress toward achieving learning goals and to determine their next steps. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**Previous Course Code:** Reach 241

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## INT 751: Literacy and the Inquiry Cycle - Multiple Subject (5 credit hours)

This final semester course aims to solidify the experiential learning cycle as a habit for continuous improvement within candidates' practices and focuses on evidence-based instructional strategies for structured and content area literacy. Through coursework, students will deepen their understanding of the following areas within Literacy: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills. Candidates will also further their understanding of dyslexia, building upon the dyslexia guidelines they were introduced to in preservice. In addition, candidates will learn to administer a diagnostic assessment consisting of a reading fluency assessment and a phonics and phonological awareness inventory. This assessment assists in identifying the specific foundational skills for which students need support. In addition to the focus on literacy, candidates will continue to explore issues of equity in education and deepen their understanding of differentiation and data-driven instruction. Overall, candidates develop a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback in order to promote engagement and rigor among culturally and linguistically diverse students. One-on-one field experience support and supervision is integrated throughout the course.

**Previous Course Code:** Reach 251

**Corequisite:** INT 762

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## INT 752: Literacy and the Inquiry Cycle - Single Subject (5 credit hours)

This final semester course aims to solidify the experiential learning cycle as a habit for continuous improvement within candidates' practices and focuses on evidence-based instructional strategies for structured adolescent and content area literacy as well as subject specific pedagogy. Through coursework, candidates will gain a comprehensive understanding of the critical components for effective reading instruction, based on the science of reading. In addition to the focus on literacy, candidates will continue to explore issues of equity in education and deepen their understanding of differentiation and data-driven instruction within their content area, through self-guided inquiry. Overall, candidates develop a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback in order to promote engagement and rigor among culturally and linguistically diverse students. One-on-one field experience support and supervision is

integrated throughout the course.

**Previous Course Code:** Reach 251

**Corequisite:** INT 762

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## INT 762: Capstone of Learning - Cycle of Inquiry and the CalTPA Cycle 2 (2 credit hours)

In this Year 2 spring semester course, teachers engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) that emphasizes assessment, analysis of student learning data, differentiated instruction, and instructional decision making. Candidates use this instructional cycle to complete Cycle 2 of the CalTPA, the final section of California's teacher performance assessment. Multiple Subject candidates will complete a literacy specific cycle, the LPA. Passing the CalTPA Cycle 2 is a requirement for earning a preliminary teaching credential in California.

**Previous Course Code:** Reach 262

**Corequisite:** INT 751

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

## MAT 601: An Introduction to Arts Integration (2 credit hours)

This course will investigate how arts integration can support student engagement, comprehension, and enjoyment of learning while directly linking to Common Core State Standards and building a more culturally responsive classroom. Teachers will learn strategies in drama, visual arts, music, and dance to provide flexible options for their students to access the curriculum and diverse ways of expressing understanding. Teachers will discover the role of meaningful arts integration and creative thinking in differentiated instruction and performance assessment. Teachers will have the opportunity to examine practical arts integration methods and to create curriculum and instruction designed to meet the needs, assets, and interests of their particular students.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

## MAT 602: Engaging Students with IEPs (2 credit hours)

This course is designed to equip candidates with the knowledge, strategies, and resources necessary to effectively support students with disabilities in PreK-12 settings. Grounded in the principles of inclusive education,

Universal Design for Learning (UDL), and evidence-based intervention practices, this course will explore the diverse needs of students with disabilities and how to create equitable learning environments. Participants will examine legal and ethical responsibilities, individualized education plans (IEPs), and best practices for collaboration with families, specialists, and school teams. Through reflection, case studies, and practical application, educators will develop skills in differentiation, assistive technology, behavior management, and fostering self-advocacy for students. By the end of the course, participants will be prepared to create supportive, high-expectation learning experiences that empower students with disabilities to reach their full potential.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### **MAT 603: Education for Social Action (2 credit hours)**

What's the purpose of education? Teachers have colossal pressure to prepare students for standardized tests which can lead to a narrowed overall vision for the purpose of education. This leaves educators in an uphill battle trying to engage students when the learning doesn't always feel fully relevant and meaningful to students' lives. In this practical and engaging course, teachers will discover how to augment their lesson plans to bring social action to the forefront of learning all while using their standards-based curriculum. By refocusing on the "why" behind everything we teach and the sense of urgency for which youth can contribute to the world, we inherently address the root causes of motivation and anxiety amongst students. By the end of this course, teachers will develop their own "social action learning" project –creating a model for a specific unit of their curriculum that they can replicate throughout the year. With this transformed approach to teaching, even the most disengaged students will find a renewed sense.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### **MAT 604: Practical Digital Skills in the Classroom (2 credit hours)**

This course is designed to equip candidates with essential digital skills to succeed in today's technology-driven world as classroom teachers. Through a hands-on, interactive curriculum, candidates will explore various aspects of technology in the classroom setting. Key topics include digital citizenship, where candidates will learn to teach students how to navigate the digital world responsibly, covering online etiquette, privacy, security, and ethical behavior. The course will also introduce artificial

intelligence (AI), exploring its fundamental concepts, real-world applications, and its growing role in supporting educators. Through design thinking, candidates will develop lesson plans based on its core principles, fostering creative problem-solving and effective learning strategies. Additionally, technology literacy will provide a foundational understanding of the latest technologies, enabling candidates to leverage digital tools for professional success. By the end of the course, candidates will have the skills, knowledge, and confidence to navigate the digital age effectively and use technology as a powerful tool in the classroom.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### **MAT 606: Fostering Inclusive Learning Environments (2 credit hours)**

This course examines the historical and political forces driving changes to inclusion-focused policies and practices in educational institutions, focusing on K-12 classrooms. Candidates will explore the evolution of these initiatives, analyze their impacts on modern classrooms, and investigate how schools and educators adapt when such policies are altered or shifted. The curriculum emphasizes strategies for establishing and integrating inclusive teaching practices, evaluating the academic and social consequences of evolving institutional priorities, and designing adaptable, student-centered syllabi. Weekly readings, discussions, and reflective assignments will equip candidates with the knowledge and skills to foster equitable learning environments that support diverse student populations, even amid shifting educational landscapes.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### **MAT 607: The History and Impact of Student Experiences in American Education (2 credit hours)**

This course provides an overview of the historical and social influences shaping American education. It examines the educational experiences of various student groups, including Indigenous peoples, early European immigrants, African Americans, Latino Americans, and Asian Americans. The course also explores how factors such as identity have influenced school policies and programs. Special focus will be given to the educational experiences of students with disabilities, youth in foster care, justice-involved students, and young parents. Through interactive and collaborative learning experiences, students will gain a deeper understanding of the evolving landscape of public education and the challenges and achievements within it.

**Delivery Method:** Synchronous  
**Duration:** 4 weeks  
**Minimum Passing Grade:** B

### **MAT 608: Transformative Education and Psychology (2 credit hours)**

This course explores the connection between educational psychology and effective, student-centered teaching practices. Students will examine psychological theories and frameworks, focusing on how educators can create supportive, engaging, and reflective learning environments. The course encourages students to think critically about the factors that shape learning experiences, equipping future educators with strategies to foster positive classroom cultures where all students can thrive. In the student-facing version, we will add a line that states: Specifically, this class, through selected readings, discussions, and practical applications, students will develop a deeper understanding of their teaching philosophy, craft a personal mission statement, and build the skills needed to support student success across a variety of educational settings.

**Delivery Method:** Synchronous  
**Duration:** 4 weeks  
**Minimum Passing Grade:** B

### **MAT 672: Coding for Teaching (2 credit hours)**

This course provides candidates with an opportunity to learn basic computer programming (coding) skills in Scratch, AppLab, and Python. This course focuses on empowering candidates to create educational software that solves authentic problems of practice, using skills and concepts aligned to the CA K-12 Standards for Computer Science. Topics covered in this course include design thinking, input and output, user interfaces and data. Candidates engage in coursework that facilitates understanding and application of multiple programming languages and platforms, with an emphasis on recognizing patterns and defining computational problems within the software development process.

**Previous Course Code:** Reach 272  
**Delivery Method:** Synchronous  
**Duration:** 4 weeks  
**Minimum Passing Grade:** B

### **MAT 610-615: Special Topics for MAT (2 credit hours)**

An intensive study of selected issues, emerging trends, or specialized content areas within the field of professional education. These courses allow for the exploration of topics not covered in the core curriculum, such as advanced pedagogical strategies, educational technology integration, or specialized classroom management techniques. Content

varies by semester to reflect current research and shifting demands in the K-12 environment.

**Delivery Method:** Synchronous  
**Duration:** 4 weeks  
**Minimum Passing Grade:** B

### **MNT 800: Foundations in Coaching (2 credit hours)**

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers' cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures. This course offered through the Reach Teacher Induction Program is crafted for mentors new to the Reach Teacher Induction Program. The course is offered as a two-part sequence, MNT 800A and MNT800B, over the academic year.

**Previous Course Code:** Reach 400  
**Delivery Method:** Synchronous  
**Duration:** 32 weeks  
**Grade Scale:** Pass/Fail

### **MNT 800A: Foundations in Coaching - Part 1 (2 credit hours)**

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers' cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures. This course offered through the Reach Teacher Induction Program is crafted for mentors new to the Reach Teacher Induction Program. The course is offered as a two-part sequence, MNT 800A and MNT800B, over the academic year.

**Previous Course Code:** Reach 400  
**Delivery Method:** Synchronous  
**Duration:** 32 weeks  
**Grade Scale:** Pass/Fail

## MNT 800B: Foundations in Coaching - Part 2 (2 credit hours)

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers' cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures. This course offered through the Reach Teacher Induction Program is crafted for mentors new to the Reach Teacher Induction Program. The course is offered as a two-part sequence, MNT 800A and MNT800B, over the academic year.

**Previous Course Code:** Reach 400

**Delivery Method:** Synchronous

**Duration:** 32 weeks

**Grade Scale:** Pass/Fail

## Reach 100: CSET Bootcamp (0 credit hours)

This CSET Bootcamp is designed to equip candidates with the subject-specific resources, study skills, and time management strategies needed to pass the CSET exam. Through interactive workshops and practical exercises, candidates learn how to effectively organize their study materials, create efficient study schedules, and manage their time to balance preparation with other responsibilities. The course involves asynchronous subject-specific learning utilizing the study.com platform and synchronous touchpoints with a professor and a cohort of peers who support one another to follow through on study plans. The bootcamp will provide candidates the tools and support needed to boost confidence and performance on the CSET exam.

**Delivery Method:** Hybrid

**Duration:** 8 weeks

**Grade Scale:** Pass/Fail

## Reach 210: Introduction to Teaching Methods and Leadership (3 credit hours)

Introduction to Teaching Methods and Leadership prepares candidates for entry into the teaching profession. Throughout the course, candidates are introduced to a range of topics, including: a history of education in the United States and education reform, the purposes of education, theories about learning, general pedagogy including lesson planning, instruction, and assessment, developing a positive learning environment, classroom community, and culture, teaching literacy and subject-specific pedagogy, technology in education, human development, and differentiating

instruction with a focus on meeting the needs of English Learners and students with special needs. Further, the course builds a foundation of culturally responsive teaching that will serve as a framework for learning throughout the entirety of the Intern Program. As part of their coursework, candidates examine their attitudes and biases, and consider how their life experiences and cultures might impact their teaching. Finally, candidates develop a philosophy of education and a portfolio of strategies for teaching for equity.

The course is asynchronous with the exception of a synchronous launch at the beginning of the course and weekly office hours/coworking opportunities (of which candidates are required to attend two). During the synchronous touchpoints, candidates will have the opportunity to meet instructors, colleagues and prepare for success in future courses and the start of the school year. This pre-service course introduces the professional standards for teaching (the California Teacher Performance Expectations, or "TPEs") and begins to engage candidates in reflecting on their developing teaching practice in relation to the TPEs. Completion of Reach 210 meets the California standards for Intern Program Pre-service hours and results in Intern Credential eligibility if all other entrance requirements are met.

**New Course Code:** INT 610

**Delivery Method:** Asynchronous

**Duration:** 8 weeks

**Minimum Passing Grade:** B

## Reach 221: Establishing Foundations for Teaching and Learning (5 credit hours)

This Year 1 Fall semester course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning such as writing clear and appropriate objectives based on content standards, modeling, facilitating guided instruction, promoting equitable participation, and utilizing effective checks for understanding and questioning techniques. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**New Course Code:** INT 621

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## Reach 231: Knowing About Students and Planning for Their Learning (5 credit hours)

Getting to know students as individuals is an essential component of a developing teaching practice focused on meeting the needs of ALL students. Great teaching includes using what we learn about students to help build positive relationships and inform our teaching practices. Reach 231 helps teachers go beyond “the tip of the iceberg” and develop a deeper understanding about the assets students bring with them into the classroom. Additionally, teachers learn more about English Language Learners and Students with Special Needs, and develop practices to ensure their classrooms are designed to help these students thrive. This course includes sessions on either Subject Specific Pedagogy or Content Area Literacy. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**New Course Code:** INT 631

**Corequisite:** Reach 261

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## Reach 241: Assessing Learning and Supporting Equitable Outcomes (5 credit hours)

Reach 241 is the Year 2 course in which candidates learn about backwards planning or “backward design” and how to draft lessons and units of study “with the end in mind.” As candidates use this framework for planning, they also deepen their practice in formative assessment, uncovering student thinking, and in designing authentic performance tasks. Further, candidates develop a broader repertoire of strategies for analyzing student work, data-driven instruction, differentiated instruction, and providing students with effective feedback. Candidates also learn how to design self-assessments that their students can use to reflect on their progress toward achieving learning goals and to determine their next steps. One-on-one field experience and onsite support and supervision are integrated throughout the course.

**New Course Code:** INT 741

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## Reach 251: Literacy and the Inquiry Cycle (5 credit hours)

This final semester course aims to solidify the experiential learning cycle as a habit for continuous improvement within candidates’ practices and focuses on evidence-based instructional strategies for structured and content area literacy. Through coursework, students will deepen their understanding of the following areas within Literacy: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills. Candidates will also further their understanding of dyslexia, building upon the dyslexia guidelines they were introduced to in preservice. In addition, candidates will learn to administer a diagnostic assessment consisting of a reading fluency assessment and a phonics and phonological awareness inventory. This assessment assists in identifying the specific foundational skills for which students need support. In addition to the focus on literacy, candidates will continue to explore issues of equity in education and deepen their understanding of differentiation and data-driven instruction. Overall, candidates develop a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback in order to promote engagement and rigor among culturally and linguistically diverse students. One-on-one field experience support and supervision is integrated throughout the course.

**New Course Code:** INT 751

**Corequisite:** Reach 262

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## Reach 260: Early Completion Option Support and Supervision (0 credit hours)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program. The course is offered as a two-part sequence, Reach 260A and Reach 260B, over the academic year.

**New Course Code:** ECO 660

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### Reach 261: Synthesis of Learning - Cycle of Inquiry and the CalTPA Cycle 1 (1 credit hour)

This Year 1 course is designed to support teachers to integrate their learning as they engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) for a content-specific lesson that they develop and teach at their school. Candidates use this instructional cycle to complete Cycle 1 of the CalTPA, the first section of California's teacher performance assessment. Passing the CalTPA Cycle 1 is a requirement for earning a preliminary teaching credential in California.

**New Course Code:** INT 661

**Corequisite:** Reach 231

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

In the course, candidates first deeply engage in learning and reflecting on the foundations of trauma and its impact on development, teaching, and learning. Candidates then explore the limitations of trauma-informed education and explore the significance of a shift toward Healing Centered Engagement (HCE) as a more holistic, collective, and strengths-based approach to the restoration of wellbeing. Topics covered in this course include motivation and resiliency, HCE principles, pathways toward HCE, and integrating leading research to develop a HCE plan. Candidates engage in coursework that facilitates understanding and application of HCE practices ranging from self-reflection and action, developing individual students' plans, and engaging in analysis and action planning at a broader school and/or community wide level.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### Reach 262: Capstone of Learning - Cycle of Inquiry and the CalTPA Cycle 2 (2 credit hours)

In this Year 2 course, teachers engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) that emphasizes assessment, analysis of student learning data, differentiated instruction, and instructional decision making. Candidates use this instructional cycle to complete Cycle 2 of the CalTPA, the final section of California's teacher performance assessment. Multiple Subject candidates will focus on a literacy specific cycle. Passing the CalTPA Cycle 2 is a requirement for earning a preliminary teaching credential in California.

**New Course Code:** INT 762

**Corequisite:** Reach 251

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### Reach 273: Classroom Discourse and the Reach Tutorial Method (2 credit hours)

The Reach Tutorial Method (RTM) is a learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. Established by the University of Oxford, OTM involves small group discussions facilitated by a knowledgeable instructor who teaches learners how to think, not what to think. By using RTM, teachers elevate learners' voices as they engage critically and curiously with curricular content through inquiry, academic discourse, note taking, synthesis, critical thinking, and active listening. This four-week elective course will immerse you in the theory and practice of the RTM through weekly seminars that focus on four instructional practices that support RTM-style teaching in K-12 classrooms: questioning, discourse, progress monitoring, and reflection. You will experience RTM learning first-hand, analyze its value and impact for California public education, and consider how you might apply this method to your own learning community. In particular, we will hone in on the capacity of RTM to disrupt educational inequities and amplify diverse voices through the centering of lived experience in relation to academic theory.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** B

### Reach 263: CalTPA Preparation and Support (0 credit hours)

Optional coursework and synchronous course meetings support candidates to better understand the CalTPA cycles and to make continual progress as they work toward completing the CalTPA.

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### Reach 290: Specialized Study (variable credit hours)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Intern Program. Under these circumstances, a Specialized Study plan will be written for eligible candidates.

### Reach 271: Healing Centered Engagement (2 credit hours)

This course focuses on helping candidates develop their capacity for applying Healing Centered Engagement (HCE) principles and strategies in their everyday teaching practice.

### Reach 310: Advanced Practicum in Classroom Practice (4 credit hours)

The yearlong Advanced Practicum in Classroom Practice combines goal setting, reflection, and group collaboration organized around the idea that teachers are the critical catalyst for instructional improvement and student achievement. Reach 310 is taken concurrently with the Reach Instructional Leadership sequence (the 300 series) and includes examining research on best practices and individual goal setting. Candidates who are dually enrolled in the Master's and Teacher Induction programs will engage in individual goal setting relative to the CSTPs, and work with a coach for a minimum of 30 hours to increase skill in classroom practice. Master's only candidates will work with an advisor/faculty member in support of their Action Research Capstone. The course is offered as a two-part sequence, Reach 310A and Reach 310B, over the academic year.

### Reach 320: Evidence-Based Classroom Initiatives (3 credit hours)

Evidence-Based Classroom Initiatives deepens teachers' thinking about the core domains of instructional practice introduced in the 200 series. Reach 320 requires teachers to use those concepts to identify and understand challenges of classroom practice, research the literature on these challenges, and develop theories of action for addressing those challenges. This course works to develop the candidate's "action researcher's mindset" as a tool for effective school leadership.

### Reach 325A: Inquiry into Pedagogy (A) (2 credit hours)

Inquiry into Pedagogy helps teachers improve their instructional practice. Teachers work with mentors to self-assess and choose areas of their practice to investigate through focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). Note: for teachers holding the California Preliminary Credential, Reach 325A, Reach 335A), Reach 325B, and Reach 335B, satisfy the requirements for a California Clear Credential.

**New Course Code:** TIP 825

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### Reach 325B: Inquiry into Pedagogy (B) (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices. Note: for teachers holding the California Preliminary Credential, Reach 325A, Reach 335A), Reach 325B, and Reach 335B, satisfy the requirements for a California Clear Credential.

**New Course Code:** TIP 925

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### Reach 330: Implementation and Evaluation of Classroom Initiatives (3 credit hours)

Continuing to apply the "action researcher's mindset", Reach 330 builds on the work of Reach 320. Candidates will implement and evaluate responses to problems of practice in their classrooms. Topics include evaluation, use of evidence, and continuous improvement cycles. Seminars are organized as collaborative research groups. Candidates identify a problem of classroom practice in their own context, study it in depth, and develop a proposed response to that challenge based on the research evidence, practitioner literature, and the professional judgment of coaches and colleagues.

**Prerequisite:** Reach 320

### Reach 335A: Inquiry into Universal Access (A) (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices. Note: for teachers holding the California Preliminary Credential, Reach 325A, Reach 335A), Reach 325B, and Reach 335B, satisfy the requirements for a California Clear Credential.

**New Course Code:** TIP 835

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### Reach 335B: Inquiry into Universal Access (B) (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

**Note:** for teachers holding the California Preliminary Credential, Reach 325A, Reach 335A), Reach 325B, and Reach 335B, satisfy the requirements for a California Clear Credential.

**New Course Code:** TIP 935

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### Reach 390: Specialized Study (variable credit hours)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's in Teaching program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

### Reach 400: Foundations in Coaching (2 credit hours)

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers' cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures. This course is offered through the Reach TIP and Intern programs. It is crafted for mentors and field supervisors new to the TIP and Intern Programs.

**New Course Code:** MNT 800

**Delivery Method:** Synchronous

**Duration:** 16 weeks

**Grade Scale:** Pass/Fail

### TIP 825: Inquiry into Pedagogy - Part One (2 credit hours)

Inquiry into Pedagogy helps teachers improve their instructional practice. Teachers work with mentors to self-assess and choose areas of their practice to investigate through focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP).

**Note:** for teachers holding the California Preliminary Credential, TIP 825 (Previously Reach 325A), TIP 835 (Previously Reach 335A), TIP 925 (Previously Reach 325B), and TIP 935 (Previously Reach 335B), satisfy the requirements for a California Clear Credential.

**Previous Course Code:** Reach 325A

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### TIP 835: Inquiry into Universal Access - Part One (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

**Note:** for teachers holding the California Preliminary Credential, TIP 825 (Previously Reach 325A), TIP 835 (Previously Reach 335A), TIP 925 (Previously Reach 325B), and TIP 935 (Previously Reach 335B), satisfy the requirements for a California Clear Credential.

**Previous Course Code:** Reach 335A

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

### TIP 925: Inquiry into Pedagogy - Part Two (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

**Note:** for teachers holding the California Preliminary Credential, TIP 825 (Previously Reach 325A), TIP 835 (Previously Reach 335A), TIP 925 (Previously Reach 325B), and TIP 935 (Previously Reach 335B), satisfy the requirements for a California Clear Credential.

**Previous Course Code:** Reach 325B

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## TIP 935: Inquiry into Universal Access - Part Two (2 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

**Note:** for teachers holding the California Preliminary Credential, TIP 825 (Previously Reach 325A), TIP 835 (Previously Reach 335A), TIP 925 (Previously Reach 325B), and TIP 935 (Previously Reach 335B), satisfy the requirements for a California Clear Credential.

**Previous Course Code:** Reach 335B

**Delivery Method:** Asynchronous

**Duration:** 16 weeks

**Minimum Passing Grade:** B

## Apprenticeship College of Health

### Course Descriptions

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#### ACH 110: Individual Counseling (3 credit hours)

This course provides a foundational understanding of key counseling principles and their application in the context of substance use disorders and behavioral health treatment. Students will develop basic counseling skills essential for establishing rapport and facilitating change. The course will cover the principles of substance use disorder treatment planning, emphasizing client-centered and evidence-based approaches. A significant component will focus on the importance of client, family, and community education in promoting understanding and support for recovery. Students will explore various substance abuse and addiction treatment methods, gaining insight into their theoretical underpinnings and practical application. Furthermore, the course will address crucial strategies for relapse prevention, empowering individuals to maintain long-term recovery. Finally, students will learn about the process of referral and use of community resources to provide comprehensive support to clients.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

#### ACH 120: Family and Adolescent Counseling (3 credit hours)

This course explores the unique dynamics and challenges of providing counseling services to families and adolescents, particularly in the context of substance use disorders. Students will learn specialized techniques for substance use disorder counseling for families, couples, and significant others, addressing the systemic impact of addiction and fostering healthier relationship patterns. The course will emphasize the critical role of client, family, and community education in promoting awareness, support, and reducing stigma surrounding adolescent and family substance use. Students will gain specific skills in adolescent substance use disorder assessment and treatment, understanding developmental considerations and evidence-based interventions tailored for this population. Finally, the course will cover the essential process of referral and use of community resources to provide comprehensive and coordinated care for families and adolescents affected by substance use.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

#### ACH 130: Group Counseling (3 credit hours)

This course provides a comprehensive exploration of the theory and practice of group work in the context of substance use disorders and behavioral health treatment settings. Students will develop essential group counseling skills, including facilitation techniques, managing group dynamics, and fostering a therapeutic environment. The course will cover the application of group modalities in substance use disorder and behavioral health treatment planning, emphasizing the unique benefits and considerations of group interventions. Recognizing the broader impact of addiction and mental health, the course will also address client, family, and community education strategies within a group setting. Students will explore various substance abuse and behavioral health treatment methods commonly utilized in group therapy. Finally, the course will examine the integration of relapse prevention strategies within the group process to support sustained recovery.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

#### ACH 220: Crisis Management and Suicide Prevention - Whole Person Care (2 credit hours)

This course provides essential knowledge and skills for effectively recognizing, responding to, and managing crises, with a significant focus on suicide prevention. Students will improve skills in recognizing warning signs, intervening in crises, and referring individuals to the appropriate resources and use of community resources. The course will also address relapse prevention strategies in the context of crisis management. Students will learn to analyze and evaluate risks to identify a person in potential crisis or crises and develop effective response strategies to handle crises in a variety of settings. The course will include a review of the epidemiology of suicide to provide a broader understanding of the issue. Ultimately, students will demonstrate a better understanding of suicide, risk factors, and how to support individuals at risk, empowering them to make a positive difference in critical situations.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### ACH 230: Trauma-Informed Care Skills - Whole Person Care (2 credit hours)

This course provides a comprehensive exploration of trauma-informed care, equipping students with the foundational knowledge and practical skills necessary to provide effective and compassionate services to individuals who have experienced trauma. Students will identify skills required for the provision of trauma-informed services, referral, and use of community resources. The course will delve into the interconnections of the neurobiological basis and impact of trauma as a risk factor for health, mental health, substance abuse, and other social problems. Students will examine the principles of trauma-informed care – including safety, trust, collaboration, empowerment, and cultural humility – and explore the practical applications of trauma-informed care in various settings. The course will focus on implementing strategies that prioritize safety, trust, collaboration, and empowerment in interactions with individuals who have experienced trauma. Furthermore, students will acquire skills to empower coworkers and caregivers with trauma-informed responses, enabling them to effectively manage and support others in need. The course will guide students in building a resource toolkit of evidence-based strategies and interventions that can be seamlessly integrated into a care context, and ultimately aims to enhance overall conception of the therapeutic relationship through understanding, empathy, and respect for individuals' experiences.

**Delivery Method:** Asynchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### CAP 100: Capstone 1 - Test Prep (2 credit hours)

This course serves as a culminating experience for behavioral health candidates, designed to synthesize knowledge and skills acquired throughout the program and prepare them for professional practice and relevant certification/licensure exams. Students will engage in focused review of key concepts, ethical considerations, and best practices in the field. The course will emphasize the integration of theory and practice, critical thinking, and effective communication. Students will also participate in activities and practice exams aimed at enhancing their readiness for professional certification or licensure examinations. This course is designed to facilitate a smooth transition from academic study to professional practice in behavioral health.

**Delivery Method:** Asynchronous

**Duration:** 15 weeks

**Grade Scale:** Pass/Fail

### CAP 200: Capstone 2 - Test Prep (3 credit hours)

This course builds upon the previous capstone course and serves as a culminating experience for behavioral health students, designed to synthesize and integrate advanced knowledge and skills acquired throughout the program and prepare them for autonomous professional practice and relevant certification/licensure exams. Students will engage in critical analysis of complex case studies, ethical dilemmas, and current issues in the field, demonstrating the ability to apply evidence-based practices and theoretical frameworks to diverse populations and settings. The course will emphasize the refinement of clinical judgment, cultural competence, and professional communication skills, including advanced documentation and interprofessional collaboration. Students will also participate in intensive review, practice exams, and professional development activities aimed at enhancing their readiness for professional certification or licensure examinations and successful entry into the behavioral health workforce.

**Delivery Method:** Asynchronous

**Duration:** 15 weeks

**Grade Scale:** Pass/Fail

### CAS 50: College Preparation and Professionalism (0 credit hours)

CAS 50 is a prerequisite to undergraduate coursework, is a foundational course that supports candidates transitioning into Reach University. This course covers program expectations, concentration options, and strategies for success in a job-embedded program that employs the Reach Tutorial Method. CAS 50 is appropriate for incoming candidates and is required for first-year placement students.

**Delivery Method:** Synchronous

**Duration:** 2 weeks

**Grade Scale:** Pass/Fail

### COM 105: Communications - Rhetoric at Work (3 credit hours)

This course delves into the intricate relationship between communication, self-concept, and professionalism. Students will analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations, gaining a deeper understanding of how identity shapes communication. The course will describe the field of communication and explain the theories, models, and concepts particular to the field of study. Through active engagement and self-reflection, students will utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication. Ultimately, students will learn to effectively develop and incorporate both verbal and nonverbal elements of delivery and appropriate

rhetorical principles, enhancing their confidence and competence as communicators and future professionals.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### CS 100: Computer Literacy (2 credit hours)

This course introduces candidates to core concepts and practices common to state and national standards for computer science. It aims to build self-efficacy and pedagogical content knowledge through hands-on investigations of Computing Systems, Data and Analysis, Networks and the Internet, Algorithms and Programming, Artificial Intelligence (AI), and Impacts of Computing.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### ENG 110: Writing I - Clinical Documentation and Textual Analysis (3 credit hours)

This multifaceted course equips students with essential skills in clinical documentation within the substance use disorder treatment field, alongside foundational abilities in critical evaluation and textual interpretation. Students will learn the principles and best practices for creating comprehensive and ethical documentation, encompassing screening, intake, assessment, treatment plans, clinical reports, clinical progress notes, discharge summaries, and other client-related data. A significant focus will be placed on understanding the Clinical Evaluations utilizing the American Society of Addiction Medicine (ASAM) Patient Placement Criteria 2 and DSM Substance Abuse Disorders. Furthermore, the course integrates academic writing skills, guiding students to develop a thesis by providing an organized series of paragraphs that present relevant evidence. Finally, students will learn the basic literary terms of classification and analysis and apply these skills to interpret thematic meaning or meaning beyond the literal meaning of a text. This interdisciplinary approach prepares students for both rigorous clinical practice and effective analytical communication.

**Delivery Method:** Asynchronous

**Duration:** 13 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### ENG 210: Writing II - Advanced Clinical Documentation and Research (3 credit hours)

Building upon foundational knowledge, this course further develops students' expertise in clinical documentation and integrates advanced research and argumentation skills relevant to the helping professions. Students will refine their abilities in creating comprehensive and ethical documentation, encompassing screening, intake, assessment, treatment plans, clinical reports, clinical progress notes, discharge summaries, and other client-related data, with an emphasis on nuanced detail and professional standards. The course focuses on developing critical research skills, including the ability to read, question, summarize, and synthesize academic research using annotation strategies and to conduct effective research using a variety of search strategies. Students will learn to determine the credibility of a source and how that source contributes to the broader area of research. Furthermore, this course emphasizes advanced academic writing, enabling students to write arguments with a clear line of reasoning, diverse and effective evidence, and intentional organization. Finally, students will apply their research and analytical skills to identify and evaluate problems of practice, utilizing student-centered research, academic reading, and writing skills to contribute to the broader topic within their field.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### HE 201: Health Equity - Whole Person Care (3 credit hours)

This course explores the critical intersection of culture, diversity, and healthcare delivery, emphasizing the importance of providing equitable and effective care to all individuals. Students will examine the concept of cultural diversity, including the experiences of people with disabilities, and analyze its implications for healthcare access, treatment, and outcomes. The principles of counseling diverse populations will be discussed, promoting culturally sensitive communication and intervention strategies. Students will learn to evaluate and assess a holistic approach to patient care, integrating the coordination of mental and physical health services to address the multifaceted needs of individuals. The course will also address the social, economic, structural, and systemic challenges that contribute to health disparities and hinder access to quality healthcare for many patient populations. Students will develop the ability to articulate the scope and complexity of health equity, diversity, and cultural competence in healthcare. Furthermore, candidates will cultivate skills to advocate for patients at both the individual and community levels, promoting policies and practices that foster health equity and social justice.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

and cultural contexts through the study of literature.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### HS 120: Law and Ethics (3 credit hours)

This course examines the critical intersection of law and ethics within the helping professions, with a specific focus on substance use disorder treatment. Students will explore fundamental principles of counseling ethics and their practical application in diverse clinical settings. A significant emphasis will be placed on navigating the complexities of substance use disorder confidentiality regulations. The course will also delineate professional and ethical responsibilities, fostering an understanding of accountability, integrity, and client welfare. Furthermore, students will gain knowledge of relevant substance use disorder and behavioral health rules and regulations at the local, state, and federal levels. Finally, the course will address the ethical considerations involved in referral and use of community resources to ensure appropriate and ethical client care. Upon completion, students will be able to apply ethical principles in counseling, adhere to confidentiality regulations in substance use treatment, understand their professional responsibilities, navigate relevant legal frameworks, and make ethical referrals to community resources.

**Delivery Method:** Synchronous

**Duration:** 4 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### MR 110: Quantitative Reasoning (4 credit hours)

This course equips students with essential quantitative reasoning skills applicable across various social science disciplines and real-world scenarios. Students will demonstrate the ability to apply concepts of mathematical logic, percentages, and finance figures in real-life contexts and on the job. They will learn to interpret and create statistical tables and graphs as they apply in the field, enabling them to effectively communicate quantitative information. A key focus will be on how to apply quantitative reasoning to solve real-world problems related to human behavior in areas such as economics, psychology, and sociology. Students will also develop critical thinking skills by evaluating the validity and potential biases in quantitative information. Ultimately, the course aims to enable students to demonstrate application of quantitative reasoning skills in various fields, such as economics, psychology, and sociology, to understand and address behavioral issues.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### LIT 101: Introduction to Literature - Analysis and Contexts (3 credit hours)

This course cultivates sophisticated reading, analytical, and writing skills through rigorous engagement with diverse literary texts. Students will learn to use critical thinking to analyze texts critically, evaluate secondary sources, and form their own interpretations, moving beyond surface-level readings to construct nuanced understandings. A key focus will be on learning to analyze how literary works make meaning in their cultural, historical, and political contexts, and how literary forms and themes travel across boundaries, fostering an appreciation for the dynamic relationship between literature and its world. Students will cultivate adeptness with disciplinary norms, including the ability to construct interpretive arguments in essay form, developing strong academic writing skills specific to literary studies. The course will also enable candidates to demonstrate an awareness and understanding of the methods and terminology distinctive to literary analysis and/or literary theory. Ultimately, this course aims to help candidates develop critical thinking, reading, and writing skills, and gain a deeper appreciation for the diversity of human expression

### PHA 120: Introduction to Behavioral Health - Pharmacology 1 (3 credit hours)

This course offers a concise yet comprehensive overview of behavioral health disorders, commencing with an examination of the pharmacological actions of alcohol and other drugs of misuse and delving into the specifics of alcohol and drug pharmacology. A key focus will be on developing practical skills in substance use disorder case management, emphasizing the importance of referral and use of community resources and effective service coordination to ensure holistic client support. Students will gain a foundational understanding of addiction as a complex biopsychosocial phenomenon, along with other common behavioral health conditions. Upon completion, students will be able to articulate the effects of common substances, navigate community resources, coordinate client services, apply case management principles, and demonstrate an understanding of the nature of addiction.

**Delivery Method:** Asynchronous

**Duration:** 13 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### PHA 220: Pharmacology 2 – Clinical Evaluation and Assessment (3 credit hours)

This course provides an advanced understanding of alcohol and drug pharmacology relevant to clinical practice. The course emphasizes the crucial skills of substance use clinical evaluation and the application of the American Society of Addiction Medicine (ASAM) criteria to inform understanding addiction placement, continuing care, and discharge criteria. Additionally, students will learn to develop effective substance use disorder treatment plans and understand the importance of referral and use of community resources to support individuals in recovery. Upon completion, students will be able to conduct screenings and evaluations, apply ASAM criteria for placement, develop treatment plans, and identify community resources. Students will also be able to explain co-occurring disorders and how they impact treatment placement and planning.

**Delivery Method:** Synchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### PSY 101: Introduction to Psychology (3 credit hours)

This introductory course provides a comprehensive overview of the fundamental areas and core concepts that define the scientific study of human psychological behavior. Students will understand the basic areas and ideas involved with the scientific investigation of the psychological behavior of humans, exploring the diverse methods and approaches used by psychologists. The course will enable candidates to demonstrate an understanding of the domain of psychology across key areas such as brain functions, sensation, perception, learning, human development, social influences, and psychological disorders. A critical component of the course involves understanding and applying ethical guidelines and considerations in psychological research and practice, equipping candidates to analyze real-world ethical dilemmas. Finally, candidates will develop the ability to understand and explain the interconnectedness of various psychological subfields and how they contribute to a comprehensive understanding of human behavior and mental processes. This course serves as a foundational stepping stone for further exploration within the field of psychology and helping professions.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### PSY 201: Developmental Psychology (3 credit hours)

This course provides a comprehensive introduction to the science of Developmental Psychology. Students will demonstrate an understanding of the science of Developmental Psychology, including basic terminology and theoretical knowledge of the field, exploring the major stages and influential theories of human development across the lifespan. The course will explain how knowledge is generated in the field of Developmental Psychology through the scientific method and the interpretation and evaluation of empirical data and developing theory, emphasizing research methodologies and critical analysis of findings. Students will learn to think critically about development in physical characteristics, social behaviors, and cognition by analyzing assumptions and biases, and through considering alternative explanations. Ultimately, the course aims to equip candidates to apply knowledge regarding Developmental Psychology to everyday observations, fostering a deeper understanding of human growth and change in real-world contexts.

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

### PSY 250: Abnormal Psychology (3 credit hours)

This course provides an in-depth exploration of the nature and causes of psychopathology, examining a range of psychological disorders from diverse theoretical perspectives. Students will learn to describe and analyze major theoretical perspectives – including behavioral, biological, cognitive, humanistic, psychodynamic, and socio-cultural approaches – and understand the overarching theme of the interaction of mind and body in understanding psychopathology. A significant focus will be placed on coexisting disorders and the complexities of multiple diagnoses. Students will develop the ability to integrate theoretical perspectives and empirical findings to produce comprehensive and multifaceted explanations of mental health and mental illness. Through critical analysis, candidates will learn to use critical thinking to determine how well reasons support conclusions and identify weak, contradictory, and inappropriate assertions within the field. Furthermore, the course will explore how scientific research on psychopathology can guide the prevention of behavioral and mental health problems and the treatment of abnormal behavior. Finally, candidates will demonstrate how psychological principles can explain social issues and inform public policy related to mental health.

**Prerequisite:** PSY 101

**Delivery Method:** Synchronous

**Duration:** 5 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale

## SC 110: Natural Science - Earth Science (4 credit hours)

This course explores the fundamental principles of Earth and space science, emphasizing their relevance to society and human well-being. Students will articulate the knowledge and practices of earth space science, gaining an understanding of key concepts and processes governing our planet and the cosmos. The course will connect important disciplinary core ideas, crosscutting concepts, and science practices to foster a holistic view of scientific inquiry. Students will explain the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge, promoting a nuanced understanding of how scientific understanding evolves. Through active learning, students will cultivate scientific literacy and learn to read, write, communicate, research, and think “like a scientist.” Critically, the course will also analyze the impact of environmental factors (e.g., climate change, natural disasters, resource availability) on community well-being and mental health and describe the interconnectedness of human activities and Earth systems, and evaluate the role of sustainable practices in promoting both environmental and mental health.

**Delivery Method:** Asynchronous

**Duration:** 15 weeks

**Minimum Passing Grade:** 75 grade point on a 100 grade point scale