



REACH UNIVERSITY

Reach Graduate Institute Candidate Handbook
2024-2025

Great teaching is at the heart of every school



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Candidate Handbook

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

Reach University reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to candidates or the institution. Nothing set forth in this Handbook, or University Catalog, or on its website constituting general descriptions of Reach University's services is intended or should be understood to be a specific promise by the University or to otherwise be a term or condition of contract or create a contract between the candidates and Reach University.

Candidate Handbook Effective

Reach University's Candidate Handbooks are valid through the academic year Summer 2024, Fall 2024, and Spring 2025.

Location & Disclosures

1221 Preservation Park Way, Ste. 100

Oakland, CA 94612

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

Website: www.reach.edu

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

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

Overview of the Graduate Institute at Reach University

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

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

Vision

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

Mission

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

[Reach Institute Graduate Profile \(Institutional Learning Outcomes, ILOs\)](#)

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

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

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

The Graduate Institute partners with schools from across California that primarily serve low-income students and students of color. We specifically partner with schools that target underserved communities and across our network. The Graduate Institute at Reach University is staffed by a select group of experienced Bay Area teachers and administrators. Please visit our website to learn more about our current faculty and staff.

Disclosure: Credentialing programs in the state of California are accredited and regulated by the California Commission on Teacher Credentialing (CCTC). Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Reach University partners with Alternatives in Action (AIA) to prepare educators through Intern, Induction, and Administrative Services credential pathways. AIA's program listing can be found at: www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs. AIA is responsible for evaluating candidate eligibility for credentials and for recommending candidates for licensure. Complete eligibility requirements

are included in each program's annual application packet, and the state requirements can also be found on the CCTC website www.ctc.ca.gov.

The Graduate Institute Approach

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

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

Instructional Leadership Academy

The Instructional Leadership Academy includes options for Preliminary and Clear Administrative Credentials and a Master of Education in Instructional Leadership degree. The Instructional Leadership Academy also offers instructional coaching and facilitation certificate programs and options to participate in individual courses as professional development opportunities.

All coursework is designed for individuals who are working in teaching or school leadership positions, thus meeting all minimum qualifications for employment in these fields as determined by the state of California and the candidates'

employers, including English language proficiency. The Graduate Institute's instruction occurs in standard English, and no additional English Language services are provided.

Coaching and Field Supervision

Teaching Academy Programs

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

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

Instructional Leadership Academy

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

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

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

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

Coaches serve as content specialists and as a bridge between the theory candidates are exploring in their coursework or professional learning experiences and the skills they are developing in their practicum field experiences throughout the school year. Candidates and their coaches meet formally to discuss issues that have arisen in the school or worksite, the candidate's progress toward their individualized goals, and progress toward meeting the program requirements. Candidates are matched with the coach that best meets their needs, matching the faculty teaching the courses with the candidate's job description, grade span, and leadership development needs.

Candidate Affairs & Success

Frequently Asked Questions:

- [Financial Aid & Billing FAQ](#)
- [Getting started](#)
- [How do I join my online classes \(Canvas\)?](#)
- [How do I check my schedule \(Sonis\)?](#)
- [How do I access my transcript \(Sonis\)?](#)
- [How do I download my 1098-T form for tax returns?](#)

Contact us:

- Payment, Tuition, & Hold Questions:
Bursar@Reach.edu
- Financial Aid Questions:
FinAid@Reach.edu
- Registrar's Office:
Registrar@Reach.edu

Our Purpose and Our Mission

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

Candidates may reach out to the Candidate Services team directly to their dedicated advisor:

- intern@reach.edu
- ila@reach.edu
- induction@reach.edu

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

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

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

Reach's Advising Standards

- [Distance Education Advising Commission Standards for Advising Distance Learners](#)

- [2023 CAS Academic Advising Standards.pdf](#)

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

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

Candidate Support & Resources

- **When to see/ contact your advisor**
 - To discuss your academic progress
 - To add or drop courses
 - To troubleshoot
(e.g., tech, time management, study skills, stress management, decision making around coursework in the event of a health or family emergency, etc.)
- **How to see your advisor**
 - Texts, emails, & calls are all ways to touch base with your advisor, Monday-Friday during normal business hours (10am - 6pm CST)
 - For longer chats (30 mins+), email your advisor to set up a time via Calendly
- **Some best practices**
 - Stay in touch with your advisor; send important updates. It's a two-way street!!
 - Come prepared with questions & a way to jot notes
 - Be open to having a conversation around goals, school/work balance, study habits, time management, academic progress, soft skills, and more
- **What advising is not**
 - Dumping the responsibility of communicating with professors on the advisor (happy to help you craft emails!)
 - Badmouthing candidates, faculty, and staff (venting is one thing & valid; gossiping is another)
 - Expecting advisors to be on call 24/7
- **Candidates are also able to request and access support in the following areas:**
 - Registrar - Transcripts, and enrollment requests.
 - Bursar - Tuition and fees, candidate ledger, payments, receipts
 - Financial Aid - Award letters, FAFSA
 - Library - Additional materials and access to academic databases

Special Accommodations & Disability Services

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

The following steps must be completed to initiate special accommodations:

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

Reasonable Accommodations

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

Informal Grievance Procedure

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

Formal Grievance Procedures

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

Code of Conduct for Reach Candidates

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

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

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

- Plagiarism or other violations of the academic honesty and integrity policy (listed below);
- Conduct that threatens or endangers the health or safety of any person within or related to the Reach community, including verbal and physical abuse, threats, intimidation, harassment, or sexual misconduct;
- Disruptions in seminars and other learning settings which render the faculty member unable to teach, and/or candidates unable to learn, including the use of alcohol or other substances during class time;
- Forging signatures or otherwise unethically altering or manipulating any document for any reason;
- Inappropriate or otherwise disrespectful communication or behavior toward Reach faculty, staff, administration, or peers;

- Making false accusations against any other person, whether written, oral, or in electronic communication;
- Fraudulent use of checks, credit card, or bank account numbers, or other attempts to engage in illegal or deceptive financial transactions;
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;

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

Academic Honesty and Integrity Policy

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

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

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

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

Social Media Policy

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

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

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

Candidate Responsibilities & Understandings

Technology Requirements & Resources

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

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

- Maintain and submit digital evidence of seminar/practicum work in the method/format prescribed.

Candidate Understandings

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

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

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

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

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

Candidate Resources

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

Disclosures

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

International Candidates

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

Housing

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

Name and Likeness

Reach University periodically uses electronic and traditional media (e.g., photographs, video, audio, testimonials) for publicity, educational, or advertising purposes. Candidates will have the option to opt out of the electronic and

traditional media and name and likeness use. A Media Release Statement is provided to all candidates in the enrollment packet.

Statement of Equal Opportunity and Non-Discrimination

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

Equal Opportunity

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

Complaint Procedures

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

Consequences

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

No Retaliation

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

Equal Opportunity and Non-Discrimination

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

Family Education Rights and Privacy Act (FERPA)

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

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

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

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

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

These rights are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, written requests that identify the specific record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

NOTE: The right to challenge grades does not apply under the act unless the grade assigned was inaccurately recorded. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee; such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the University.

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

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to students as "Directory Information". This gives the University the right to disclose such information to anyone inquiring without having to ask students for permission, unless the students specifically request in writing that all such information not be made public without their written consent. The categories of "Directory Information" at Reach University are as follows:

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

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

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

Family Policy Compliance Office

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

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

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

Office of Financial Aid

Department Information

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

Accessing Your Candidate Account

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

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

Office of Financial Aid Code of Conduct

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

Reach University prohibits conflicts of interest with the responsibilities of officers, employees, or agents of the university with respect to education loans for students. The university shall comply with, administer, enforce, prominently publish

on its website(s), and annually inform officers, employees and agents of the university with responsibilities with respect to education loans of the Financial Aid Code of Conduct.

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

Drug and Alcohol Policy

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

General College Information

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

Required Federal Consumer Disclosures

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

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

Campus Security Information

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

Candidate Records Disclosure Information

Rights and Responsibilities in Accepting Financial Aid

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

Your Responsibilities

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

Your Rights

- You may appeal Reach University’s offer of financial assistance if you feel that it is unfair or unreasonable. Appeals should be directed to the Office of Financial Aid.
- Information given to Reach University’s Office of Financial Aid is treated confidentially. Personal information you and your family share with the Office of Financial Aid as a prospective candidate is treated confidentially by the staff members of the financial aid and admissions offices; staff members follow prescribed data security policies to ensure the security and confidentiality of your information. Rules regarding the disclosure of personal information once you are enrolled at the college are dictated by the Family Educational Rights and Privacy Act (FERPA) of 1987.
- FERPA affords you certain rights with respect to your educational records. The primary intent of the law is to provide you access to your educational record and to limit disclosure of such records without your written consent. Reach University has posted a detailed outline of its FERPA policies.
- You may have your financial need reviewed if your circumstances change during the academic year. Contact the Office of Financial Aid if you feel that your calculated financial need should be reviewed.
- You have the right to contact the Federal candidate Loan Ombudsman if the Office of Financial Aid did not address and/or resolve any dispute you brought forth in regard to the terms of your federal candidate loans (Stafford loan, Federal Direct Loan, Perkins loan, Parent PLUS loan). You can contact the Ombudsman toll free at: 1.877.557.2575.

You have the right to ask Reach University the following questions

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

Accessibility Resources and Services

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

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

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

Consumer Information for the Candidate

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

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

Financial Aid Privacy Policy

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

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

University Bursar

Department Information

- Reach University Bursar
- bursar@reach.edu

Our Purpose and Basic Policies

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

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

Payments & Ledger

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

The monthly payments are due in the middle of the month for graduate candidates and on the last business day of each month for undergraduate candidates. It takes 5-7 business days for bank or credit companies to process payments and

additional 3-5 business days for the payments to post on SonisWeb. If you have a question about your payment or SonisWeb ledger, contact bursar@reach.edu.

Delinquent Accounts

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

Refund Policy

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

Graduate Academic Standards & Policies

Note that the policies mentioned in the Candidate Handbook are supplementary to the Reach University policies stated and published in the University Catalog. The official policies are retained by the University Catalog. Please refer to the catalog for more information or policies that are not listed in the handbook.

Course Audit Policy

Auditing a course at Reach means attending a class without receiving credit and without the right to have assignments scored, corrected or with relevant feedback. Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Neither a grade nor credit is given for audited courses. The option of auditing a course is available to registered candidates only. Pre-requisites of credited classes cannot be met with the audited class. Auditors are subject to the same tuition as candidates enrolled for credit.

With the consent of the applicable program director, registered candidates may be permitted to audit a class on a case by case basis. Candidates must secure the written approval of the supervising administrator and return the signed [Audit Request Form](#) to the Office of the Registrar (registrar@reach.edu) within 14 days from the date of the signed form. If granted the approval to audit a course by the program director, arrangements will be made with regard to class participation, attendance, and coaching.

Candidates register for audit courses in the same manner as they would for credit courses. Those who audit courses are not eligible for credit by examination in such courses.

Attendance

Reach University requires instructors to report attendance on the first and second meeting period of class. Candidates who fail to begin attendance by the second meeting period may be subject to administrative withdrawal due to non-attendance. Attendance reports will be pulled by the registrar within 72 hours of the second reporting date. Beyond the second meeting period of class, individual faculty reserve the right to continue attendance at their own discretion for the purposes of institutional reporting. Attendance may be taken voluntarily per faculty or syllabi guidelines.

The Teacher Induction program is exempt from the requirement to report attendance on the first and second meeting period.

Grading, Assessment, and Evaluations

Course Evaluations

Course performance evaluations are determined based on the stated objectives of the course and incorporate individual assignments, formative assessments, performance assessments, or other criteria determined by the course instructor or specific program.

It is the responsibility of the instructor of each course to define their grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed.

Candidates may be awarded either “Exceeded Expectations,” “Met Expectations,” “Did Not Meet Expectations,” or “Incomplete” for each course. Candidates must receive either a “Met” or “Exceeded” in order to receive course credit.

Exceeded Expectations: Performance of the candidate demonstrated sustained excellence in applying the course expectations and demonstrating the course knowledge, skills, and habits. Equivalent to a 4.0 on the GPA scale.

Met Expectations: Performance of the candidate adequately met the requirements of the course and demonstrated the necessary application of course knowledge, skills, and habits. Equivalent to a 3.0 on the GPA scale.

Did Not Meet Expectations: Performance of the candidate did not adequately meet the requirements of the course and/or failed to demonstrate the necessary application of course knowledge, skills, and habits. This may include failure to submit assignments on time, failure to meet the attendance requirement, or failure to demonstrate the necessary knowledge and skills through course assignments. Academic probation may be required for continued participation in the program (see Academic Probation). Equivalent to a 0.0 on the GPA scale.

Incomplete: Indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances and that there is still a possibility of earning credit. “Incomplete” may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion, including revised deadlines, is not met, the evaluation will be changed to “Did Not Meet Expectations.”

Evaluations of “Did Not Meet Expectations” or “Incomplete” must be addressed in order for the candidate to continue in the program (see Academic Probation Policy) on the candidate’s own time, based on the course requirements, and their work will be reevaluated by the instructor. These evaluations cannot be revised if the candidate has been disqualified. Course evaluations must be revised based on the submission of additional evidence as determined by the faculty member.

Failure to make sufficient progress can lead to disqualification and revocation of credentials in progress. See the Grievances and Appeals section of the handbook for information regarding appeal of a disqualification decision.

References or recommendations are given at the discretion of Reach faculty. Candidates who wish to receive a reference or recommendation from Reach faculty will have their coursework and or transcripts reviewed by Reach faculty and the substance of the reference will be determined, in part, by the extent to which the candidate met course expectations.

Evaluation Reporting

Transcripts and/or progress reports are available to candidates at regular intervals (typically after each term) through our online Student Information System SonisWeb. In circumstances where Reach partner schools contribute a portion of candidates' tuition, when candidate credentials are a condition of employment, or candidate progress has other implications for the employing school, Reach may communicate with the candidate's employer if the candidate's continued enrollment or success in the program is in jeopardy.

Performance Assessments

Some programs may require meeting a minimum standard of performance on performance assessments for program completion or for independent course completion.

Course Extensions

Although each candidate is encouraged to complete the Reach courses within the allotted time frame, certain circumstances may preclude this from being accomplished. Candidates who need more time to complete assignments may request a course extension. An extension adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension. Candidates must request an extension via email to candidate services and pay their course extension fee online or by cashier's check by the course end date in order to receive the extension.

Master of Arts in Teaching (MAT) elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course.

Course extensions fees may be waived on a case-by-case basis. Examples include, but are not limited to:

- Personal health issues in which the candidate is under a doctor's care and unable to work
- Personal health problems related to an immediate family member who is under a doctor's care in which the candidate must stop working in order to provide care.
- An approved leave of absence from the district or break in service for personal reasons or non re-elect.

Note: The candidate must provide verification of the extenuating circumstances.

Candidates can refer to course syllabi for course end dates.

If an extension is not approved, or if the work has not been submitted by the end of the second extension, any outstanding work will be given a grade of zero and the candidate's final grade will be calculated accordingly.

Candidate Appeal for Grade Change

A candidate may appeal a final course evaluation when they believe that the assigned evaluation does not reflect what the candidate has earned according to the criteria for grading as outlined by the faculty of the course. Reach policy states it is the responsibility of each faculty member to define their grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed. In addition, it is assumed that the evaluation awarded is accurate, and the candidate appealing the evaluation must justify the need for a change of the awarded evaluation.

Normally, evaluation appeals should be resolved informally between the candidate and faculty involved. A candidate who believes they have been assigned an improper evaluation should meet with the faculty of record and together review the assessment criteria used to determine the evaluation awarded on the candidate's transcript. If, after careful review of the assessment criteria, the candidate is still dissatisfied, or if the faculty of record refuses to take part in the informal process, the candidate may initiate the formal grade appeal procedure consistent with the grievance procedures (see the Grievances and Appeals section). The candidate must file a grievance within 30 days from the end of the semester in which the candidate's concern occurred. The time limit may be extended by the Director of Academic Operations and Graduate Candidate Services, at their sole discretion, upon presentation of good cause.

Reach's Master of Education Degrees Culminating Project

Master of Education programs at Reach culminate in an action research project that demonstrates the candidate's ability to understand issues in teaching and educational leadership, bring relevant research to bear in addressing those challenges, and apply that knowledge to more effective action in the field. Specific parameters for projects may vary by program, but all new master's project processes are approved by a majority of the faculty teaching in that program and also by the program director.

Reach's Master of Education projects have two steps:

Proposal: Candidates, working with their field coach and other appropriate faculty, develop a proposal for their MEd projects consistent with the program requirements. For approval, each candidate presents the proposal to a review panel and must obtain approval by both the field coach and a designated second faculty member prior to conducting the project. The proposal must address issues associated with research on human subjects which must be reviewed and approved by the appropriate Reach personnel.

Final Product: Candidates, working with their advisors and other appropriate faculty, develop a final, written MEd Capstone. Upon approval of the advisor, the project is submitted to the second faculty member for approval. The Action Research Capstone is completed when two faculty members sign off.

Faculty members are responsible for upholding the academic standards of Reach. A faculty member's judgment regarding the readiness of an Action Research Capstone is not subject to review.

Without exception, candidates will not have an approved Capstone project nor will they earn a Master of Education without securing the appropriate signatures.

Guidelines: The advisor is primarily responsible for providing formative feedback and advising on the development of the proposal and final product. It is expected that several drafts will be necessary prior to being submitted to the full committee for review. The full committee consists of at minimum two Reach faculty members with oversight from the Provost.

The faculty member instructing the course(s) associated with the MEd project, who may or may not be on a candidate's committee, also plays a role in formatively shaping candidates' proposals and culminating products and is expected to communicate regularly with other readers.

Field coaches are responsible for enlisting the feedback of the other members of a committee and may wish to seek input and feedback from other committee members prior to submission of proposals or culminating projects for approval.

Students' Right to Cancel or Withdraw

Cancellation

Candidates have the right to cancel the enrollment agreement, without penalty or obligation, and obtain a refund of charges paid through the attendance at the first class session, or the seventh day after enrollment, whichever is later. Please refer to the enrollment agreement to confirm the final date that cancellation can occur.

Withdrawal

After the end of the cancellation period, candidates also have the right to stop school at any time; and candidates have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled weeks in the current payment period in the program through the last day of attendance. Candidates who withdraw after completing 61 percent or more of the scheduled weeks in the current payment period, are responsible for the full tuition amount charged for the entire academic year.

Any notification of cancellation or withdrawal must be made in writing. Candidates must request and submit the Notice of Cancellation form directly to the Graduate Institute at Reach University via DocuSign or by mailing to the Reach Institute for School Leadership, 1221 Preservation Park Way, Suite 100, Oakland, CA 94612.

The written notice of cancellation or withdrawal, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The written notice of cancellation or withdrawal, if sent by DocuSign, is effective on the date that the form was completed. The written notice of cancellation or withdrawal must be in the form of the Notice of Cancellation Form and, it is effective if it shows that the candidate no longer wishes to be bound by the Enrollment Agreement.

If a candidate is withdrawn, they will be required to re-apply and follow the requirements of the catalog for the year in which they are readmitted.

Disciplinary Procedures

Academic Probation

In circumstances where a candidate falls significantly below expectations during a course, falls below the attendance requirement specified in the syllabus, or a faculty member awarded a "Did Not Meet Expectations" upon conclusion of a course, the faculty member may recommend that the candidate be disqualified from the program or may choose to recommend a candidate continue in the program on a probationary basis. Repeated failure to progress toward the stated degree, credential, or other program objective is also grounds for being placed on academic probation. In the case of probation, the terms of probation, including any necessary remediation, will be set by the faculty member and approved by the program director. The terms of probation may include conditions and supports for the candidate in the upcoming course in addition to requirements for completion/remediation of the previous course. The terms of all probationary agreements will include the requirement that the candidate be off probation prior to earning another "Did Not Meet Expectations." Candidates who have two "Did Not Meet Expectations" on their records simultaneously will be disqualified from the program. This may result in the revocation of certain intern credentials.

When such action is taken, the candidate shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Administrative Probation

A candidate is subject to administrative probation when they, after due notice, fail to comply with an academic requirement or regulation which is routine for all candidates or a defined group of candidates. Examples include, but are not limited to, failure to:

- Complete required examinations by required dates
- Complete required performance assessments by required dates
- Comply with professional standards appropriate to the teacher/educator professions
- Comply with aspects of these policies including but not limited to the academic integrity policy
- Submit other required documentation by required dates
- Pay tuition/fees by the required dates (see “Delinquent Accounts”)

When such action is taken, the candidate shall be notified in writing of the consequences of administrative probation and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Disqualification

Appropriate Reach personnel (program directors, Provost, Director of Academic Operations, Candidate Services) may disqualify a candidate who, at any time during or after enrollment, either fails to satisfy the terms of their probation or provisional enrollment, has demonstrated behavior so contrary to the standards of the profession for which the candidate is preparing as to render them unfit for the profession, or has demonstrated behavior that significantly negatively impacts the health, safety, or well-being of other candidates. In such cases, disqualification will occur immediately upon notice to the candidate. This notice shall include an explanation of the basis for the action and the program will require the candidate to discontinue enrollment as of the date of the notification.

A candidate who has been placed on administrative or academic probation may be disqualified if:

- The conditions for removal of administrative or academic probation are not met within the period specified.
- The candidate becomes subject to additional probation while on administrative or academic probation.

In cases of disqualification, candidates have a right to a due process consistent with the grievance and appeals process outlined in the next section.

Candidates who are disqualified from the program are subject to the Reach withdrawal tuition policy.

Ethical Research Practices

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

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

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

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

- Research takes place in established or commonly accepted educational setting

- Involves study of normal educational practices (e.g., regular and special education instructional strategies; studies effectiveness or comparison among instructional techniques, curricula, or classroom management methods).

Additional General Requirements or Considerations

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

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

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

Data collection methods in exempt settings might include:

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

Practice for NON-EXEMPT Studies

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

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

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

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

Coach/Mentor/Field Supervisor Change Requests

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

It is the candidate’s responsibility to initiate dialogue should they feel that their relationship with a given faculty member, coach, or mentor is inhibiting their progress. The existence of difficulties in a faculty/coaching relationship is not grounds for altering a candidate’s evaluations (which are awarded according to the “Course Evaluations” section of this handbook). Nevertheless, Reach will make every reasonable effort to remedy the situation.

Prevention

Reach strives to avoid faculty/coach/mentor/candidate conflict by providing its faculty/coaches/mentors with opportunities for professional development and support in instructional coaching skills, including:

- Reflective conversations and direct and honest feedback
- Collaborative planning
- Observing instruction and providing feedback
- Facilitating the analysis of candidates’ work
- Coaching for equity, English learners, and students with special needs
- Evaluating teacher performance
- Coaching in complex situations

Ongoing support for the support and development of faculty members’ coaching skills include:

- Program team and/or faculty meeting time for problem solving and finding creative solutions, and discussing new approaches
- Regular communication with Reach Program Directors for one-one advice/suggestions
- Coaching-on-coaching including collaborative problem solving, shadowing, observation and feedback, performance evaluations, and other individualized support

Intervention or New Solution

In situations where the faculty/coach and candidate match is still not successful, one of the following remedies will be attempted:

- Collaborative problem solving with other Reach faculty or Program Directors
- Alternative coach if practical and available

The Program Director will consult with the Provost and coach to find team solutions.

Media Release

The Graduate Institute periodically uses electronic and traditional media (e.g., photographs, video, audio, testimonials) for publicity, educational, or advertising purposes.

Candidates will have the option to provide their consent to the use of the electronic and traditional media. A Media Release Statement is provided to all candidates in the enrollment packet.

Reach University Course Catalog

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

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

Intern and MAT Program Specific Policies

California Teaching Performance Assessment (CalTPA)

The CCTC has a state-sponsored teaching performance assessment called the California Teaching Performance Assessment (CalTPA). Pursuant to Education Code Section 44320.2, this assessment meets one of the requirements for earning a Preliminary Multiple Subject or Single Subject Teaching Credential. The CalTPA is aligned to the Teaching Performance Expectations (TPEs).

More information about the CalTPA can be found here: <http://www.ctcpa.nesinc.com/>

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. Together, these instructional cycles and the related rubrics will assess a range of the TPEs. *Each CalTPA cycle must be the candidate's own, unaided work.* Candidate responses on each of the CalTPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow candidates, and similar individuals). Completing the CalTPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy.

If it is determined by Reach Faculty or Staff that a candidate submitted a CalTPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible revocation of the District Intern Credential and expulsion from the Reach program.

Per the CCTC/CalTPA Guidelines for Acceptable Support:

The following activities constitute **required** forms of support for candidates completing the CalTPA:

- Providing candidates with access to the CalTPA assessment preparation materials and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment

- Explaining CalTPA instructional cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of student work or having students use educational technology)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., getting to know students, incorporating student self-assessment, reflecting on video-recorded instruction)
- Providing candidates who are not successful on the CalTPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalTPA:

- Referring candidates to the CalTPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, professional writing about students, using knowledge of students to plan instruction, differentiating instruction)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the TPEs as measured by the CalTPA cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a cooperating teacher or peer, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)
- Providing access to translations of instructional materials for submissions that include evidence in languages other than English and require translations
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts
- Answering common questions about the CalTPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics

- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalTPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalTPA Rules of Participation

The following activities constitute **unacceptable** forms of support for candidates completing the CalTPA:

- Providing a candidate with the content or answer in response to a CalTPA prompt or task (e.g., selecting for a candidate the focus students, analyzing student work, determining next steps for instruction for a group of students)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA performance standards or "benchmarks"
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, they should seek guidance from their coach or another Reach faculty member.

The CalTPA must be submitted according to submission guidelines and directions communicated by CTC, Pearson, and course instructors. In order to be recommended for a Preliminary Teaching Credential, candidates must pass both cycles by the end of the program.

Candidates submit their CalTPA directly online to the CCTC through Pearson. The registration fee for the CalTPA is \$150 per cycle, for a total of \$300; this fee must be paid directly to Pearson upon registration for a CalTPA cycle. If your submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission will be reported as "incomplete" to the CCTC and Reach.

[CalTPA Remediation and Repeating Reach 261 or Reach 262](#)

Candidates must pass both CalTPA Cycle 1 and CalTPA Cycle 2 in order to be recommended for their Preliminary Teaching Credential. Reach will not recommend candidates for a Preliminary Teaching Credential until they have passed both cycles of the CalTPA.

Intern candidates in the two-year pathway receive CalTPA support and remediation from Spring Reach 261 and Reach 262 course faculty through the end of the Spring semester.

Candidates may submit a TPA cycle after the end of the Spring semester up until the scheduled Spring completion date that is listed on their enrollment paperwork; however, faculty are not available to provide support through the Summer. In addition, the CTC makes updates to CalTPA materials each Summer that can include changes to CalTPA elements such as the assessment guides, templates, rubrics, and passing scores. Therefore, candidates who wish to submit their CalTPA over the Summer are strongly encouraged to submit their CalTPA by the final submission deadline of the submission year. CalTPAs that are submitted after this date will be subject to any updates the CTC makes to the following year's version of the CalTPA.

If a candidate earns a passing score on the submitted CalTPA cycle at any point between the end of the Spring semester and August 10th, the candidate should email candidate services (intern@reach.edu) with their CalTPA score report. Reach will make a grade change so that the candidate earns a grade of “pass” for the Spring Reach 261 or Reach 262 course. This means that if a candidate earns a grade of “pass” through a Summer grade change, they will not be enrolled in Reach 261 or Reach 262 in the following Fall semester. Candidates who do not submit or who do not pass the CalTPA by the start of the Fall semester must retake Reach 261 or Reach 262 each semester until they pass that cycle of the CalTPA.

For Year 1 candidates who failed Reach 261 (because they did not pass the CalTPA Cycle 1 before the start of the Year 2 Fall semester), and for Year 2 candidates who failed Reach 262 (because they did not pass the CalTPA Cycle 2 by the end of their Spring Year 2 semester), it will be required to re-enroll in the failed course the following Fall semester.

Candidates will receive CalTPA remediation and support through the next semester’s Fall Reach 261 or Reach 262 course. Candidates who are re-enrolled in Reach 261 or Reach 262 after failing are responsible for paying tuition for that course.

In this way, all candidates who do not pass a CalTPA cycle will receive remediation support.

The cost to enroll in the Reach 261 or Reach 262 remediation course is \$250 per semester.

Candidates who fail to submit the TPA by the end of a 261 or 262 course may request one course extension to continue receiving support from faculty. See [course extensions](#) for more details.

ECO Intern Program CalTPA Submission Remediation Guidelines and Late Submission Fees

Early Completion Option (ECO) candidates must pass each CalTPA cycle *on the first attempt*. If an ECO candidate does not receive a passing score they will no longer be eligible for ECO (see “Early Completion Option” policy below). These candidates may enroll in Reach’s Two-Year Intern Credential Program at the start of the next Fall semester.

ECO candidates who fail to submit the TPA by the end of the 260 course may request one course extension to continue receiving support from faculty. See [course extensions below](#) for more details.

Per CTC guidelines, ECO candidates may choose to submit their CalTPA cycles at any point within one year of enrollment in the ECO program. However, candidates are *strongly* encouraged to abide by program submission deadlines. If a candidate cannot submit by a program submission deadline, the candidate is strongly encouraged to submit by the final CTC Program Year Submission Date; *the CTC may make changes to the CalTPA after the final program year submission deadline which can adversely affect an ECO candidate who intends to submit their CalTPA.*

Intern + MAT Course Extensions

- An extension for a core academic course (210, 221, 231, 241, 251) adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension.
- An extension for Capstone and CalTPA Support Courses (260, 261, 262, and 263) is available to candidates and adds an increment of 15 days to the end of the course, enabling candidates to receive support from faculty in completing the TPA during the extension period. Course extension fees for these courses are \$100, with a maximum of just **one** extension per course. Candidates who fail to submit CalTPA by the next TPA submission deadline or who do not pass the CalTPA must re-enroll in the Capstone or CalTPA support course (see [CalTPA Remediation](#) above). (Note: candidates may submit the CalTPA at any time during their enrollment in the intern program, regardless of whether they are enrolled in a TPA support course.)
- Master of Arts in Teaching (MAT) elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course.

Dual Credentials

A teacher pursuing *two single subject preliminary credentials* through the Reach Intern Teacher Credential Program must complete additional requirements.

(NOTE: Reach does not recommend pursuing a second credential during the program except for in cases of exceptional candidates. A discussion between a designated Reach staff member, the candidate, and the principal is required PRIOR to the approval of a second District Intern Credential recommendation.)

Eligibility requirements

- Demonstrate subject matter competence in BOTH subject areas
 - A teaching assignment consistent with the intern credentials for BOTH subjects for BOTH years of the program
- Additional course requirements: In addition to regular coursework required for the two-year Intern Program, additional requirements will apply, such as but not limited to:*
- Any subject specific pedagogy modules must be completed in the two subject areas the candidate is pursuing.
 - Both the elementary and secondary literacy modules may be required, depending upon the two credentials sought.
 - In collaboration with the Reach faculty coach, the candidate will need to monitor that they sufficiently alternate assignments/assessments between the two subject areas.

Field Experience and Coaching

Coaching: Coaching will be across both teaching assignments and subject areas (no extra work required from the teacher).

Field Experience: Depending on the teaching assignments in the two subject areas, additional field experiences required may include observing teachers, guest teaching in other classes, etc. in order to fully meet credentialing requirements in both subject areas. The candidate will be required to teach in both subject areas prior to completion of the two-year program.

Teacher Performance Assessments (CalTPAs) requirements

The candidate must pass the CalTPA in both subject areas which requires the candidate to pay for and submit two separate submissions for each CalTPA cycle.

Eligibility for Reach Teacher Induction Program (TIP) and Master of Education in Teaching & Induction (MinT) Program

Interns who successfully complete the full 2-year Reach Intern Teacher Credential Program are eligible to apply for the 1-year Teacher Induction Early Completion Option (if continuing to be employed at a Reach partner school) or application for entry into the Master of Education in Teaching & Induction Program, if desired.

Teacher Induction Program (TIP) Specific Policies

Request for Extension or Modification

See the “*Course Extension*” section.

The process for requesting an extension is as follows:

- The candidate meets with their mentor & partner school induction liaison to discuss extenuating circumstances.
- Complete a request for an extension/modification form and return to induction@reach.edu.
- The Candidate Services Associate will inform the candidate if their extension has been approved by the program director.

- If the candidate's extension is approved, the candidate must pay their course extension fee online or by cashier's check by the course end date in order to receive the extension.

Weekly opportunities to work with a mentor and to employ new ideas into the work is central to successfully completing your Induction. When candidates miss more than **four weeks** of school, they do not have the opportunity to participate in Induction in a meaningful way and, therefore, are ineligible to participate in TIP for that semester. Upon the candidate's return in a subsequent semester, the Program Director will customize an Induction Plan for them to follow.

Late Submissions

Late submissions or incomplete work will delay progress towards earning a Clear Teaching Credential. Unless an extension or modification is approved by the Program Director in writing in advance of the deadline, candidates may be charged an assessment fee of \$200.00 to have their submission assessed. In addition, late submission may result in a candidate being placed on academic probation or being withdrawn from the program.

Confidentiality

One of the basic principles underlying TIP is confidentiality. While TIP mentors participate in assessing growth, mentors are not evaluators. With this in mind, the collaborative conversations and the substance of the mentor observations and collaborations are not intended to be shared with site supervisors, other partner agency staff, or anyone outside of the Reach/TIP staff, and are not intended to be part of or impact any teacher job performance evaluation. **Communication between the candidate and mentor is strictly confidential.** Documentation submitted to the Program for the California Clear Teaching Credential may not be used for employment evaluation purposes.

It should be noted that a triad of communication between the candidate, mentor, and site administrator can help to promote optimum support and is recommended as a means of enhancing professional practice. All teaching and learning evidence is for the purpose of completing credential requirements, but the candidate may choose to share accumulated documents with the site administrator.

Note: Program status and participation is not confidential.

Missed Mentor Meetings

Meeting regularly with a mentor is at the heart of our program. Therefore, it is important that candidates make all efforts to be present at all meetings scheduled with the mentor. The program recognizes that unexpected issues arise and that a candidate may need to reschedule a meeting. However, repeatedly missing meetings without prior notice to the mentor may put the candidate in danger of not meeting induction requirements.

- The expectation is that candidates will inform the mentor in a timely manner about any meeting they will miss.
- If there is a second missed meeting, mentors will contact the program, who will contact the candidate to clarify meeting expectations.
- If there is a third missed meeting, the program will notify the candidate and Reach TIP Liaison and Lead Mentor in writing that due to missed mentor meetings, the clearing of the candidate's credential is in jeopardy. An intervention plan will then be developed.
- Further missed meetings may mean that the candidate does not receive credit for induction work and may be required to repeat components of the program, at the expense of the candidate.

Candidate and Mentor Reassignment or Request for Change

Mentors and candidates are paired together using a variety of criteria that are intended to increase the likelihood of creating a positive and meaningful relationship. However, as in all relationships, challenges sometimes arise. If there are significant concerns about the mentoring relationship, it is the responsibility of the candidate to give written notice of specific concerns regarding the match to the Site/Organization and TIP Program Director.

Upon receipt of a request for a new match, the Program Director will secure confidential information from both the candidate and mentor. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).

In response, the TIP Program Director will:

- Investigate the concerns in order to determine the appropriate course of action.
- Work to see if the issue can be resolved.
- Review the matter and issue a decision in writing regarding the candidate/mentor assignment within two weeks of the notice.

Instructional Leadership Academy (ILA) Program Specific Policies

California Administrator Performance Assessment (CalAPA)

The CCTC has developed the state-sponsored administrative performance assessment, the California Administrator Performance Assessment (CalAPA) in alignment with the California Administrator Content Expectations (CACEs) and the California Administrator Performance Expectations (CAPEs). The CalAPA is structured around three full leadership cycles based on the process: *investigate, plan, act, reflect, and apply*. The three cycles are: Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, Leadership Cycle 2: Facilitating Communities of Practice, Leadership Cycle 3: Supporting Teacher Growth. Each leadership cycle is conducted within a school leadership field placement and candidates are expected to submit all required evidence for each component for each leadership cycle. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalAPA is designed to address school-based leadership, candidates will be asked to respond to the cycles within the context of their school-based leadership. Candidates whose role is at a central office level, must have a school-based field placement for the CalAPA cycles.

Each CalAPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalAPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow candidates, and similar individuals). Completing the CalAPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy. If it is determined by Reach Faculty or Staff that a candidate submitted a CalAPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible expulsion from the Reach program. Furthermore, candidates will be subject to CCTC decisions based on the violations, which may include termination of all CCTC credentials.

Per the CCTC/CalAPA Guidelines for Acceptable Support:

The following activities constitute **required** forms of support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)

- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)
- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of educational leadership, other supports are not acceptable within the CalAPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with

respect to the CAPE and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalAPA:

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, they should seek guidance from their Coach or another Reach faculty member.

The CalAPA must be submitted according to submission guidelines and directions communicated by course instructors and as outlined on the CalAPA [website](#). Candidates will submit their CalAPA directly online through the CCTC CalAPA exams system. The registration fee for the CalAPA is Cycle 1: \$125, Cycle 2: \$150, Cycle 3: \$150 for a total of \$425; these fees must be paid directly to Pearson Evaluation Systems upon registration for a CalAPA cycle.

After payment, registration will be valid for one year. If candidates do not submit a cycle for scoring or withdraw registration within that period, the registration will expire and candidates will receive no refund or credit of any kind. If candidates must retake the assessment, they are responsible for the associated fees. If the candidate's submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission will be reported as "Incomplete" to the CCTC and Reach.

CalAPA cycles that are not submitted properly or in their entirety by the due date established by their instructor may be subject to a \$100 CalAPA late fee.

Candidates who do not submit and/or pass a CalAPA cycle by the end of the program will need to remain affiliated with Reach in order to continue to work on the CalAPA and therefore must re-enroll to receive remediation support from a faculty member before re-submitting the CalAPA. Candidates will be responsible for paying the associated tuition and coaching fees. Candidates have a maximum of three attempts per CalAPA cycle (inclusive of the first submission).

Candidates who do not pass a CalAPA component on the third attempt will not be able to continue in the Reach Instructional Leadership Academy.

Candidates who do not pass all three CalAPA leadership cycles cannot be recommended for the Preliminary Administrative Services Credential.

Additional Services & Departments

Candidates Access to Support:

- Registrar - Course Registration, Transcripts, and Academic Record
registrar@reach.edu - Registrar's Office Address: PO BOX 6439, Anaheim, CA 92816
- Bursar - Tuition, Payments, Payment Plans
bursar@reach.edu
- Financial Aid – FASFA, Pell Grant & Scholarships
financialaid@reach.edu
- Graduate Candidate Career Services – Graduate Candidate Credential Analysis Services
grad@reach.edu
- Technology Support – Canvas Support (online learning management system) and SonisWeb Support (online Student Information System), Torsh Talent (online video recording and editing tool)
support@reach.edu
- Library Services - Access to library and learning resources
library@reach.edu

Learning Facilities & Resources

By design, most Reach programs and learning opportunities take place on site at partner schools. The majority of seminars, field coaching, and practicum projects occur at candidates' schools or in neighborhood schools. Reach maintains Memoranda of Understanding (MOU) with each of its partner schools, in which partner schools commit to providing Reach candidates with computer access, wireless Internet access and group workspaces.

Reach University also maintains an office in Oakland, California's historic Preservation Park. The office includes a small physical library and workspace. The Reach office allows candidates local to the Oakland, CA area to access a printer, scanner, and copier.

Reach uses multiple platforms to facilitate different types of engagement including an online research library, e-readers, and a learning management system for course content and participation.

Library Resources

Informational and learning resources available to candidates include Study.net and EBSCO. Study.net is an online electronic delivery system of academic content, and is accessed through Canvas, the Learning Management System, utilized by all Reach academic programs. EBSCO is a research database system which facilitates candidates' ability to conduct research in their respective areas of development and interest.

The Reach University Library – Physical & Digital Resources

The physical Reach University Library found at the Preservation Parkway location contains a variety of books and instructional materials aimed at supporting teachers, coaches and administrators. Reach staff, participants and Alumni can use this resource to search for and reserve books that are housed in the Reach Library.

Technology

Reach programs typically include online coursework, online collaboration, and digital assignment requirements. Candidates are responsible for accessing sufficient technology to complete the requirements and school or home technology difficulties are not acceptable grounds for extensions. In order to participate in the Reach program, candidates must:

- Maintain working access to a computer, sufficient to complete required assignments, online collaborations, email inquiries, and digital assignment items, at their own expense (or by arrangement with their employer), including: high-speed internet access, reliable email access, and software applications including MS Word, MS PowerPoint, MS Excel, and Adobe Acrobat.
- Utilize their Reach email address to access coursework, communicate with staff, and log into technology platforms that are used in the program.
- Maintain and submit digital evidence of seminar/practicum work in the method/format prescribed.
- Bring a laptop to seminars and one-on-one meetings.
- Back up all Reach-related files.