

Turn your job into a degree.



Fall Catalog Addendum 2026-2027

Effective Date

The information contained in this addendum supplements or replaces information found in the 2026-2027 Reach University Catalog.

Unless otherwise stated, the following changes reflect current information about Reach University and will take effect beginning Fall 2026 in the 2026-2027 academic year.

Contents

ACH: Transfer Credit Policy (New).....	3
ACH: Process for Transferring Credit (New).....	3
Course Numbering, Grades, & Grading Scale (Edit).....	3
Undergraduate Pass/Fail Grades.....	3
Graduate Pass/Fail Grades.....	3
Incomplete Grade Period Policy (Edit).....	3
Undergraduate.....	3
Incomplete Requests	3
Change of Grades.....	4
Graduate.....	4
Incomplete Requests	4
Plan for Completion.....	4
Change of Grades (in Reference to Incomplete Requests).....	4
RTC Undergraduate Minimum Grade Requirements (Edit).....	5
Program Change Policy (Edit).....	5
Undergraduate.....	5
Temporary Leave Policy: BAGE Licensure or Credential Disclosure (Edit).....	6
Academic Progress (AP) Policy (BAGE Specific Edit).....	6
ADA, Medical, & Learning Accommodations.....	6
Academic Warning.....	6
Academic Probation.....	7
Provisional Probation.....	7
Subject to Dismissal.....	7
Graduation/Completion Requirements: RTC Reach Teachers College Undergraduate Studies Bachelor of Arts in Global Education (BAGE) (Edit).....	8
BAGE Declaration of Intent (New).....	8
BAGE Clinical Requirement & Disclosure (Edit).....	9
BAGE Performance Gateway Progression & Performance Requirements (New).....	9
BAGE Gateway Chart.....	9
Licensure Exam Requirements: Louisiana Praxis Exams (Edit).....	14
Clinical Residency Handbook (New).....	14
Clinical Residency Exception/Appeal Procedure (New).....	14
Pregnant Candidates Policy: Leaves of Absence for Pregnant Candidates (Edit).....	14
Course Catalog - Addendum (Edit).....	15
OTM 330A: Louisiana Resource Center for Educators Methods 1 (3 credit hours).....	15
OTM 330B: Louisiana Resource Center for Educators Methods 2 (3 credit hours).....	15

ACH: Transfer Credit Policy (New)

(Apprenticeship College of Health Programs ONLY)

Reach University accepts transfer credits from regionally accredited institutions in the United States. Credits must be collegiate non-remedial courses and must have been passed with a grade of 75% or better. All transfer evaluations are based only on official transcripts; trade school courses and degrees are non-transferable. ACH candidates cannot exceed a combined maximum of 30 semester hours for transfer credit. ACH Candidates with transfer credits may be offered a customized degree program with one-to-one transfers.

ACH: Process for Transferring Credit (New)

Applicants seeking evaluation of previous coursework for transfer credit or equivalencies must submit official transcripts and/or appropriate official documentation to Admissions (apply@reach.edu). To then initiate an evaluation, applicants must submit a completed Transfer Request Form along with course syllabi (or official course catalog descriptions at a minimum) to the Registrar Transfer Evaluation team at transfereval@reach.edu. Any transfer credit must be approved and processed by the Registrar's Office.

Course Numbering, Grades, & Grading Scale (Edit)

Undergraduate Pass/Fail Grades

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

Pass = 77-100 (interpreted as a grade of C+ or better)

Fail = 0-76.99 (below C+)

Passing grades are excluded from GPA calculations. Failing grades are included and affect the GPA equivalent to an 'F'.

Graduate Pass/Fail Grades

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

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

Fail = 0-79.99 (below ME = 3; interpreted as a grade of "C" or lower)

Passing grades are excluded from GPA calculations. Failing grades are included and affect the GPA equivalent to an 'F'.

Incomplete Grade Period Policy (Edit)

Undergraduate

An incomplete grade indicates that some of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances, and that there is still a possibility of earning credit. An incomplete grade may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion is not met, the grade that would have been earned before the incomplete will be awarded. Candidates have 30 days from the scheduled end date of the original course term to complete the assignments and related work to earn a grade. All incompletes must be submitted by the Friday before Finals Week for a regular term or before the finals for a 5-week term. All candidates applying for Clinical Residency or enrolled in Clinical Residency must also notify the Office of Professional Licensure by emailing RTC@reach.edu of any incomplete grade requests approved.

Incomplete Requests

Candidates wishing to receive an incomplete for a course(s) are to request an Incomplete Request Form from the assigned instructor. The Incomplete Request Form is a signed agreement between the course instructor and the candidate and must be signed off by both for the Registrar's Office to assess an "I" incomplete grade to the record.

Change of Grades

Instructors are required to submit final grades within 30 days from the scheduled end date of the original course term dates (end of semester or end of the 5-week term). An incomplete final grade does not fall within the traditional final grade deadline, and faculty will not receive additional days for grading; these grades are due on the date the incomplete period is over. Grade changes should be submitted using the [Change of Grade form](#).

Graduate

An incomplete grade indicates that some of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances, and that there is still a possibility of earning credit. An incomplete grade may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion is not met, the grade that would have been earned before the incomplete will be awarded. Candidates have 30 days from the scheduled end date of the original course term to complete the assignments and related work to earn a grade. All incompletes must be submitted before final grades are due.

Disclosure: Reach University Graduate Institute's prior use of extensions is no longer the current practice, as of 2024-25, and will maintain this incomplete policy as the process.

Incomplete Requests

Candidates wishing to receive an incomplete for a course(s) are to request an Incomplete Request Form from the assigned instructor. The Incomplete Request Form is a signed agreement between the course instructor and the candidate and must be signed off by both for the Registrar's Office to assess an "I" incomplete grade to the record.

Plan for Completion

Candidates have 30 days to complete missing assignments and related work to earn a final grade. If the plan for completion is not met, the grade that would have been earned before the incomplete will be awarded.

If an incomplete has been granted for a graduate course that requires outside examination or assessment, and the candidate does not meet the plan for completion, the grade earned will be awarded. If needed, it will be scheduled into the consecutive term to repeat the course.

Change of Grades (in Reference to Incomplete Requests)

Instructors are required to submit final grades within 30 days from the scheduled end date of the original course term. An incomplete final grade does not fall within the traditional final grade deadline, and faculty will not receive additional days for grading; these grades are due on the date the incomplete period is over. Grade changes should be submitted using the [Change of Grade form](#).

RTC Undergraduate Minimum Grade Requirements (Edit)

Reach University operates in various states to develop partnerships and sustainable job-embedded programs. With this, we maintain a consistent minimum grade requirement throughout the undergraduate program to ensure all state-mandated, US Department of Education, and Reach Teachers College grade requirements are met. Candidates must maintain any additional course-specific minimum grade requirements.

Course Type	Minimum Letter Grade Requirement	Numeric Grade Requirement	Grade Point Requirement
Mathematics Basic Skills (MR)	B- or better	80% or better	2.7 or better
Literacy Basic Skills (LIT)	B- or better	80% or better	2.7 or better
Writing Basic Skills (WC)	B- or better	80% or better	2.7 or better
Systems & Social Policy (SSP) (includes the U.S. Constitution requirement)	C or better	74% or better	2.0 or better
Computer Science (CS)	C- or better	70% or better	1.7 or better
Louisiana Resource Center for Educators Methods I & II (LRCE)	B or better	84% or better	3.0 or better
All Clinical Year Courses (BAGE)	B or better	84% or better	3.0 or better
All Capstone Year Courses (BA-LS)	B or better	84% or better	3.0 or better
*Arkansas State History: SSP 350	C- or better	70% or better	1.7 or better
All Other Classes (not listed above)	C+ or better	77% or better	2.3 or better

*Arkansas State Residency ONLY requirement

Program Change Policy (Edit)

Undergraduate

Candidates may request a change in their program of study, including their major, program, or field of study, by submitting a formal request through the student portal or by collaborating with their advisor to make a written or email request. Please note that changes will only be processed between semesters and cannot occur while candidates are currently attending courses. When a formal request for a program change is made, the existing contractual agreement will remain valid unless the candidate officially withdraws from the University, accompanied by an amendment to the program of study. To qualify for a program change, candidates may need to provide official college transcripts for any additional courses completed outside of Reach to satisfy transfer credit requirements. All program changes will adhere to the catalog that is in effect at the time the change is approved.

Graduate

Candidates may request a change in their program of study, including their major, program, or field of study, by connecting with their advisor prior to submission of the Program Change Form. Please note that changes will only be processed between semesters and cannot occur while candidates are currently attending courses. Exceptions are made only for candidates entering the final term of their program. When a formal request for a program change is made, the existing contractual agreement will remain valid unless the candidate officially withdraws from the University, accompanied by an amendment to the program of study. To qualify for a program change, candidates may need to provide official college transcripts for any additional courses completed outside of Reach to satisfy transfer credit requirements. Any authorized program changes will adhere to the catalog that is in effect at the time the change is approved.

Temporary Leave Policy: BAGE Licensure or Credential Disclosure (Edit)

Clinical Year and teacher residency requirements, including residency placements and associated activities, are established by the State Board of Education. Because these requirements are time-sensitive and sequential, a Temporary Leave of Absence may delay a candidate's progress toward program completion and teacher licensure. Candidates are responsible for consulting with their academic advisor to understand the impact this may have on their Clinical Year and teacher residency requirements.

- Leave initiated during a Clinical Residency semester will require the candidate to discontinue participation for the remainder of that semester and repeat the entire Clinical Residency semester in a future term.
- Leave taken between Clinical Residency semesters will delay the candidate's progression into the next required Clinical Residency experience.

In all cases, any leave during the Clinical Year will postpone eligibility for program completion and recommendation for teacher licensure by at least one academic semester and may result in additional delays depending on residency placement availability and state requirements. Additionally, approval from the State Board of Education may also be required.

Academic Progress (AP) Policy (BAGE Specific Edit)

Candidates are considered to be in good academic progress (AP) when they maintain a minimum semester and cumulative grade point averages (GPA) of 2.0 undergraduates, 2.7 BAGE candidates, or 3.0 graduates on all attempted Reach University coursework. Cumulative grade point average (GPA) requirements include all collegiate courses. Financial aid recipients are required to meet additional requirements for FSA Satisfactory Academic Progress (SAP). Refer to the Financial Aid section for more details.

ADA, Medical, & Learning Accommodations

Reach University complies with the ADA, offering medical and learning accommodations to support all candidates. Refer to the Accessibility Service sections for more details or contact the Manager of Candidate Wellness & Accessibility at sbarnes@reach.edu.

Academic Warning

Candidates who fail to meet the minimum term grade point average (GPA) (2.0 for undergraduate candidates; 2.7 BAGE candidates; 3.0 for graduate candidates) for Academic Progress (AP) but earn/maintain a cumulative grade point average above the minimum satisfactory GPA will be placed formally on Academic Warning. Notification will be sent from the University Registrar to the candidate's official Reach email address. The candidate will be required to consult with their advisor. The candidate must meet all conditions included in the Academic Warning notification:

1. Meet with Advisor to review steps to improve overall success and a variety of resources available to candidates.
2. Consult with the Librarian regarding tutoring services and academic resources.
3. Complete the next semester with a term GPA of 2.0 for undergraduate candidates, 2.7 BAGE candidates, and 3.0 for graduate candidates.

Candidates must continue to keep their term grade point average above the minimum grade requirement of their program or risk violating the minimum cumulative grade point average (CUMGPA) for academic progress requirements (2.0 for undergraduate candidates; 2.7 BAGE candidates; 3.0 for graduate candidates), which will result in Academic Probation.

Academic Probation

After the first semester (fall, spring, or summer *if required), candidates who fail to meet the minimum cumulative grade point average (CUMGPA) for Academic Progress (2.0 for undergraduate candidates; 2.7 BAGE candidates; 3.0 for graduate candidates) will be placed formally on Academic Probation. Notification will be sent from the University Registrar to the candidate's official Reach University email address. This notification will stipulate the conditions for continued enrollment.

The candidate will be required to:

4. Complete [the Academic Success Plan Form](#)
5. Meet with an Advisor to go over the plan and a variety of resources
6. Continue to check in with Advisor throughout the semester
7. Repeat any previously failed courses
8. Complete the consecutive semester with a term GPA high enough to bring up the cumulative grade point average (CUMGPA)

The candidate must meet all conditions included in the Academic Probation notification. Failure to do so will result in future holds on course registrations. Candidates who fail to meet the cumulative grade point average of 2.0 undergraduate; 2.7 BAGE candidates; or 3.0 graduate will remain in probation for a second semester as Provisional Probation.

Provisional Probation

Candidates that are unable to bring their cumulative grade point average (CUMGPA) to the minimum satisfactory level (2.0 for undergraduate candidates; 2.7 BAGE candidates; 3.0 for graduate candidates) for a consecutive semester will remain on probation for a second semester as Provisional Probation.

Candidates who continue on Provisional Probation will be sent a notification from the University Registrar to the candidate's official Reach University email address. This notification will stipulate the conditions for continued enrollment. The candidate will be required to:

1. Amend or complete a new [Academic Success Plan Form](#)
2. Meet with an Advisor to go over the plan and a variety of resources
3. Continue to check in with an Advisor throughout the semester
4. Repeat any previously failed courses
5. Complete the consecutive semester with a term GPA high enough to bring up the cumulative grade point average (CUMGPA)

Candidates must meet all conditions included in Provisional Probation notifications. Failure to do so will result in future holds on course registrations and may result in their dismissal from the University.

Subject to Dismissal

Candidates that continue to violate the Academic Progress Requirements after two consecutive semesters (including fall, spring, or summer *if required) by failing to bring up their cumulative grade point average (CUMGPA) to the minimum satisfactory level (2.0 for undergraduate candidates; 2.7 BAGE candidate; 3.0 for graduate candidates) will be considered Subject to Dismissal. Notification will be sent from the University Registrar to the candidate's official Reach University email address. This notification will stipulate the conditions necessary for the candidate for reinstatement to Reach University. A hold will be placed on future course registrations, and the dismissal will be recorded on the candidate's transcript.

Graduation/Completion Requirements: RTC Reach Teachers College Undergraduate Studies Bachelor of Arts in Global Education (BAGE) (Edit)

Degree Earned:

- Upon successful completion of all program requirements a Bachelor of Arts Degree in Global Education with institutional recommendation for licensure.

Requirements:

- Successfully complete all required coursework, including clinical residency, and complete with the required 2.70 CUMGPA (cumulative grade point average).

Institutional Recommendation for Licensure Requirements:

- Obtain a conferred degree and submit all passing licensure exam scores to Reach.

BAGE Declaration of Intent (New)

Candidates employed in Arkansas or Louisiana and actively enrolled in the Bachelor of Arts in Liberal Studies (BA-LS) 4-year degree program who seek to pursue the Bachelor of Arts in Global Education (BAGE) must declare their interest in the program by the end of [Semester 2](#). Candidates who fail to submit by the deadline will not be eligible to change their program of study.

Declaration is required. Candidates who declare BAGE will be monitored through the BAGE performance gateways process to determine further eligibility for the BAGE program while maintaining academic progress in the BA-LS 4-year program. Structured checkpoints and key supports are part of the clinical residency eligibility requirements; candidates who do not meet these requirements will be required to stay in BA-LS. Candidates will be scheduled in cohorts by BA-LS and state-specific BAGE cohorts. (see BAGE Gateway Progression & Performance Requirements Chart)

The BAGE degree is currently available only to candidates employed at Arkansas or Louisiana school sites who have a BAGE-specific Memorandum of Understanding (MOU) with Reach University. Reach University will confirm that the candidate's school district has a current Memorandum of Understanding (MOU) with a BAGE addendum and that the candidate's employment is verified before confirming eligibility for a change in program.

BAGE Clinical Requirement & Disclosure (Edit)

For a Bachelor of Arts in Global Education (BAGE) candidate to qualify as a Clinical Resident for the Clinical Year, candidates must meet several eligibility requirements. Failure to meet these criteria may result in a transfer to the Bachelor of Arts in Liberal Studies (BA-LS) program. Candidates are required to have the requirements as outlined below by Advanced Year/Semester 2, in accordance with the specified deadlines:

1. Content Exams Requirement

- Elementary Certification (Grades 1-5 or K-6): Candidates must pass at least 75% of required content* exams (3 out of 4).
 - Fall Clinical start deadline: March 1 (the semester prior)
 - Spring Clinical start deadline: October 1 (the semester prior)
- Dual Certification (Mild to Moderate and Elementary, Grades 1-5 only- LA): Candidates must pass at least 75% of required content* exams (3 out of 4)
 - Fall Clinical start deadline: March 1 (the semester prior)
 - Spring Clinical start deadline: October 1 (the semester prior)

Recommendation: Candidates pass 100% of required content* exams (4 out of 4) prior to their clinical start.

*In Louisiana, a Teaching of Reading component is considered part of the content exams for Elementary, Early Childhood, and Special Education Certification areas.

2. Employment & MOU Requirements: Include employment at a school with a Memorandum of Understanding (MOU) with Reach and placement in an elementary classroom for the Clinical Year (note: SPED classrooms do not meet this requirement in Arkansas).
3. Successful Completion: All required courses as outlined in the Scope and Sequence must be completed with the minimum grade requirements.

BAGE Performance Gateway Progression & Performance Requirements (New)

Performance gateways are structured checkpoints to ensure candidates are ready to move forward in the program. Candidates must demonstrate clear, observable proficiency in key competencies to progress through a teacher preparation program. As an apprenticeship degree model, performance gateways are even more necessary to provide evidence that a candidate is proficient in key skills to move forward.

Structured checkpoints are designed to demonstrate instructional skills, core competencies, and key dispositions. When a candidate doesn't yet meet expectations, support will be provided: targeted coaching, individualized growth plans, and many opportunities to demonstrate progress and eventually proficiency or mastery. Structured checkpoints and key supports are outlined below as a part of the clinical residency application process.

BAGE Gateway Chart

Foundational Year END of Semester 2	
Declare Major/Certification Pathway	Identify which certification area/pathway Certification area informs Praxis exams and state codes required for licensure
MOU with BAGE addendum check	Internal check to ensure the appropriate MOU is set with the candidate's employing school district to support the certification route.
Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.

Intermediate Year Semester 3	
Mid-semester	
MOU with BAGE addendum check	Internal check to ensure the appropriate MOU is set with the candidate's employing school district to support the certification route.
On-the-Job (OJL) Learning and Course Outcomes	OTM 221 Demonstrate a comprehensive understanding of state-specific academic standards and curriculum frameworks. (HQIM) Model and implement instructional strategies that support the delivery of academic standards. Engage in structured reflection to promote academic growth and engagement. Conduct classroom observations and provide actionable feedback aligned with instructional best practices. Demonstrate professionalism and ethical behavior in their interactions within the educational community.
Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program. Professor/Faculty Reflection
Progress on IGP (if necessary)	IGP is implemented if the candidate is not meeting expectations. IGP must include: Targeted coaching, clear feedback, and re-assessment.
Partner School Reflection	

Intermediate Year Semester 4	
End of Semester	
25% of required exams passed	Passing Praxis exam scores must be submitted to Reach
MOU with BAGE addendum check	Internal check to ensure the appropriate MOU is set with the candidate's employing school district to support the certification route.
On-the-Job (OJL) Learning and Course Outcomes	OTM 223 Demonstrate a comprehensive understanding of state-specific academic standards and curriculum frameworks. Identify and articulate success criteria for student mastery of state-specific academic standards. Model and implement instructional strategies that support the delivery of academic standards. Engage in structured reflection to promote academic growth, engagement, and alignment with SMPs & NCTM practices.. Effectively deconstruct state-specific academic standards to identify rigor and prerequisite skills. Apply pedagogical theories to the workplace and real-world teaching scenarios. Conduct classroom observations and provide actionable feedback aligned with instructional best practices Use data to guide critical self reflection through collaborative discussions focused on state-specific academic standards and instructional practices. Demonstrate professionalism and ethical behavior in their interactions within the educational community.
Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums

Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.
Progress on IGP (if necessary)	Targeted coaching, clear feedback, and re-assessment IGP from semester 3 (if applicable) must be met
IGP is implemented if the candidate is not meeting expectations. IGP must include: Targeted coaching, clear feedback, and re-assessment.	

Advanced Year Semester 5	
Mid-semester	
50% of required exams passed	Passing Praxis exam scores must be submitted to Reach
MOU with BAGE addendum check	Internal check to ensure the appropriate MOU is set with the candidate's employing school district to support the certification route.
On-the-Job (OJL) Learning and Course Outcomes	OTM 321 - TBD- Finalized F26
Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.
Progress on IGP (if necessary)	Targeted coaching, clear feedback, and re-assessment IGP from semester 4 (if applicable) must be met
Provisional Admittance for Semester 6 if all criteria are met. Final Decision made when qualifying for Clinical Residency 1.	

Advanced Year Semester 6			
Mid-semester		End of Semester	
75% of required exams passed by Oct. 1/Mar1	Passing Praxis exam scores must be submitted to Reach	On-the-Job (OJL) Learning and Course Outcomes	OTM 323
MOU with BAGE addendum check	Internal check to ensure the appropriate MOU is set with the candidate's employing school district to support the certification route.	Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
On-the-Job (OJL) Learning and Course Outcomes	OTM 323- TBD - Finalized S27	Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.
Academic Standard	Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums	Attendance at CR initial overview session	
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.	Clinical Residency Information Form (Info Survey)	
Progress on IGP (if necessary)	Targeted coaching, clear feedback, and re-assessment	LA Candidates: Residency Licensure Application M/M or not option	AR Candidates: Code of Ethics for Arkansas Educators Training K-6 Add-on Survey
Principal Recommendation			
Professor/Faculty Reflection			
Partner School Reflection			
IGP from semester 5 (if applicable) must be met			

Clinical Year Semester 7	
End of Semester	
100% of required content exams recommended to be passed	Passing Praxis exam scores must be submitted to Reach
Academic Standard	A grade of "B" or better must be earned in Semester 7 of the Clinical Year in all courses Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.
On-the-Job (OJL) Learning and Course Outcomes	OTM 421A Show progress on the NIET ATR on POP Cycle conducted by the clinical supervisor
PGP (if applicable) must be met	

Clinical Year Semester 8	
End of Semester	
100% of required content exams recommended to be passed	Passing Praxis exam scores must be submitted to Reach LA- Successfully pass the PLT Assessment (and Mild to Moderate Pedagogy Exam, if applicable) AR- Successfully pass the Foundations of Reading Assessment
Academic Standard	A grade of "B" or better must be earned in Semester 7 of the Clinical Year in all courses Minimum cumulative GPA; Arkansas State minimum cumulative GPA = 2.68; Louisiana State minimum cumulative GPA = 2.36 and specific course-type minimums
Academic Engagement	Candidates are expected to actively participate in academic activities, which include both asynchronous and synchronous engagements. Consistent engagement is crucial, as any lack of participation may adversely affect progress in the program.
On-the-Job (OJL) Learning and Course Outcomes	OTM 421B Show progress on the NIET ATR on POP Cycle conducted by the clinical supervisor
PGP (if applicable) must be met	
Completion of Program and Licensure Requirements	Complete all licensure forms LA candidates must complete all steps on the LA licensure checklist in compliance with LDOE licensure requirements AR candidates must complete all steps on the AR licensure checklist in compliance with DESE licensure requirements Office of the Registrar will provide official transcript Director of Professional Licensure will confirm licensure application and recommend licensure for candidates that have completed all licensure requirements

Licensure Exam Requirements: Louisiana Praxis Exams (Edit)

Beginning January 1st, 2025, all Reach University candidates are recommended to take the Louisiana Elementary Multiple Subject Exam - 7000 series.

Please note: The Teaching Reading Exam is now embedded in the 7002 ELA exam. This means that candidates will not need to register for an additional teaching reading exam. Current BAGE/BA-LS candidates who have taken and passed any part of the 5000 series Praxis exams can continue taking the 5000 series but will need to take a Teaching Reading component, either the 7002 or the 5205.

Clinical Residency Handbook (New)

The Clinical Year serves as the culmination of degree requirements for the Bachelor of Arts in Global Education BAGE pathway. The Clinical Residency embedded within the Clinical Year offers you numerous culminating experiences that provide intentional opportunities to extend and apply learning in a nurturing environment. The [Clinical Residency Handbook](#) serves as a comprehensive resource for those involved in the Clinical Residency Program at Reach Teachers College (RTC) Undergraduate Studies and provides general information to Clinical Residents and supervisory personnel concerning the ongoing educational process occurring during the Clinical Year. Policies and procedures outlined in the handbook govern the Clinical Year. The following section includes excerpts from the handbook. (See [next tab](#) for all excerpts)

Clinical Residency Exception/Appeal Procedure (New)

In cases of extenuating circumstances, exceptions or extensions to Clinical Residency deadlines or policies may be considered. All official requests must be submitted through [this form](#). Please note that submission of a request does not guarantee approval, as not all requests will be granted.

Each request will be reviewed on a case-by-case basis by the Office of Professional Licensure. Supporting documentation may be required to inform the decision-making process. Following review, a recommendation to approve or deny the request will be forwarded to the Dean, who holds final authority over all decisions.

Applicants should be aware that the outcome of a request, whether approved or denied, may have implications for their program pathway, degree completion timeline, and/or licensure journey. All correspondence related to exception or extension requests will be conducted through RTC@reach.edu.

Pregnant Candidates Policy: Leaves of Absence for Pregnant Candidates (Edit)

With respect to leaves of absence for pregnant candidates, Reach University allows a leave for pregnancy or related conditions for as long as a candidate's doctor deems medically necessary. When the candidate returns to the University's education program or activity, the candidate must be reinstated to their prior status. See the University's Temporary Leave Policy for additional information and disclosures.

Due to the continuous enrollment structure and CTC credentialing standards of our graduate programs, graduate candidates anticipating or requiring a pregnancy-related leave must consult with their dedicated Candidate Success Advisor and the Graduate Academics team prior to initiating the leave. This consultation ensures proper planning and authorization of leave for academic continuity, credential completion, and alignment with the exit and readmission processes.

Course Catalog – Addendum (Edit)

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

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

Division: Louisiana Divisions Only

Delivery Method: Synchronous

Duration: 15 weeks

Grade Scale: Letter Grading (Fall 2026)

Minimum Passing Grade: B

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

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

Division: Louisiana Divisions Only

Delivery Method: Synchronous

Duration: 15 weeks

Grade Scale: Letter Grading (Fall 2026)

Minimum Passing Grade: B