



REACH

UNIVERSITY

2026-2027 University Catalog

University Catalog

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Catalog Effective

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

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Reach University's Leadership & Our People

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

Dear Reacher:

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

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

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

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

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

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

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

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

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

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

Warmly,



Joe E. Ross, J.D.
President



Dr. Anastasia Wickham
University Provost

Reach University's History & Mission Statement

Vision

Reach University envisions a world where everyone, everywhere can access fully job-embedded higher education and work-based credentials.

Mission

The mission of Reach University is to turn jobs into degrees. Reach brings higher education into the workplace and inspires deep learning through inquiry, dialogue, collaboration, and on-the-job practice—freeing minds, building careers, and strengthening the workforce.

Reach University Institutional Learning Outcomes (ILOs)

REACH: ILO 1: INQUIRY

Develop and demonstrate a mindset of curiosity in coursework, on the job, and in life; Seek to understand the reasoning behind heterodox perspectives; Openly question theory, practice, and their intersections to deepen understanding.

REACH: ILO 2: DIALOGUE

Explore essential philosophical concepts, such as “equity” and “human dignity,” through dialogue to clarify and deepen individual and group understandings; Apply learnings to job-relevant ethics to address situational and systemic injustice within the field of study and beyond.

REACH: ILO 3: COLLABORATION

Advance relevant research questions by collaborating to increase shared knowledge in the field of study; Collectively interrogate knowledge using open inquiry and constructive disagreement to foster creativity and solve problems.

REACH: ILO 4: PRACTICE

Recognize connections between theory and practice while learning on the job and through coursework; Apply and develop theory to continually improve practice; Use practice to understand, inform, and develop theory.

The Reach Method

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

Pillar 1: Efficiency	Half of the learning comes from what learners already do in their full-time jobs. Learning is job-embedded; candidates are already working in schools, so theory and practice align from the beginning in a way that is impossible and nonexistent in most teacher preparation programs.
Pillar 2: Flexibility	Online tutorial-style seminars are held in the evenings after work hours. Synchronous online courses that are candidate-centered and offered around the candidates' schedules comprise the curriculum. The tutorial method is used; candidates are active participants in their learning from the beginning and develop critical thinking and oral/writing skills in every course.

Pillar 3:
Relevance &
Applicability

Learning is relentlessly tailored to the workplace, with theory linked to practice throughout. Job-embedded learning is at the center of all of Reach's programs. Graduate candidates learn from expert faculty coaches who are experienced practitioners. Many professors at Reach are award-winning teachers who possess experience teaching and are professors of practice. Every program leverages the knowledge and experience shared through peer cohorts. Curricula are designed to maximize the intersection of a candidate's job and academic work.

Pillar 4:
Affordability

Reach is a nonprofit that is affordable; candidates don't incur debt to earn BA degrees. Our graduate-level Master's and California Credential programs are in a continual process of reducing costs and barriers to entry. All programs strive to keep costs low in order to remove the educational barriers that have traditionally prohibited marginalized populations from entering the teaching profession.

Pillar 5:
Professional
Capital

Learners advance into a job in their community; employers build a "grow-your-own" pipeline. By leveraging human capital that exists, we honor underserved communities by equipping select members with the knowledge, skills, and dispositions necessary to reduce achievement gaps and elevate candidate achievement.

Throughout their learning experiences at Reach, we are transparent and intentional with the integration of content and pedagogy. Faculty model these practices so that our candidates can mirror them in their own classrooms and schools. Our candidates, therefore, wield a high level of professional capital that can shift the narrative in underserved communities.

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

Reach candidates represent the diversity of their home communities, and at Reach, many of them obtain their first-ever access to a degree program. Over time, we expect our candidates will transform the workforce where we operate and generate a more demographically representative pool of highly qualified apprentices. Reach focuses on overcoming talent shortages in deeply rural and deeply underserved educational settings, where the largest inequalities exist. Finally, Reach's faculty are critical to the success of our candidates: we work to ensure that our professors, including those who still practice the profession they profess, are supported with professional development in our discussion-based, candidate-centered instructional practice.



Accreditation, Licensing, & State Authorization

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

Accreditations

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

State of California – Institutional Notice

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.

Agency Memberships & Associations

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

Credentialing

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action (AIA) is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California. 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.

Typical Partnerships or Placements

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

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

Licensing and State Authorization

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

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

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

Candidates have the right to appeal final institutional appeal decisions, file grievances, and file official complaints directly with their state department.

Reach Teachers College Program State Approvals

Alabama

Alabama Commission on Higher Education (ACHE)

100 North Union Street

Montgomery, AL 36104

(334) 242-1998

ache.edu

Alabama Private School Licensure

P.O. Box 302130

Montgomery, AL 36130

(334) 293-4650

<https://www.accs.edu/about-accs/private-school-licensure/>

Arkansas

Arkansas Higher Education Coordinating Board

423 Main Street, Suite 400

Little Rock, Arkansas 72201

(501) 371-2000

www.adhe.edu

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

California

California Commission on Teacher Credentialing*

1900 Capitol Avenue

Sacramento, CA 95811-4213

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

*Disclosure: In affiliation with Reach University, Alternatives in Action is accredited by the California Commission on Teacher Credentialing.

Program listings:

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

Bureau for Private Postsecondary Education (BPPE)

P.O. Box 980818

West Sacramento, CA 95798-0818

(916) 574-8900

www.bppe.ca.gov

Colorado

Colorado Commission on Higher Education

1600 Broadway, Suite 2200

Denver, CO 80202

(303) 862-3001

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

State of Georgia

Georgia Nonpublic Postsecondary Education Commission (GNPEC)

2082 East Exchange Place

Tucker, GA 30084 US

(770) 414-33

<https://gnpec.georgia.gov/>

Disclosure: Candidates have the right to appeal a final institutional decision to GNPEC at the contact information above.

GNPEC can also be reached at (770) 414-3300 or by going to

<https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form>

Louisiana

Louisiana Board of Regents

1201 N 3rd Street, Suite 6-200

Baton Rouge, LA 70802

(225) 342-4253

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

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

Mississippi Commission on College Accreditation (MCCA) 3825 Ridgewood Road Jackson, MS 39211 (601) 432-6198 https://www.mississippi.edu/mcca/	Texas Texas Higher Education Coordinating Board P.O. Box 12788 Austin, TX 78711 (512) 427-6101 https://www.highered.texas.gov/
State of Tennessee Disclosure: Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 and Rule Chapters 1520-01-10 and 1520-01-02 may file a complaint with the Tennessee Higher Education Commission (THEC), Division of Postsecondary State Authorization. THEC only investigates complaints that have exhausted an institution's policy and that have not been resolved at the institution level. Request for Complaint Review: Tennessee Higher Education Commission 312 Rosa L Parks Ave 9th Floor Nashville, TN 37243 If you have any questions regarding the complaint process, you may contact Julie Woodruff at Julie.Woodruff@tn.gov or (615) 253-8857.	Missouri Missouri Department of Higher Education and Workforce Development 301 W. High Street (Suite 840, 860, 870, 580) Jefferson City, MO 65101 (800) 473-6757 (573) 751-2361 https://dhewd.mo.gov/ Disclosure: Candidates have the right to appeal a final institutional decision to DHEWD at the contact information above.

Apprenticeship College of Health Program State Approvals

Oregon Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the HECC complaints web page.
Washington The Washington Student Achievement Council (WSAC) wsac.wa.gov P.O. Box 43430 Olympia, WA 98504-3430 degreeauthorization@wsac.wa.gov "Reach University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Reach University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov." "The transferability of credits earned at Reach University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Reach University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Reach University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Reach University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned." "The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process." - We do not offer student loans as part of our mission for students to earn a degree with no student loan debt. However, WSAC requires that we make the following disclosure: "For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov."

State Exams

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

California SMCR and BSR (<https://www.ctcexams.nesinc.com>) [California Commission on Teacher Credentialing website](#)

Credential candidates may satisfy the Basic Skills Requirement (BSR) by submitting official transcripts showing conferral of a bachelor's degree or higher from a regionally-accredited institution. Candidates can fulfill the Subject Matter Competency Requirement (SMCR) through any of the programs established by the Commission on Teacher Credentialing (CTC); please check with the program directly to obtain additional information.

California CalTPA (<https://www.ctcexams.nesinc.com>) [California Commission on Teacher Credentialing website](#)

Both cycles of the California Teaching Performance Assessment (CalTPA) must be passed with a passing standard score. As of June 30, 2025, the Reading Instruction Competence Assessment (RICA) has been retired and has been replaced by the Literacy TPA, Cycle 2 of the revised TPA for multiple subject candidates. Please check with the program directly for additional information.

Alabama, *Arkansas, Colorado, *Louisiana, Mississippi - Praxis Core and Praxis Subject Matter Exam

(<https://www.ets.org/praxis>) ***ARKANSAS & LOUISIANA** - Candidates who are in BAGE (4-year degree program w/ licensure) are required to pass Praxis Content Exams and any required state assessments. For Louisiana, this includes the PLT (Principles of Learning and Teaching), and for Arkansas, it includes the FOR (Foundations of Reading). If you are on BA-LS 4-Years, 3-Years, or 2-Years and plan to enroll in alternative certification (or a nontraditional licensure program), please check with the program directly to verify its state exam requirements for Arkansas and PLT for Louisiana. Often, alternative certification programs will require passing scores on state exams.

Georgia State Exam (<https://www.gapsc.com/ProspectiveEducator/StepsToTeach/Home.aspx>)

Teachers in Georgia take [GACE Content and Service Field Assessments](#). A passing score on the appropriate GACE content assessment. A candidate's performance on a GACE assessment is evaluated against an established standard. The passing score for each assessment, established by GaPSC, is based on the professional judgments and recommendations of Georgia educators regarding the acceptable level of performance for educators.

Tennessee - Praxis Core and Praxis Subject Matter Exam

(<https://www.tn.gov/education/educators/licensing/educator-licensure.html>)

Teachers in Tennessee take the [Praxis exams](#). Candidates are recommended to follow up with their district leaders and with the [TNCompass](#) for advice regarding which exams they should pursue and when it is recommended to take them. To have your credentials evaluated for Tennessee licensure eligibility, please submit the desired transaction in [TNCompass](#) for review by a licensure specialist.

Texas State Exam: TExES

Teachers in Texas take the TExES exams and PPR (not Praxis). Candidates are recommended to follow up with their district leaders and with the TEA for advice regarding which exams they should pursue and when it is recommended to take them. Texas Education Agency [link on Alternative Teaching Programs](#).

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.

Candidate Responsibilities

Technology Requirements & Resources

Reach University is a job-embedded, distance-learning college that requires online coursework, online collaboration, and digital assignment requirements. Candidates are responsible for accessing sufficient technology to complete the requirements and school or home technology difficulties are not acceptable grounds for incompletes (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, Canvas, SonisWeb (University Portal) 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 syllabi of the currently enrolled courses within two weeks of the 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 Catalog, Reach Candidate Handbook for Graduate & Undergraduate programs, respectively, and the Undergraduate Candidate Success Welcome Packet as applicable to their program.

University Communications: Candidates are responsible for regularly reviewing university communications, including the Candidate Success Newsletter and Reach email announcements, to stay informed about important updates, deadlines, and program information.

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 candidate 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 Operations, 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 support on an as-needed basis.

Disclosures

Disclaimers

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

International Candidates

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

Housing

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

Name and Likeness

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

Career Services

Reach provides career services through stewardship and building partnerships, working with the candidate's existing employer. The Reach mission is to provide job-embedded apprenticeship degree programs in which Reach University and the candidate's employer, through partnership, work together to support candidates' ongoing career goals. During the admissions process at Reach, steps are taken to identify existing employees looking to advance their education and careers with their employers. Upon graduation, the objective is to coordinate and assist the candidates in obtaining the necessary requirements along with their degree or credential to qualify for new opportunities. Reach University does not provide career placement assistance at this time. Reach does not guarantee employment for its graduates.

Course Cancellation/Schedule Change Disclosure

The institution that cancels or changes a program of study or course (time or location) in such a way that a candidate who has started the program or course is unable to continue ensures the following:

- a. Make arrangements, in a timely manner, to accommodate the needs of each candidate enrolled in the program; or
- b. Refunds all money paid by the candidate for the program of study or course if alternative arrangements determined by Georgia Nonpublic Postsecondary Education Commission (GNPEC) to be equitable to both the institution and the candidate are not possible.

Notice Concerning Transferability

The transferability of credits you earn at Reach University is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or courses you earn at Reach University is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution you may seek to transfer to after attending Reach University to determine if your credits will transfer.

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, disability 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](#).

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.

Knowledge Base

The Reach University online [Knowledge Base](#) provides prospective and current candidates with tools and resources related to the following general topics:

- Academics
- Accreditation, Disclosures & Consumer Data
- Admissions and Enrollment
- Candidate Supports
- Registrar's Office
- Billing and Tuition
- Financial Aid
- Writing & Research Hub
- For Employer Partners

Library Resources

Informational and learning resources available to candidates include EBSCO, a comprehensive research database system that supports scholarly inquiry across candidates' areas of study and professional development.

Reach University also provides access to Tutor.com, an online academic support service available through Canvas, the University's learning management system. Tutor.com serves as Reach University's writing center, providing candidates with essay review and editing support, as well as assistance with writing skills and academic development.

Candidates also have access to the online library website, which includes a collection of curated library guides and digital literacy support. These guides support library and digital tools use, research, writing, and citation practices and are available both through the Academic Research and Writing page and through the online library website more broadly.

Additional research support is provided through a library ticket system, chatbot and live chat services, and one-on-one research assistance with the librarian. The librarian also offers open office hours and webinars on a variety of research and academic writing topics to support candidate success.



Reach Colleges & Academic Departments

Academic Affairs

Academic Freedom

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

Reach Teachers College Faculty

The vast majority of our faculty members are previous or current K-12 educators who are serving/have served as state education department leads, school administrators, and classroom teachers.

Apprenticeship College of Health Faculty

The Apprenticeship College of Health (ACH) faculty members are professors of practice within the behavioral health field, previously or currently serving/have served as licensed practitioners in their respective fields.



Programs of Study and Degrees

Reach Teachers College Undergraduate Programs & Degrees

Applicable to states other than Arkansas; for Arkansas, see [Arkansas State Specific- RTC Bachelor Degrees](#)

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies	Associates	Distance Education	61	2 Years	ONLY applicable to UTC Tennessee job-embedded partnerships
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	120	4 Years	
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	120	3 Years	Transfer with 30-transferable collegiate semester credits
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	120	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
Bachelor of Arts in Global Education	Bachelors	Distance Education	120	4 Years	ONLY applicable to Louisiana & Arkansas job-embedded partnerships *Qualifying Candidates Transfer

*Eligibility requirements must be met prior to BAGE program transferability is available.

Arkansas State Specific - RTC Bachelor Degrees

*Arkansas State requires an additional course in Arkansas History.

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	*123	4 Years	
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	*123	3 Years	Transfer with 30-transferable collegiate semester credits
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	*123	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
Bachelor of Arts in Global Education	Bachelors	Distance Education	*123	4 Years	ONLY applicable to Louisiana & Arkansas job-embedded partnerships *Qualifying Candidates Transfer

*Eligibility requirements must be met prior to BAGE program transferability is available.

Apprenticeship College of Health Undergraduate Programs & Degrees

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies with Substance Use Disorder Professional Field of Study	Associates	Distance Education	61	2 Years	ONLY applicable to Washington & Oregon job-embedded partnerships

Reach Teachers College Graduate Programs & Degrees

Program Name	Degree Level/Credential	Modality	Units	Duration in Years
Intern Teacher Credential	Preliminary Teaching Credential	Distance Education	26	2 Years
Intern Teacher Credential - ECO Early Completion Option	Preliminary Teaching Credential	Distance Education	3	1 Year
Intern Teacher Credential PLUS Master of Arts in Teaching	Preliminary Teaching Credential PLUS Master of Arts in Teaching	Distance Education	30	2 Years
Teacher Induction Program	Clear Teaching Credential	Distance Education	8	2 Years
Teacher Induction Program - ECO Early Completion Option	Clear Teaching Credential	Distance Education	4	1 Year

University Academic Calendars

Reach University's Undergraduate and Graduate academic calendars have been published for the 2026-2027 academic year and can be accessed online at [Reach Academic Calendar](#)*

***Note:** All dates are subject to change at the discretion of the University, which may result in adjustments made to the Academic Calendar.

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. The 2026-27 University Course Catalog can be referenced here:

[University Course Catalog](#)



University Admissions & Enrollment

Note: Individual programs may have additional procedures and guidelines that further clarify these policies. When required, refer to the specific policies as they apply.

Admissions Overview & Criteria

Admissions Criteria

Specific admissions criteria and procedures are defined and described in program informational materials and applications available on the [Reach website](#).

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

- Validity of the candidate's high school completion (or recognized equivalency).
- Reach University considers academic readiness as evidenced by previous academic achievement and considers potential for professional success in schools upon graduation, demonstrated by personal characteristics and prior experience, including teaching experience.
- The university weighs the candidate's level of desire to engage in program work and their desire to align with the program's goals.
- The university strongly considers the candidate's history of performance in prior Reach programs (if applicable).
- The university strongly considers the support of the candidate's employer, including the employer's level of partnership with Reach.

Admissions Process

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

Applications received by the priority deadline will be given first consideration. Any applications received after this date will be considered on a space-available basis or will need to reapply for the next admissions cycle.

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

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

Enrollment & Matriculation

To officially enroll in Reach University, the Matriculation Checklist must be completed by each stated deadline. Not completing the checklist by the stated deadlines may result in a delayed start in the undergraduate program -- e.g., not submitting a complete Undergraduate Enrollment Form. Additionally, candidates must pass orientation and/or pre-service courses with a passing grade to continue in their designated program.

Additionally, candidates who have not signed and returned all necessary enrollment documents will not be able to attend class, receive course materials and coaching, or receive any additional candidate privileges until all enrollment documents have been returned to Reach. Failure to return these documents on or before the designated date may jeopardize a spot in

the program and result in disqualification. Disqualified candidates would then need to reapply with no guarantee of acceptance.

Candidates approved for conditional enrollment must submit all pending documents and complete the matriculation checklist before starting program courses in their semester cohort. Conditionally enrolled candidates who do not meet the transferability requirement will continue in the available general program. Once enrollment is finalized, notifications will be made by email.

Deferred Admission

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

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

Applicants who do not enroll within one year of the original application term may have previously submitted materials and fees being rendered invalid. To be considered for future admission, such individuals must submit a new application, including all required documentation and applicable fees. If admission requirements are revised during the period of deferral, the deferred application will be reviewed under the admission standards in effect at the time of the applicant's intended enrollment.

Submission and Review of Deferral Request

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

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

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

Conditional Admission Policy

Conditional Admission is granted to applicants who meet core admission criteria but have outstanding documentation or requirements that must be satisfied prior to full matriculation. This status allows candidates to proceed in the admissions and enrollment process while completing specified conditions within defined timelines.

After completing the online application, candidates who are offered conditional enrollment will be required to complete an Attestation Form and will be communicated via e-mail about any outstanding admissions requirements. Conditional Admission is issued with the understanding that failure to meet all outlined requirements by the stated deadline may result in administrative withdrawal prior to matriculation.

Undergraduate applicants may be conditionally admitted pending:

- 1) Submission of required academic records and/or transcripts:
 - a) Submission of **proof of high school graduation**, completion, or equivalence
 - b) Submission of **official college transcripts** (International Evaluations not eligible)
 - c) Transfer consideration limited to applicants actively completing **30 semester credits and/or an associate degree**, with a current official transcript on file
- 2) Completion of **candidate employment verification** (as applicable)

Undergraduate Program: Conditional Admission is permitted up until the start of matriculation.

Graduate applicants may be conditionally admitted pending:

- 1) Submission of required academic records and/or **official college transcripts** (International Evaluations not eligible)
- 2) Submission of passing **CSET scores and/or Subject Matter Competency Requirement (SMCR)** completion
- 3) Employment verification (as applicable)
- 4) Execution or approval of required **Memoranda of Understanding (MOU)**

Intern Program: Conditional Admission is permitted through the end of July for a Fall semester start and through the end of November for a Spring semester start.

TIP Program: Conditional Admission is permitted through the end of August for a Fall semester start.

Readmittance

Candidates who have withdrawn or failed to attend the University for more than one year from their last date of enrollment will be required to contact Admissions and apply for readmission to the University. They will also need to complete the Readmit Petition form. Program offerings and admission requirements are subject to change; prior admission to the University does not guarantee readmission or continued program availability.

Job-Embedded Policy

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

Reach University confers an Apprenticeship Degree upon completion of the program, which requires that candidates actively work in an approved educational setting. Job-embedded learning serves as the foundation for the Apprenticeship Degree; therefore, Reach Teachers College affords candidates numerous opportunities to deepen their knowledge of content and pedagogical practices. Carefully curated job-embedded learning experiences allow candidates to collaborate with peers, apply their learning in a classroom context, and receive relevant, competency-based, high-quality feedback.

Undergraduate Alternative Assignments

Aligned to the Reach Method, flexibility is offered and approved on a case-by-case basis by the Dean or their designee. Depending on where a candidate is in their academic journey, they may need to request alternative assignments. Candidates may be assigned tasks that simulate job-embedded learning.

These alternative assignments are at the discretion of the Dean and faculty. Candidates can request alternative assignments through [this form](#). Candidates unable to complete the required job-embedded learning requirement or approved alternatives are otherwise ineligible for continued enrollment in Reach University programs.

RTC Reach Teachers College Programs

Across all Reach University undergraduate and graduate degrees, the main admissions requirement is that each candidate be actively working with children in schools or have a job offer to do so in the upcoming term. Work experience is necessary to understand teaching in real, practical, and local ways. Reach Teachers College utilizes candidates' work in schools as credit towards their degree. All candidates enrolled in the program work with children from the first day of classes. Consequently, all Reach candidates and their employers must verify employment within a primary (PK/TK-2), elementary (PK-5), or secondary (6-12) school setting and ensure access to classrooms for a minimum of 15 hours per week.

Appropriate workplace environments vary depending on the area of certification pursued and may include traditional public, charter, or private schools serving elementary, middle, or high school children. Ideal workplace settings include, but are not limited to, the following:

- General education elementary, middle, or high school classrooms where the teacher of record holds the required teaching credential, which varies by employing agency, and provides instruction in one or more core content (reading, mathematics, science, or social studies) areas or in an area aligned to a possible certification choice (arts, music, drama, computer science, etc).
- Special Education elementary, middle, or high school classrooms where the teacher of record holds a valid teaching credential and services children to support the individual education plan (IEP) goals in one or more core content areas (reading, mathematics, science, or social studies).
- Classrooms where learning is facilitated using high-quality instructional materials (HQIM) or materials aligned to industry-based standards, e.g., Career & Technical Education (CTE) courses.

ACH Apprenticeship College of Health Programs

Candidates in our ACH Apprenticeship College of Health programs are required to engage simultaneously in an apprenticeship program and job-embedded learning, 32-40 hours per week in a behavioral or mental health environment. Candidates may be assigned tasks that simulate job-embedded learning. Candidates unable to complete the required job-embedded learning requirement or approved alternatives are otherwise ineligible for continued enrollment in Reach University programs.

Teachers College Undergraduate Disclosure

Undergraduate candidates in our teacher preparation programs must be employed by a partner school system and engage in at least 15 hours per week in an academic environment. This requirement reflects our Apprenticeship Degree model, ensuring candidates work within a school where they can apply their learning in a practical setting. Candidates are employed in various roles, including, but not limited to:

- paraeducator/ paraprofessional (classroom instructional aide)
- academic interventionists
- other school-based instructional support role

Additionally, all candidates must secure a written agreement each semester from an on-site partner who will provide the candidate with access to a classroom to complete course-specific on-the-job learning (OJL) assignments.

Beginning in fall 2026, OJL assignments must adhere to the following guidelines for each programmatic year:

- Foundational Year candidates must complete OJL assignments in a primary (PK/TK-2), elementary (K-5), or secondary setting (6-12).
- Intermediate Year candidates must complete OJL assignments in a setting that reflects the grade bands that align to their choice of certification, with emphasis on history and math content areas.
- Advanced Year candidates must complete OJL assignments in the setting that reflects the grade bands that align to their choice of certification, with emphasis on science and reading content areas.
- Clinical Year (BAGE)/ Capstone Year (BA-LS) candidates must complete the Clinical Residency or Capstone OJL assignments (and required weekly hours) in grade bands that align to their choice of certification and content area. Required weekly hours in a classroom setting may increase over time during the Clinical or Capstone Year.

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

(BA-LS) candidates must seek alternative certification programs (ACPs) and meet program acceptance requirements upon graduating in order to fulfill state-specific licensure requirements. Reach has developed partnerships with alternative certification providers in addition to local community colleges, universities, and other organizations that support alternative certification once candidates have completed the degree program.



Undergraduate Studies Admissions & Enrollment

Undergraduate Studies Admissions Process

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

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

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

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

College Preparation and Professionalism Course Requirement (CAS 50)

Reach University defines College Preparation and Professionalism (CAS 50) as a prerequisite to undergraduate coursework and a foundational course that supports candidates transitioning into Reach University. This course covers program expectations, inquiry-based learning skills, and strategies for success in a job-embedded program that employs the Reach Tutorial Method. This requirement is appropriate for incoming candidates and, in Reach Teachers College is a prerequisite for first-year placement candidates.

ACH: College Preparation and Professionalism Course Requirement

(Apprenticeship College of Health Programs ONLY)

Reach University defines College Preparation and Professionalism (CAS 50) as a prerequisite to undergraduate coursework and a foundational course that supports candidates transitioning into Reach University. This course covers program expectations, concentration options, and strategies for success in a job-embedded program that employs the Reach Tutorial Method.

High School Proof of Graduation Policy

Reach University requires that enrolled undergraduate candidates provide proof of graduation from high school or its equivalent, consistent with regional and state authorization requirements, apprenticeship degree and licensure readiness, and the U.S. Department of Education. A Reach University official will verify proof of graduation from high school or its equivalent during the admissions process. Acceptable proof of graduation includes any of the following documentation:

- a high school transcript that indicates a high school diploma was conferred;
- a GED certificate;
- a certificate or other official completion documentation demonstrating that the prospective candidate has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an official transcript from an accredited post-secondary institution that indicates conferral of an associate's degree;

Change of Employment, District, and/or Parish

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

The process:

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

Important Note for BAGE Candidates Entering Clinical Year:

BAGE candidates who have met clinical residency requirements and anticipate a change in employment site must follow the outlined steps for informing Reach University. Additionally, all employment updates must be communicated at least 4 weeks before the semester ends to ensure sufficient time for meeting all state requirements prior to the residency. Failure to do so may result in a program change to the Bachelor of Arts in Liberal Studies (BA-LS) or may delay the candidate's ability to begin the clinical residency until the following semester.



Graduate Studies Admissions & Enrollment

Graduate Admission Material

- [Official Transcript\(s\) - Completion of a Bachelor's Degree](#)
- [Demonstration of Knowledge of U.S. Constitution](#)
- [Tuberculosis Risk Assessment \(TB\)](#)
- [Certificate of Clearance](#)
- [Offer Letter of Employment](#)
- [Resume](#)
- [Prior Field Experience Recommendation Form](#)
- [Subject Matter Competency Requirement \(SMCR\)](#)

Legacy Provisional Enrollment Policy

To comply with the regulations set by the California Commission on Teacher Credentialing, provisional enrollment will no longer be made available in the Intern and MAT Program after Fall 2025.

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

New Candidate Enrollment Memorandum of Understanding Requirement (MOU)

In compliance with Title 5, California Code of Regulations § 80033, and as required by the California Commission on Teacher Credentialing (CTC), all admitted graduate candidates must have a fully executed Memorandum of Understanding (MOU) in place prior to beginning of coursework, teaching, mentor assignment, or field supervision.

The MOU is a legally required agreement between the Commission-approved program sponsor and the employing agency (e.g., school district, charter organization) and defines the structure of support and supervision that the graduate candidate will receive and outlines the roles and responsibilities of both the program and the employer, including the assignment of a qualified mentor (if applicable).

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

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

If a graduate candidate plans to change employment to a new school or district that does NOT have a Memorandum of Understanding (MOU) with Reach University, a partnership must be established between Reach University and the new school or district. The candidate is expected to help facilitate this process; otherwise, the candidate may have to forgo institutional recommendation for licensure (i.e., cannot be recommended to the state for a teaching license). Failure to do so may result in disciplinary action, complications with licensure and/or certification, and/or administrative withdrawal. To ensure legal compliance and uninterrupted program participation, all MOUs resulting in a change of employment and/or district must follow the process below:

- Readmitted candidates will not be able to return to their program without a current MOU on file. If there are any changes to their employer and/or district from the time of original enrollment at Reach, they will need to follow the rest of the steps outlined below.
- Current candidates: The candidate alerts their candidate success advisor of a potential employment change (it's best to notify an advisor at least 30 days prior to the new hire date).
- The advisor sends the [Employer Change Form](#) to the candidate. (A candidate's new employer must complete the Partner Registration Form in order to support the candidate's/ new employee's enrollment at Reach University. After submitting the Employer Change Form, the candidate communicates with their new employer about the degree program, so the MOU is expected (i.e., not a cold call or a surprise).
- Reach University will contact the new employer and send an employer verification form to the new parish or district.
- Once the MOU is signed and reviewed, the candidate is set to start in their new employment and continue in their degree or credential program.

- Current and returning candidates who are unable to establish a signed MOU with their new employer and/or district will result in administrative withdrawal by the established deadline.

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

Intern and MAT Program Admissions Requirements

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

Eligibility

- Candidates must hold a position at a Reach partner school/district/organization in order to be eligible to obtain a District Intern Credential and participate in the Intern Program; an MOU must be active between Reach and the partner school/district/organization
- The position at the school/district/organization, the Intern Credential (valid for two years), and the Preliminary Teaching Credential sought must all be in the same intended credential subject area(s).
- The teaching assignment and credential must be a match (e.g., Algebra II; Mathematics Credential, 4th grade; Multiple Subject Credential).
- [Meet Subject Matter Competency Requirement](#) is required to obtain the Intern Credential.
- Candidates must be teaching a minimum of 7.5 hours per week or 1.5 hours per day in their subject area to the same group of at least 7 students throughout the school year.
- All teaching candidates must be placed as the teacher of record.

Pre-Service

In addition to admissions requirements detailed in the Intern Program application, teachers must complete the required 135-hour pre-service course (INT 610), or an acknowledged equivalent in order to obtain an Intern Credential and proceed with the Intern Program courses during the school year. This course takes place the term prior to the candidate starting their Intern Program courses (e.g. in the Summer for Fall term starts, etc.).

Intern Early Completion Option (ECO)

Candidates with significant prior experience and exceptional teaching skills may be eligible for the Graduate Studies' Intern Early Completion Option (ECO) program, an accelerated 1-year program designed for experienced educators who already possess the knowledge and skills of a proficient beginning teacher. If determined eligible for the ECO program, candidates will be notified directly. Upon admission, it is expected that candidates complete the enrollment agreement accepting their offer in the ECO program.

- Participants who qualify engage in the summer pre-service course and are then exempt from regular intern program coursework.
- ECO candidates engage in coaching, district employed supervision, and participate in a CalTPA support course in the fall and spring. ECO candidates must pass each cycle of the state performance assessment (CalTPA) on the first try and within one year of enrolling in the program.
- To qualify for the ECO program, you must meet all admission requirements in addition to passing the NES Assessment of Professional Knowledge (NES APK) exam and submitting a supplemental application (inclusive of a letter of recommendation).
- The California Commission on Teaching Credentialing (CTC) requires candidates to demonstrate their existing knowledge and skills.
- You must pass the NES-APK exam before starting in the intended academic term.
- Note: You are not eligible for the MAT if you earn your credential through the ECO pathway.

MAT Eligibility Requirements

All candidates seeking enrollment in the Master of Arts in Teaching degree program must meet the following criteria. Failure to meet the eligibility requirements will result in disqualification from the MAT program for the upcoming summer semester. Only candidates enrolled in the 2-year pathway are eligible for MAT.

Prospective MAT Candidates must:

- Successfully completed all previous academic semesters (including INT 661 for rising year 2 candidates and INT 762 for candidates completing year 2)
- Cannot be on academic probation

Support and Supervision Requirements

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

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

Teacher Induction Program (TIP) Admissions Requirements

Eligibility

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

Enrollment

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

The enrollment process includes verification of the following:

- Completed admissions materials
- Candidate eligibility assessment
- Attendance at a program orientation
- Signed program expectations

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

Dual Credential Candidates

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

Participation Requirements and Expectations

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

TIP Early Completion Option (ECO)

Candidates with significant prior experience and exceptional teaching skills may be eligible for the Reach Institute's Early Completion Option. The Early Completion Option (ECO) allows individuals to complete a Commission-approved Professional Teacher Induction Program in one year instead of two years. ECO intends to serve experienced and exceptional candidates, as measured against the CSTPs. Three criteria must be met for teachers to qualify for ECO. Candidates must meet criteria in terms of credentialing (how long they have had a credential), experience (years teaching), and exceptional teaching skills. Teachers must meet all of these criteria to qualify. Once enrolled in the traditional program, all candidates will receive detailed information about ECO eligibility criteria and how to apply for the Teacher Induction ECO program. For detailed information regarding ECO eligibility, application deadline, and requirements, please reference the TIP ECO Eligibility and Requirements document. Late or incomplete submission will not be accepted. No exceptions. Candidates who qualify for ECO will earn a Clear Credential in one year instead of two by completing TIP 825 and ECO 835. TIP 925 and TIP 935 will not be required.

University Transfer Credit Policies

Quarter Unit to Semester Unit Conversion

Quarter units accepted in transfer will be converted to semester units. One quarter unit is equivalent to .67 semester units.

QUARTER UNITS	SEMESTER UNITS
1	.67
1.5	1

Concurrent Enrollment for Equivalent Transfer Courses

Candidates in good academic standing at Reach University who have completed at least fifteen (15) semester units of work at the university and who are eligible to register for the subsequent term may enroll concurrently at another college. Concurrent enrollment is only eligible during the summer terms and only for prior course requirements that candidates failed to pass successfully at Reach. Additional concurrent enrollment will be considered on a case-by-case basis. Candidates may not utilize concurrent transfer credit in their last term for completion. Approval will only be granted for institutions with which articulation agreements are in place. Credit may not be awarded for coursework completed without this prior approval.

Steps for Approval

Undergraduate candidates wishing to complete courses at another institution must submit a Concurrent Enrollment Form to the Registrar’s Office 2-3 weeks before the start of the term. Upon completion of the course(s), the candidate must request that an official transcript be sent to Registrar@Reach.edu.

Required Final Steps

Candidates approved to take coursework at another college must submit an official transcript upon completion to receive the transfer credit used to fulfill the required courses and to continue attending Reach. The new transfer work will be calculated into the overall totals and updated on the candidate's student portal. This process currently takes 2 - 3 weeks.

International Credentials and Evaluations Policy

Non-US credentials, diplomas, and transcripts will be accepted to meet the requirement for proof of high school graduation, provided that the credential/diploma/transcript is professionally evaluated and deemed to be the equivalent of a U.S. high school diploma (or otherwise equivalent to the applicable documentation listed above).

- Course-by-course evaluations are required for those candidates seeking course-specific transfer credit from an international post-secondary institution toward their Reach University program.
- Admissions requirements include GPA calculations; any evaluation provided to Reach should include this, along with the equivalence.
- Those seeking a graduate degree with the Teachers College must have an additional notation to be included regarding the language of instruction; this is a teaching credential requirement.

A prospective candidate must have non-US credentials evaluated by a Reach-approved credential evaluation service and/or a listed National Association of Credential Evaluation Services (NACES) member. Lists of recognized service providers here: <https://www.naces.org/members>

List of Approved Undergraduate Evaluators Academic Evaluation Services, Inc. Center for Applied Research, Evaluation and Education, Inc. Educational Credential Evaluators, Inc. Educational Perspectives, nfp Educational Records Evaluation Service, Inc. Foreign Academic Credential Service, Inc.	List of Approved Graduate and CTC-specific Evaluators Educational Credential Evaluators, Inc. (ECE) ECE Website Educational Records Evaluation Service (ERES) ERES Website Institute of Foreign Credential Services IFCS Website International Education Research Foundation, Inc. Credentials Evaluation Service (IERF) IERF Website
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[Foundation for International Services, Inc.](#)
[Global Credential Evaluators, Inc.](#)
[Globe Language Services](#)
[Institute of Foreign Credential Services, Inc.](#)
[International Academic Credential Evaluators, Inc.](#)
[International Consultants of Delaware, Inc.](#)
[International Education Evaluations, Inc.](#)
[International Education Research Foundation, Inc.](#)
[Josef Silny and Associates, Inc. International Education Consultants](#)
[SpanTran: The Evaluation Company](#)
[Transcript Research](#)
[World Education Services, Inc.](#)
 Academic & Credential Records, Evaluation & Verification Services (ACREVS) **MUST submit a copy of the original academic transcript with evaluation [ACREVS Website](#)

The Evaluation Company (formerly SpanTran) [TCE Website \(Application - California CTC\)](#)
 World Education Services (WES) [WES Website](#)
 Academic & Credential Records, Evaluation & Verification Services (ACREVS) **MUST submit a copy of the original academic transcript with evaluation [ACREVS Website](#)

Credit for Prior Learning Policy (CFPL)

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

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

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

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

Credit Awarded

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

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

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

Documentation/Evidence of Prior Learning

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

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

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

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

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

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

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

Evaluation of Prior Learning

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

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

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

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

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

Prior Work Experience Credit Calculation

Reach has a system for calculating the value of transfer credits earned through work experience. One credit hour is equivalent to 50 hours of verified experience, recommendation, or endorsement from an employer who is a partner with Reach. Candidates can accumulate work experience from multiple places of employment, up to a total of 9 credits, not limited to with the exception approved by the Dean.

Articulation Agreements with Partner Schools

Reach has developed articulation agreements with several institutions in the areas we serve to enable AA graduates to transfer to one or more of our BA programs. By focusing on the core competencies that candidates must cover to begin the program in the appropriate program, we can accept a broader range of courses as transfer credits to minimize the loss of transfer credits that candidates face when entering the Liberal Arts undergraduate program. The course areas we require give incoming transfers a sufficient foundation for success.

Reach prioritizes articulation agreements with colleges near our school partners in Alabama, Arkansas, California, Colorado, Louisiana, Tennessee, and Texas.

Recently Established Articulation Agreements:

Northwest Arkansas Community College
Northwest-Shoals Community College
Southeast Arkansas Community College
South Arkansas University Tech Community College
Arkansas State University Beebe
Delgado Community College
College of the Siskiyous
Shasta College
Colorado Community College System

Undergraduate Transfer Policies

Transfer Credit Policy

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 C or better. All transfer evaluations are based only on official transcripts; trade school courses and degrees are non-transferable.

Reach University does not offer a customized degree program with one-to-one transfers (i.e., transfer candidates must complete all courses listed on their designated degree program). Our programs within Reach Teachers College are designed to help candidates pass teacher competency exams such as Praxis II or CSET, and Reach maintains transferability policies within each state's requirements.

- Bulk transfer credit is applied during enrollment into the Bachelor of Arts in Liberal Studies 2-year track (60 credits) or the 3-year track (30 credits), depending on the transfer eligibility. See the catalog section, Transferring Credits into BA in Liberal Studies. Candidates who do not submit official transcripts in a timely manner will be defaulted to the standard 4-year track.
- Arkansas State History transfer credit from an accredited Arkansas institution.
- Credit for Prior Learning, including work experience and professional development credit. See the catalog section, Credit for Prior Learning Policy.
- Articulation Agreements with specific transfer agreements. See the catalog section, Transfer Articulation Agreements.

The Arkansas State Department of Education requires candidates residing in Arkansas to take an Arkansas State History (3 credits) course in addition to their degree and program requirements. Collegiate credit previously earned at a regionally accredited Arkansas college with a grade of C or better is eligible for transfer credit towards this specific requirement here at Reach and will not be required to repeat this course while pursuing their undergraduate degree.

Process for Transferring Credit

Applicants may request a review of previous coursework for equivalencies or transfer credit by submitting a Transfer Request Form, official transcripts, and course syllabi (or official course catalog descriptions at a minimum) to Admissions (apply@reach.edu). Any transfer credit must be approved and processed by the Registrar's Office.

Undergraduate Residency Requirements

Undergraduate coursework taken at a regionally-accredited institution may be considered for transfer credit, with an earned grade of C or higher. In considering awarding transfer credit, Reach will consider such factors as the degree to which the course content or field of study has changed significantly in recent years. Applicants may petition to transfer credit by completing and filing a Transfer Credit Request Form.

- Candidates are not to exceed a combined maximum of 75 semester hours toward the Bachelor's degree.
- A maximum of 12 units may be transferred after candidates are enrolled at Reach University.
- A cumulation of credit awarded through the credit of prior learning may not exceed 25% of the credits required for a Reach University-conferred credential or degree.
- Associate degree candidates are not to exceed a combined maximum of 12 semester hours for transfer credit.

Bachelor of Arts in Liberal Studies Transfer Credit Policy

The transfer policy for Bachelor of Arts in Liberal Studies Undergraduate candidates at Reach is designed to honor incoming candidates' previously earned course credits from accredited institutions while maintaining the standards of the job-embedded BA in Liberal Studies degree.

30-Credit Transfer Option

Candidates may transfer any 30 credits from an accredited institution to be admitted to the BA in Liberal Studies program at Reach University under the 3-year pathway.

60-Credit Transfer Option

- a. Candidates who have a conferred associate degree of 60 collegiate credits or more from an accredited institution may be admitted to BA in Liberal Studies program at Reach University under the 2-year pathway.
- b. Candidates who do not have a conferred associate degree but have completed 60 collegiate credits from an accredited institution may be admitted to BA in Liberal Studies program at Reach University under the 2-year pathway. To apply 60 bulk-transfer units, candidates must have completed the following courses or their equivalent from an accredited institution:

One course (minimum 3 units) in each of the below [Minimum 12 units]

Area A: Foundations of Writing

Area B: Foundations of Writing or Speech or Critical Thinking

Area C: Foundations of Math or Science

Area D: Foundations of History or Humanities



Graduate Transfer Policies

Transferring credit into any Reach CTC-approved credential program

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

For enrollment in Reach Graduate Institute credential programs, the applicant will indicate in the space provided on the application form that they are applying for the transfer of prior units and/or experience. Candidates must submit official transcripts and course syllabi (or official course catalog descriptions) to Graduate Admissions or the Registrar's Office for review. Transfer credit may meet all or part of the requirements of any given Reach course.

Process for Transferring Credit

Applicants may request a review of previous coursework for equivalencies or transfer credit by submitting a Transfer Request Form, official transcripts, and course syllabi (or official course catalog descriptions at a minimum) to Admissions (apply@reach.edu). Any transfer credit must be approved and processed by the Registrar's Office.

Graduate Residency Requirements

Graduate coursework taken at a regionally-accredited institution may be considered for transfer credit, with an earned grade of B or higher. In considering awarding transfer credit, Reach will consider such factors as the degree to which the course content or field of study has changed significantly in recent years. Applicants may petition to transfer credit by completing and filing a Transfer Credit Request Form.

Graduate candidates cannot exceed a combined maximum of 9 semester hours for transfer credit.

Specialized Study

Combined transfer and Specialized Study units cannot exceed 12 units. Candidates who complete modified versions of Reach courses (either due to transferred coursework or prior experiences that meet part but not all of a course requirement) will participate in individualized courses of Specialized Study. Specialized Study courses must be developed by a supervising professor and approved by the Program Director prior to commencing. Specialized Study courses may include participation in elements of existing Reach courses, independent study, one-on-one instruction, specially designed practicum experiences, or other learning experiences and assessments that ensure candidates obtain the required elements necessary for earning a credential or degree. Approved courses of Specialized Study are outlined in writing to the candidate, and a copy is kept on file with Reach. Candidates participating in the Master of Education and Master of Arts programs can have up to 9 units of Specialized Study.

University Bursar

Our Purpose & 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's 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 returned transaction may result in the cancellation of the payment subscription.

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

Delinquent Accounts

Reach University reserves the right to suspend participation and disqualify any candidate when they are over 60 days in arrears. Candidates with a past due account balance may be prohibited from registering for classes or receiving their diplomas.

Nonpayment Policy

Candidates who violate our nonpayment policy in the Reach University Catalog will be placed on a financial hold. Financial holds may prevent matriculation into the next semester until the hold is cleared.

Refund Policy

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

Candidate's Right to Cancel

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

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

Withdrawal from the Program

You may withdraw at any time after the cancellation period (described above) and receive a pro-rated refund if you have completed 60 percent or less of the scheduled weeks in the current payment period/academic year in your program through the last day of attendance. If the candidate has completed more than 60% of the academic year, the tuition is considered earned, and the candidate will receive no refund.

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

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

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

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

Adjustments

When a candidate officially withdraws (or is unofficially withdrawn by Reach University), Federal regulations require the Office of Financial Aid to conduct a calculation to determine the amount of aid required to be returned. Likewise, the Bursar will conduct a similar adjustment calculation of tuition charges. Tuition charges and financial aid adjustments are calculated based on the percentage of time completed within a semester. For candidates who unofficially withdraw (i.e., cease attendance in all enrolled courses), the 50% point within the semester is considered the withdrawal date when determining tuition charges assessed and financial aid adjustments. You are encouraged to contact the Office of Financial Aid to discuss the ramifications of withdrawing from Reach University.

Undergraduate Fees & Expenses

RTC Reach Teachers College Undergraduate- Tuition and Fees

Direct Costs: education-related costs billed by the University, such as tuition and fees.

ITEMIZATION & TUITION FEES[†]

Full-time Summer Semester	\$4,538	Per Summer Semester
Full-time Fall Semester	\$6,187	Per Fall Semester
Full-time Spring Semester	\$6,187	Per Spring Semester
Fees applied as needed: None	\$0	

Indirect Costs: other education-related costs you may need to cover, such as computers, internet, textbooks, supplies, transportation, housing, food, etc. Paid to the 3rd party supplier, vendor, or merchant directly.

Living Off Campus- Per Summer Semester

Books and Supplies:	\$626
Food and Housing:	\$2,900
Transportation:	\$496
Personal Expenses:	\$664

Living With Parent- Per Summer Semester

Books and Supplies:	\$626
Food and Housing:	\$2,900
Transportation:	\$496
Personal Expenses:	\$664

Living Off Campus- Per Fall/Spring Semester

Books and Supplies:	\$664
Food and Housing:	\$9,095
Transportation:	\$1,933
Personal Expenses:	\$1,933

Living With Parent- Per Fall/Spring Semester

Books and Supplies:	\$664
Food and Housing:	\$3,335
Transportation:	\$1,933
Personal Expenses:	\$1,933

[†] Final tuition charged to candidates may vary according to agreements made with the employer-partner, financial aid eligibility, and/or transfer of credits.

ACH Apprenticeship College of Health Undergraduate- Tuition and Fees

Direct Costs: education-related costs billed by the University, such as tuition and fees.

ITEMIZATION & TUITION FEES[†]

Full-time Summer Semester	\$6,187	Per Summer Semester
Full-time Fall Semester	\$6,187	Per Fall Semester
Full-time Spring Semester	\$6,187	Per Spring Semester
Fees applied as needed: None	\$0	

Indirect Costs: other education-related costs you may need to cover, such as computers, internet, textbooks, supplies, transportation, housing, food, etc. Paid to the 3rd party supplier, vendor, or merchant directly.

Living Off Campus- Per Summer Semester

Books and Supplies:	\$664
Food and Housing:	\$9,095
Transportation:	\$1,933
Personal Expenses:	\$1,933

Living With Parent- Per Summer Semester

Books and Supplies:	\$664
Food and Housing:	\$3,335
Transportation:	\$1,933
Personal Expenses:	\$1,933

Living Off Campus- Per Fall/Spring Semester

Books and Supplies:	\$664
Food and Housing:	\$9,095
Transportation:	\$1,933
Personal Expenses:	\$1,933

Living With Parent- Per Fall/Spring Semester

Books and Supplies:	\$664
Food and Housing:	\$3,335
Transportation:	\$1,933
Personal Expenses:	\$1,933

[†] Final tuition charged to candidates may vary according to agreements made with the employer-partner, financial aid eligibility, and/or transfer of credits.

Graduate Fees & Expenses

Intern Teacher Credentialing Program- Tuition and Fees

Direct Costs: education-related costs billed by the University, such as tuition and fees.

ITEMIZATION & TUITION FEES [†]	
Year 1 Tuition (inclusive of preservice)	\$7,500
Year 2 Tuition (inclusive of MAT electives)	\$7,500
Year 2 Tuition (credential only)	\$6,000
Early Completion Option (ECO)	\$7,500
Fees applied as needed, only for specific occurrences:	
Reach 261/262 Remediation Fee	\$250
Preservice (Did not matriculate)	\$1500
MAT Electives Only (Not associated with Intern)	\$1500

Indirect Costs: other education-related costs you may need to cover, such as computers, internet, textbooks, supplies, transportation, housing, food, etc. Paid to the 3rd party supplier, vendor, or merchant directly.

District Intern Credential Fee	\$100	Paid directly to the CA Commission on Teacher Credentialing
Estimated Textbook Fee per year	\$150	Paid directly to the textbook supplier
CalTPA Registration Fee (Year 1)	\$150	Paid directly to Pearson upon registration for CalTPA
CalTPA Registration Fee (Year 2)	\$150	Paid directly to Pearson upon registration for CalTPA

[†] Final tuition charged to candidates may vary according to agreements made with the employer-partner and/or transfer of credits.

Teacher Induction Teacher Credentialing Program- Tuition and Fees

Direct Costs: education-related costs billed by the University, such as tuition and fees.

ITEMIZATION & TUITION FEES [†]	
Year 1 Tuition	\$4,500*
Year 2 Tuition	\$4,500
*Note: The Year 1 and 2 Tuition above now includes the cost of a mentor, which was generally a separate fee in the past.	

Fees applied as needed, only for specific occurrences:	
Early Completion Option (ECO) Fee	\$500

Indirect Costs: other education-related costs you may need to cover, such as credential costs, textbooks, supplies, etc. Paid to the 3rd party supplier, vendor, or merchant directly.

Credential Re-recommendation Fee	\$30	Paid directly to the CA Commission on Teacher Credentialing
Estimated Supplies	\$100	Paid directly to the supplier or merchant

[†] Final tuition charged to candidates may vary according to agreements made with the employer-partner and/or transfer of credits.

Fees

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

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

Credentialing Fees

Candidates must pay all credentialing fees required by the California Commission on Teacher Credentialing, as set forth in the California Code of Regulations Title 5, and all required testing fees.

Credential Re-Recommendation Fee

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

Expenses

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

Third-Party Contributions

Any conditions for receiving tuition assistance from a third party, such as an employer, school, organization, or district, are established by the third party. For example, if you change employers, tuition assistance may no longer be provided by that third party. Please contact the third party directly for more information. Candidates understand that if a separate party is not financing their education, the Candidate, and the Candidate alone, is directly responsible for all payments and monies owed to Reach University.

Office of Financial Aid

Financial Aid Philosophy & Policies

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

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

Department Information

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

Cost of Attendance

The cost of attendance is what the college estimates it will cost to attend Reach University for one year. Included in the cost of attendance are direct costs of tuition, fees, food and housing, and indirect cost estimates for books, supplies, and personal expenses. Candidates will have a housing and food budget based on an average expense determined from surveying candidates to determine the average amount that is spent on living expenses. Refer to the [Undergraduate Fees & Expenses](#) or [Graduate Fees & Expenses](#) sections in the [University Bursar](#) section of this University Catalog for detailed cost of attendance information.

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

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

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

Financial Aid Eligibility

To stay eligible for financial aid, candidates must:

- Complete the FAFSA and submit any required documents each year
- *candidates unable to complete the FAFSA due to citizenship status must complete the [California Dream Act Application](#) (candidates residing in California) or the [CSS Profile](#) (candidates not residing in California)
- Maintain Satisfactory Academic Progress (SAP) - see SAP section of this handbook.
- Have a high school diploma or recognized equivalent

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

Other eligibility requirements:

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

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

Financial Aid Process

Step 1: Apply for Aid through FAFSA

- Complete a FAFSA at www.studentaid.gov. Make sure to include Reach on your application by entering our school code (042637). Otherwise, we will not have access to your FAFSA!
- Once you have applied for aid, Reach will review your application and determine what documents are needed to verify eligibility for all awards. More about verification on the following pages.

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

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

Step 3: Review your Financial Aid Notification

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

Financial Aid Appeals Process

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

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

Some examples of special circumstances that may warrant an appeal:

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

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

Verification

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

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

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

Candidates receiving federal financial aid, such as the Federal Pell Grant, cannot have these funds applied to their candidate account until verification is complete. Verification information received from candidates after the deadline may result in a delay in financial aid disbursement.

Accessing Your Candidate Account

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

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

Grants and Scholarships

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

Federal Pell Grants

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

Reach Scholarship

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

Note: Outside Scholarships

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

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

Loans

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

Office of Financial Aid Code of Conduct

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

Reach University prohibits conflicts of interest with the responsibilities of officers, employees, or agents of the university with respect to education loans for candidates. 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 candidates.

- **Gift Ban:** No university officer or employee with financial aid responsibilities shall solicit or accept a gift having a monetary value of more than a de minimum amount from a lender, guarantor, or servicer of education loans.
- **Contracting Arrangements Prohibited:** No university officer or employee with financial aid responsibilities shall accept from any lender or lender affiliate payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender.
- **Interaction with Borrowers:** The university shall not automatically assign a particular lender to any borrower, unless required to do so by law, and shall not refuse to certify or delay certification of any loan based on the lender or guarantee agency selected by the borrower.
- **Prohibition on Offers of Funds for Private Loans:** The university shall not request or accept from a lender an offer of funds to be used for private education loans in exchange for the university providing the lender with a specified number or volume of federal loans or in exchange for placement on a preferred lender list.
- **Ban on Staffing Assistance:** The university shall not request or accept from any lender assistance with call center staffing or Financial Aid Office staffing unless 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 is permitted.

Federal Student Loan Statistics of Student Borrowers at Reach University

No data is available yet.

Withdrawals

If you wish to withdraw from Reach University, you are responsible for starting the withdrawal process. Please contact Candidate Services at candidateservices@reach.edu.

Return of Title IV Funds (R2T4)

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

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

1. Direct unsubsidized loan funds*
2. Direct subsidized loan funds*
3. Perkins loan funds*
4. PLUS loan funds*
5. Pell Grant funds
6. Supplemental Educational Opportunity Grant (SEOG) funds

**Not applicable to Reach University candidates*

Repayment Calculation and Refunds

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

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

To calculate the percentage of the semester completed, the Office of Financial Aid divides the number of completed days (up to the date of withdrawal) by the total number of days in the semester. The total number of calendar days in a semester includes all days within the semester except for scheduled breaks of at least five consecutive days in length (i.e.,

Thanksgiving Break for the Fall semester and Spring Break for the Spring semester). These breaks are excluded from the total number of calendar days in the semester and are not considered as days completed.

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

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

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

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

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

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

Post-withdrawal disbursements

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

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

1. The candidate's withdrawal date and the date of the University's determination that the candidate withdrew (this date may not be the same);
2. The percentage of the payment period (semester) the candidate completed and the amount of aid the candidate has earned;
3. The amount and source of aid already disbursed, as well as the amount and source of the post-withdrawal disbursement;
4. A 14-day response deadline;
5. Instructions requesting that the candidate explicitly instruct the University in writing to either proceed with the post-withdrawal disbursement or to cease the post-withdrawal disbursement;
6. Next Steps and Timeframes

Next Steps and Timeframes for proceeding with the post-withdrawal disbursement:

- Title IV grant funds will be disbursed to the candidate within seven calendar days from the date of the candidate's response;
- If the resulting post-withdrawal disbursement generates an excess credit balance, the credit balance will be refunded via direct deposit to the candidate as soon as possible but no later than 14 calendar days from the date of the candidate's (or parent's) response.

Next Steps and Timeframes for ceasing the post-withdrawal disbursement:

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

Unofficial Withdrawals

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

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

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

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

Additional Financial Aid Policies & Disclosures

Drug and Alcohol Policy

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

General College Information

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

Required Federal Consumer Disclosures

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

- Learn more about federal compliance & candidate consumer information.
- Completion rates 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.

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 loan 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's Office of a change in your name or address.
- You must notify the Registrar's 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 emails 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.

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 website.

Financial Aid Privacy Policy

The Office of Financial Aid requires sensitive information to be provided to our office. Information that is provided to the Office of Financial Aid through the FAFSA or other means is safeguarded and used solely for the purpose of administering our financial aid program. Written consent from the candidate is required for the 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) that 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

Financial Aid Undergraduate Satisfactory Academic Progress (SAP)

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

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

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

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

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

SAP Standard 2 – Quantitative: Completion Rate

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

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

SAP Standard 3 – Maximum Timeframe: Duration

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

- Bachelor of Arts (BA) in Global Education
 - Credit hours required for degree completion: 120 (123 AR)
 - Maximum time frame/Duration allowed: 180 (184.5 AR)
- Bachelor of Arts (BA) in Liberal Studies
 - Credit hours required for degree completion: 120 (123 AR)
 - Maximum time frame/Duration allowed: 180 (184.5 AR)

SAP Terminology/Glossary

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

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

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

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

SAP Suspension

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

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

The signed personal statement must include the following:

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

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

SAP Probationary Semester

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

Denied Appeals

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

Regaining Eligibility

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

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

Candidate Success & Advising

Our Purpose and Our Mission

Each candidate works with a dedicated advisor until their graduation. An advisor is assigned in the first semester of the program. Candidates are responsible for maintaining communication with their advisor and reaching out in a timely manner with any questions, concerns, or difficulties related to their program. If a candidate has personal needs or concerns (e.g., counseling, substance use, financial hardship), their advisor may refer them to the appropriate university department, when applicable.

Candidates may reach out to the Candidate Success team or directly to their dedicated advisor.

- **Undergraduate Studies:** candidatesuccess-edu@reach.edu
- **Intern Program:** candidatesuccess-int@reach.edu
- **TIP Program:** candidatesuccess-tip@reach.edu
- **Apprenticeship College of Health:** candidatesuccess-bh@reach.edu

Mutual Care

Candidate Success Advisors are committed to fostering advising relationships rooted in care and a human-centered approach. We recognize each candidate as an individual with agency, talents, and a wealth of knowledge.

This includes communicating proactively, taking ownership of academic progress, and participating actively in the advising process.

Mutual Respect

Advising is a partnership rooted in trust and care. Candidate Success Advisors are responsible for providing high-quality advising, coaching, and support that fosters candidate growth and agency. Advisors commit to being accessible, responsive, and supportive, providing timely guidance and clear information related to program requirements

Candidates are expected to engage in advising relationships with openness, respect, and shared accountability. This includes proactive communication and upholding the Reach Code of Conduct.

Mutual Accountability

Accountability is shared within a mutually respectful partnership. Advisors support candidates by offering feedback, guidance, and encouragement to stay on track toward professional and academic goals. Candidates engage in the process by being open to feedback, responsive, and taking responsibility for their progress.

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 connect with your advisor:**
 - To review and discuss your academic progress and goals
 - To add, drop, or make changes to your course schedule
 - Thought-partnerships (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, scheduled Zoom meetings & calls are all ways to touch base with your advisor, Monday-Friday during normal business hours as listed by your advisor
- **Best practices:**
 - Stay in touch with your advisor. It's a two-way street!
 - Schedule an appointment to set aside dedicated time to chat
 - Come prepared with questions and 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:**
 - Communicating with faculty & university staff on a candidate's behalf (happy to be a thought-partner)
 - Badmouthing candidates, faculty, and staff (let's have a productive conversation)
 - Expecting advisors to be on call 24/7
 - Bypassing university policy and process
- **Additional resources available to candidates:**
 - Registrar - Course registration, transcripts, and Academic Plans
 - Bursar - Tuition and fees, candidate ledger, payments, receipts
 - Financial Aid - Award letters, FAFSA (only applies to undergraduate candidates)
 - Technical Support - Troubleshoot access to your Reach accounts
 - Academic Support:
 - 1. [Library](#) - Additional materials and access to academic databases
 - 2. [Academic Research and Writing](#)
 - 3. [Tutor.com](#) - FREE online Tutoring Service accessible through Canvas
 - [Wellness Coaching](#)
 - [Accommodations](#)

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 (Facebook, LinkedIn, etc.), 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 positive reinforcement – 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 Catalog

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

Accessibility Resources and Services

Reach University is committed to providing and improving accessibility for all members of our community, including 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 with disabilities. Candidate Services at Reach University fosters candidates' holistic development. 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 individuals with disabilities 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 to access@reach.edu.

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.

Accessibility Services

Reach University complies with the ADA, offering medical and learning accommodations to support all candidates with disabilities, 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. **Submit Request** - The candidate completes [this form](#) to request special accommodations
2. **Documentation** - The candidate uploads supporting documentation to the [Google Form](#) or emails it to access@reach.edu.

Candidates can submit ONE of the following documents:

- Diagnosis by a physician or professional on official letterhead
- Screenshot of your medical dashboard that shows needs -- without disclosing other sensitive information unrelated to your learning need
- Copy of an old IEP, especially the accommodations page
- Report card comments by prior teachers that mention accommodations

If candidates do not have any of the above documentation, please reach out to the Office of Accessibility (access@reach.edu).

Below are some important requirements we look for and may request in documentation. We recognize every disability and or health impact is unique to the person.

- Disability diagnosis
- Functional limitations, length of time or impact of disability
- Medications, side effects, and treatment (if applicable)
- Recommended accommodations and rationale
- Any assessments, findings, or scores
- If from a physician or medical professional, information needs to be on letterhead with contact information and some form of signature

It generally takes 2-3 business days for requests to be processed if supporting documentation is submitted at the time of the request. A delay in submitting documentation will cause a delay in processing requests. .

3. **Interactive Process** - Respond to the Office of Accessibility's communications (emails) in order to finalize the accommodations letter. We may reach out with clarifying questions in support of your needs.
4. **Letters** - Once the accommodations letter is finalized, it will be sent to the candidate, the candidate's dedicated advisor, and the candidate's professors. Professors receive notice of candidates' accommodations at the beginning of each semester for the duration of the candidates' time enrolled in Reach.

Please Note:

- There is no cost for utilizing accommodations.
- Candidates are required to submit an accommodations form only once. If they withdraw and reapply to Reach University, they must resubmit their accommodation request.

Appeals Process for Accommodation Decisions

Reach University prohibits discrimination on the basis of disability. The Office of Candidate Accessibility and Wellness strives to provide equal access and reasonable, appropriate assistance and services to qualified candidates with disabilities. The appeal process is designed to address disagreements, denials, or grievances regarding services, accommodations, or modifications to university academic practices or requirements.

The steps outlined below are intended to help candidates get their concerns addressed in an appropriate and timely manner.

Manager of Accessibility and Wellness (ADA/Section 504 Coordinator) – Candidates should present and discuss their concern/question regarding the written decision of their accommodation request to the Manager of Accessibility and Wellness. The Accessibility and Wellness office recommends that the candidate email this staff member as soon as possible to schedule a virtual meeting to discuss any concerns or questions they may have. This conversation may start a new interactive process in an attempt to determine what reasonable accommodation addresses the disability-related barriers a candidate identifies. The Manager will consult with the candidate, the Accessibility and Wellness Team, and any other relevant stakeholders or entities in order to address the candidate's concerns. If the candidate still has questions or concerns regarding the determination made regarding their accommodation request, they should proceed to the following step.

The candidate must email a written appeal to the Vice Provost within 15 business days detailing the questions and concerns the candidate still has after completing step one. The Vice Provosts will review the candidate's written appeal, which includes having a meeting with the candidate, and will respond in writing within 15 business days following receipt of the written appeal. The decision of the Vice Provost is final.

Individuals may also contact the U.S. Department of Education's Office for Civil Rights with questions about disability accommodations. (Please note that inquiries to OCR alone are not sufficient to allow appropriate responsive action by Reach University. To ensure your concern is appropriately addressed under this Policy, please follow the process described herein).

Office of Civil Rights (OCR)
U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov
Website: <https://www.ed.gov/about/ed-offices/ocr>
Contact information for the OCR enforcement office serving your state can be found here:
<https://ocrcas.ed.gov/contact-ocr>. Information about how to file a complaint can be found here:
<https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>.

Retaliation against any persons filing a complaint is prohibited under state and federal law.

For complaints related to employees and contractors, contact:
People Operations
PeopleOps@reach.edu

Wellness Coaching

Reach University offers wellness coaching to ensure that all candidates can thrive in their jobs, academic programs, and personal lives. Wellness coaching is a space to reflect on one's life and identify areas in which one would like to create change.

A wellness coach is a trained professional who delivers a structured, goal-oriented intervention and uses evidence-based therapeutic and behavioral change approaches to support their client in achieving meaningful change to their thoughts, behaviors, and wellbeing. Wellness coaching is not therapy and does not substitute for therapy if needed, and does not prevent, cure, or treat any mental disorder or medical disease.

Reach's wellness coaches help candidates strengthen self-awareness, self-compassion, connection, personal agency, and purpose in order to make small changes and navigate challenging situations. Wellness coaches are there to guide your own self-reflection, identify strategies to improve your wellbeing, and offer resources or suggestions.

As educators, we know our work can be deeply fulfilling, and yet, we often give so much of ourselves to others that we don't prioritize our own wellbeing.

Everyone has the right to experience wellness in all areas of their lives. We recognize that many of our candidates are facing systemic barriers to their wellness— and, we're committed to helping educators push back on those barriers and advocate for themselves and others. Prioritizing our holistic wellbeing is critical to remain committed to this work.

Program Overview

Undergraduate and graduate candidates can access up to 10 wellness coaching sessions in both the fall and spring semester. Coaching will be offered in the summer on a first-come, first-serve basis.

Candidates can view all available coaches and book their first session on the [Coach Gallery](#). [FAQs are answered here](#).

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 offensive language, or use of alcohol or other substances;
- 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 others, including but not limited to Reach employees, peers, , or employers through written, oral, or in electronic communication;
- Fraudulent use of checks, credit cards, 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 Vice Provost, 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.

Academic Dishonesty

There are certain forms of conduct that violate Reach's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve an evaluation or obtain course credit.

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

Violations of Academic Integrity

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

Potential Consequences for Confirmed Violations

- The involved candidate(s) must successfully complete Reach's RAISE (Restoration of Academic Integrity Sessions in Education) module.
- A Code of Conduct warning may be issued.
- A course evaluation of "Did Not Meet Expectations" or a grade of C or below for graduate candidates, a grade of D or below may be assigned for undergraduate candidates.
- Another penalty may be applied at the discretion of the Dean and/or the Vice Provost.
- The Provost may determine additional sanctions. Sanctions may include disciplinary probation, suspension, permanent expulsion from Reach, administrative hold on the release of records, a notation on the candidate's official transcript, withholding a degree or recommendation for a credential, and/or recommending the revocation of a credential.

Any disciplinary action shall be noted on the candidate's formal academic record either permanently or for the duration of the probationary period. Disciplinary expulsion is a part of the candidate's permanent record.

Board Review of Academic Integrity Violations

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

Appeal Process for Academic Integrity Dismissal

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

Approved Appeal

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

Denied Appeal

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

Grievances and Appeals

Informal Grievance Procedure

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

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

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

Formal Grievance Procedures

Upon request made in writing to the Vice Provost or Provost and a Director of Candidate Success, or should the Provost deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Vice Provost or Provost and a Director of Candidate Success, 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.

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 Vice Provost or Provost and a Director of Candidate Success, at their sole discretion, upon presentation of good cause.

Right to Submit Official Complaint

Candidates have the right to appeal final institutional appeal decisions, file grievances, and official complaints directly to their state department.

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 the Bureau for Private Postsecondary Education.

P.O. Box 980818, West Sacramento, CA 95798-0818

[Bureau for Private Postsecondary Education](#), Phone: (916) 574-8900, Fax: (916) 263-1895.

State Specific Official Complaint

See [Licensing and State Authorization](#) of this Catalog for more information and state department contact information.

Ethical Research Practices

Reach University is committed to ethical practices in research, both among faculty and among candidates.

The Code of Federal Regulations, [Title 45 CFR Part 46](#), identifies eight exempt categories, and the 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 an 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 candidate 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
- Candidates' responses (written, oral, or behavioral) to curriculum-related activities
- Candidates' 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 candidate 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, audio tapes of teacher-candidate and candidate-candidate discourse related to the assignment (as long as there are signed consent forms)
- Teacher's non-participant observation of the 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 candidates' curriculum-related written work, artwork, and other artifacts produced by children

- Candidate journals and communication books related to the curriculum
 - Candidate grades and test scores
 - Teacher journals, notes, and reflective comments on candidate responses and participation in curriculum-related activities
 - Questionnaires or interviews with candidates, 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.
-



University Policies & Academic Regulations

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

Course Loads & Definitions

Credit Hour Policy

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

Background

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

Purpose

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

Definitions

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

RTC Academic Year

The academic year includes two required semesters: Fall and Spring. The RTC academic year is at least 30 weeks in length, during which full-time candidates are expected to complete at least 24 semester hours. Summer sessions are scheduled at the start of the academic year and allow candidates to remediate their academic progress through full- or part-time enrollment.

ACH Academic Year

(Apprenticeship College of Health Programs ONLY)

The academic year includes three required semesters: Summer, Fall, and Spring. The ACH academic year is at least 43 weeks long, during which full-time candidates are expected to complete at least 36 semester hours. Summer sessions are scheduled at the start of the academic year and allow candidates to accelerate their academic progress through full-time enrollment.

Semester Credit Limit Policy

Enrollment Level

Undergraduate Enrollment Status

Full-time	12 or more credits
Three-Quarter Time	9 to 11.99 credits
Half-Time	6 to 8.99 credits
Less-than-Half-Time	1 to 5.99 credits

Enrollment Level

Graduate Enrollment Status

Full-time	8 or more
Half-Time	4 to 7.99 credits
Less-than-Half-Time	1 to 3.99 credits

Academic Levels

Each semester, candidates are classified based on the following:

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

Grade Level Delineation (UG & G)

Academic Progress Grade Level Delineation (RTC UG)

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

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

ACH: Academic Progress Grade Level Delineation

(Apprenticeship College of Health Programs ONLY)

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

Pathway	Foundational (First-year)	Intermediate (Second-year)	Advanced (Third-year)	Clinical/Capstone (Fourth-year)
AA-LS SUDP	0-27 credits	28-61 credits		

Academic Progress Grade Level Delineation (RTC G)

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

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

Financial Aid Undergraduate Grade Level Delineation

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

First-year = Foundational (Freshman)

Second-year = Intermediate (Sophomore)

Third-year = Advanced (Junior)

Fourth-year = Clinical/Capstone (Senior)

Course Numbering, Grades, & Grading Scale

Course Numbering System

Reach Teachers College Undergraduate

100-299	Foundational and Intermediate courses/Lower Division
300-600+	Advanced and Clinical/Capstone courses/Upper Division

Apprenticeship College of Health Undergraduate

100-299	Foundational and Intermediate courses/Lower Division
300-600+	Advanced and Capstone courses/Upper Division

Reach Teachers College Graduate

INT 600-799 & 200-299	Intern Teacher Credential Program
MAT 600-799	Master of Education in Teaching Courses
300-399 (archive)	Moving Inquiry into Teaching Program
TIP 800-999 & 325A-335B	Teacher Induction and Clear Credentialing Program
400-600 (archive)	Instructional Leadership Academy
NL412a-NL547 (archive)	New Leaders Residency

Official Grades

Grades are considered part of the official academic record one year after the posted semester/term and will not be permitted to be changed or adjusted. Instructor grades submitted directly into the candidates' grading matrix as final grades, or to the Registrar's Office, are considered final official institutional grades. A grade is based on the instructor's evaluation of coursework completed as of the course's ending date, which is the final day of the academic semester/term.

Midterm Grades

Once midterm grades are posted, the assignments from the first half of the semester may no longer be completed. This applies differently for candidates with formalized special accommodation plans. See the Academic Calendar for mid-term dates at [Reach Academic Calendar](#).

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 receive 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 to audit a course is available only to registered candidates. The prerequisites for the credited classes cannot be met by the audited class. Audits are subject to the same tuition as candidates enrolled for credit.

Registered candidates may be permitted to audit a class on a case-by-case basis. Candidates must secure approval from the Registrar's Office (registrar@reach.edu) within 14 days from the date of the signed form. If approval to audit a course is granted, arrangements will be made regarding 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.

U.S. Armed Forces Military Mobilization

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

- Complete withdrawal from the term without penalty. A nonpunitive letter grade of 'WM' indicating withdrawal due to military service will be assigned.
- Candidates can choose to receive course credit based on work completed in place of a 'WM', approved at the Dean's discretion.
- Degrees may be awarded if credit is granted and a letter grade is earned in those courses, and if the program's completion (graduation) requirements are met.
- Candidates who left the University to perform military service will be eligible to reenroll within two years with the same academic status as when they last attended.

Return to Reach is permitted for up to 1 year while on active duty. Extended periods due to military circumstances are permitted with the Dean's approval.

Reach University Undergraduate Grading Scale

Reach University maintains a minimum grade requirement throughout the undergraduate program to ensure compliance with all state-mandated grade requirements. All passing grades are determined by program and course-specific requirements.

Letter Grade	Grade Scale		Grade Points	Description of Level of Performance
A	94.0	100.0	4	Exceeded Expectations
A-	90.0	93.9	3.7	
B+	87.0	89.9	3.3	Above Average; Good Work
B	84.0	86.9	3	Average Standard Performance
B-	80.0	83.9	2.7	
C+	77.0	79.9	2.3	
C	74.0	76.9	2	Standard Performance
C-	70.0	73.9	1.7	
D+	67.0	69.9	1.3	
D	64.0	66.9	1	Below Standard
D-	61.0	63.9	0.7	
F	0.0	60.9	0	Failure
W			0	Authorized Withdrawal
AW			0	Attendance Withdrawal
AF			0	Attendance Failure
MW			0	Military Withdrawal; Non-punitive
I			0	Incomplete
IP			0	In Progress
AU			0	Audit
PASS	77.0	100.0	2.3	Pass/Met Standard Performance: Credit Equivalent to 2.3; interpreted as a grade of C+ or better (May 2026-present)
FAIL	0	76.9	0	Failure: No credit (May 2026-present)
PASS	74.0	100.0	0	Pass/Met Standard Performance: Credit Equivalent grade of C or better, no grade points (2021-Dec 2025)
FAIL	0	73.9	0	Failure: No credit (2021-Dec 2025)

Undergraduate Pass/Fail Grades

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

Pass = 77-100 (equivalent to 2.3; interpreted as a grade of C+ or better)

Fail = 0-76.99 (below C+ = 2.3)

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

Minimum Grade Requirements

ACH Undergraduate Minimum Grade Requirements

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 Apprenticeship College of Health grade requirements are met.

Course Type	Minimum Letter Grade Requirement	Numeric Grade Requirement	Grade Point Requirement
Capstone Courses (CAP)	Pass	77% or better	n/a
Computer Science (CS)	C- or better	70% or better	1.7 or better
All Other Courses (not listed above)		75% or better	2.0 or better

RTC Undergraduate Minimum Grade Requirements

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.

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
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

Reach University Graduate Grading Scale

The Graduate Institute for School Leadership at Reach University used a non-traditional grading system from 2006 to May 2026. For the years between 2006 and Fall 2021, graduate grades did not include grade points and will appear as zero in calculations. All passing grades are determined by program and course-specific requirements.

	Letter Grade	4-Point	Grade Scale		Grade Points	Description of Level of Performance
May 2026- present	A	4	90.0	100.0	4.0	Exceeded Expectations
May 2026- present	B	3	80.0	89.99	3.0	Met Expectations
May 2026- present	C	2	70.0	79.99	0.0	Did Not Meet Expectations
May 2026- present	D	1	61.0	69.99	0.0	Did Not Meet Expectations
May 2026- present	F	0	0.0	60.99	0.0	Did Not Meet Expectations
May 2026- present	PASS	3	80.0	100.0	3.0	Pass/Met Expectations: Credit
May 2026- present	FAIL	0	0.0	79.99	0.0	Fail/Did Not Meet Expectations: No credit
	W				0	Authorized Withdrawal
	AW				0	Attendance Withdrawal
	WW				0	Administrative Withdrawal - Non-Punitive
	AF				0	Attendance Failure
	MW				0	Military Withdrawal; Non-punitive
	I				0	Incomplete
	IP				0	In Progress
	AU				0	Audit
2006-2026	EE	4	90.99	100.0	4	Exceeded Expectations
2006-2026	ME	3	80.0	89.99	3	Met Expectations
2006-2026	NM	0	0.0	79.99	0	Did Not Meet Expectations
2006-2026	Pass	0			0	Pass/Met Expectations: No Credit
2006-2026	Fail	0			0	Fail/Did Not Meet Expectations: No Credit

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)

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

Administrative Withdrawal Grade (WW Grade)

WW = Administrative Withdrawal

Administratively withdrawn from a course and/or administratively withdrawn from the University.

Candidates who are processed as an administrative withdrawal or dismissal due to violation of the code of conduct or probation may receive a grade assessment of WW for administrative course withdrawal on their academic record.

Additionally, candidates with extenuating circumstances or external assessment or examination issues may receive an exception and receive a WW grade. These occurrences are rare and are evaluated on a case-by-case basis by the University Registrar.

Graduate Grading Evaluations

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.

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 an appeal of a disqualification decision. References or recommendations are given at the discretion of the 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.

Incomplete Grade Period Policy

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 20 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 by email to the Registrar's Office at registrar@reach.edu.

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 by email to the Registrar's Office at registrar@reach.edu.

University Academic Engagement Policies

Attendance Policy

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

Academic Engagement

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

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

Online Engagement

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

Class Participation Policy

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

Undergraduate Alternative Assignments

Aligned to the Reach Method, flexibility is offered and approved on a case-by-case basis by the Dean or their designee. Depending on where a candidate is in their academic journey, they may need to request alternative assignments. Candidates may be assigned assignments that allow them to simulate job-embedded learning. These alternative assignments are at the discretion of the Dean and faculty. Candidates can request alternative assignments through [this form](#).

RTC UG: Participation and Professional Expectations Policy

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

ACH: Participation and Professional Expectations Policy

(Apprenticeship College of Health Programs ONLY)

Apprenticeship College of Health candidates are expected to fully engage in all coursework with professionalism, preparation, and respect for the learning environment and their peers.

- Being “present” means engaging with your camera on, arriving on time, and actively contributing; chronic lateness or disengagement may count as absences, and some missed credit-bearing activities may not be recoverable.
- Candidates should join from a quiet, distraction-free setting, with no non-participants present, to maintain confidentiality and focus.
- When referring to children, families, or identifiable individuals, use pseudonyms to protect confidentiality. Active learning is central to the Reach model, requiring at least 90% attendance and participation across synchronous sessions, asynchronous tasks, and assignments.
- All asynchronous tasks and assignments must be completed on time, typically 24 hours before the live session, as outlined in Canvas.
- Assignments must meet academic expectations and deadlines, and candidates are responsible for upholding the [Academic Honesty and Integrity Policy](#).
- Candidates missing more than 8 hours of synchronous class time will be required to make up the time with the instructor or risk failing the course.

NOTE: If challenges arise, it is essential to communicate proactively with the course instructor first, and if needed, with an advisor.

Registration Policies & Status Adjustments

Dropping a Course

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

Course Repeat Policy

RTC Undergraduate

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

Reach permits stacking courses, which occurs when candidates take repeat courses simultaneously with the scheduled course load reflected in each programmatic year’s scope and sequence. Stacking may be permitted if candidates have shown the ability to successfully handle course loads. Stacking courses are available to candidates with one or two repeat courses. To support candidates’ success, Reach will approve course overload on an individual basis.

Repeat Policy for BAGE Clinical Candidates

Clinical year is not eligible for course stacking in the event of a repeat. Any course in which the candidate did not meet the passing minimum grade requirement must be repeated and passed prior to entry into Clinical Residency 1 or continuing into Clinical Residency 2. For the stacking definition, please see the general policy above. All BAGE clinical year candidates enrolled in semester one of the clinical year are required to successfully complete each course in the prescribed sequence with a grade of B (3.0) or higher in order to progress to semester two. Candidates who do not achieve a grade of B or higher in any semester one course will be required to repeat the course(s) in question. Successful completion of repeat course(s) is required before the candidate will be eligible to register for the second clinical semester.

BAGE Clinical Residency Repeat Appeals

Under special circumstances, a Resident may request permission from the Office of Professional Licensure to schedule an additional course within the Clinical Year. This might occur under special circumstances if the candidate needs to repeat a previous course where credit was not earned or applied for purposes of the Clinical Residency or Reach University’s approved scope and sequence of courses. Any course scheduled in addition to those scheduled during the Clinical Year must not conflict with the Clinical Year courses or teaching requirements and must be approved by the Office of Professional Licensure through the Office of the Dean. All appeals must be submitted to the RTC@reach.edu inbox by the appropriate deadline as listed in the [Reach Teachers College Undergraduate Communications Calendar](#). Appeal decisions are at the discretion of the Dean.

ACH: Course Repeat Policy

(Apprenticeship College of Health Programs ONLY)

Apprenticeship College of Health candidates who fail to meet their state’s minimum grade requirement for their program or a course-specific minimum passing grade will be required to repeat the course until they can successfully pass it. Due to the accelerated program structure, ACH candidates may be held from progressing to the next semester of

courses in their scope and sequence until they pass their required course(s). Candidates who need to repeat more than two courses will be required to repeat their courses before progressing to the following sequence of courses. Reach allows what is called stacking courses; this is when candidates take their needed repeated courses simultaneously with their originally scheduled course load, which may be permitted if they have shown the ability to handle a course overload successfully. Stacking courses is available to candidates with two or fewer courses to repeat. To support our candidate's success, Reach will not permit an overload if it is not in the best interest of the candidate. Disclosure: Stacking or retaking courses does not override prerequisite requirements. All prerequisite courses must be successfully completed prior to enrollment in subsequent courses.

RTC Graduate

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

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

Right to Cancel

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

Official Withdrawal from the University

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

Undergraduate Course Attendance, Withdrawal & Attendance Failures

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

Administrative Withdrawal

RTC Undergraduate

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

- Candidates are required to inform Reach University about any employment changes within seven business days. Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, or withdrawal from the program.
- Candidates failing to enroll in a course within 1 year are considered to be out-of-status and will be administratively withdrawn.
- Conditionally admitted candidates who fail to complete all the requirements of matriculation (enrollment), such as delayed or missing forms, financial holds (e.g., not completing FAFSA), and/or, for RTC only, not passing CAS 50.

ACH Undergraduate

(Apprenticeship College of Health Programs ONLY)

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

- Candidates are required to inform Reach University about any employment changes within seven business days. Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, or withdrawal from the program.
- Candidates failing to enroll in a course within 1 year are considered to be out-of-status and will be administratively withdrawn.
- Conditionally admitted candidates who fail to complete all the requirements of matriculation (enrollment), such as delayed or missing forms, or hold (e.g., not completing FAFSA).

RTC Graduate

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

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

Dismissal from the Program

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

- Candidate is found not to be meeting admission requirements or has falsified information on the application.
- Candidate commits or repeats actions of academic dishonesty.
- Candidate does not uphold Reach's policy on professional conduct and professionalism.
- If a candidate has been dismissed for egregious conduct issues, the candidate may not apply for five years
- Candidate violates the Academic Progress requirements.

Program Change Policy

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.

Leave of Absence

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

Temporary Leave Policy

Reach University recognizes the occasional need of our candidates to temporarily interrupt their academic work. At Reach University, a candidate must be actively enrolled by simultaneously being enrolled at Reach, working on-the-job for apprenticeship components, and pursuing or maintaining credential/licensure requirements. See Job-Embedded Policy. For these specific reasons, temporary leave varies by degree level, program, and credential/licensure pathway. Reach University policy is designed to meet these varying needs and to provide candidates with the opportunity to discuss with a University representative the implications and responsibilities of a leave.

A temporary leave allows candidates to return to their studies after the leave without reapplying to the University; any period of leave between required semesters is considered a Temporary Leave. Any period of absence beyond reenrollment (Undergraduate only) or medically necessary leave will be considered out-of-status and will require readmission to return to Reach. See Reenrollment and Readmittance Policies. If a candidate requires time away from the institution or program for any reason, they should contact their advisor for information on available leave options. See Class Participation Policy for Alternative Assignment information.

Medical, Pregnancy, & Family Leave Disclosure

Reach University allows a Temporary Leave for candidates to take for the duration deemed medically necessary by a licensed healthcare provider, which includes pregnancy and pregnancy-related conditions in accordance with Title IX. Medically necessary leave may extend beyond one academic year with appropriate documentation. When the candidate returns to the University's education program or activity, the candidate must be reinstated to their prior status. For candidates seeking time away due to pregnancy, please refer to the appropriate section under Title IX.

Financial Aid Considerations

Temporary Leave or leave of absence may impact financial aid eligibility. Candidates are responsible for consulting with the Financial Aid Office prior to initiating a leave.

Licensure or Credential Disclosure

Please note that there are licensure or credential implications for candidates in BAGE, Intern, or behavioral health programs (SUDP or CADC).

BAGE BA in Global Education

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.

ACH Apprenticeship College of Health

Pausing one's program may delay the attainment of a Certified Alcohol and Drug Counselor (CADC) or Substance Use Disorder Professional (SUDP) license.

RTC Graduate Intern Program

The California Commission on Teacher Credentialing (CTC) issues Intern Credentials valid for up to 2 years. Any extension beyond this period requires formal approval from the CTC and is granted only under limited circumstances. Candidates considering a pause in coursework or program progression must consult with their advisor to understand how this may affect the validity of their Intern Credential and, consequently, their eligibility for continued employment in an intern position.

Undergraduate Reenrollment Policy

Candidates who have attended at least their first term and find it necessary to interrupt enrollment will have the opportunity to remain inactive at Reach University for 1 year, but not exceeding 1 year of inactivity, and will be eligible to petition to re-enroll at the University. Candidates who do not re-enroll within 1 year will be considered out of status and

will be administratively withdrawn from the program. Upon deciding to step away from studies or otherwise withdraw from any class, candidates must notify their Advisor. When seeking to re-enroll and register for classes, candidates will contact the Registrar and complete the Reenrollment Form to obtain registration clearance. Reenrollment will be granted only during open registration, four weeks before the term starts, within the course sequence, and after the request has been cleared. **Disclosure:** Orientation Courses (CAS 50) must be completed before matriculation to take core courses within any program.

BAGE Disclosure

For BAGE candidates reentering the Clinical Year, the deadline for reenrollment is **October 1st** for the Spring term and **March 1st** for the Fall term. Any academic accommodations are at the Dean's discretion. If candidates take coursework at another institution during their absence from the University, they must provide official transcripts to the Registrar's Office.

Undergraduate Readmittance Policy

Candidates who have withdrawn or failed to attend the University for more than 1 year from their last date of enrollment will be required to submit a Readmit Petition and apply for readmission to the University. Program offerings and admission requirements are subject to change; prior admission to the University does not guarantee readmission or continued program availability. For BAGE candidates reentering the Clinical Year, the deadline for reenrollment is **October 1st** for the Spring term and **March 1st** for the Fall term.

Graduate Readmittance Policy

Candidates who have officially withdrawn from the University or been administratively withdrawn will be required to submit a Readmit Petition and apply for readmission to the University. Program offerings and admission requirements are subject to change; prior admission to the University does not guarantee readmission or continued program availability.

Adjustment of Final Grades & Grade Appeals

Adjustment of Final Grade

Although grades submitted to the registrar are considered final and official, further evaluation by the instructor of record may reveal computational or clerical errors, not as a result of an incomplete.

The registrar is authorized to accept an adjusted grade when the following conditions exist:

- An instructor, upon reevaluation, identifies and acknowledges an error and reports a corrected grade to the registrar.
- Upon reexamination of the work completed, an instructor concludes that the original grade was in error and reports the error to the Registrar's Office

BAGE Clinical Residency Adjustments

For all candidates applying for Clinical Residency or enrolled in Clinical Residency, adjustments of final grades must be made within 20 days from the scheduled end date of the original course term dates.

NOTE: When reporting revised grades, instructors will certify, via the ticket system, that the revised grade is based on the correction of an error revealed by reexamination of the instructor's records.

Change of Grade

Grade changes are considered substantial changes in a final grade, not as a result of an incomplete grade. Final grades may not be changed because candidates didn't like their grades or submitted additional work, repeated examinations, or additional examinations after the conclusion of the course. In those cases, please refer to the incomplete policy as an option.

Grade Reports & Unofficial Transcripts

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

Official Transcripts

Official transcripts can be obtained via the National Student Clearinghouse. Requests for official transcripts can be made by going to <https://tsorder.studentclearinghouse.org/school/select> and selecting "Reach University."

Undergraduate Grade Appeals

A candidate may appeal a final course grade when they believe that the assigned grade 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 grade awarded is accurate, and the candidate appealing the grade must justify the need for a change to the awarded grade. Grade appeals should be resolved informally between the candidate and the faculty involved. A candidate who believes that they have been assigned an improper grade should meet with the faculty of record and together review the assessment criteria used to determine the grade 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). Due to the length of the Grievance and Appeals process, candidates appealing a grade that is relevant to the entry into or continued enrollment in the Clinical Residency year may have to sit out a semester, delaying entry into or continuation of Clinical Residency.

Graduate Candidate Appeals 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 to the awarded evaluation.

Evaluation appeals should be resolved informally between the candidate and the 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.

Late Work & Submission Policy (UG)

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

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

Late Submission

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

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

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

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

Restrictions:

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

Exceptions to Late Work Penalties

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

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

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

Medical Circumstances and Documentation

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

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

Military Service Accommodations

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

Incomplete Grades

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

University Academic Progress & Disciplinary Procedures

RTC Graduate: CalTPA Performance Assessment Appeal Policy

Candidates who believe there has been a scoring or procedural error in their CalTPA performance assessment may submit a formal written appeal within 10 business days of result notification. All appeals must include a detailed rationale and supporting documentation for review. The CalTPA Appeals Committee (which comprises at least one faculty member not involved in the assessment) will assess and determine appropriate action. The committee will provide, in writing, to the candidate a final, binding decision within 15 business days. All appeal proceedings and submitted materials will remain strictly confidential.

Academic Progress (AP) Policy

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, 2.5 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; 2.5 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, 2.5 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; 2.5 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; 2.5 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:

1. Complete [the 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 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)

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; 2.5 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; 2.5 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; 2.5 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.

Appealing Academic Progress Dismissal

Candidates who are subject to dismissal due to failing to meet Academic Progress Requirements, who believe extenuating circumstances have impacted their ability to participate/perform/maintain academically, have the right to appeal their dismissal. Candidates must provide an Appeal Form, in writing, a letter of explanation, and supporting documentation as stated below within this policy and by the deadline. If the deadline falls on a holiday or non-business day, the appeal packet will be due by the following business day. All appeals are reviewed by the University Appeal Panel, which will consist of seven members from various departments. All appeal decisions will be communicated to the candidate and recorded in their official record.

Appeal Requirements and Documentation Guidelines

Candidates who wish to appeal must submit an Appeal Form and include comprehensive documentation to the University Appeals Panel as described below, along with any applicable historical records and materials, directly to their assigned Candidate Success Advisor. The University utilizes assessment and discretion in accepting older documentation of conditions that are permanent or non-varying; some conditions may warrant more information to provide a more accurate picture. The University reserves the right to request additional information to determine eligibility.

Definition of Extenuating Circumstances & Comprehensive Documentation

- Extenuating circumstances refer to situations that significantly impact a candidate's ability to perform academically, successfully meet deadlines, or otherwise maintain academic progress. These situations are often beyond a candidate's control.
 - **Examples of Extenuating Circumstances:** Illness or injury, bereavement, family issues, mental health challenges, trauma, victim of crime, natural disasters, accidents, or other unforeseen events that can disrupt normal routines and make it difficult to meet obligations.
- Comprehensive documentation will state the specific condition/situation that impacted the candidate's ability to perform or participate academically.
- Include relevant educational, developmental, and other circumstances.
- Describe the functional limitations resulting from the condition/situation. It explains how the condition/situation has impacted the candidate's academic functioning and abilities.
- All relevant documentation/materials must be applicable to the dates of enrollment under appeal.

Medical Circumstances and Documentation

Due to regulations and the candidate's privacy rights, medical information is not maintained as part of the educational record and is kept in a separate record set with the Manager of Candidate Wellness & Accessibility. To maintain privacy, this type of documentation is not routinely shared with the Appeals Panel. All medical appeals will be submitted directly to the Manager of Candidate Wellness & Accessibility along with documentation as described below, and they will present the candidate's case to the Appeals Panel for consideration.

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

Approved Appeal Requirements

- A candidate who is granted an appeal will be removed from the dismissal list and eligible to continue at Reach University.
- To bring up a cumulative grade point average (CUMGPA), candidates are required to repeat any unsuccessful courses before taking any new or additional courses.
- Candidates are required to obtain a minimum term grade point average (CUMGPA) to bring their academic status back into good standing.
- During this next semester, the candidate will work closely with their Candidate Success Advisor and meet with them regularly for academic coaching.
- Candidates who are granted an appeal due to medical circumstances will be required to regularly meet with the Manager of Candidate Wellness & Accessibility for additional resources and continuous support.

Denied Appeal

If the appeal is denied, candidates will no longer be eligible to attend Reach, will be unregistered from all future courses, and will be dismissed from the University. In the future, if the candidate is in good administrative and financial progress, they will be able to reapply for the program. Upon readmittance, candidates will be required to appeal their dismissal status for a second time; if denied, they will not be eligible to return to Reach University.

Diplomas, Honors, Graduation, & Commencement

Graduation/Completion Requirements

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

- Satisfying all requirements for the credential/degree for which the candidate is enrolled.
- Successfully demonstrating the requisite skills and knowledge through course completion, required performance assessments, and state-required exams.
- Complete with the programs required CUMGPA (cumulative grade point average).
- Maintaining a minimum of 90% attendance/participation in all Reach cohort meetings, seminars, and coaching sessions. (Note, for TIP, candidates need to maintain 100% attendance).
- Participating in a coaching relationship by meeting regularly with a Reach coach or designee as required by the program (meetings may be in person, observations, phone, or virtual, as determined together with the coach and or by program). Each meeting may generate some evidence in the form of notes or formative assessment materials.

RTC Reach Teachers College Undergraduate Studies

Bachelor of Arts in Global Education (BAGE)

Degree Earned:

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

Requirements:

- Successfully complete all required coursework, submit all passing licensure exams scores to Reach, and complete with a 2.5 CUMGPA (cumulative grade point average).

Bachelor of Arts in Liberal Studies (BA-LS)

Degree Earned:

- Upon successful completion of all program requirements will be conferred a Bachelor of Arts Degree in Liberal Studies.

Requirements:

- Successfully complete all required coursework and complete with a 2.0 CUMGPA (cumulative grade point average).

ACH Apprenticeship College of Health

Associate of Arts Degree in Liberal Studies (AA-LS)

Degree Earned:

- Upon successful completion of all program requirements will be conferred an Associate of Arts Degree in Liberal Studies with Substance Use Disorder Professional Field of Study.

Requirements:

- AA-LS SUDP candidates must successfully complete all required coursework, maintain a minimum 2.0 CUMGPA (cumulative grade point average), and fulfill both a minimum of 560 hours of Related Supplemental Instruction/Related Technical Instruction (RSI/RTI) and a minimum of 2,500 hours of On-the-Job Training (OJT) experience.

RTC Reach Teachers College Undergraduate Studies

Intern Teacher Credential Program (Intern without MAT)

Requirements:

- The Intern program without MAT is designed specifically for the Preliminary Intern Teaching Credential Program. Candidates are required to successfully complete the core courses in the Intern Program and pass both CalTPA exams.

Credentials Earned:

- [District Intern Credential](#): Candidates are recommended once they have successfully completed Pre-service and other CTC requirements (valid for 2 years).
- [Preliminary Teaching Credential](#): Candidates are recommended once they have successfully completed all program and CTC requirements I (valid for 5 years).

Intern and Master of Arts in Teaching (Intern & MAT)

Degree Earned:

- Upon successful completion of all program requirements, and the summer elective Master of Arts courses, candidates will be conferred a Master of Arts Degree in Teaching .

Requirements:

- The MAT program is designed to run concurrently with the 2-year pathway for the Preliminary Intern Teaching Credential Program. Candidates complete the core courses and exams in the Intern Program and complete an additional two 2-unit elective courses during one summer session and complete with a 3.0 CUMGPA (cumulative grade point average).

Credentials Earned:

- [District Intern Credential](#): Candidates are recommended once they have successfully completed Pre-service and other CTC requirements (valid for 2 years).
- [Preliminary Teaching Credential](#): Candidates are recommended once they have successfully completed all program and CTC requirements (valid for 5 years).

Teacher Induction Program (TIP/INDC)

Requirements:

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

Credentials Earned:

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

Degree Posting & Conferral Dates

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

Diplomas

Diplomas are mailed approximately three months after the actual term of degree conferral or credential program completion.

Honorable Mention

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

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

Undergraduate Dean's List

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

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

Latin Honors Requirements

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

Commencement

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

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

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

Early Participation in Commencement

Candidates close to meeting all degree/credential requirements may opt to participate early in the ceremony due to personal circumstances or professional commitments.

A petition is available to graduate candidates in the Intern/MAT Program who will be deficient up to four (4) MAT units at the end of the spring semester and/or have been recommended for their credential up to five (5) weeks after the end of the spring semester.

A petition is available to graduate candidates in the TIP program who have been recommended for their credentials up to five (5) weeks after the end of the spring semester.

A petition is available to undergraduate candidates who will be deficient up to six (6) units at the end of the summer semester. Candidates with pending concurrent enrollment transfer credit or examinations required for graduation are not eligible. Honors at the graduation ceremony will not be available to candidates with the above deficiencies.

Academic Records Policies

Maintenance of Candidate Records Policy

Reach University maintains all records as required by the California Department of Education and the California Private Postsecondary Education Act of 2009.

In addition to permanently retaining a transcript in perpetuity as required, the university maintains for a period of 5 years the pertinent candidate records described in the Production of Official Candidate Records Policy from the candidate's date of completion or withdrawal. Notwithstanding, the university shall maintain records relating to federal financial aid programs as federal law provides.

A record is considered current for three years following a candidate's completion or withdrawal. Official Candidate Records are maintained perpetually in the secure student information system's record and electronic document file. The University guarantees record storage maintenance to abide by the following requirements: Records are stored without loss of information or legibility for the period within which the record is required to be maintained by the California Private Postsecondary Education Act.

For a current record, the university maintains functioning devices that can immediately reproduce exact, legible printed copies of stored records. For a no longer current record, the university can reproduce exact, legible printed copies within two (2) business days.

The University has fully accessible designated personnel scheduled to be present at all times during regular business hours, who have access to any candidate records and can produce candidate transcript requests or complete record copies upon authorized requests

All records that the university must maintain can be made immediately available by the university for inspection and copying during regular business hours by the state or federal agencies and any entity authorized to conduct investigations.

Included as required, if the institution closes, the university is responsible for arranging, at our expense, the storage and safekeeping in California of all the necessary records to be maintained as required by the California Private Postsecondary Education Act for as long as those records must be maintained. The repository of the records shall make these records immediately available for inspection and copying, without charge, except as allowed during regular business hours by any entity authorized by law to inspect and copy records.



Reach Teachers College Undergraduate Studies

Our degree, certification, leadership, and “whole school development” programs are designed to cultivate inquiry-centered educators, instructional coaches, and leaders with the skills and confidence they need to reach diverse candidate populations in underserved and rural communities.

University Scope & Sequences

See here for the [University Scope & Sequence RTC](#) Program Outline.

Reach Teachers College Undergraduate Programs & Degrees

Applicable to states other than Arkansas, see [Arkansas State Specific- RTC Bachelor Degrees](#)

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies	Associates	Distance Education	61	2 Years	ONLY applicable to UTC Tennessee job-embedded partnerships
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	120	4 Years	
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	120	3 Years	Transfer with 30-transferable collegiate semester credits
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	120	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
Bachelor of Arts in Global Education	Bachelors	Distance Education	120	4 Years	ONLY applicable to Louisiana & Arkansas job-embedded partnerships *Qualifying Candidates Transfer

*Eligibility requirements must be met prior to BAGE program transferability is available.

Arkansas State Specific - RTC Bachelor Degrees

*Arkansas State requires an additional course in Arkansas History.

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	*123	4 Years	
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	*123	3 Years	Transfer with 30-transferable collegiate semester credits
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	*123	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
Bachelor of Arts in Global Education	Bachelors	Distance Education	*123	4 Years	ONLY applicable to Louisiana & Arkansas job-embedded partnerships *Qualifying Candidates Transfer

*Eligibility requirements must be met prior to BAGE program transferability is available.

Reach Teachers College Undergraduate Degree by State

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

*See state approval section for disclosure

Licensure Disclosure

While Reach applies for licensure on a candidate's behalf, please note that Reach University does not award licensure; this is up to each state's Board of Education. The onus is upon the candidate to meet specific state requirements, such as passing all state required exams

ETS exam requirements are listed [here](#) by state, along with qualifying scores (double-check your state selection). CBEST and CSET registration and basic information is found [here](#). **Please note:** not all states require ETS exams. Please see your state department of education for all exam requirements.

Bachelor of Arts in Global Education (BAGE) Clinical Requirement & Disclosure

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 must pass 75% (3 out of 4) of the Praxis Elementary Content Subtests (Language Arts, Math, Social Studies, Science) by mid-semester of the Advanced Year - Semester 2, with official scores submitted by the following deadlines: March 1st for a Fall Clinical Year start and October 1st for a Spring Clinical Year start.
 - 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).
 - Successful completion of the required courses as outlined in the Scope and Sequence.
-

Licensure Exam Requirements

Candidates wishing to enter the Elementary (1-5 or K-6) certification program: 75% of required content exams (3 out of 4) by March 1 (semester prior) for a Fall Clinical/Capstone year start or by October 1 (semester prior) for a Spring Clinical/Capstone year start.

Candidates wishing to enter the Mild to Moderate and Elementary (1-5 only) dual certification program: 75% of required content exams (3 out of 4) by March 1 (semester prior) for a Fall Clinical/Capstone year start or by October 1 (semester prior) for a Spring Clinical/Capstone year start.

All BLS candidates are encouraged (but not required to) take and pass the appropriate licensure exam at the end of the content bundle associated with it. Most alternate certification programs require licensure exams for entry.

Passing Scores & Test Codes by State

The following chart shows the minimum scores needed to pass the Elementary Praxis II with the corresponding ETS testing code by state. Please note that these cut scores may change. Check with your state department often for updated cut scores.

STATE	ELA	ETS test number	MATH	ETS test number	SS	ETS test number	SCIENCE	ETS test number
AL	N/A	N/A	157	5903	154	5904	158	5905
AR*	141	5002	136	5003	137	5004	139	5005
	137	8002	136	8003	130	8004	126	8005
CO	N/A	N/A	157	5903	155	5904	159	5905

*Beginning March 9, 2026, the 8000 series will be available and adopted by Arkansas DESE. There will be an overlap period where the 8000 and the 5000 exams are accepted. The 5000 series will no longer be accepted by DESE after August 31, 2027. [Mix and Match Guidance for 5000 series vs. 8000 series- Elementary Education](#)

Louisiana Passing Score & Testing Codes

5000 Series*

STATE	ELA	ETS test number	MATH	ETS test number	SS	ETS test number	SCIENCE	ETS test number
LA	157	5002	157	5003	155	5004	159	5005

7000 Series*

STATE	ELA	ETS test number	MATH	ETS test number	SS	ETS test number	SCIENCE	ETS test number
LA	138**	7002	157	7003	155	7004	159	7005

*Subtests from the 5001 and 7001 may be combined to meet content requirements. One subtest for each subject is required. The Teaching of Reading component (either 7002 or (5205 and 5002)) is required.

** Required score through 12/31/2026. Beginning 1/1/2027, required score will be 147.

Principles of Learning and Teaching (PLT) K-6

ETS Test codes: 0622 or 5622 - Passing Score: 160

Teaching Reading: Elementary

ETS Test Code: 5205 - Passing Score: 159

Special Education: Foundational Knowledge

ETS Test Code: 5355 - Passing Score 145

Arkansas Foundations of Reading (890) Exam- Passing Score: 233

The Foundation of Reading Exam registration link is found [here](#).

ETS School Report Codes

When registering for the Praxis exam with ETS, you will be asked for a school reporting code. Reach University only has ETS codes for the following states: Arkansas and Louisiana.

STATE	CODE
Arkansas	6208
Louisiana	6430

Praxis Exams Updates (LOUISIANA CANDIDATES ONLY) as of 6/11/24

Beginning January 1st, 2025 all Reach University candidates need to take the test the Louisiana Elementary Multiple Subject Test Exam - 7000 series

Please note: The Teaching Reading Exam will now be 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 separate Teaching Reading exam.

Cluster Course Praxis Requirements for Bachelor of Arts in Global Education (BAGE) Candidates

BAGE candidates are required to take the Praxis after their cluster courses (Math, Science, ELA, and Social Studies) and will have to show proof of Praxis registration through ETS for end-of-semester completion (cluster courses - math, science, social studies, and literacy). Arkansas BAGE candidates are strongly recommended to register for the Arkansas Foundations of Reading Test (890) after successfully completing the semester 6 literacy courses. BAGE candidates are enrolled in a licensure-specific program (Louisiana and Arkansas).

The BAGE degree serves one very specific purpose, to graduate candidates eligible for licensure in elementary education in the states of Louisiana and Arkansas. Governance surrounding this degree is largely dictated by the Boards of Regents/Departments of Education in both states.

- BAGE candidates have no choice whatsoever in taking these exams as part of their degree (and end of cluster course) and cannot apply for licensure after the final semester without it.
- If candidates do not pass all parts of the elementary licensure exams, they will still be eligible to receive their degree but will not be licensed to practice. They cannot gain a teaching license until all parts are passed (even after graduation).

- To enter the Clinical Year as a teaching resident, Candidates must pass 75% (3 out of 4) of the Praxis Elementary content Subtests (Language Arts, Math, Social Studies, Science) by mid-semester of the Advanced Year - Semester 2, with official scores submitted by the following deadlines: March 1st for a Fall Clinical Year start and October 1st for a Spring Clinical Year start.

Our BAGE program is designed to prepare elementary and special education teachers. We understand that a sub-portion of our BA-LS candidates will ultimately seek licensure in other areas via an alternative certification program and/or Master's Degree program, post-graduation from Reach.

Bachelors of Arts in Liberal Studies (BA-LS) Testing Recommendations

Reach strongly encourages all BA-LS candidates to take the Licensure exam required by your state after each cluster course, as these courses are designed explicitly to prepare for the content on the Praxis exams. Most certification programs will not allow you to begin certification coursework without passing Praxis and/or corresponding state exam scores, and waiting to take exams post-graduation will greatly increase the risk of delaying your path to becoming a fully licensed teacher.

While candidates will still need to study independently, Reach believes that enrolling in the cluster course series (math, science, social sciences, and Lit) is the best opportunity for candidates to take advantage of the learning received while enrolled in these courses. Reach has taken particular care in designing these cluster courses to help prepare candidates for each type of content presented on licensure exams.

Each of the following states is linked directly to your state department's education department. Here you will find information on certification guidelines, testing requirements, and contact information:

[Alabama Candidates](#) [Arkansas Candidates](#) [California Candidates](#) [Colorado Candidates](#)
[Louisiana Candidates](#) [Georgia Candidates](#) [Tennessee Candidates](#)
[Texas Candidates](#)

Reach Teachers College Undergraduate Program

Information & Outcomes

Bachelor of Arts in Liberal Studies (BA-LS)

Program Mission

The mission of Reach Teachers College's (RTC) Bachelor of Arts in Liberal Studies (BA-LS) is to help schools grow their own highly effective teachers and leaders to support local employers and communities. Historically, access to opportunities to pursue higher education, support, and licensure required to enter into the profession are lacking.

The BA-LS program serves to open those opportunities, especially for the talented and committed individuals that are already serving the P-12 communities. We give adults who are currently working in schools the opportunity to earn a bachelor's degree while constantly deepening and evolving their capacity to effectively serve the learners they are already supporting every day. Because their learning is gained authentically and opportunities for applying theory to practice are constant, they are able to begin fulfilling the promise of a high quality public education as soon as "tomorrow"... never pushing the responsibility down the road to the four year completion of the degree.

Even as we strive to remove barriers and provide access to higher education through a sound teacher preparation experience for our candidates, we never lose our focus on the connection and ultimate impact on the children they serve each day. We empower and equip our candidates with the knowledge, skills, and mindset necessary to excel in the ever-evolving field of education, while seeing themselves as the critical catalysts of success for learning. We are committed to developing competent and compassionate teachers and change-makers who will make a positive and lasting impact on the lives of their students, their communities, and the education system as a whole.

Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	01.1 Understand and demonstrate systematic approaches to critically analyze research using quantitative and qualitative information.	Quantitative and qualitative information often involves data collection and analysis. Teachers who understand how to critically analyze research can effectively interpret and utilize data to inform their instructional decisions. They can identify trends, patterns, and areas for improvement, allowing them to make data-driven decisions that enhance student learning outcomes.
O2. Dialogue	02.1 Understand and address issues related to equity and social justice.	By understanding and addressing issues related to equity and social justice, candidates work towards creating a more inclusive, just, and equitable society for all students and by extension, their communities.
O3. Collaboration	03.1 Understand the diverse perspective culture plays in the development and ongoing structures of society.	Candidates enhance their understanding of their own communities and the world by interacting with holistic perspectives that acknowledge the interconnections between these areas of study. They further develop critical thinking, cultural awareness, and appreciation of artistic expression, fostering a more comprehensive and enriched view of human society, its diverse manifestations, and the enormous possibilities within every classroom.

04. Practice	04.1 Demonstrate occupational and job-specific competencies including professionalism, ethics, and content integration.	Teaching is a profession with far-reaching implications of student development and society as a whole. Therefore, developing critical competencies, professionalism, ethics, and content integration are crucial for success. Demonstrating these competencies fosters trust, ensures the delivery of high-quality instruction, and promotes ethical conduct within the field of education.
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Candidate Learning

Methodology

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

Key Engagements

Throughout the program, candidates regularly engage in inquiry-based weekly cycles through the tutorial process for continuous growth and connections to both the program and their own classrooms. These essential, driving questions allow candidates to gain a deeper understanding of theory, historical contexts, and real-time practice. Through gradual introduction to research-based practices, candidates are able to become stronger in their current space of employment while building to the clinical year, all the while honing their understanding of the direct relationship between teacher action and student learning. Since our job-embedded model also serves as an approved Registered Apprenticeship Program (RAP), accountability for job-embedded tasks is shared with on-site partners who ensure key learning exposures and verify the extent to which they occurred on campus.

Courses and Curriculum

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

Scope & Sequence

See here for [Scope & Sequence RTC](#) Program Outline.

Bachelor of Arts in Global Education (BAGE)

Program Mission

The Reach Teachers College Bachelor of Arts in Global Education degree program designed to foster the intellectual and professional growth of aspiring educators across four key academic years. Each year builds upon foundational knowledge and progressively enhances candidates’ competencies in metacognition, professionalism, academic writing, critical thinking, communication, and ethics.

The program begins with a comprehensive curriculum in the Foundational Year, focusing on four core areas: Metacognition & Professionalism, Academic Writing & Discourse, Critical History & Science, and Communication & Advocacy. Candidates will engage in scholarly work that prepares them to think critically about the world and their role in it, developing the foundational skills necessary for academic success and professional development. These core competencies will help candidates reflect on their learning processes, hone their writing and communication skills, and understand the broader context of human thought, learning, and societal dynamics.

Next, in the Intermediate Year, candidates deepen their understanding of essential competencies related to teaching and professional practice. This year focuses on Academic Writing, Communication, Critical Thinking, and Professionalism & Ethics. Through theoretical learning, practical application, and reflective practices, students refine their ability to engage critically with educational content, develop effective teaching strategies, and navigate the complexities of the classroom environment. The goal is to prepare students for their future roles as reflective, evidence-based, and ethical educators who can contribute meaningfully to the learning community.

The Advanced Year offers a more intensive focus on academic, communicative, and professional competencies. Students engage in advanced theoretical coursework while developing practical skills through collaborative projects, critical analysis, and self-reflection. The program emphasizes mastering academic writing, refining communication strategies, and deepening critical thinking and ethical decision-making. This year prepares candidates to tackle pressing issues in education, equipping them with the tools necessary to be innovative, ethical, and effective educators in diverse global contexts.

The Clinical Year is designed to integrate the theoretical and practical knowledge gained in previous years, with an emphasis on applying critical skills in real-world educational settings. Students engage in immersive teaching experiences, focusing on academic writing, communication, critical thinking, and professionalism & ethics. This year emphasizes self-awareness, ethical decision-making, and active engagement, helping candidates develop the practical skills necessary to excel in both their academic and professional roles as educators. The Clinical Year ensures that graduates are not only knowledgeable but also ready to make an immediate and meaningful impact in the educational field. Throughout the Bachelor of Arts in Global Education degree program, Reach Teachers College ensures that students develop the academic, communicative, and professional skills required to succeed in both the classroom and the broader professional community.

Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLOs)	Program Learning Outcome Description
O1. Inquiry	01.1 Develop and apply an interdisciplinary framework to competencies in history, culture and aesthetics and how it contributes to our	Candidates enhance their understanding of their own communities and the world by interacting with holistic perspectives that acknowledge the interconnections between these areas of study. They further develop critical thinking, cultural awareness, and appreciation of artistic expression, fostering a more comprehensive and enriched view of human society, its diverse manifestations, and the enormous possibilities within every classroom.

	understanding of the world.	
	01.2 Understand and demonstrate systematic approaches to critically analyze research using quantitative and qualitative information.	Quantitative and qualitative information often involves data collection and analysis. Teachers who understand how to critically analyze research can effectively interpret and utilize data to inform their instructional decisions. They can identify trends, patterns, and areas for improvement, allowing them to make data-driven decisions that enhance student learning outcomes.
02. Dialogue	02.1 Understand and address issues related to equity and social justice.	By understanding and addressing issues related to equity and social justice, candidates work towards creating a more inclusive, just, and equitable society for all students and by extension, their communities.
	02.2 Understand the diverse perspective culture plays in the development and ongoing structures of society.	By recognizing and appreciating diverse cultural perspectives, candidates can create classrooms that foster inclusivity, promote social justice, and create structures that accommodate and respect the needs and aspirations of all learners.
03. Collaboration	03.1 Demonstrate effective oral and written communication.	Effective oral and written communication is essential for educators to facilitate learning, build relationships, manage classrooms, involve parents, collaborate with colleagues, and foster their own professional growth. By honing these skills, educators can create an environment that promotes academic success, positive relationships, and continuous improvement.
	03.2 Understand and apply theories and frameworks of child and adolescent development, teaching, and learning.	Knowledge of child and adolescent development theories enables teachers to tailor their instructional strategies to the cognitive, social, emotional, and physical abilities of their students. By understanding how children and adolescents learn and develop, teachers can create appropriate learning experiences that support and challenge students at their developmental levels.
04. Practice	04.1 Demonstrate occupational and job-specific competencies including professionalism, ethics, and content integration.	Teaching is a profession with far-reaching implications for student development and society as a whole. Therefore, developing critical competencies, professionalism, ethics, and content integration are crucial for success. Demonstrating these competencies fosters trust, ensures the delivery of high-quality instruction, and promotes ethical conduct within the field of education.
	04.2 Develop and apply effective teaching practices in various, inclusive educational settings.	Inclusive teaching practices ensure that all students, regardless of their backgrounds, abilities, or learning styles, have equal opportunities to succeed. By understanding and accommodating diverse needs, teachers can create an environment where every student can actively participate and access the curriculum.

Candidate Learning

Methodology

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

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

Key Engagements

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

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

Courses and Curriculum

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

Scope & Sequence

See here for [Scope & Sequence RTC](#) Program Outline.

Combined Degree Program

Eligible for Only California Candidates

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

Combined Degree Program Qualifications:

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

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

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

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

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

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BA-LS Total Units	CDP Total Units
Junior Year/ Intermediate Semester 1 (Year 1)	None	None	16	0
Junior Year/ Intermediate Semester 2 (Year 1)	None	None	14	0
Advanced Year/ Summer Semester (Year 2)	Reach 210 (3 units)	None	3	6
Advanced Year/ Semester 1 (Year 2)	Reach 221 (5 units)	DEP 303A: Apprenticeship (3)	15	17

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

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

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



Apprenticeship College of Health Undergraduate Studies

Our degree, certification, leadership, and “whole school development” programs are designed to cultivate inquiry-centered educators, instructional coaches, and leaders with the skills and confidence they need to reach diverse candidate populations in underserved and rural communities.

Scope & Sequences

See here for [Scope & Sequence ACH](#) Program Outline.

Apprenticeship College of Health Undergraduate Programs & Degrees

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies with Substance Use Disorder Professional Field of Study	Associates	Distance Education	61	2 Years	ONLY applicable to Washington & Oregon job-embedded partnerships

Program Information & Outcomes

The Apprenticeship College of Health is creating a world where every healthcare provider has a job-ready and community-based workforce, providing caregiver economic mobility and saving patient lives.

Associate of Arts in Liberal Studies – Substance Use Disorder Professional Field of Study

Program Mission

The Apprenticeship College of Health Associates of Arts in Liberal Studies, Substance Use Disorder Professional (AA-LS SUDP) Field of Study program transforms the lives of candidates and the communities they serve through a job-embedded apprenticeship degree that is offered at no cost to the candidate. Candidates earn credit for real work completed on the job and are supported by flexible scheduling, on-the-job applicability, structured mentorship, and community-based learning. This degree pathway aligns with industry-recognized certifications and builds toward bachelor’s and master’s degrees, revolutionizing healthcare industries and traditional educational pathways.

Candidates earn academic credit and on-the-job hours throughout their program of study. The AALS SUDP program emphasizes competency in counseling skills, ethics, cultural responsiveness, and clinical readiness for supervised practice. Initial courses build upon the foundation of written and oral communication in the behavioral healthcare field. Candidates engage in academic work that aligns with job-related tasks of clinical documentation, critical thinking, computer literacy, and an understanding of applicable laws and professional ethics. Candidates also engage with academic content that equips them with research, practice, and scholarly understanding of core counseling competencies; addiction science and pharmacology; ethical and culturally competent practice; public health and risk reduction strategies; case management; and clinical evaluation.

Upon completing their program of study, candidates in Washington will meet the educational requirements for the Substance Use Disorder Professional (SUDP) certification. These candidates will have accrued 2500 hours of Substance Use Disorder (SUD) counseling for the Substance Use Disorder Professional (SUDP) certification. At the conclusion of their program of study, candidates in the state of Oregon will meet the requirements for both the education hours and the supervised experience hours in the addiction counselor competencies for the Certified Alcohol and Drug Counselor (CADC) Level I certification.

Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
ILO 1: INQUIRY Develop and demonstrate a mindset of curiosity in coursework, on the job, and in life; Seek to understand the reasoning behind heterodox perspectives; Openly question theory, practice, and their intersections to deepen understanding.	Demonstrate core counseling competencies	Candidates will apply basic and group counseling skills to support individuals with substance use and behavioral disorders, including motivational interviewing, relapse prevention, and facilitation of therapeutic groups.
	Integrate knowledge from liberal studies, behavioral sciences, addiction science, and pharmacology to understand substance use and recovery.	Candidates will use creative thinking, communication, and problem solving to explain the biological, psychological, and social dimensions of addiction, including the pharmacology of alcohol and drugs of abuse. Candidates will apply this knowledge to clinical evaluation and treatment planning.
ILO 2: DIALOGUE Explore essential philosophical concepts, such as “equity” and “human dignity,” through dialogue to clarify and deepen individual and group understandings; Apply learnings to job-relevant ethics to address situational and systemic injustice within the field of study and beyond.	Demonstrate ethical and culturally competent practice	Candidates will practice ethical decision-making and professional boundaries in accordance with national and state standards, while practicing cultural humility and trauma-informed care in diverse communities.
	Apply public health and risk reduction strategies	Candidates will implement infectious disease risk assessment and harm reduction strategies, integrating prevention and community-based interventions to reduce disparities in behavioral health.
ILO 3: PRACTICE Recognize connections between theory and practice while learning on the job and through coursework; Apply and develop theory to continually improve practice; Use practice to understand, inform, and develop theory.	Demonstrate readiness for professional certification and supervised practice	Candidates will complete supervised experiences that reflect addiction counselor competencies, preparing them to meet requirements for CADCI and SUDP certification, including eligibility for national exams.
ILO 4: COLLABORATION Advance relevant research questions by collaborating to increase shared knowledge in the field of study; Collectively interrogate knowledge using open inquiry and constructive disagreement to foster creativity and solve problems.	Perform clinical evaluation and case management	Candidates will conduct clinical assessments using DSM and ASAM criteria, develop individualized treatment plans, and coordinate case management services that address co-occurring disorders and community resources.

Candidate Learning

Methodology

The AA-LS SUDP program is a hybrid distance education program that engages candidates through both synchronous and asynchronous learning. The majority of candidate courses are offered synchronously, with class times ranging from 1 to 3 hours per week. These synchronous courses are taught by an instructor; candidates are required to attend weekly sessions and engage in a variety of instructional and learning models (direct instruction, whole-group, small-group, discussions, collaboratives, tutorials, etc.).

Candidates will also engage in asynchronous learning that is to be completed between weekly class times. Asynchronous courses are taught by an instructor and will require candidates to examine and engage with relevant learning materials, including readings, videos, discussion boards, assignments, etc. Through asynchronous instruction, candidates can set their own pace within a given time frame while engaging in key touchpoints throughout the semester.

In both settings, instructional faculty provide continuous feedback on both formative and summative assessments. In addition, candidates' own learning sites are just as much a part of the methodology and learning design throughout Reach's job-embedded approach.

Key Engagements

Throughout the program, candidates regularly engage in inquiry-based weekly cycles through the tutorial process for continuous growth and connections to both the program and their own classrooms. These essential driving questions help candidates gain a deeper understanding of theory, evidence-based practice, and real-world applicability through their job placement. Candidates become stronger in their current employment through these key elements, applying knowledge gained in the educational space to job-embedded tasks. As is the hallmark of an Apprenticeship degree, accountability for job-embedded tasks is shared with on-site partners who ensure, reinforce, and verify key learning exposures and the extent to which they occurred in the academic space.

Courses and Curriculum

AA-LS SUDP candidates have daily proximity to clients and work-related duties in the behavioral healthcare field. Many are providing supervised services to members of vulnerable populations. As such, it is our urgent and primary responsibility to support candidates in becoming more effective in their current role from day one, as we are bound by the ethics of care. At all times, candidates are working towards earning both their associate's degree and fulfilling state certification requirements.

Throughout the curriculum, candidates engage in coursework and learning experiences that help them redefine their thinking about their roles and responsibilities as health care workers, specifically as substance use disorder professionals and/or drug and alcohol counselors. Candidates engage in educational and experiential learning that identifies best practices in treatment modalities and in supporting the needs of substance use clients and their families (the micro level), local communities and organizations (the macro level), and healthcare systems, policies, and laws (the macro level). Through their course of study, candidates are taught to critically examine how these levels interplay in substance use treatment.

Scope & Sequence

See here for [Scope & Sequence ACH Program Outline](#).

Degree Audit

Degree Program						
Associate of Arts in Liberal Studies					Accelerated Track	
Substance Use Disorder Professional Field of Study						
Area	Term	Course Code	Course Title	Credits	RSI/OJL 10:1	OJT Hours
General Education (C or better)				41	560	2500
College Prep	2WK	CAS 50	College Preparation & Professionalism	0	0	0
	15WK	ENG 110	Writing I: Clinical Documentation & Textual Analysis	3	28	125
English Composition	15WK	ENG 210	Writing II: Advanced Clinical Documentation & Research	3	22	100
Oral Communication	5WK	COM 105	Communications: Rhetoric at Work	3	28	125
	15WK	PHA 120	Introduction to Behavioral Health: Pharmacology 1	3	28	125
Science w/Lab	15WK	PHA 220	Pharmacology 2: Clinical Evaluation & Assessment	3	22	100
Natural Science	15WK	PHA 220	Clinical Evaluation & Assessment	3	22	100
History	ASYNC	SCI 210	Natural Science: Earth Science	4	56	250
Law/Ethics	5WK	HS 120	Law and Ethics	3	28	125
Computer Science	5WK	CS 100	Computer Literacy	2	8	100
	5WK	PSY 101	Introduction to Psychology	3	22	100
Social Sciences	5WK	PSY 201	Developmental Psychology	3	22	100
Mathematics	15WK	MR 110	Quantitative Reasoning	4	26	100
	5WK	HE 201	Health Equity: Whole Person Care	3	26	100
Humanities	15WK	LIT 101	Introduction to Literature: Analysis & Contexts	3	22	100
Field Specific Core Courses				16		
Substance use Disorder Field of Study Requirements	5WK	PSY 250	Abnormal Psychology (pre-req: Intro Psych)	3	23	100
	5WK	ACH 110	Individual Counseling	3	23	100
	5WK	ACH 120	Family & Adolescent Counseling	3	22	100
	5WK	ACH 130	Group Counseling	3	23	100
	5WK	ACH 220	Crisis Management & Suicide Prevention: Whole Person Care	2	26	100
	5WK	ACH 230	Trauma-Informed Care Skills: Whole Person Care	2	26	100
	5WK	ACH 230	Person Care	2	26	100
Capstone				4		
	15WK					
	ASYNC	CAP 100	Capstone 1: Test Prep	2 ±	23	100
Capstone	15WK					
	ASYNC	CAP 200	Capstone 2: Test Prep	3 ±	56	250
Field-Specific Benchmarks: 560 RSI hours (112/semester) and 2500 OJT hours (500/semester) required.						

Reach Teachers College Graduate Studies

Reach Teachers College Graduate Programs & Degrees

Program Name	Degree Level/Credential	Modality	Units	Duration in Years
Intern Teacher Credential	Preliminary Teaching Credential	Distance Education	26	2 Years
Intern Teacher Credential - ECO Early Completion Option	Preliminary Teaching Credential	Distance Education	3	1 Year
Intern Teacher Credential PLUS Master of Arts in Teaching	Preliminary Teaching Credential PLUS Master of Arts in Teaching	Distance Education	30	2 Years
Teacher Induction Program	Clear Teaching Credential	Distance Education	8	2 Years
Teacher Induction Program - ECO Early Completion Option	Clear Teaching Credential	Distance Education	4	1 Year

Credentialing

Teacher credentialing programs for Reach candidates in California are provided by Alternatives in Action (AIA), a local education agency (LEA) that is accredited by the California Commission on Teacher Credentialing (CCTC) to sponsor state-authorized educator certification programs for eligible candidates.

AIA engages meaningfully with all associated reporting and accreditation activities in order to maintain state accreditation for the credentials issued. Each candidate is carefully screened in order to meet all eligibility requirements for licensure. Complete eligibility requirements are included in each program's annual application packet, and the state requirements can also be found on the CCTC website www.ctc.ca.gov.

The Graduate Institute Approach

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

- **Personalized Professional Development:** Each candidate develops and implements an Individualized Learning Plan with the help of peers, experienced leaders, and coaches. The plan is regularly referenced, reflected on, and updated based on evidence of the candidate's progress.
- **Job Embedded Coaching:** While learning about individual school contexts, experienced coaches support the development of candidates' practice through questioning, instruction, collaboration, observation and feedback. Coaching occurs cyclically as a process of building awareness, taking action, analyzing results, and changing attitude.
- **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 candidate 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 candidate learning, candidate engagement, teacher practice, leader practice, and school effectiveness as tools for continuous analysis and improvement.
 - **Reach Tutorial Method:** The Reach Tutorial Method is critical to Reach University's delivery of the job-embedded degree. In the context of Reach, 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.
-

Coaching and Field Supervision

Teaching Academy Programs

Candidates in the Intern Program are assigned both a district employed supervisor and a field supervisor for the Intern Teacher Credential Program. In some cases, the field supervisor is also the assigned cohort faculty member. Field supervisors and district employed supervisors 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.

Support and supervision of intern teachers are shared responsibilities between the Local Education Agency (LEA) and the Program. The employing LEA is responsible for assigning a qualified District-Employed Supervisor (e.g., peer coach, mentor, or other designated individual) to the intern within 30 days of enrollment in the Intern Program and prior to the intern assuming daily teaching responsibilities. Failure to assign a qualified District-Employed Supervisor within the required timeframe may result in the intern's administrative withdrawal at the end of the semester.

Candidates in the Induction Program are matched with mentors. Mentors are experienced credentialed teachers who meet with candidates to develop and pursue an Individualized Learning Plan (ILP) within the first 60 days of enrollment. The learning plan enables each candidate to tailor aspects of the program to their specific needs based on their strengths, areas of growth, interest, and school setting. The ILP supports candidates with identifying CSTP focal elements in which their inquiry for equity cycles will be conducted. Candidates continue to meet with their mentor and collaborative mentorship circle regularly to discuss their progress on the ILP and deliverables required to be recommended for a Clear Teaching Credential upon completion.

Field Supervisor Change Requests

In the Intern program, Reach faculty or field supervisors serve as coaches for candidates. 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 candidates. 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 candidates 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 Graduate Academic Operations staff and coach to find team solutions.

Graduate Programs & Credentials

The Graduate Institute at Reach University offers a range of distinct yet complementary programs in partnership with local schools to advance its mission. Each program is intentionally designed for classroom teachers pursuing their preliminary or clear teaching credential while actively working in the field. The programs emphasize relevant, practice-based coursework and job-embedded learning experiences that integrate theory with professional application.

Graduate Programs & Degrees

Program Name	Degree Level/Credential	Modality	Units	Duration in Years
Intern Teacher Credential	Preliminary Teaching Credential	Distance Education	26	2 Years
Intern Teacher Credential - ECO Early Completion Option	Preliminary Teaching Credential	Distance Education	3	1 Year
Intern Teacher Credential PLUS Master of Arts in Teaching	Preliminary Teaching Credential PLUS Master of Arts in Teaching	Distance Education	30	2 Years
Teacher Induction Program	Clear Teaching Credential	Distance Education	8	2 Years
Teacher Induction Program - ECO Early Completion Option	Clear Teaching Credential	Distance Education	4	1 Year

Reach Teachers College Scope & Sequences

See here for the [University Scope & Sequence RTC](#) Program Outline.

Credentialing Disclosure

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action (AIA) is accredited by the California Commission on Teacher Credentialing (CCTC). Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California. 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.

Program Statements and Credential Information

Intern Teacher Credential Program (Intern)

Credentials Earned:

- [District Intern Credential](#): Candidates are recommended once they have successfully completed Pre-service and other CTC requirements (valid for 2 years).
- [Preliminary Teaching Credential](#): Candidates are recommended once they have successfully completed all program and CTC requirements I (valid for 5 years).

Candidates may elect to concurrently enroll in the Master of Arts in Teaching Program to also earn a Master of Arts in Teaching degree upon graduation (with the exception of ECO candidates who are not eligible for MAT).

Intern and Master of Arts in Teaching (Intern & MAT)

Credentials Earned:

- [District Intern Credential](#): Candidates are recommended once they have successfully completed Pre-service and other CTC requirements (valid for 2 years).
- [Preliminary Teaching Credential](#): Candidates are recommended once they have successfully completed all program and CTC requirements (valid for 5 years).

Degree Earned:

- Upon successful completion of all program requirements, and the summer elective Master of Arts courses, candidates will be conferred a Master of Arts in Teaching Degree.

Requirements:

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

Teacher Induction Program (TIP/INDC)

Eligibility:

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

Requirements:

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

Credentials Earned:

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

Credential Recommendation Process and Requirements

Intern Credential

Recommendation Process and Requirements

Intern Credential recommendations are submitted to the CTC once a candidate has completed the following:

- Submitted all admission requirements
- Satisfied the Subject Matter Competency Requirement (SMCR)

- Successfully completed Reach 210 Preservice
- Has been assigned a District Employed Supervisor

Once the recommendation has been submitted, the candidate will receive an email with the next steps to accept and pay for the recommendation. The recommendation should be accepted as soon as possible and expires within 90 days. Failure to accept the recommendation by the established timeline could result in a delay of credential issuance and may result in administrative withdrawal at the end of the semester.

Employment Restriction

Intern Credentials are restricted to a candidate's place of employment at the time of the recommendation. In other words, Intern Credentials can only be used at the school district or charter school that is listed on the credential document. If a candidate changes their place of employment, they must notify their advisor immediately. Employment changes are processed by the CTC via a 41-4 paper application. Failure to notify advisor of employment changes could result in a delay of employment restriction change, which may affect employment.

Period of Validity

Intern Credentials are valid for two calendar years. Candidates must complete the Intern Credential program and all other Preliminary Credential requirements within those two years. If a candidate is unable to finish the program on time due to hardship, they can request a one-time one-year extension with the CTC. These extensions are not guaranteed.

Non-Displacement of Certificated Employees

In accordance with California Code section 44225.7, Reach University works with participating school districts or other public Lead Educational Agencies (LEA) to ensure that intern candidates do not replace certificated employees. Intern positions are offered only when they do not displace credentialed teachers and are used to support candidates' professional preparation while meeting the employer's staffing needs.

Preliminary Credential

Recommendation Process and Requirements

Preliminary Credential recommendations are submitted to the CTC once a candidate has completed the following:

- Successfully completed all program coursework
- Passed Cycle 1 and Cycle 2 of the CalTPA
 - Multiple Subject candidates must pass the Literacy Performance Assessment
- Completed all program completion requirements:
 1. Valid CPR/FIRST AID Certification *MUST cover Infant, Child, and Adult CPR
 2. Individual Development Plan (IDP)
 3. Supervision and Support Tracking

Once the recommendation has been submitted, the candidate will receive an email with the next steps to accept and pay for the recommendation. The recommendation should be accepted as soon as possible and expires within 90 days. Failure to accept the recommendation could result in a delay of credential issuance.

Period of Validity

Preliminary Credentials are valid for five calendar years. Candidates must enroll in an induction program to clear their credentials within those 5 years.

Graduate Program, Outcomes, & Program-Specific Policies

Intern Teacher Credential Program and Master of Arts in Teaching

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

The Intern Teacher Credential Program (Intern Program) is designed to improve schools by supporting novice teachers to become effective practitioners. Candidates first fulfill the state requirements for an Intern Teaching Credential, which include the completion of a pre-service course. Candidates then complete two years of coursework, which includes seminars and practicum assignments, one-on-one coaching, online collaboration, and passing of semester performance assessments focused on the foundational practices of effective teaching.

Candidates must pass both CalTPA cycles by the end of their final semester in the program. In addition, candidates are required to successfully complete the following course sequence (below) to earn the CA Preliminary Teaching Credential. Note: Early Completion Options may be available consistent with state requirements.

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

Intern Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Improve practice through guided cycles of inquiry.	Candidates exercise curiosity, a growth mindset, and analytic inquiry as they continually examine their practice, problem-solve to address significant challenges, and work to improve their teaching.
O2. Dialogue	O2.1 Develop awareness of factors that impact equity in classrooms and schools.	Candidates learn about the context, structure, and history of public education and develop awareness of a teacher's own role in designing equitable learning opportunities for all candidates. Candidates understand they are responsible for designing equitable learning experiences for their candidates.
	O2.2 Operate with an asset-based view and maintain a culturally responsive approach to working with candidates and families.	Candidates demonstrate an awareness of their own explicit and implicit biases and how they might contribute to candidate experiences and learning outcomes. Candidates understand that an asset-based view of candidates and families helps create a more inclusive classroom environment, and have the knowledge and skills to integrate equitable and culturally responsive strategies to support candidate success.
	O2.3 Apply understanding of the unique assets and needs of English learners to ensure access and engagement to curriculum	Candidates understand both the ethical importance of supporting English learners and the linguistic and cultural assets they bring to the classroom. With this knowledge, candidates support English learners to meet the demands of subject area and grade level standards while continuing to develop English language proficiency through the application of research-based best practices.
	O2.4 Apply understanding of the unique assets and needs of special education candidates to promote candidate progress on individual goals and to ensure access to and engagement with curriculum	Candidates understand both the ethical importance of supporting candidates with special needs and the associated best-practices. With this knowledge, candidates promote their candidates' academic and personal success as they support candidates to meet subject area and grade level standards and/or individualized learning goals.
O3. Collaboration	O3.1 Engage in effective collaborative learning	Candidates successfully engage in collaborative learning with their peers to support each other's development through giving, receiving, and acting upon effective feedback.

O4. Practice	O4.1 Maintain a safe classroom environment and positive learning culture.	Candidates maintain a positive, safe, and inclusive classroom environment through the application of a wide range of research-based strategies and interventions. Candidates develop strong relationships with candidates and amongst candidates to foster a healthy learning community and culture.
	O4.2 Implement appropriate research-based pedagogical practices	Candidates create and execute aligned instructional plans that incorporate research-based pedagogical practices, including subject-specific pedagogy, appropriate to the subject area, grade level, and candidates.
	O4.3 Use assessment to monitor progress and guide instructional planning	Candidates apply knowledge of effective assessment practices to implement a variety of formative and summative assessments, to analyze the resulting data and draw conclusions about whole class and individual candidate learning, and to plan future instruction that meets candidates' diverse learning needs.
	O4.4 Support literacy development across subject areas	Candidates implement a variety of research-based instructional practices to foster candidates' literacy development within and across subject areas in alignment with the expectations of the Common Core State Standards.

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

PLOs/Courses	610	621	631	661	741	751/752	762
O1.1	I	P	P	P, A	P	A, M	P, A
O2.1	I, P	P	P, A	P, A	P	A, M	P, A
O2.2	I, P	P	P, A	P	P	A, M	
O2.3	I, P	P	P, A, M	P, A	P		P
O2.4	I	P	P, A, M	P, A	P		P
O3.1	I	P, A	P	P, A, M	P	P	
O3.2	I	P, A	P, A	P, A	P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A	P, A, M	P	P, A
O3.4	I	P	P, A	P	P	P, A, M	
O4.1	I	P, A	P, A		P, A	P, A, M	

MAT Program Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
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O1. Inquiry	1.1 Apply the elements of the pedagogical sequence of plan, teach and assess, reflect and apply to get to know candidates' assets and needs in order to inform instructional planning.	Candidates demonstrate how they use knowledge of their candidates to craft instructional strategies to reach those candidates, including developing academic language instruction, implementing educational technology, monitoring candidate learning, and making appropriate accommodations and/or modifications during the teaching of a single lesson.
	1.2 Analyze classroom data to determine the impact of instructional strategies.	Candidates analyze classroom data, using classroom video observation, reflection, and candidate work samples, to identify the impact of their efforts on candidate learning and their experiences.
O2. Dialogue	O2.1 Examine classroom practices to identify issues of educational inequity within the classroom context	Candidates examine issues of educational equity through the lens of their own instructional practices. Included in this examination of classroom practice are: pedagogy, candidate grouping, candidate participation patterns, curriculum, lesson design, and equity of voice. Candidates proactively identify individuals or groups of candidates who may require differentiated instructional approaches to achieve equitable educational outcomes (ELLs, candidates with exceptional needs, LGBTQ+ candidates, children living in foster care, Title I, etc.)
	O2.2 Design unit plans, lesson plans, and assessments to make a positive impact upon educational equity issues within their classrooms.	Candidates design unit plans, lesson plans, and assessments that clearly articulate pedagogical practices, curricular resources, and aligned assessments, to address, at a minimum, one element of educational equity within their classroom setting.
	O2.3 Reflect upon the impact of the teachers' role in designing equitable learning opportunities for all candidates.	Candidates reflect upon the role of the classroom teacher in establishing equitable learning spaces and opportunities for all children. Candidates understand that it is through their role as classroom teachers, that candidates experience both equitable and inequitable learning, and assume this role with great care and attention.
O3. Collaboration	O3.1 Collaborate with colleagues to advance one's own skill and knowledge attainment	Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning.
	O3.2 Support peer teachers through the sharing of pedagogical strategies, research, problems of practice and the technical aspects of teaching and learning	Candidates engage in thoughtful discussion and feedback sessions with their peers in order to add new perspectives or offer resources to better solve various problems of teaching and learning.
O4. Practice	O4.1 Synthesize relevant research to support instruction	Candidates cite and synthesize relevant resources that they use to design learning opportunities for all learners.

	O4.2 Integrate Research Into Practice using instructional strategies	Candidates draw from a research base of teaching and learning to inform their instructional practice. They identify specific theories and strategies that generate candidates' learning, integrate them into their practice, and reflect upon their effectiveness.
	O4.3 Design a classroom learning environment that supports the positive social, emotional and cognitive development of learners	Candidates demonstrate that they can establish a positive learning environment and provide social and emotional support through interactions with candidates.

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

PLOs/Course	610	621	631	661	Elective A	Elective B	741	751/752	762
O1.1	I	P	P	P, A			P	A, M	P, A
O1.2		I	P, A	P, A			P, A	A, M	A
O2.1	I, P	P	P, A	P, A			P	A, M	P, A
O2.2	I, P	P	P, A	P			P	A, M	
O2.3	I, P	P	P, A, M	P, A	P	P, A	P	P	P
O3.1	I	P, A	P	P, A, M	P, A		P	P	P
O3.2	I	P, A	P, A	P, A	P, A		P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A			P, A	A, M	P, A, M
O4.1	I	P, A	P	P, A			P, A	P, A, M	P
O4.2		I	P, A		P	P	P, A	A, M	

* Multiple subjects credential candidates

Graduate Program Completion Requirements

Regular 2-Year Intern Program

- Meet expectations on Clinical Field Assignments (all summative and formative assessments)
- Passing CalTPA scores on both cycles (up to three attempts allowed)
- Earn a passing grade at the end of each semester (610, 621, 631, 741, 751, 761, 762)
- 189 hours of required supervision completed, logged, and approved per year
- 600 hours of required clinical experience per year
- 24 formal observations total (12 per year)
- End of Year Survey completed
- Completed Individual Development Plan (IDP) Form

Note: Candidates will only be recommended for their Preliminary Teaching Credential when they have submitted proof of infant, child, and adult CPR certification and a passing score on the Literacy Performance Assessment (Multiple Subject candidates only).

2 Year Intern Program + Master of Arts in Teaching (MAT) Degree Program

- Successful completion of all 2-Year Intern Program as stated above

- Final passing grades for two MAT Summer courses

Note: Concurrent enrollment in the Master of Arts in Teaching Degree program is available to 2-Year Intern Program candidates only. Early Completion Option candidates are not eligible.

Early Completion Option (ECO) Program

- Pass the two CalTPA Cycles on the first attempt, and within one year of ECO qualification. (Participants in the standard 2-year Intern Program have up to three attempts.)
- Final Score of Meets Expectations at a B or higher at the end the 610 pre-service course (including the technology and English Learner coursework)
- 189 hours of required supervision completed, logged, and approved
- 12 formal observations
- 600 hours of required clinical experience
- Completed Individual Development Plan (IDP) Form

Note: Candidates will only be recommended for their Preliminary Teaching Credential when all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification and a passing score on the Literacy Performance Assessment (Multiple Subject candidates only).

Dual Credentials

A teacher pursuing two single subject preliminary credentials through the 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. Candidates with outstanding CalTPA passing scores will be required to active their academic record to process.

Early Completion Option (ECO)

The Graduate Institute offers two different programs to a California Preliminary Teaching Credential. The first option is the standard Intern Program, a 2-year preparation program focused on relevant and applied coursework through the support of weekly seminars, a collaborative cohort of peers, and individualized coaching.

The second option is the Early Completion Option (ECO), an accelerated 1-year program designed for **experienced educators** who already possess the knowledge and skills of a proficient beginning teacher, as defined by the California Commission on Teacher Credentialing (CCTC) through the Teaching Performance Expectations ([TPEs 2016](#)) in alignment

with the overarching California Standards for the Teaching Profession ([CSTP](#)). Participants who qualify are then required to further demonstrate proficiency with the TPEs by passing CalTPA Cycles 1 and 2 in order to obtain a Preliminary Teaching Credential recommendation.

Qualification for ECO

To qualify for the ECO program, the CCTC requires candidates to demonstrate their existing knowledge and skills by passing the NES Assessment of Professional knowledge (NES APK). In order to qualify for this program before the start of the academic year, candidates must meet ALL of the following requirements:

- **Program Admissions:** Candidates must have been granted admission to the Intern Program and secured a valid District Intern Credential by completing the pre-service course. The candidate must have also submitted all required documentation upon acceptance to secure enrollment. Candidates will be required to complete an ECO application which they will receive access to at the time of admissions to determine eligibility into the program.
- **NES APK Exam ([Elementary](#) or [Secondary](#)):** The NES exam is an Assessment of Professional Knowledge (APK) of teaching practices. NES APK scores report within four weeks of exam date.
- **ECO Expectations Agreement:** Candidates and the candidate's employer or supervisor must submit a signed expectations agreement acknowledging receipt of information regarding qualification and completion requirements and associated risks of the ECO program and stating the belief that the candidate is best served through attempting the ECO program. The agreement will also articulate how the candidate and employer intend to ensure the candidate meets the CCTC requirement for Intern support/supervision hours (see completion requirements below).

Completion

To successfully complete the ECO program, participants must:

- Pass the **two CalTPA Cycles on the first attempt, and within one year of ECO qualification.** (Participants in the standard 2-year Intern Program have up to three attempts.)
 - By enrolling in ECO, candidates waive traditional coursework, but will receive coaching from the program to prepare for the two cycles of the California Teaching Performance Assessment (CalTPA).
 - While the expectation is that participants already possess the background knowledge and skills necessary to pass the CalTPAs through successful qualification for the program, additional support will be provided to ECO candidates. In addition to coaching, ECO candidates are enrolled in Reach 660, a course that supports candidates to complete the CalTPA cycles.

If the ECO candidate does not pass either of the CalTPA cycles on the first attempt, **they will no longer be eligible for the ECO program and will be subject to the full credentialing requirements.** The candidate may then have the option to complete the full 2-year course sequence of the standard Intern Program (pending enrollment capacity), or the candidate may choose to pursue a credential through an alternate institution. (Note: Depending upon the support/supervision plan developed, this could potentially extend program participation to three years before earning a Preliminary Credential recommendation. Since an Intern Credential is valid for two years, this would require an appeal to the CCTC for an extension, which is granted solely at the discretion of the CCTC.)

If continuing into the Reach Teacher Induction Program (TIP), candidates who complete the 1-year ECO program in the Intern Program and earn a Preliminary Teaching Credential must complete the full two years of the Reach TIP to earn a Clear Credential unless they otherwise qualify for the Induction ECO program. Please contact candidatesuccess-tip@reach.edu for more information about Early Completion for TIP. Interns who complete the Early Completion Option of the Intern Program are not eligible for entry into the Master's in Teaching & Induction Program without first completing two years of TIP nor are they eligible for the Master of Arts in Teaching (MAT) degree.

California Teaching Performance Assessment (CalTPA)

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

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

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of plan, teach and assess, reflect, and apply, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. Together, these instructional cycles and the related rubrics will assess a range of the TPEs.

Each CalTPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalTPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow candidates, and similar individuals). Completing the CalTPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy.

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

Per the CCTC/CalTPA Guidelines for Acceptable Support:

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

- Providing candidates with access to the CalTPA assessment preparation materials and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment
- Explaining CalTPA instructional cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalTPA (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of candidate work or having candidates 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 candidates, incorporating candidate 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 candidates) 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 candidates, using knowledge of candidates 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 candidates, analyzing candidate work, determining next steps for instruction for a group of candidates)
- 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 INT 661 or INT 762

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 program receive CalTPA support and remediation from INT 661 and INT 762 course faculty through the end of the semester in which they are enrolled in INT 661 or INT 762. In order to receive a passing grade in INT 661 or INT 762, the candidate must submit and pass the CalTPA cycle with which they are engaging. If they do

not submit or pass the cycle, they will receive a failing grade in the class and will need to resubmit in order to earn a passing grade, as well as be eligible to be recommended for their preliminary credential.

If a candidate does not submit and / or pass the TPA during the semester in which they enrolled in INT 661 or INT 762, they will have the following options to resubmit following the guidelines outlined in [this document](#). This document states specific dates for summer 2026, and the options will stay the same for the Spring start cohort and the following year, with adjusted dates.

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 semester.

ECO candidates who fail to submit the TPA by the end of the ECO 660 course have the option to submit past the end of the semester following the guidelines outlined in this [document](#). This document states specific dates for summer 2026, and the options will stay the same for the Spring start cohort and the following year, with adjusted dates.

Per CTC guidelines, ECO candidates may choose to submit their CalTPA cycles at any point within one year of enrollment in the ECO program. 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.*



Teacher Induction Program (TIP)

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

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

Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Identify a problem of instructional practice	Induction candidates demonstrate the ability to identify a significant challenge in their developing teaching practice through conducting a CSTP co-assessment.
	O1.2 Construct an inquiry question and set a SMARTE goal aligned to the question	Mentors support Induction candidates in addressing a significant challenge by beginning with co-constructing an inquiry question grounded in the CSTPs and setting an aligned SMARTE goal.
	O1.3 Engage an inquiry mindset by gathering information, designing an intervention and executing an action plan	Candidates engage in an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry by gathering data, designing a research based intervention based on the data, and executing an action plan.
	O1.4 Support candidates' integration of an inquiry mindset into their regular teaching practice by analyzing results and reflecting on implications for future practice.	Mentors support candidates' integration of an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as candidates continually examine and work to improve their practice using research-based best practices.
O2. Dialogue	O2.1 Candidates understand that inequity is systemic in the educational system.	Candidates develop an understanding of equity in their teaching context through examining their own teacher identity in relation to the existing system and learning about the culture of their candidates.
	O2.2 Candidates promote more equitable outcomes by designing and implementing plans of action to interrupt and address observed inequities.	Candidates engage in cycles of inquiry in collaboration with their mentors to test hypotheses about what types of interventions or changes in practice will result in more equitable outcomes.
O3. Collaboration	O3.1 Collaborate with a mentor throughout the ILP, Context and Culture, and Inquiry for Equity Processes.	Candidates collaborate with their mentors around the problems of practice to increase their knowledge based on applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices.

O4. Practice	O4.1 Implement appropriate research-based pedagogical practices and integrate an inquiry approach to their day-to-day practice.	Candidates refine their implementation of their chosen model of teaching based on their applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices as part of their regular routine.
	O4.2 Support candidates in implementing a chosen model of teaching based on candidates' applied and collaborative cycles of analytic inquiry.	Mentors support candidates in choosing and implementing their chosen teaching strategy based on candidates' problem of practice.

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

PLOs	825	835	925	935
O1.1	I, P, A	I, P, A	P, M, A	P, M, A
O1.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O2.1	I, P, A	I, P, A	I, P, A	I, P, A
O2.2	I, P, M, A	I, P, M, A	M, P, A	M, P, A
O3.1	P, A,	P, A	P, A	P, A
O3.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O4.1	I, P, A	I, P, A	P, A	P, A
O4.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A

Teacher Induction Program (TIP) Specific Policies

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

Eligibility for Reach Teacher Induction Program (TIP)

Interns who successfully complete the full 2-year Intern Teacher Credential Program are eligible for the 1-year Teacher Induction Early Completion Option (if continuing to be employed at a Reach partner school).

Late Submissions

Late submissions or incomplete work will delay progress towards earning a Clear Teaching Credential. In addition, late submission may result in a candidate being placed on academic probation or being withdrawn from the program.

Program Completion Requirements

TIP candidates must complete all program requirements (see bulleted list below) prior to recommendation for a California Clear Teaching Credential. Lack of progress in the program may require the candidate to repeat a portion of the year or the full year of induction.

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the program reserves the right to terminate the candidate's enrollment and participation. The candidate's school site will also be notified of the action taken. The candidate and/or employing school are responsible for all fees incurred during the academic year of participation.

Note: It is the candidate's responsibility to check their credential on the CCTC website for any potential renewal requirements. Candidates will not be recommended for a California Clear Teaching Credential until all renewal requirements have been met, even if all program requirements listed below have been met.

Regular Track 2 Year Program

- Document a minimum of 30 hours per year (for a total of 60 hours to complete the program) of candidate/mentor meetings. Hours are logged in CRAFT on a weekly basis
- Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP) each year, which includes:
 - CSTP Co-Assessment & triad meeting
 - Context and Culture for Learning (Recommended for all candidates but only required for Year 1 and ECO Candidates)
 - Successful completion of Inquiry for Equity Action Research Cycles (3 over the course of 2 years)

Early Completion Option (ECO)

- Document a minimum of 30 hours per year of candidate/mentor meetings in CRAFT on a weekly basis
- Candidates will be observed by their mentor a minimum of 5 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP), which includes:
 - CSTP Co-Assessment & triad meeting
 - Context and Culture for Learning
 - Successful completion of 2 Inquiry for Equity Action Research Cycles

Note: The Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Note: Candidates will only be recommended for their Clear Teaching/Education Specialist Credentials when all program requirements have been completed and any additional renewal requirements listed on the Preliminary Credential have been met.

Selection and Assignment of Mentors in TIP

In this process, we seek to match candidates and mentors according to credentials held, grade level and/or subject area, or as appropriate to the candidate's employment. TIP must identify and assign a mentor to each participating teacher within the first 30 days of the candidate's enrollment in the program or the candidate will not be eligible to participate that year. Candidates should plan to work with a mentor or a staff member/resource for an average of no less than one hour per week of support/mentoring coordinated and/or provided by the mentor.

Mentors for TIP will be selected and assigned based on the following criteria:

- Mentor qualification
- Participating Teacher requests
- Partner school recommendations
- Subject matter, grade level, content expertise and/or other relevant considerations
- Developmental needs of the participating teacher
- In addition, mentors must have a minimum of three years teaching experience and a valid California Clear Teaching Credential with an English Learner authorization. Returning mentors must have successfully met the previous years' mentor expectations.
- Program approved all mentoring partnerships
- Official match letter

Confidentiality

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

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

Note: Program status and participation is not confidential.

Missed Mentor Meetings

Meeting regularly with a mentor is at the heart of our program. Therefore, it is important that candidates make all efforts to be present at all meetings scheduled with the mentor. The program recognizes that unexpected issues arise and that a candidate may need to reschedule a meeting. 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.
- Candidates must attend a Candidate Community of Practice for any missed meetings with their mentor.
- 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. As in all relationships, challenges sometimes arise. If there are significant concerns about the mentoring relationship, it is the responsibility of the candidate to give written notice of specific concerns regarding the match to the Site/Organization and TIP Program Director.

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

In response, the TIP Program Director will:

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

Licensure vs. Employment

Completion of the program and a recommendation for a Clear Teaching Credential does not imply or ensure continued employment. Licensure requirements and employment criteria may differ.

Clear Teaching Credential Recommendation Process

Once the program has verified that the candidate has satisfactorily completed all program activities and requirements:

- AIA submits a Clear Teaching Credential recommendation to the CCTC.
- CCTC reviews candidate information
- CCTC notifies candidates via email with instructions for the next steps, including payment, that must be completed before the Clear Teaching Credential can be issued.
- If the candidate doesn't hear from the CCTC in a timely manner, they can check the status of their credential by logging in to the CCTC website: <http://www.ctc.ca.gov/credentials/online-services>

Generative Artificial Intelligence (AI) Use Policy

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

Authorized Use of Generative AI

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

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

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

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

Prohibited Use of Generative AI

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

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

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

Responsibility and Accountability

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

Sample Citations

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

Title IX Policy

Stopping discrimination · Preventing recurrence · Remedying the effects of discrimination

Title IX Statute

The U.S. Department of Education's Office for Civil Rights ("OCR") enforces Title IX of the Education Amendments Act of 1972 and its implementing regulations ("Title IX"). Title IX protects people from discrimination on the basis of sex in education programs or activities that receive federal financial assistance. Title IX states:
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX Non-Discrimination Statement

Reach University does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Reports of Sex Discrimination

To report information about conduct that may constitute sex discrimination or sexual harassment or make a formal complaint of sexual harassment under Title IX, please contact Reach University's Title IX Coordinator.

Sarah Barnes, Title IX Coordinator
1221 Preservation Park Way #100,
Oakland, CA 94612
TitleIX@reach.edu
(510)-501-5075, Option 6

If an individual reports sexual harassment to a Reach employee who is a mandatory reporter (as defined in the Glossary), the mandatory reporter must make a report of alleged sexual harassment to the Title IX Coordinator. All full-time Reach University employees are mandatory reporters. Contractors, including contracted instructors are not mandatory reporters. As a result, an individual may confidentially disclose sexual harassment to a contracted employee who is not a mandatory reporter, but any report to a mandatory reporter must be disclosed to the Title IX Coordinator.

Individuals may also contact the U.S. Department of Education's Office for Civil Rights with Title IX questions. (Please note that inquiries to OCR alone are not sufficient to allow appropriate responsive action by Reach University. To ensure your concern is appropriately addressed under this Policy, please file a report with the University's Title IX Coordinator).

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (800) 877-8339
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope of Policy

This Policy applies to all sexual harassment, as defined in the Glossary, occurring under the University's education program or activity in the United States. All other forms of sex discrimination prohibited by Title IX are covered by the University's grievance procedure set forth in the Undergraduate Candidate Handbook or the Reach Graduate Institute Candidate Handbook (collectively, the "Candidate Handbooks"). This Policy also addresses Title IX protections provided to candidates who are pregnant or experiencing pregnancy related conditions.

Sexual harassment is a specific form of sex discrimination prohibited by Title IX. Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex or sexual orientation of those involved. Sexual harassment includes quid pro quo sexual harassment, unwelcome conduct sexual harassment, sexual assault, domestic violence, dating violence, and stalking. The definitions of these terms are included in the Glossary.

For purposes of this Policy, the University's education program or activity includes locations, events, or circumstances, within the United States, over which the University exercises substantial control over both the respondent and the context in which the alleged sexual harassment occurs and also includes any building owned or controlled by a candidate organization that is officially recognized by the University. It also includes online, and cyber manifestations of conduct prohibited by this Policy, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, digital platforms, technology, or equipment.

Consent & Incapacitation

Consent: Silence does not necessarily constitute consent. Valid consent requires clear words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. Clear communication from the outset is strongly encouraged. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, the sexual activity should cease. Consent to some sexual contact (such as kissing or fondling) cannot imply consent for other sexual activity (such as intercourse). A current or previous intimate relationship does not sufficiently constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its Policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs.

This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

The respondent is in violation of this Policy if they knew, or should have known, the complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment. The respondent's use of alcohol or other drugs will never function as a defense for any behavior that violates this Policy.

University's Response to Sexual Harassment

When the University has actual knowledge of sexual harassment in an education program or activity against a person in the United States, the University must respond promptly in a manner that is not deliberately indifferent. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any University official who has authority to institute corrective measures on behalf of the University (an official with authority). The University's response would be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Privacy & Confidentiality

Reach University will take reasonable steps to protect the privacy of the parties and witnesses during its Grievance Procedure. Parties and advisors are also expected to maintain the confidentiality of reports and complaints the University shares with them, and to maintain the confidentiality of grievance proceedings, including any evidence shared during the process. However, the parties are not restricted in their ability to obtain and present evidence (including speaking to witnesses); consult with their family members, confidential resources, or advisors; or to otherwise prepare for or participate in the Formal Grievance Process or Informal Resolution Process.

Retaliation

Reach University prohibits retaliation, including peer retaliation, in its education programs or activities. The University will address reports of retaliation under the Grievance Procedure included in this Policy or in the University's grievance procedure set forth in the Candidate Handbooks. See the Glossary for definitions of retaliation and peer retaliation.

Counterclaims

Upon receipt of a counterclaim, the Title IX Coordinator will assess whether the allegations in the counterclaim are made in good faith or for retaliatory purposes. Counterclaims determined to have been reported in good faith will be processed using the Grievance Procedure included in this Policy but may occur after resolution of the underlying initial allegation. Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this Policy.

Promptness

Reach University will make a good faith effort to complete the resolution process within a sixty (60) to ninety (90) business daytime period, including appeal, which may be extended as necessary for good cause at the sole discretion of the Title IX Coordinator. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities. The Title IX Coordinator will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific complainant or respondent. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, the affected role will be reassigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with Ko Kim kkim@reach.edu, Senior Vice President of Candidate Affairs.

Reach University operates with the presumption that the respondent is not responsible for the reported misconduct unless and until the respondent is determined to be responsible for a policy violation by the applicable standard of proof (preponderance of the evidence).

Time Limits on Reporting

There is no time limitation on reporting sexual harassment or filing a formal complaint of sexual harassment to the Title IX Coordinator. However, if the respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible. Acting on notice/complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Reports of Sexual Harassment and/or Retaliation

Reports of sexual harassment and/or retaliation may be made by filing a written report with, or giving verbal notice to, the Title IX Coordinator. A report may be made at any time (including during non-business hours) via telephone, email, or mail. Reports may also be made to any mandatory reporter, which will ultimately be referred to the Title IX Coordinator for further processing.

Upon receipt of a report of sexual harassment, the Title IX Coordinator initiates a prompt initial assessment, resulting in at least one of the following responses:

1. Offering supportive measures because the complainant does not want to proceed formally; and/or
2. Offering the complainant the opportunity to file a formal complaint and providing information about the Grievance Procedure, including the availability of an informal resolution (if applicable).

A formal complaint refers to a document filed/signed by the complainant or signed by the Title IX Coordinator alleging sexual harassment by a respondent and requesting that the University investigate the allegation(s).

The investigation and grievance process will determine whether the Policy has been violated. If so, the University will promptly implement effective remedies and/or disciplinary sanctions designed to ensure that it is not deliberately indifferent to harassment and prevent the recurrence of the harassment.

When a Complainant Does Not Wish to Proceed

If a complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University and to comply with state or federal law. The Title IX Coordinator has ultimate discretion over whether the University proceeds when the complainant does not wish to do so. The University may be compelled to act on alleged employee misconduct irrespective of a complainant's wishes.

The Title IX Coordinator may sign a formal complaint to initiate the Grievance Procedure upon completion of an appropriate violence risk assessment that demonstrates a compelling risk to health and/or safety that requires the University to pursue formal action to protect the community. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

The Title IX Coordinator must also consider the effect that non-participation by the complainant may have on the availability of evidence and the University's ability to pursue the Grievance Procedure fairly and effectively. When the University proceeds, the complainant may have as much or as little involvement in the process as they wish. The complainant retains all rights of a complainant under this Policy irrespective of their level of participation and the Title IX Coordinator is not considered to be the complainant.

In cases in which the complainant requests confidentiality/no formal action and the circumstances allow the University to honor that request, the Title IX Coordinator will offer supportive measures, and remedies to the complainant and the community, but will not otherwise pursue formal action. If the complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint later.

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Initial Assessment of Report of Sexual Harassment

Following a report of alleged sexual harassment, the Title IX Coordinator engages in an initial assessment, which is typically completed in one to five (1-5) business days. The steps in an initial assessment can include, but are not limited to:

- The Title IX Coordinator reaches out to the complainant to offer supportive measures with or without the filing of a formal complaint.
- The Title IX Coordinator explains the process for filing a formal complaint and the Title IX Grievance Procedure, including the Informal Resolution Process (if available).

- The Title IX Coordinator informs the complainant that they have the right to have an advisor during the Grievance Procedure.
- If the complainant files a Formal Complaint, the Title IX Coordinator determines whether the alleged misconduct falls within the scope of Title IX sexual harassment.
- If the harassment is outside of the scope of Title IX, the Title IX Coordinator will dismiss the complaint and inform the complainant of any other options for addressing the harassment including the University's grievance procedure set forth in the Candidate Handbooks.
- If the harassment is not outside the scope, the Title IX Coordinator will notify the parties of the complaint and determine whether the complaint will be resolved through the Informal Resolution Process or the Formal Resolution Process. (The Informal Resolution Process is not available for formal complaints involving a candidate complainant and employee respondent or if the Title IX Coordinator determines an informal resolution would not be appropriate.)
- If the complaint proceeds through the Formal Resolution Process, an investigator will be appointed to begin the investigation, after which the University will conduct a hearing to reach a determination of responsibility regarding the complaint.

Dismissal of a Formal Complaint (Mandatory & Discretionary)

The University must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy, even if proved;
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control of the respondent;
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a formal complaint, the complainant is not participating in or attempting to participate in the education program or activity of the University.

The University may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled in or employed by the University; and/or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination of responsibility as to the formal complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. This dismissal decision is appealable by any party under the procedures for appeal below. A complainant who decides to withdraw a complaint may later request to reinstate it. If a complaint is dismissed, the University may address any alleged misconduct under the University's Code of Conduct for Reach Candidates (the Code of Conduct is listed in the Candidate Handbooks) or the University's grievance procedure in the Candidate Handbooks.

Supportive Measures

Reach University will offer and coordinate supportive measures without fee or charge as appropriate for the complainant and/or respondent to restore or preserve that person's access to the University's education program or activity or provide support during the University's Title IX Formal Grievance Process or during the Informal Resolution Process. Supportive measures must not unreasonably burden either party and must not be imposed for punitive or disciplinary reasons. The University determines whether a requested supportive measure is appropriate and reasonably available to the party(ies). The University must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

For candidate parties to formal complaints of sexual harassment, these supportive measures may include, but are not limited to:

- Extensions of deadlines or other course-related adjustments;
- Modifications of class schedules;
- Mutual restrictions on contact between the parties;

- Leaves of absence; and
- Counseling referrals.

For employee parties to formal complaints of sexual harassment, these supportive measures may include, but are not limited to:

- Changes in work location;
- Leaves of absence;
- Increased security and monitoring of certain areas;
- Counseling referrals; and
- Mutual restrictions on contact between the parties.

Emergency Removal

Reach University reserves the right to remove a candidate respondent accused of sexual harassment from its education program or activities on an emergency basis. To initiate an emergency removal, the University must undertake an individualized safety and risk analysis and determine that an immediate threat to the physical health or safety of a complainant or any candidates, employees, or other persons arising from the allegations of sexual harassment justifies the removal. If an emergency removal is imposed, the respondent will be given notice of the removal and the option to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the removal should not be implemented. If the emergency removal is implemented, the respondent will also be provided with an opportunity to challenge the decision. However, the emergency removal will remain in effect during any challenge to such decision. The appropriate Dean (in coordination with People Operations) will make a determination regarding any challenges to emergency removals within three (3) business days.

Administrative Leave of Employee Respondent

Respondents that are University employees may be placed on administrative leave during the pendency of the Title IX Grievance Procedure as determined by the University and the Title IX Coordinator, in conjunction with the Vice President of People Operations.

Title IX Grievance Procedure

The University resolves formal complaints of Title IX sexual harassment (as defined in the Glossary) through the Title IX Grievance Procedure, which includes a Formal Grievance Process and an Informal Resolution Process. The Informal Resolution Process is only available to the parties if the Title IX Coordinator determines an informal resolution is appropriate and the parties agree to proceed with an informal resolution. The University may not offer an informal resolution for formal complaints with a candidate complainant and employee respondent.

During the Title IX Grievance Procedure, the University will:

- Treat complainants and respondents equitably;
- Provide remedies to complainants where a determination of responsibility for sexual harassment has been made against the respondent;
- Refrain from imposing any disciplinary sanctions against the respondent until after a determination of responsibility has been made;
- Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence;
- Not base credibility determinations on a person's status as a complainant, respondent, or witness.
- Ensure Title IX personnel do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Procedure.

Title IX Personnel

The Title IX Grievance Procedure relies on the Title IX Personnel to carry out the process. Title IX Personnel members receive annual training and the training materials are publicly posted on the [Staff Knowledge Base](#).

Title IX Personnel includes the following roles:

- Title IX Coordinator
- Investigator(s)
- Chair of the Hearing Board (decision-maker)
- Members of the Hearing Board (decision-makers)
- Members of the Appeal Panel
- Facilitators of informal resolutions

The Title IX Coordinator appoints Title IX Personnel, who act with independence and impartiality. Title IX Personnel are trained annually on their roles, as is described in this Policy.

Notice of Investigation & Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the parties upon receipt of a formal complaint and the commencement of the Title IX Grievance Procedure.

The NOIA will include:

- A copy of the University’s Grievance Procedure, including the possibility for informal resolution;
- A meaningful summary of all of allegations potentially constituting sexual harassment, including sufficient details known at the time;
- The identity of the involved parties (if known);
- The precise misconduct being alleged;
- The date and location of the alleged incident(s) (if known);
- The University specific policies implicated;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties will have an equal opportunity to inspect and review evidence;
- Information on the ability for each party to have an advisor of their choosing;
- Details on how the party may request disability accommodations during the investigation;
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have; and
- A statement that the University prohibits knowingly making false statements or knowingly submitting false information during the Grievance Procedure.

The NOIA must be provided to the parties with sufficient time to prepare for any initial interview. Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges. All parties will be notified of any changes or additional allegations in writing

Right to an Advisor

The parties may each have an advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may select whomever they wish to serve as their advisor, from inside or outside of the University community, as long as the advisor is eligible and available.

Choosing an advisor who is also a witness in the process creates potential for bias and conflict-of interest. A party who chooses an advisor who is also a witness can anticipate that issues of potential bias will be explored by the Hearing Board.

Advisor’s Role

The parties may be accompanied by their advisor in all meetings and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Advisors may consult with their advisee, either privately as needed, or by conferring during any resolution process meeting or interview. For longer or more involved discussions, the parties and their advisors should ask for breaks to allow for private consultation.

Sharing Information with the Advisor

The University expects that the parties will wish to share documentation and evidence related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The parties must complete this form before the University is able to share records with an advisor. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University will restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations. The University will not comply with requests that all communication be made through a party's advisor.

Expectations of an Advisor

The University generally expects an advisor to adjust their schedule to allow them to attend investigation meetings when planned, but may change scheduled meetings to accommodate an advisor's inability to attend, if doing so does not cause an unreasonable delay.

Expectations of the Parties with Respect to Advisors

A party may elect to change advisors during the process and is not obligated to use the same advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their advisor at least two (2) business days before the date of any meeting or hearing (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to the Title IX Coordinator if they change advisors at any time. It is assumed that if a party changes advisors, consent to share information with the previous advisor is terminated, and a release for the new advisor must be secured.

Advisors in Title IX Hearings/University-Appointed Advisor

Title IX regulations require cross-examination during a hearing to be conducted by the parties' advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an advisor for a hearing, the University will appoint a trained advisor for the limited purpose of conducting any cross-examination. The University cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

A party may reject this appointment and choose their own advisor, but they may not proceed without an advisor during the hearing of the Formal Grievance Process. If the party's advisor will not conduct cross-examination, the University will appoint an advisor who will do so, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Hearing Board during the hearing.

An advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an advisor who is an institutional employee is temporarily alleviated from any mandatory reporter responsibilities related to their interaction with their advisee during the resolution process.

Advisor Violations of University Policy

Any advisor who oversteps their role as defined by this Policy will be warned only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the advisor's non-compliance and future role.

All advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. The advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or members of the Hearing Board except during cross-examination in a Title IX hearing proceeding.

Delays in the Investigation Process & Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions. Parties will be notified in writing regarding the reasoning for any delays and the anticipated duration. The investigation and resolution process will resume as soon as feasible. University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Withdrawal or Resignation While Charges are Pending

Should a respondent (candidate or employee) withdraw/resign during the Grievance Procedure, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged harassment and any ongoing effects of the alleged harassment. The following stipulations will also apply:

Candidates: Should a candidate decide to not participate in the resolution process, the process proceeds to a reasonable resolution absent their participation. Should a candidate respondent permanently withdraw from the University, the resolution process ends and the formal complaint is dismissed as there is no disciplinary jurisdiction over the withdrawn candidate.

If a candidate respondent permanently withdraws while the process is pending, the candidate is ineligible to return to the University, and the Offices of Academic Records and Academic Compliance will be notified that they cannot be readmitted. The candidate may also be barred from University events. If the candidate respondent takes a leave of absence for a specified period of time, the resolution process may continue remotely, and that candidate is not permitted to return to active enrollment unless the investigation is concluded and any sanctions have been satisfied.

Employees and Contractors: Should an employee or contractor respondent resign with unresolved allegations pending, the resolution process ends and the formal complaint is dismissed, as the University no longer has disciplinary jurisdiction over the resigned employee or contractor. The employee or contractor who resigns with unresolved allegations pending is not eligible for rehire with the University.

Informal Resolution Process

If either party wishes to initiate the Informal Resolution Process, they must notify the Title IX Coordinator but all parties must agree in writing to proceed with the informal resolution. Informal resolution is not available for formal complaints with a candidate complainant and employee respondent.

Before the initiation of the Informal Resolution process, the University will explain in writing to the parties:

- The allegations;
- The requirements of the Informal Resolution Process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- That at any time, and prior to agreeing to a resolution, any party has the right to withdraw from the Informal Resolution Process and to initiate or resume the Formal Grievance Process;
- That if the parties agree to a resolution at the end of the Informal Resolution Process, they cannot initiate or resume the Formal Grievance Process arising from the same allegations; and
- Any consequences resulting from participating in the Informal Resolution Process, including the records that will be maintained or could be shared.

The Informal Resolution Process can include three different approaches:

- When the parties agree to resolve the matter informally, in a manner agreeable to all parties;
- When the respondent accepts responsibility for violating this Policy, and desires to accept a sanction and end the Grievance Procedure; or
- When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

It is not necessary to pursue the Informal Resolution Process first in order to pursue a Formal Grievance Process, and any party participating in the Informal Resolution Process can stop the process at any time and begin or resume the Formal Grievance Process. The University will obtain voluntary, written confirmation that all parties wish to resolve the matter through informal resolution before proceeding and will not pressure the parties to participate in the Informal Resolution Process.

The Title IX Coordinator may look to the following factors to assess whether informal resolution is appropriate:

- The parties' amenability to informal resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Cleared violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Complaint complexity; and/or
- Rationality of the parties.

The ultimate determination of whether informal resolution is available or successful is to be made by the Title IX Coordinator.

The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in an appropriate response, including disciplinary actions. Results of complaints resolved by informal resolution are not appealable.

Formal Grievance Process: Investigation

The Formal Grievance Process begins with an investigation conducted by an investigator, followed by a live hearing, and includes the option to appeal the determination of responsibility made at the hearing.

All investigations are thorough, reliable, impartial, prompt, and fair. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the University, not the parties.

Investigations involve conducting interviews of all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. All parties have an equal opportunity to present witnesses, including fact and expert witnesses, other inculpatory and exculpatory evidence and questions, to provide evidence, and to fully review and respond to all evidence on the record.

During an investigation, the Investigator(s) typically engage in the following steps (this list is not exhaustive, and the steps may not be taken in this order):

- In coordination with University partners, initiate or assist with any necessary supportive measures;
- Conduct interviews of all relevant parties and witnesses;
- Collect all relevant evidence;
- Provide parties or witnesses whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Allow parties to review and verify summaries from their interview(s);
- Provide parties the opportunity to present witnesses and evidence for review;
- Allow parties the opportunity to submit questions they would like asked of the other party, as well as any witnesses;
- Provide parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the University does not intend to rely in reaching a determination regarding responsibility, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation;
- Write a comprehensive investigation report, fully summarizing the investigation, all witness interviews, and fairly summarizing all relevant evidence;
- Provide status updates to the parties throughout the investigation;

- Provide a copy of the draft investigation report to parties and advisors, as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, at least ten (10) days before the hearing;
- Allow the parties a 10-day period of review and comment so that each party may meaningfully respond to the evidence (the parties may elect to waive the full ten days); and
- Incorporate relevant elements of the parties' responses into the final investigation report, including any additional relevant evidence, any necessary revisions, and finalize the report.

Acceptance of Responsibility

The respondent may accept responsibility for all or part of the alleged sexual harassment at any point during the investigation or grievance process. If the respondent indicates an intent to accept responsibility for all the alleged misconduct, the Formal Grievance Process will be paused, and the Title IX Coordinator will determine whether the Informal Resolution Process can be used according to the criteria outlined in this Policy. If informal resolution is appropriate, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the respondent is in violation of University policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the process will resume at the same point where it was paused.

Relevant Evidence

The investigation includes collection of all relevant evidence directly related to the allegations, which is not otherwise privileged. Evidence is relevant if it is related to the allegations of sexual harassment under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sexual harassment occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sexual harassment occurred.

The following types of impermissible evidence will be excluded from the Formal Grievance Process, regardless of whether they are relevant:

- Evidence that is protected under a privilege as recognized by Federal or State law, unless the person to whom the privilege is owed expressly waives this privilege in writing and consents to the release of this information during the Formal Grievance Process;
- A party's or witness's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity, which are made or maintained in connection with the provision of treatment to the party or witness, unless the University obtains that party's or witness's voluntary, written consent for use in the Formal Grievance Process; and
- Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Role and Participation of Witnesses in the Investigation

All witnesses, including employees, are expected to cooperate with and participate in the investigation and resolution process. Failure to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline.

Interviews for parties and all potential witnesses will be conducted remotely. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews. Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred.

Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties will be made aware of audio and/or video recording.

Investigative Report

At the conclusion of the investigation, the Investigator(s) provides a copy of the draft investigative report to the parties and their advisors for review and comment. The parties have ten (10) days to review and comment on the investigative report. The Investigator(s) will incorporate relevant elements of the parties' responses into the final investigation report, including any additional relevant evidence, and finalize the report.

Formal Grievance Process: Hearing

Referral for Hearing

Once the investigation report is final, the Title IX Coordinator will refer the matter for a hearing and transmit a copy of the final investigation report to the parties, their advisors, and the members of the Hearing Board.

Hearing Board Composition

The Title IX Coordinator designates a three-member panel (the Hearing Board). One of the members of the panel will be the Chair of the Hearing Board, who serves to facilitate the hearing and decision-making process. No member of the Hearing Board will have any previous involvement with the investigation.

Notice of the Hearing

Notice of the hearing will be provided to the parties (at least ten (10) business days in advance). The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential disciplinary sanctions and/or remedies that could result.
- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other University-related engagements.
- Any technology that will be used to facilitate the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any member of the Hearing Board based on demonstrated bias. This must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the hearing may be rescheduled.
- Notification that the parties may have the assistance of an advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an advisor, and the University will appoint one. Each party must have an advisor present. There are no exceptions.
- A copy of all the materials provided to the Hearing Board about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair of the Hearing Board an impact statement pre-hearing that the Hearing Board will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the scheduled hearing, the party should request alternative arrangements from the Title IX Coordinator at least five (5) business days prior to the hearing.

The Title IX Coordinator can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. At the request of either party, the University will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the Hearing Board and parties to simultaneously see and hear the party or the witness answering questions.

Pre-Hearing Preparation

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do

not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be reopened to consider that evidence.

The parties will be given a list of the names of the members of the Hearing Board at least ten (10) business days in advance of the hearing. All objections to any Hearing Board members must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than five (5) days prior to the hearing. Members of the Hearing Board will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Hearing Board will receive the investigative materials at least ten (10) business days in advance of the hearing. Any Hearing Board member who cannot make an objective determination must recuse themselves from the proceedings. If a Hearing Board member is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

Hearing Procedures

Participants at the hearing will include the Chair, the Hearing Board members, the Investigator(s) who conducted the investigation, the parties, advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions about procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf. The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Hearing Board and the parties (through their advisors) and will then be excused.

Joint Hearings

In hearings involving more than one respondent or in which two (2) or more complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly. However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each respondent with respect to each alleged policy violation.

The Order of the Hearing – Introductions & Explanation of Procedure

The Chair explains the procedures and introduces the participants. The Chair then conducts the hearing according to the hearing script. At the hearing, the recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by the Title IX Coordinator.

Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Hearing Board and the parties (through their advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Hearing Board should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

Testimony & Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Hearing Board and then by the parties through their advisors (“cross-examination”).

All questions are subject to a relevance determination by the Chair. Advisors must submit a list of initial questions to the Chair at least five (5) business days in advance of the hearing and the Chair will provide written determinations if any questions are considered to be not relevant or otherwise excluded. For any new questions that arise during the proceeding, the proceeding will pause to allow the Chair to consider the question. If the Chair considers the question to be relevant the questioning will proceed. If the Chair determines the question is not relevant, the Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may ask advisors to explain why a question is or is not relevant from their perspective but will not entertain argument from the advisors on relevance once the Chair has ruled on a question.

Cross-Examination & Inferences

Any party or witness may choose not to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Hearing Board can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility. The Hearing Board may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The Hearing Board will not draw an inference about whether sexual harassment occurred based solely on a party's or witness's refusal to respond to such questions.

If a party's advisor of choice refuses to comply with the University's established rules of decorum for the hearing, the University may require the party to use a different advisor. If a University-provided advisor refuses to comply with the rules of decorum, the University may provide that party with a different advisor to conduct cross-examination on behalf of that party.

Recording Hearings

Hearings (but not deliberations) are recorded by the University for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The Hearing Board, the parties, their advisors, and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

Deliberation, Decision-making, & Standard of Proof

The Hearing Board will deliberate in closed session to determine whether the respondent is responsible or not responsible for the policy violation(s) in question. A majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used (whether it is more likely than not that the respondent violated the Policy as alleged).

The parties may each submit a written impact statement prior to the hearing for the consideration of the Hearing Board at the sanction stage of the process when a determination of responsibility is reached. When there is a finding of responsibility on one or more of the allegations, the Hearing Board may then consider the submitted party impact statements and any pertinent conduct history in determining appropriate sanction(s).

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions or remedies. This report must be submitted to the Title IX Coordinator within five (5) business days of the end of deliberations.

Sanctions & Remedies

Upon a determination of responsibility in the Title IX Hearing, the following factors may be considered when determining which sanctions and/or remedies to impose:

- The nature, severity of, and circumstances surrounding the violation(s);
- The respondent's disciplinary history;
- Previous allegations or allegations involving similar conduct;
- The need for sanctions to bring an end to the sexual harassment and/or retaliation;
- The need for sanctions to prevent the future recurrence of sexual harassment and/or retaliation;
- The need to remedy the effects of the sexual harassment and/or retaliation on the complainant and the community;
- The impact on the parties; and/or
- Any other information deemed relevant by the Hearing Board.

The sanctions and/or remedies will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. The sanctions and remedies described in this Policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by external authorities.

Candidate Sanctions

The following are the usual sanctions that may be imposed upon candidates or organizations singly or in combination:

- Disciplinary probation;
- No contact order;
- Suspension;
- Permanent expulsion;
- 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.
- Other Actions: In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

Employee Sanctions

Range of Sanctions - Part-Time Faculty and Contractors

The following sanctions may be imposed upon part-time faculty singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the decision-maker may assign any other sanctions as deemed appropriate.

Range of Remedies

The following remedies may be implemented singly or in combination:

- Providing referrals for medical, mental health, and victim advocacy services;
- Providing academic support services to candidate complainant;
- Implementing a no contact order on the respondent;
- Making adjustments to class or work schedules;
- Allowing a candidate complainant to withdraw from a class, rearrange their exam schedule, switch classes, or repeat a course without academic or financial consequences; and/or
- Provide for alternative grading/review of candidate's work by a neutral third party.

Notice of Outcome

Upon conclusion of the Title IX Formal Grievance Process, the Title IX Coordinator, in conjunction with the Hearing Board, as appropriate, will prepare the Notice of Outcome, which must include:

- A description of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination of responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination of responsibility;
- Conclusions regarding the application of the University's Title IX Policy or code of conduct to the facts;
- A statement of, and rationale for, the finding as to each allegation, including a determination regarding responsibility;
- Any disciplinary sanctions the University imposes on the respondent;
- Whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the complainant; and
- The University's procedures and permissible bases for the complainant and respondent to appeal.

The Notice of Outcome will typically be issued within ten (10) business days of the hearing and will be delivered to the parties simultaneously. The determination may be appealed by either party; therefore, the Notice of Outcome includes the grounds on which the parties may appeal and the steps to request an appeal.

The determination regarding responsibility becomes final either on the date that the University provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within five (5) business days of the delivery of the Notice of Outcome or notice of dismissal of a formal complaint.

Any party may appeal the determination of responsibility or the dismissal of a formal complaint only under the grounds described below.

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter (A summary of this new evidence and its potential impact must be included); or
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the Title IX Coordinator will notify the other party(ies) of the appeal in writing. Both parties will have five (5) days to submit a response to the appeal. A three-member panel, composed of a manager, director, and College Dean or Vice President, will be designated by the Title IX Coordinator. None of the panel members will have previously been involved in the Grievance Procedure. The Appeal Panel will review the request to determine if it meets the grounds for appeal. If the appeal does not meet the established criteria, the request will be denied, and the parties will be notified in writing of the denial and the rationale.

If the request does meet the established appeal criteria, the Appeal Panel will be provided all the documentation and materials used to make the determination of responsibility or the decision to dismiss the formal complaint. Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of documentation or record of the investigation pertinent to the grounds for appeal.

The Appeal Panel will typically issue the determination within seven (7) business days of receipt of the accepted appeal, barring exigent circumstances. A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each ground for appeal and rationale for each decision.

The Notice of Appeal Outcome will include any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings, to the extent the University is permitted to share under state or federal law.

Appeal Considerations

- Any sanctions imposed as a result of the hearing are postponed during the appeal process. Supportive measures may be reinstated.
- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- The Appeal Panel has the authority to apply any administrative resolution necessary based on the merits of an approved appeal, up to and including overturning a decision or sanction, fully or in part.
- In cases where new evidence is presented which warrants further review, the appeal timeframe may be extended. The parties will be notified of any such delays.
- An appeal decision is the final determination of the University.

Failure to Comply with Sanctions

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in a referral to the University's Code of Conduct for candidates for additional sanction(s)/action(s), including expulsion. Employees will be referred to the Office of People Operations for further corrective action, outlined in the Employee Handbook.

Title IX Coordinator Responsibilities

Coordinator Responsibilities

The Title IX Coordinator is responsible for coordinating the University's compliance with its obligations under Title IX and this Policy, including but not limited to:

- Taking actions to promptly and effectively end any sex discrimination (including sexual harassment) in the University's education program or activities, prevent its recurrence, and remedy its effects;
- Notifying complainants of the Grievance Procedure, including the Formal Grievance Process and Informal Resolution Process;
- Notifying respondents of the Grievance Procedure, including the Formal Grievance Process and Informal Resolution Process, when a formal complaint is filed;
- Offering and coordinating supportive measures for complainants and respondents;
- Appropriately addressing reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures;
- Initiating and overseeing Formal Grievance Process and/or Informal Resolution Process if a formal complaint is filed;
- Effectuating any remedies or sanctions issued at the end of the Formal Grievance Process or as a result of the Informal Resolution Process; and
- Maintaining records and ensuring annual training of Title IX personnel.

Training

The University shall provide training to Title IX Personnel, including Title IX Coordinators, Investigators, Decision-makers, and Facilitators of the Informal Resolution Process, related to their duties under Title IX. This training will occur promptly upon hiring or change of position that alters their duties under Title IX, and annually thereafter. These trainings must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

Training for Title IX Personnel covers the following topics:

- The definition of sexual harassment;
- The scope of the University's education program or activity;
- How to conduct an investigation and grievance process (including hearings, appeals, and informal resolutions); and
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Training for Decision-makers (members of Hearing Board or Appeal Panel) also covers:

- How to use technology in the live hearing; and
- Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behaviors are not relevant.

Training for Investigators also covers:

- Issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Records

The University shall maintain the following records related to the implementation of this Policy for at least seven years:

- Reports or complaints alleging sexual harassment;
- Records of any dismissal of a formal complaint;
- Any notices provided to the parties;
- Records from each investigation including the determination;
- Any audio or audiovisual recording or transcript required under federal regulation;
- Any disciplinary sanctions imposed on the respondent;
- Any remedies implemented by the University designed to restore or preserve equal access to the University's education program or activity;
- Any appeal and the result therefrom;
- Any informal resolution and the result therefrom;
- All materials used to train employees, including Title IX Personnel; and
- Any actions, including any supportive measures, taken in response to a report or complaint of sexual harassment, including:
 - The basis for the University's conclusion that the response was not deliberately indifferent;
 - Any measures designed to restore or preserve equal access to the University's education program or activity; and
 - If no supportive measures were provided, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The University will make the training materials used to train employees publicly available on the University's website.

Pregnant Candidates Policy

Non-discrimination Policy for Pregnant Candidates

Reach University does not discriminate against any candidate in its education program or activity based on pregnancy or related conditions. Related conditions include childbirth, termination of pregnancy, and recovery from any of these conditions.

Reach University will take specific actions to promptly and effectively prevent sex discrimination and ensure equal access to the University's education program or activity once a candidate notifies the Title IX Coordinator of the candidate's pregnancy or related conditions. The Title IX Coordinator is responsible for coordinating these actions.

Any complaints made by candidates about the University's compliance with the Pregnant Candidates Policy will be addressed through the University's grievance procedure in the Candidate Handbooks.

Reasonable Modifications for Pregnant Candidates

For candidates who are pregnant or experiencing pregnancy related conditions, Reach University offers services and benefits to students who are pregnant or have a related condition if they are offered to temporarily disabled students. The Title IX Coordinator will consult with the candidate to determine what modifications are required. However, a modification that the University determines would fundamentally alter the nature of its education program or activity is not a reasonable modification.

The candidate has the discretion to accept or decline each reasonable modification offered by Reach University. If a candidate accepts an institution's offered reasonable modification, Reach University will implement it. Reasonable modifications may include (but are not limited to):

- Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom;
- Intermittent absences to attend medical appointments;
- Changes in schedule or course sequence;
- Extensions of time for coursework and rescheduling of tests and examinations;
- Counseling; and
- Other changes to policies, practices, or procedures.

Leaves of Absence for Pregnant Candidates

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.

Required Documentation

Reach University requires supporting documentation of the need for reasonable modifications, if the documentation is necessary and reasonable for the institution to determine the reasonable modifications to make or the purpose and/or length of the leave of absence.

Title IX Glossary

Candidate means a student who is enrolled in or attempting to participate in an education program or activity at Reach University.

Consent means knowing, voluntary, clear permission, either by affirmative words or actions, to engage in sexual activity.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the University's prohibition on sex discrimination.

Formal Complaint means a written document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the University investigate the allegation of sexual harassment.

Incapacitation means a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

Mandatory Reporter means any full-time University employee including officials with authority. University contractors (including instructors who are not full-time employees and other part-time staff) are not mandatory reporters.

Official with authority means a University employee with authority to institute corrective measures on the behalf of the University.

Party means a complainant or respondent.

Peer retaliation means retaliation by a candidate against another candidate.

Relevant means related to the allegations of sexual harassment under investigation as part of this Grievance Procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sexual harassment occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sexual harassment occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the University identifies as having had their equal access to the University's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the University's education program or activity after a University determines that sexual harassment occurred.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the University, a candidate, or an employee or other person authorized by the University to provide aid, benefit, or service under the University's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Sex refers to an individual's immutable biological classification as either male or female. "Sex" is not a synonym for and does not include the concept of "gender identity."

Sexual harassment is a form of sex discrimination and means conduct on the basis of sex that satisfies one or more of the following:

- (1) Quid pro quo harassment. An employee, agent, or other person authorized by the University to provide an aid, benefit, or service under the University's education program or activity conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct harassment. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive and is so severe and/or that it effectively denies a person equal access to the University's education program or activity.
- (3) Specific offenses.
 - (i) Sexual assault meaning any sexual act directed against another individual, without their consent, including instances where the victim is incapable of giving consent, that meets the definition of:
 - a. Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the individual.
 - b. Fondling: The touching of body parts of another person, for the purpose of sexual gratification, without the consent of the individual, including instances in which the individual is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - c. Incest: Sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by state law.
 - d. Statutory Rape: Sexual intercourse, with a person who is under the statutory age of consent as determined by state law.
 - (ii) Dating violence meaning violence on the basis of sex committed by a person:
 - (A) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - (B) Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (1) The length of the relationship;
 - (2) The type of relationship; and
 - (3) The frequency of interaction between the persons involved in the relationship;

*For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

- (iii) Domestic violence meaning violence on the basis of sex committed by a person:
 - (A) Who is a current or former spouse or intimate partner of the victim;
 - (B) With whom the victim shares a child in common;
 - (C) Who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner,
 - (D) Who is similarly situated to a spouse of the victim under the domestic or family violence laws of Arizona; or
 - (E) Who commits acts against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Arizona.

*To categorize an incident as domestic violence, the relationship between the respondent and the complainant must be more than two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

(iv) Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(A) Fear for the person's safety or the safety of others; or

(B) Suffer substantial emotional distress.

*For the purposes of this definition—

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant.

(iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Sex discrimination means different treatment with respect to a person's employment or participation in an education program or activity based, in whole or in part, upon the person's sex. Sex discrimination may be committed by any person upon any other person on the basis of sex, including on the basis of sex stereotypes, sex characteristics, or pregnancy or related conditions. Sex discrimination can also include discrimination by the University on the basis of parental, family, or marital status in its admissions process, in the provision of financial assistance, or in employment actions.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed, to:

(1) Restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures that are designed to protect the safety of the parties or the University's educational environment or deter sexual harassment; or

(2) Provide support during the University's Formal Grievance Process or during the Informal Resolution Process.

Title IX Personnel means the Title IX Coordinator and any designees, investigators, decision-makers (including members of the Hearing Board and Appeal Panel), facilitators of informal resolutions, and individuals who are responsible for implementing the University's Grievance Procedure or have the authority to modify or terminate supportive measures.