



# 2025-2026 University Catalog

# University Catalog

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## Catalog Effective

Reach University's catalog is valid through the academic year Summer 2025, Fall 2025, and Spring 2026.

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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 envisions a world where everyone, everywhere, has access to fully job-embedded higher education, so that skill and effort — not money or connections — are what it takes to get ahead.

## Mission

Reach University turns jobs into degrees. Bringing higher education into the workplace, Reach builds careers, strengthens the workforce, and inspires deep learning through inquiry, dialogue, collaboration, and on-the-job practice.

## 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: 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.

### REACH: 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.

## 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.

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|--|--|
| <b>Pillar 1:</b><br><b>Efficiency</b>                    | 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.   |
| <b>Pillar 2:</b><br><b>Flexibility</b>                   | 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.   |
| <b>Pillar 3:</b><br><b>Relevance &amp; Applicability</b> | 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**

While earning a BA, learners are paid while earning a degree or certificate and take on zero student debt. 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.

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# 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.

## 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.

### Alabama

Alabama Commission on Higher Education (ACHE)  
100 North Union Street  
Montgomery, AL 36104  
(334) 242-1998

[ache.edu](http://ache.edu)

Alabama Community College System (ACCS)  
P.O. Box 302130  
Montgomery, AL 36130  
(334) 293-4500  
[www.accs.edu](http://www.accs.edu)

### Arkansas

Arkansas Higher Education Coordinating Board  
423 Main Street, Suite 400  
Little Rock, Arkansas 72201  
(501) 371-2000

[www.adhe.edu](http://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 Coe §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

### Colorado

Colorado Commission on Higher Education

<p><a href="https://www.ctc.ca.gov/">https://www.ctc.ca.gov/</a>  *Disclosure: In affiliation with Reach University, Alternatives in Action is accredited by the California Commission on Teacher Credentialing.  Program listings:  <a href="http://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs">www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs</a>.  Bureau for Private Postsecondary Education (BPPE)  P.O. Box 980818  West Sacramento, CA 95798-0818  (916) 574-8900  <a href="http://www.bppe.ca.gov">www.bppe.ca.gov</a></p>	<p>1600 Broadway, Suite 2200  Denver, CO 80202  (303) 862-3001  <a href="https://cdhe.colorado.gov/">https://cdhe.colorado.gov/</a></p>
<p><b>Louisiana</b>  Louisiana Board of Regents  1201 N 3rd Street, Suite 6-200  Baton Rouge, LA 70802  (225) 342-4253  <a href="https://www.laregents.edu/">https://www.laregents.edu/</a>  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.</p>	<p><b>State of Georgia - Additional Notice</b>  Georgia Nonpublic Postsecondary Education Commission (GNPEC)  2082 East Exchange Place  Tucker, GA 30084 US  (770) 414-33  <a href="https://gnpec.georgia.gov/">https://gnpec.georgia.gov/</a>  Disclosure: Candidates have the right to appeal a final institutional decision to GNPEC at the contact information above.</p>
<p><b>Texas</b>  Texas Higher Education Coordinating Board  P.O. Box 12788  Austin, TX 78711  (512) 427-6101  <a href="https://www.highered.texas.gov/">https://www.highered.texas.gov/</a></p>	<p><b>Tennessee Provisional Authorization</b>  Tennessee Provisional Authorization for Bachelor of Arts in Liberal Studies Program  Tennessee Higher Education Commission  312 Rosa Parks Ave, 9th Floor  Nashville, TN 37243  (615) 741-3605  <a href="https://www.tn.gov/thec">https://www.tn.gov/thec</a></p>
	<p><b>State of Tennessee - Additional Notice</b>  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.  <a href="#">Request for Complaint Review:</a>  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 <a href="mailto:Julie.Woodruff@tn.gov">Julie.Woodruff@tn.gov</a> or (615) 253-8857.</p>

## 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.

## State Exams

To become a classroom teacher, state competency exams must be passed (e.g., Praxis Core, Praxis Subject or Praxis II). 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):

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

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. 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) is being retired and will be replaced by the Foundations of Reading examination. Please check with the program directly for additional information.

**AL, \*AR, CO, \*LA - 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 BALS 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.

### TX - 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](#).

## 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

## 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](http://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](http://www.ctc.ca.gov).





# Location & Disclosures

1221 Preservation Park Way, Ste. 100  
Oakland, CA 94612  
Contact: <https://www.reach.edu/contact>  
Website: [www.reach.edu](http://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 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 Academic Catalog, Reach Candidate Handbooks for Graduate & Undergraduate programs, respectively, and the Undergraduate Candidate Services Welcome Packet as applicable to their program.

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

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

### Candidate Resources

Due to the small and personalized nature of Reach programs, Reach does not have a range of 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 Affairs, Advisors, and Faculty who will offer academic support through each program's structured coaching/field supervision components. Additionally, Reach faculty have the flexibility to provide recommendations to existing educational and community resources and 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](mailto: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](mailto: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
- Candidate Supports
- Financial Aid & Bursar
- Policies & Procedures
- Writing & Research HUB

## Library Resources

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

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# National Center for the Apprenticeship Degree

You are on the forefront of ushering in a new era of higher education and professional opportunity in communities across the country.

In joining thousands of job-embedded candidates working in a growing number of U.S. employers, you are proof that it is possible to transform your job into a rigorous and high-quality degree - and doing so without the crippling debt that has kept millions of working adults from achieving their college and career goals. Like so many Reach candidates, you may be the first in your family to embark on an Apprenticeship Degree program. Reach University and its newest nonprofit initiative, the National Center for the Apprenticeship Degree (NCAD), are working to change this.

In partnership with fellow universities, government agencies, employers, and philanthropic leaders, Reach, NCAD, and its partners will deliver 3 million Apprenticeship Degrees by 2035, lifting up Americans, employers, and the generations of today and tomorrow.

NCAD is the accelerator of successful implementation of Apprenticeship Degree at scale, and sits at the heart of this effort, supporting key workforce interests in expanding job-embedded learning across industries that continue to experience chronic labor shortages. NCAD also aims to build national awareness around the value and rigor of your degree program, and scale an affordable and fully career-aligned college option that qualifies a learner for the job ahead.

As the face of an Apprenticeship Degree in your community, we are honored for you to play an impactful role in creating long-lasting, inclusive, and positive change through Reach, NCAD, and its partners.

Learn more about NCAD: <https://www.ncad.org/>





# 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.

## Teachers College

### Reach 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.

### 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 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 institutional boards do not actually approve an exempt study but instead makes a determination that the project meets the criteria for at least one of the federal exempt categories.

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

- Research takes place in established or commonly accepted educational setting
- Involves study of normal educational practices (e.g., regular and special education instructional strategies; studies effectiveness or comparison among instructional techniques, curricula, or classroom management methods).

#### **Additional General Requirements or Considerations**

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

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

- Candidates' curriculum-related written work, test scores, grades, artwork and other work samples produced by children
- Candidates' curriculum-related oral and non-verbal communicative responses individually, such as in an interview, in small groups and with the whole class
- Students' responses (K12 - written, oral, or behavioral) to curriculum-related activities
- Students' level of active participation in curriculum-related activities (K12)
- "A normal educational setting" means preschool, elementary, secondary, and higher educational facilities, and after-school programs (if the project relates to tutoring or homework help).
- In Special Education, normal educational practices correspond to the Individualized Educational Program (IEP), which is tailored to each student with an identified disability and may be implemented in diverse settings (e.g., school, home, work, community).

### Data collection methods in exempt settings might include:

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

## Ethical Research Practices Policy

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

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

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



# Programs of Study and Degrees

## Undergraduate Programs & Degrees

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies	Associates	Distance Education	61	2 Years	
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	120	4 Years	
*Arkansas State Residence			*123		
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	120	3 Years	Transfer with 30-transferable collegiate semester credits
*Arkansas State Residence			*123		
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	120	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
*Arkansas State Residence			*123		
Bachelor of Arts in Global Education	Bachelors	Distance Education	120	4 Years	Qualifying Candidates Transfer into BAGE for Clinical 4th Year
*Arkansas State Residence			*123		

\*Arkansas State requires an additional course in Arkansas History.

## 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	26	1 Year
Intern Teacher Credential <b>PLUS</b> Master of Arts in Teaching	Preliminary Teaching Credential PLUS Master of Arts in Teaching	Distance Education	30	2 Years
Instructional Leadership Academy	Clear Administrative Services Credential	Distance Education	18	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	8	1 Year

# University Academic Calendars

Reach University's Undergraduate and Graduate academic calendars have been published for the 2025-2026 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. 2025-26 University Course Catalog can be referenced here:

[2025-26 University Course Catalog](#)

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# University Admissions & Enrollment

Note: Individual programs may have additional procedures and guidelines that further clarify these policies, when required refer to specific policies as they are applicable.

## 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 that 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 are 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 programs' 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

In order 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 date designated may jeopardize a spot in the designated program and may result in disqualification from the program.

Disqualified candidates would then need to reapply with no guarantee of acceptance.

Candidates approved for conditional enrollment require all pending documents to be submitted and matriculation checklist completed prior to 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.

### **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, rising from 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 upon their craft.

Aligned to the Reach Method, flexibility is offered and approved on a case-by-case basis by the Dean or their designee. Candidates may be assigned assignments that allow them to 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 programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including, but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions. 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.

Candidates entering the Bachelor of Arts in Liberal Studies program will need to seek alternative certification programs upon graduating. Reach has developed partnerships with educator preparation providers and local community colleges, universities, and other organizations working as alternative certification providers once candidates have completed their degree.

### **Deferred Admission**

Admission is offered for a specific Reach program and enrollment period. Deferrals are granted to admitted applicants after completing admissions paperwork and under special conditions. Applicants will be required to meet any new program admissions or qualifying requirements upon their return. Requests to delay admission should be submitted in writing to Admissions and Enrollment.

### **Readmittance**

Candidates who have withdrawn or failed to attend the University for more than 2 years from their last date of enrollment will be required to contact Admissions and apply for readmission to the University. Program offerings and admission requirements are subject to change; prior admittance to the University is not a guarantee of readmission or continued program availability.

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# 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 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, concentration options, and strategies for success in a job-embedded program that employs the Reach Tutorial Method. This requirement is appropriate for incoming candidates and is a prerequisite for first-year placement candidates.

## High School Proof of Graduation Policy

Reach University requires that enrolled candidates provide proof of graduation from high school or its equivalent, consistent with U.S. 34 CFR 668.3. 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 diploma;
- 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;
- an official transcript from an accredited post-secondary institution that indicates successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- an official transcript from an accredited post-secondary institution indicating enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

## 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.
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## Graduate Studies Admissions & Enrollment

### Graduate Admission Material

- [Basic Skill Requirement](#)
- [Official Transcript\(s\) - Proof of Meeting GPA Requirement](#)
- [Demonstration of Knowledge of U.S. Constitution](#)
- [Tuberculosis Risk Assessment \(TB\)](#)
- [Certificate of Clearance](#)
- [Offer Letter of Employment](#)
- [Resume](#)
- [Prior Field Experience Form](#)
- [Recommendation Letter \(Academic or Professional\)](#)
- [Subject Matter Competency Requirement \(SMCR\)](#)

### Provisional Enrollment

Provisional enrollment may be an option for candidates seeking enrollment who have not yet secured employment at a Reach partner school and/or met the subject matter competency requirement by the application deadline. After completing the online application, candidates will be communicated with via e-mail about any outstanding admissions requirements. Candidates who are unable to meet the outstanding program admission requirements may be withdrawn from the program or have the option to roll over to the next semester start. Will be notified via email about the change in enrollment status. Provisional enrollment in the Intern and MAT Program ends August 1, 2025.

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.

### 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.

- The position at the partner school, 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 a minimum of 7.5 hours per week or 1.5 hours per day in your subject area to the same group of at least 7 students throughout the school year.
- All teaching candidates must be placed as the teacher on record in the second year of the program, in which a District Intern Credential will be required.

## Pre-Service

In addition to admissions requirements detailed in the Intern Program application, teachers must complete the required 135-hour pre-service course (Reach 210), or an acknowledged equivalent in order to obtain an Intern Credential and proceed with the Intern Program courses during the school year.

## Intern Early Completion Option (ECO)

Candidates with significant prior experience and exceptional teaching skills may be eligible for the Graduate Studies' 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 to 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, onsite mentorship, 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.
- 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.

## 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.

Prospective MAT Candidates must:

- Successfully completed all previous academic semesters (including 261 for rising year 2 candidates and 262 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
- Mentor qualification and commitment

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 less than the two years of the established program. ECO intends to serve experienced and exceptional candidates, as measured against the CSTP. 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 Candidate Syllabus. 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 Reach 325A and Reach 335A. Reach 325B and Reach 335B 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 semester unit is equivalent to .67 quarter unit.

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](mailto: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.](#)  
[Foundation for International Services, 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](#)  
The Evaluation Company (formerly SpanTran) [TCE Website \(Application - California CTC\)](#)

<a href="#">Global Credential Evaluators, Inc.</a> <a href="#">Globe Language Services</a> <a href="#">Institute of Foreign Credential Services, Inc.</a> <a href="#">International Academic Credential Evaluators, Inc.</a> <a href="#">International Consultants of Delaware, Inc.</a> <a href="#">International Education Evaluations, Inc.</a> <a href="#">International Education Research Foundation, Inc.</a> <a href="#">Josef Silny and Associates, Inc.</a> International Education Consultants <a href="#">SpanTran: The Evaluation Company</a> <a href="#">Transcript Research</a> <a href="#">World Education Services, Inc.</a> Academic & Credential Records, Evaluation & Verification Services (ACREVS) **MUST submit a copy of the original academic transcript with evaluation <a href="#">ACREVS Website</a>	World Education Services (WES) <a href="#">WES Website</a> Academic & Credential Records, Evaluation & Verification Services (ACREVS) **MUST submit a copy of the original academic transcript with evaluation <a href="#">ACREVS Website</a>
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## Credit for Prior Learning Policy (CPL)

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 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 schools' 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 75 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 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

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## Undergraduate Transfer Policies

### Transfer Credit Policy

Reach University accepts transfer credits from 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. Only official transcripts will be used to analyze transfer credits. 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. Collegiate credit or degree must be from a regionally accredited college or university in the United States; trade school courses and degrees are non-transferable.

- 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 retake 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). All transferability is processed and approved by the University Registrar.

### 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 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 as electives from an accredited institution to be admitted to the BA in Liberal Studies program at Reach University.

#### **60-Credit Transfer Option**

Candidates who do not have an associate degree but have completed 60 credits from an accredited institution may be admitted to the undergraduate program. To apply 60 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

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## **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 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 may submit official transcripts and course syllabi (or official course catalog descriptions) to Graduate Admissions or the Registrar's Office for review. Any transfer credit must be approved by the Registrar's Office. 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). All transferability is processed and approved by the University Registrar.

### **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 are not to exceed a combined maximum of 9 semester hours for transfer credit.

### **Specialized Study**

Combined transfer and Specialized Study units may not 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 may have up to nine units of Specialized Study for Master of Education and Master of Arts programs.

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

### Payments & Ledger

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

### 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), are in good financial standing, and cancel their enrollment 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 when deposited in the mail properly addressed with proper postage. If notice of cancellation is sent by email, it is effective on the date when the email was 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 from the school at any time after the cancellation period (described above) and receive a pro rata 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 return from a leave of absence.

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.

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## Graduate Fees & Expenses

### Fees

Each program has a specified tuition for the academic year as defined by each program 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 the California Code of Regulations Title 5 (see Appendix C).

### 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.

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# 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
- [finaid@Reach.edu](mailto:finaid@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.

#### 2025 - 2026 Undergraduate Cost of Attendance:

#### Undergraduate - Full Time Attendance (Fall 2025 & Spring 2026)

<u>Cost Type</u>	<u>Cost</u>
<u>Tuition Fee (12 credits)</u>	<u>\$12,374</u>
<u>Books and Supplies</u>	<u>\$1,288</u>
<u>Food and Housing</u>	<u>\$17,660</u>
<u>Personal Expenses</u>	<u>\$3,754</u>
<u>Transportation</u>	<u>\$3,754</u>
<u>TOTAL</u>	<u>\$38,830</u>

**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
- Maintain Satisfactory Academic Progress (SAP) - see SAP section of this handbook.
- Be a U.S. citizen or an eligible non-citizen
- 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.fafsa.gov](http://www.fafsa.gov). Make sure to include Reach on your application by entering our school code (042637). Otherwise, we will not have access to your FAFSA!
- Use the IRS Data Retrieval Tool to import tax data into your application, as it simplifies the aid application process, improves the accuracy of the application, and can reduce the likelihood that the FAFSA will be selected for the verification process.
- 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
  - Statement of Educational Purpose
  - 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 EFC 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](mailto: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, was incomplete, or was 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.

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## 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](mailto: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.

## Campus Security Information

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

## 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 financial aid 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

## Undergraduate Satisfactory Academic Progress (SAP) for Financial Aid

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.

### Grading, GPA and correlation to SAP standards

Reach University employs the following grading system, based on a 4.00 scale:

UNDERGRADUATE GRADING SCALE				
Letter Grade	Grade Scale		Grade Points	Described of Level of Performance
A	94	100	4	Exceeded Expectations
A-	90	93.9	3.7	
B+	87	89.9	3.3	Above Average; Good Work
B	84	86.9	3	Average Standard Performance
B-	80	83.9	2.7	
C+	77	79.9	2.3	
C	74	76.9	2	Standard Performance
C-	70	73.9	1.7	
D+	67	69.9	1.7	
D	64	66.9	1	Below Standard
D-	61	63.9	0.7	
F	0	60.9	0	Failure
W			0	Authorized Withdrawal



AW			0	Attendance Withdrawal
AF			0	Attendance Failure
MW			0	Military Withdrawal; Non-punitive
Incmp			0	Incomplete
IP			0	In Progress
AU			0	Audit

### 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.

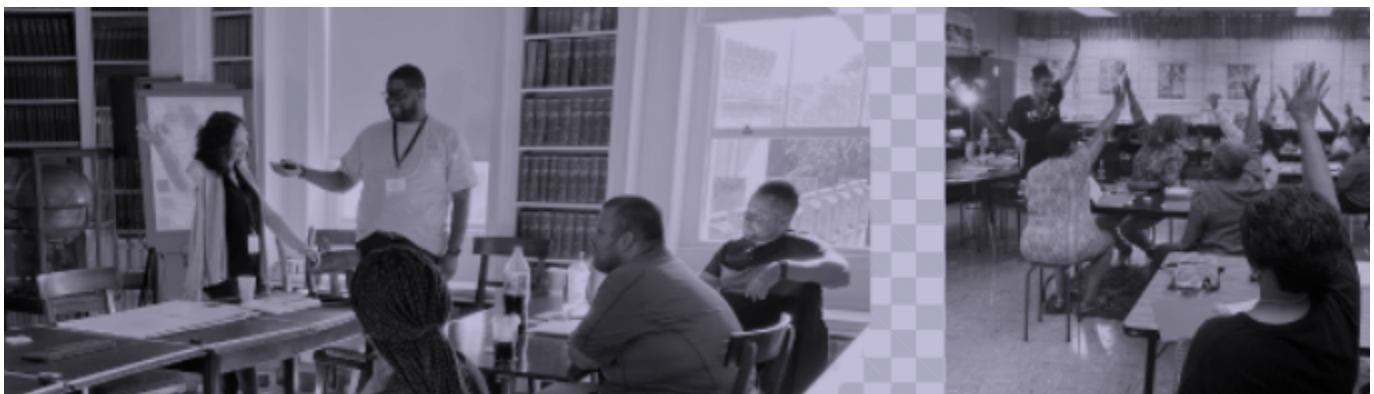
## Denied Appeals

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

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

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

- **Undergraduate Studies:** [CandidateServices@Reach.edu](mailto:CandidateServices@Reach.edu)
- **Intern Program:** [Intern@reach.edu](mailto:Intern@reach.edu)
- **Instructional Leadership Academy:** [ILA@reach.edu](mailto:ILA@reach.edu)
- **TIP Program:** [Induction@reach.edu](mailto:Induction@reach.edu)

### Mutual Care

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

### Mutual Respect

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

### Mutual Accountability

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

## Reach's Advising Standards

- [Distance Education Advising Commission Standards for Advising Distance Learners](#)
- [2023 CAS Academic Advising Standards.pdf](#)

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

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

## Candidate Support & Resources

- **When to see/ contact your advisor:**
  - To discuss your academic progress
  - To add or drop courses
  - To troubleshoot (e.g., tech, time management, study skills, stress management, decision making around coursework in the event of a health or family emergency, etc.)
- **How to see your advisor:**
  - Texts, emails, & calls are all ways to touch base with your advisor, Monday-Friday during normal business hours (10am - 6pm CST)
  - For longer chats (30+ minutes), email your advisor to set up a time via Calendly
- **Some best practices:**
  - Stay in touch with your advisor; send important updates. It's a two-way street!
  - Come prepared with questions 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:**
  - Dumping the responsibility of communicating with professors on the advisor (happy to help you craft emails!)

- Badmouthing candidates, faculty, and staff (venting is one thing & valid; gossiping is another)
- Expecting advisors to be on call 24/7
- **Candidates are also able to request and access support in the following areas:**
  - Registrar - Course registration, transcripts, and Academic Plans
  - Bursar - Tuition and fees, candidate ledger, payments, receipts
  - Financial Aid - Award letters, FAFSA
  - Library - Additional materials and access to academic databases

## Social Media Policy

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

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

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

## 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. Candidate Services at Reach University fosters the holistic development of candidates. We are committed to nurturing an engaged, thriving, safe, and healthy community that is responsive to candidate needs.

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

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

### 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, ensuring their full inclusion into the Reach community, as well as supporting their successful academic experience while at Reach.

The following steps must be completed to initiate special accommodations:

1. The candidate completes [this form](#) to request special accommodations. It generally takes 5-7 business days for your request to be processed.
2. Next, the Manager of Candidate Wellness & Accessibility prepares a Special Accommodations Letter (PDF).
3. This PDF form is sent to the candidate and the candidate's advisor; the Manager of Candidate Wellness & Accessibility emails all professors the accommodation letter according to the candidate's course schedule.
4. The Manager of Candidate Wellness & Accessibility sends accommodation letters out to professors during the first week of each semester for the duration of the candidate's time at 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.

Senior Vice President, Candidate Affairs – The candidate must email a written appeal to the Senior Vice President, Candidate Affairs, within 15 business days detailing the questions and concerns the candidate still has after completing step one. The Senior Vice President, Candidate Affairs 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 Senior Vice President, Candidate Affairs 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](mailto: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

Joanna LaBounty, Vice President of People Operations

[jlabbounty@reach.edu](mailto:jlabbounty@reach.edu)

## Code of Conduct for Reach Candidates

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

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

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

- Plagiarism or other violations of the academic honesty and integrity policy (listed below);
- Conduct that threatens or endangers the health or safety of any person within or related to the Reach community, including verbal and physical abuse, threats, intimidation, harassment, or sexual misconduct;
- Disruptions in seminars and other learning settings which render the faculty member unable to teach, and/or candidates unable to learn, including the use of alcohol or other substances during class time;
- Forging signatures or otherwise unethically altering or manipulating any document for any reason;
- Inappropriate or otherwise disrespectful communication or behavior toward Reach faculty, staff, administration, or peers;
- Making false accusations against any other person, whether written, oral, or in electronic communication;
- Fraudulent use of checks, credit 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 Director of Academic Operations, in conjunction with the Dean of each college, has broad final authority to resolve breach of conduct issues.

## Academic Honesty and Integrity Policy

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

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

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

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

## 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 services associate. If a candidate wishes to review a problem or to appeal a decision, they should then consult with the supervising program director. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the program director 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 Director of Academic Operations and Candidate Services, or should the supervising program director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Director of Academic Operations and Candidate Services 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 Director of Academic Operations and Candidate Services, at their sole discretion, upon presentation of good cause.

## Ethical Research Practices

The Graduate Institute is committed to ethical practices in research, both among faculty and among candidates. The Code of Federal Regulations, [Title 45 CFR Part 46](#), identifies eight exempt categories, and 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.
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# University Policies & Academic Regulations

The Reach University Academic 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.

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## 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 are 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 are 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).



## 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:

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

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## 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 are 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.



## **Class Participation**

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.

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## **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 retaken and/or may require auditing courses within a bundle to retake previously dropped course(s). 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/Case, 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**

#### **Undergraduate**

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

Reach allows what is called stacking courses; this is when candidates take their needed repeated courses simultaneously with their originally scheduled course load, which may be permitted if they have shown the ability to handle a course overload successfully. Stacking courses are 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.

#### **Graduate**

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

### **Right to Cancel**

Entering candidates who have not yet started any classes have a 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

### 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 2 years 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 not passing CAS 50.

### 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 seven business days. Failure to do so may result in disciplinary action, change of program, complications with licensure and/or certification, or administrative withdrawal from the University.
- Conditionally or provisionally admitted candidates who fail to complete all the requirements of matriculation (enrollment), such as delayed or missing forms or financial holds, will be administratively withdrawn.
- 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 will be administratively withdrawn or dismissed.

## 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 have 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.

## **Family Leave**

Similar to the medical residency model, our education program is job-embedded. As such, all assignments are closely tied to on-the-job responsibilities. A candidate taking leave (maternity/paternity/family leave) may be required to sit out a semester and return post-leave. Please talk to your advisor to plan for your family leave in advance.

## **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, the candidate should contact their advisor for more information on the leave options available to them.

## **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 or less without needing to complete the Returning Candidate process described below. 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 receive clearance for registration. Reenrollment will be granted only during open registration, before the term starts, within the course sequence, and after the request has been cleared. 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 Returning Policy**

Candidates who have withdrawn or failed to attend for a period of more than 1 year but not exceeding 2 years of inactivity will be eligible to petition to return to the University ("Returning"). A candidate seeking to return must contact the Registrar and complete the Returning Candidate Petition. The petition process enables the Registrar to review the candidate's record, obtain departmental clearance, and ensure the candidate's file is up to date. Return will be granted only during open registration, before the term starts, within the course sequence, and after the request has been approved. 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 2 years 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 admittance to the University is not a guarantee of readmission or continued program availability.

## 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 admittance to the University is not a guarantee of readmission or continued program availability.

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## Course Numbering, Grades, & Grading Scale

### Course Numbering System

#### Undergraduate

50-299 Foundational and Intermediate courses/Lower Division  
300-600+ Advanced and Clinical courses/Upper Division

#### Graduate

210 & 610 Intern Pre-Service  
600-699 Year 1 Intern and MAT  
700-799 Year 2 Intern and MAT  
800-899 Year 1 TIP/INDC  
900-999 Year 2 TIP/INDC

#### Prior 2025

200-299 Intern Teacher Credential Program  
300-399 Moving Inquiry into Teaching Program  
325A-335B Teacher Induction and Clear Credentialing Program  
400-600 Instructional Leadership Academy  
NL412a-NL547 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 for change of grade or adjustment. Instructor grades submitted directly into the candidates' grading matrix as a final grade 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 Academic Calendar for mid-term dates at [Reach Academic Calendar](#).

### Pass/Fail Grades

Some courses are graded on a "pass/fail" basis. The grade of "pass" does not affect the GPA calculations; a grade of "fail" has the same effect on the GPA calculation as a failing grade. Undergraduate pass grade is equivalent to a C grade or better. Graduate pass grade met expectations, ME grade or better.

### Course Audit Policy

Auditing a course at Reach means attending a class without receiving credit and without the right to have assignments scored and corrected or with relevant feedback. Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Neither a grade nor credit is given for audited courses. The option of auditing a course is available to registered candidates only. Pre-requisites of credited classes cannot be met with the audited class. 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 granted the approval to audit a course, arrangements will be made with regard to class participation, attendance, and coaching.

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

## U.S. Armed Forces Military Mobilization

Any candidate who has been ordered to service 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 received in those courses, and that met the completion (graduation) requirements for the program 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 last attended.

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

## Grades & Grading Scale

### Undergraduate Grading Scale

Letter Grade	Grade Scale		Grade Points	Described of Level of Performance
A	94	100	4	Exceeded Expectations
A-	90	93.9	3.7	
B+	87	89.9	3.3	Above Average; Good Work
B	84	86.9	3	Average Standard Performance
B-	80	83.9	2.7	*
C+	77	79.9	2.3	*
C	74	76.9	2	Standard Performance *
C-	70	73.9	1.7	*
D+	67	69.9	1.7	*
D	64	66.9	1	Below Standard *
D-	61	63.9	0.7	*
F	0	60.9	0	Failure
W			0	Authorized Withdrawal
AW			0	Attendance Withdrawal
AF			0	Attendance Failure
MW			0	Military Withdrawal; Non-punitive
Incmp			0	Incomplete
IP			0	In Progress
AU			0	Audit

\*State-specific failures refer to the minimum grade requirements mandated by the state for approved teacher preparation programs.

### Undergraduate Minimum Grade Requirements

Reach University operates in various states to develop partnerships and sustainable job-embedded programs; with this, we maintain each state-mandated and US Department of Education requirements, which include minimum grade requirements for the Teachers College.

- Clinical Year (BAGE): Minimum passing grade requirements of a B or higher in all clinical year courses
- All states (except California): Minimum passing grade requirement of a C+ (2.3) or higher in all courses; see clinical year requirement.

- Arkansas State Residence: Required to pass the Arkansas History course with a C- or higher.
- California State Residence:
  - Minimum passing grade for Mathematics Basic Skills (MR) and Literacy Basic Skills (LIT) courses requires a B or higher.
  - SSP course series (that includes the U.S. Constitution requirement) requires a minimum passing grade of C or higher.
  - All other classes minimum passing grade requirement of a C- or higher in all courses; see clinical year requirement.

## Graduate Grading Scale

Letter Grade	Grade Scale	Grade Points	Described of Level of Performance
EE	Exceeded Expectations: Performance of the candidate demonstrated sustained excellence in applying the course expectations and demonstrating the course knowledge, skills, and habits. Number Grade: 94-100	4	Exceeded Expectations
ME	Met Expectations: Performance of the candidate adequately met the requirements of the course and demonstrated the necessary application of course knowledge, skills, and habits. Number Grade: 84-93.9	3	Met Expectations
NM	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. Number Grade: 0-83.9	0	Did Not Meet Expectations
WW	NA	0	Administrative Withdrawal-non-punitive

## 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 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.

### Incomplete Requests

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

### Change of Grades

Instructors are required to submit final grades within 30 days from the scheduled end date of the original course term dates (end of semester or end of the 5-week term). An incomplete final grade does not fall within the traditional final grade deadline, and faculty will not receive additional days for grading; these grades are due on the date the incomplete period is over. Grade changes should be submitted by email to the Registrar's Office at [registrar@reach.edu](mailto: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, 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 retake the course.

## Change of Grades

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](mailto:registrar@reach.edu).

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# 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.

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

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. 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 RIO. 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 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 that 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).

## **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.

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## **University Academic Progress & Disciplinary Procedures**

### **Academic Progress (AP) Policy**

Candidates are considered to be in good academic progress (AP) when they maintain minimum semester and cumulative grade point averages (GPA) of 2.0 (undergraduates) 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](mailto:sbarnes@reach.edu).

### **Academic Warning**

Candidates who fail to meet the minimum term grade point average (GPA) (2.0 for undergraduate 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. Complete the next semester with a term GPA of 2.0 for undergraduate 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; 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; 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:

3. Complete [the Academic Success Plan Form](#)
4. Meet with an Advisor to go over the plan and a variety of resources
5. Continue to check in with Advisor throughout the semester
6. Retake any previously failed courses
7. 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) 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; 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. Retake 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; 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 retake any unsuccessful courses before taking any new or additional courses.
- Candidates are required to obtain a minimum term 2.0 cumulative 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.

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# **Diplomas, Honors, Graduation, & Commencement**

## **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.

## 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.
- 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.

## 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 is considered official.

## 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 in meeting all degree requirements may opt to walk/participate in the ceremony due to personal circumstances or professional commitments (e.g., military service, medical leave, etc.). Such applications will be reviewed on a case-by-case basis.

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

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



## **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 credential 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.

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## **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 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.

## Undergraduate Programs & Degrees

Program Name	Degree Level	Modality	Credits	Duration in Years	Additional Specifications
Associate of Arts in Liberal Studies	Associates	Distance Education	61	2 Years	
Bachelor of Arts in Liberal Studies	Bachelors	Distance Education	120	4 Years	
*Arkansas State Residence			*123		
Bachelor of Arts in Liberal Studies - 3 years	Bachelors	Distance Education	120	3 Years	Transfer with 30-transferable collegiate semester credits
*Arkansas State Residence			*123		
Bachelor of Arts in Liberal Studies - 2 years	Bachelors	Distance Education	120	2 Years	Transfer with Associate Degree or 60-transferable collegiate semester credits
*Arkansas State Residence			*123		
Bachelor of Arts in Global Education	Bachelors	Distance Education	120	4 Years	Qualifying Candidates Transfer into BAGE for Clinical 4th Year
*Arkansas State Residence			*123		

\*Arkansas State requires an additional course in Arkansas History.

## 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 <a href="#">here</a>
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 <a href="#">nontraditional licensure programs</a> (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 <a href="#">Intern Program</a>

Colorado	Bachelor of Arts in Liberal Studies	N/A - candidates must apply for alternative certification	CO State Board of Education <a href="#">alt cert program search engine</a> . Possible options: <a href="#">Teach Colorado &amp; U Denver</a>
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 <a href="#">list of alt certs</a>
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) <a href="#">here</a>
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 required subtests of PRAXIS II, the California subject matter and basic skills competency requirement, or any other state-determined requirements.

PRAXIS I and PRAXIS II testing 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](#).

## **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 (BALS) program.

- Candidates must pass 75% (3 out of 4) of the Praxis Elementary Subtests (Language Arts, Math, Social Science, 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 placement in an elementary classroom for the Clinical Year (note: SPED classrooms do not meet this requirement).
- Successful completion of the required courses as outlined in the Scope and Sequence.

# Praxis Deadlines & Requirements

Praxis requirements: BAGE & BALS

Exemption: [California](#) and [Texas](#)-based candidates who take different state exams

Test/Semester	BAGE Candidates	BALS Candidates
Praxis II Elementary Education Subtest- Social Studies	Required	Not Required BUT must show proof of registration for a Praxis II subtest of choice to pass DEP 303B in Advanced year
Praxis II Elementary Education Subtest- Reading and Language Arts	Required	
Praxis II Elementary Education Subtest- Math	Required	Not Required BUT must show proof of registration for a Praxis II subtest of choice to pass DEP 303B in Advanced year
Praxis II Elementary Education Subtest- Science	Required	Not Required BUT must show proof of registration for a Praxis II subtest of choice to pass DEP 303B in Advanced year
Praxis II Elementary Subtest- Special Education	* Only Required for Louisiana Candidates seeking dual certification in Special Education	Not Required BUT must show proof of registration for a Praxis II subtest of choice to pass DEP 303B in Advanced year
Praxis II Elementary Education Subtest: Multiple Subjects (Entire exam all at once)	Can be taken instead of individual subtests	Not Required BUT must show proof of registration for a Praxis II subtest of choice to pass DEP 303B in Advanced year
Principles of Learning and Teaching (PLT)	Required (LA)	Not Required
Foundations of Reading (FOR)	Required (AR)	Not Required

## 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
CO	N/A	N/A	157	5903	155	5904	159	5905

## 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

## Principles of Learning and Teaching (PLT) K-6

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

Teaching Reading: Elementary

ETS Test Code: 5205

## Arkansas Foundations of Reading (190) 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/BALS 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 (SA190) 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 Subtests (Language Arts, Math, Social Science, 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 BALS 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 (BALS) Praxis Testing Recommendations**

Reach strongly encourages all BALS candidates to take the Praxis after each cluster course, as these courses are designed explicitly to prepare for the content on the Praxis exams. These candidates are required to register for the exam and show proof. Most certification programs will not allow you to begin certification coursework without passing Praxis 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](#) [Tennessee Candidates](#)  
[Texas Candidates](#)

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# **Undergraduate Program Information & Outcomes**

## **Bachelor of Arts in Liberal Studies (BALS)**

### **Program Mission**

The mission of Reach Teachers College's (RTC) Bachelor of Arts in Liberal Studies (BALS) 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 BALS 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. Equity Orientation	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. Integration into Practice	03.1 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.
O4. Collaboration	04.1 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.

## Candidate Learning

### Methodology

The BALS 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 College of Arts & Sciences, 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	Develop and apply an interdisciplinary framework to competencies in history, culture and aesthetics and how it contributes to our understanding of the world.	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.
	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. Equity Orientation	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.
O3. Integration into Practice	03.1 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.
	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.
O4. Collaboration	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.

	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.
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## 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 (BALS + MAT) program through Reach's Combined Degree BALS/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](#) 10a.-10d.)
- 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.

### 4 +1 Supplanted and Supplemented Coursework (4+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 BALS scope and sequence.

- **Foundational Year (Year 1):** all undergraduate coursework stays the same
- **Intermediate Year (Year 2):** all undergraduate coursework stays the same
- **Advanced Year (Year 3):** During the summer semester, 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.
- **Clinical Year (Year 4):** During semester 7, the graduate course, Reach 221 will supplant the undergraduate course, OTM 421A. During semester 8, the graduate courses, Reach 231 and Reach 261 will supplant the undergraduate course, OTM 421B.

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Foundational Year (Year 1)	None	None	29	29
Intermediate Year (Year 2)	None	None	28	28
Advanced Year (Year 3)	Reach 210 (3 units)	None	35	38
Clinical Year, Semester 7 (Year 4)	Reach 221 (5 units)	OTM 421A Clinical Residency I: The Instructional Cycle Part 1 (3 units)	15	17

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Clinical Year, Semester 8 (Year 4)	Reach 231 (5 units)  Reach 261 (1 unit)	OTM 421 B: Clinical Residency II: The Instructional Cycle Part 2 (5 units)	14	15
Total Units			121	127

During the Clinical 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 5):** Reach 241
- **Intern Program, Year 2, Semester 2 (Year 5):** 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 5):** MAT Electives: Candidates select two elective courses to complete in a summer semester.

### 3 +1 Supplanted and Supplemented Coursework (3+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 BALS scope and sequence.

The following is a description of the course scope and sequence for the 3-year undergraduate candidates who are enrolled in the CDP (i.e. the 3+1):

- **Foundational year (year 1):** all undergraduate coursework stays the same
- **Intermediate Year (Year 2):** all undergraduate coursework stays the same
- **Advanced Year, Summer Semester (Year 3):** 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 3):** Reach 221 will supplant the undergraduate course, DEP 303A
- **Advanced Year, Semester 3 (Year 3):** Reach 231 and Reach 261 will supplant the undergraduate course, DEP303B.

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Foundational and Intermediate (Years 1+2)	None	None	60	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	BALS 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 4):** Reach 241
- **Intern Program, Year 2, Semester 2 (Year 4):** 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 4):** MAT Electives: Candidates select two elective courses to complete in a summer semester.

## 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 BALS 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	BALS 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

Year	Graduate Level Courses Taken	Undergraduate Courses that are Supplanted	BALS Total Units	CDP Total Units
Advanced Year/ Semester 1 (Year 2)	Reach 221 (5 units)	DEP 303A: Apprenticeship (3)	15	17
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.



# Reach Graduate Studies

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

Candidates in the Induction Program are matched with mentors. Mentors are content-specialists who meet with candidates to develop and pursue an Individualized Learning Plan (ILP). The learning plan enables each candidate to tailor aspects of the program to their specific needs based on their strengths, areas of 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 regularly to discuss their progress on the ILP and deliverables required to be recommended for a Clear Teaching Credential upon completion.

## Instructional Leadership Academy

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

Credential candidates meet with their coach to develop an Individualized Learning Plan (ILP). The ILP enables each candidate to tailor aspects of the program to their specific needs based on her/his strengths relative to the California Administrator Performance Expectations, areas of interest, and school setting. Candidates meet with their coach for a minimum of 40 hours each year to discuss their progress on the ILP and on the work products required for program completion.

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

## Coach/Mentor/Field Supervisor Change Requests

In the Intern, Reach faculty or field supervisors serve as coaches for candidates. In TIP, mentors are assigned based on the aforementioned criteria. Reach faculty are experienced and distinguished teachers and educational leaders who have a sincere desire to help emerging teachers and leaders improve their practice, teach and lead with their hearts, and improve outcomes for their 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 Coordinator and coach to find team solutions.

# Graduate Programs & Credentials

The Graduate Institute at Reach University offers a range of individual but complementary programs in our partner schools to achieve our mission. All Graduate Institute programs are specifically designed for classroom, instructional, and school leaders who are learning on the job, emphasizing relevant and applied coursework along with job-embedded learning.

## 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	26	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
Instructional Leadership Academy	Clear Administrative Services Credential	Distance Education	18	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	8	1 Year

## University 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](http://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](http://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.

### 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 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.



## Instructional Leadership Academy (ILA)

### Eligibility:

- Administrator Induction: Certificated administrators (per CL777) with a clear teaching credential (or other valid prerequisite services credential) AND an active Preliminary Administrative Services Credential.

### Credentials earned:

- Once candidates have successfully completed all program requirements, they will be recommended by the Program for their Clear Administrative Services Credential

### Instructional Leadership Academy CASC Disclosure (ILA CASC)

For candidates in the Clear Administrative Services Credential program, candidates must be in an administrative role as classified by their employer and the CL-777. Induction candidates must be in a context where they are able to complete their CPSEL-based ILP, Inquiry for Equity, engage in coaching cycles, facilitate stakeholder engagement, and be able to satisfy the CPSEL requirements.

## 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

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.

#### 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 it is connected to. If a candidate changes their place of employment, they must notify their advisor immediately.

#### 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.

### 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
- 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 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. Equity Orientation	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.
	02.4 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. Integration into Practice	O3.1 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.
	O3.2 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.
	O3.3 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.
	O3.4 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.
O4. Collaboration	O4.1 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.

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

PLOs/Courses	210	221	231	261	241	251	262
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
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. Equity Orientation	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. Integration into Practice	O3.1 Synthesize relevant research to support instruction	Candidates cite and synthesize relevant resources that they use to design learning opportunities for all learners.
	O3.2 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.

	03.3 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.
O4. Collaboration	O4.1 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.
	O4.2 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.

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

PLOs/Course	210	221	231	261	Elective A	Elective B	241	251	262
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

## Intern and MAT Program Specific Policies

## 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
- 90% attendance
- Final Score of Meets Expectations or higher at the end of each semester (210, 221, 231, 241, 251, 261, 262)
- 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 all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification, and passing RICA scores (\*RICA exam is for Multiple Subject candidates only and will be obsolete after July 1, 2025).

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

- Successful completion of all 2-Year Intern Program as stated above
- Final Score of Meets Expectations or higher 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 or higher at the end the 210 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 passing RICA scores (\*RICA exam is for Multiple Subject candidates only and will be obsolete after July 1, 2025).

## 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.
- **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 260, a course that supports candidates to complete the CalTPA cycles.

If the ECO candidate does not pass either of the CalTPA Tasks 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 [induction@reach.edu](mailto:induction@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 Reach 261 or Reach 262**

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

Intern candidates in the two-year program receive CalTPA support and remediation from Reach 261 and Reach 262 course faculty through the end of the semester in which they are enrolled in Reach 261 or Reach 262. In order to receive a passing grade in reach 261 or reach 262, 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 Reach 261 or 262, they will have the following options to resubmit following the guidelines outlined in [this document](#). This document states specific dates for summer 2025, 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 260 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 2025, 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.*

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## 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. Equity Orientation	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. Integration into Practice	O3.1 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.
	O3.2 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.

O4. Collaboration	O4.1 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.
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Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs	325a	335a	325b	335b
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 to apply 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. Unless an incomplete is approved by the Program Director in writing **in advance** of the deadline, candidates may be charged an assessment fee of \$200.00 to have their submission assessed. In addition, late submission may result in a candidate being placed on academic probation or being withdrawn from the program.

### 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 in the provided log 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 the provided log 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), which includes:
  - CSTP Co-Assessment & triad meeting
  - Context and Culture for Learning
  - Successful completion of 2 Inquiry for Equity Action Research Cycles

**Note:** Candidates will only be recommended for their Clear Teaching/Education Specialist Credentials when all tuition and fees have been paid in full and any additional renewal requirements 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 individualized 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.
- 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. (This is the final step for Reach – after this, we hear nothing else from the CCTC.)
- CCTC reviews candidate information
- CCTC notifies candidates via email with instructions for the next steps, including payment, in order to receive the Clear Teaching Credential.
- 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>

## Instructional Leadership Academy (ILA)

Reach views leadership as transformative, collaborative, and personal. The Instructional Leadership Academy (ILA) seeks to prepare leaders who have the knowledge, skills, and commitment needed to act courageously as they navigate the complexity of leading underserved schools while maintaining great instruction and ensuring equitable outcomes for all candidates.

Through a combination of coursework, online learning, and one-on-one coaching, the program inspires and guides emerging leaders to develop a personal philosophy and approach, grounded in relationally building the capacity of others while building their own knowledge and skills as instructional leaders.

Graduates of the Instructional Leadership Academy are dynamic, thoughtful, flexible, compassionate people who believe in their capacity to inspire others to improve educational outcomes for historically underserved youth. Toward this end, they are able to:

- Cultivate a shared model of effective instruction at their site and move instructional practice through instructional conferencing and coaching
- Structure and facilitate learning communities that are responsive to the needs of adult learners
- Analyze quantitative and qualitative data to identify equity-focused problems of practice
- Apply an Action Researcher's/Inquiry mindset to develop a theory of action and solve problems of practice
- Lead and inspire others to address the challenges of unequal access to education for historically underserved populations of learners

## Clear Administrative Services Credential (Administrator Induction Program) CASC

The Clear Administrative Services Credential program is a two-year school-leadership administrator induction program designed to support working school leaders in continuing to develop their leadership practice, in alignment with the California Professional Standards for Education Leaders. During the two year induction program, candidates engage in inquiry cycles around their own leadership practice, anchored in problems of practice at their site. Candidates evaluate and utilize research to understand and address leadership challenges, design and evaluate interventions (including collecting and analyzing data), and ultimately learn about and reflect on their own leadership practice. Candidates develop individualized learning plans, engage in professional learning, and leadership networking. For those who select the Administrator Induction and Master's program, Year Two of the Instructional Leadership Academy culminates with the publishing of an action research study on the Reach website and with candidates presenting their Master's research to peers, faculty and members of the education community. As a prerequisite for either of the administrator induction programs, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated administrative role.

## Instructional Leadership Academy Administrator Induction Program

This two- year program is for candidates seeking to complete their California Clear Administrative Services Credential after having retained a full-time administrator position and holding an active Preliminary Administrative Services Credential. Candidates from the Master's and Administrator Induction program merge for the second year of Administrator Induction. This program fulfills the state requirement for receiving Induction support as a working administrator in the first two years as an administrator. Reach courses give working school leaders opportunities to engage in individualized professional learning, leadership networking, individualized coaching, goal setting, formative assessment, problem solving, and to gain deeper knowledge and skills in critical issues of school leadership.

## Reach Instructional Leadership Academy: Administrator Induction Learning Outcomes

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Integrate Inquiry/Action Researcher's Mindset into regular practice	Candidates integrate the Action Researcher's process (identify an equity-centered problem of practice, analyze existing qualitative and quantitative data, apply specialized knowledge grounded in research, and design intervention to address it).

		Candidates identify a problem of instructional practice, analyze existing data, apply knowledge of adult learning theory, develop a PD arc, analyze results, and reflect on implications.
	01.2 Support teachers and staff in improving instructional practice through equity-centered inquiry cycles.	Candidates gather and triangulate data from various sources to identify a teacher's instructional needs, develop relational trust, and implement the inquiry-based coaching model. Use of the instructional coaching model assures that candidates are able to plan and conduct strong coaching sessions, analyzing data and supporting the teacher to analyze their own practice, and support the teacher to reflect on implications for the next coaching cycle.
O2. Equity Orientation	02.1 Identify issues of equity	Candidates can identify equity issues within their contexts and are aware of historical, social, structural, systemic, and political factors that impact education. Candidate cohorts develop definitions of equity leadership and reflect on their personal and professional impact as equity leaders.
	02.2 Examine issues of equity	Candidates examine issues of equity at multiple levels: macro (societal), micro (school/classroom), and the self (as leader) to conduct a root cause analysis of the issues. Candidates use their understanding to examine their work contexts, including the people, the systems, the culture, and the candidate learning data to identify patterns of inequity.
	02.3 Address issues of equity	Candidates will use research and best practices to address issues of equity in their context, and implement strategies within their role as an instructional leader. Candidates develop a theory of action and design interventions that interrupt and address identified inequities.
	02.4 Reflect on equity driven leadership.	Candidates promote a sustainable learning climate and culture for both candidates and staff by reflecting on the candidate outcomes and community impact of their actions. Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.
O3. Integration into Practice	03.1 Conduct effective instructional conferences	Candidates will conduct effective instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction. Candidates will be able to assess teacher learning in the conference and address the emerging data within the conference.
	03.2 Facilitate effective professional learning and stakeholder engagement	Candidates can facilitate school level meetings that engage stakeholder groups in either building a case, analyzing data, or giving input into decision-making relative to the school vision.
	03.3 Build and manage coherent systems	Candidates build, manage and monitor school-wide systems within their sphere of influence, aligning resources to the vision and goals. Candidates distribute leadership, create and monitor systems of accountability as appropriate.
O4. Collaboration	04.1 Collaborate with colleagues	Candidates interact around the problems of practice (instructional and connecting instruction to organizational leadership/management), expand each other's knowledge, and offer divergent perspectives on problems of practice and Theories of Action.

#### Administrator Induction 1

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

PLOs/Course	515	525	540	Coaching ILPA-3
O1.1	P	I, P, M		

O2.1	P, M	I, P		
O3.1	P	I, P, M	I, P, M	A
O3.2	P, M, A	I,		
O4.1	P	I, P, M		

#### Administrator Induction 2

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

PLOs/Course	610 (formerly 516)	620 (formerly 514)	Stakeholder Facilitation -3
O1.1	P	I, P, M	
O2.1	P, M	I, P	
O3.1	P	I, P, M	A
O3.2	P, M, A	I,	
O4.1	P	I, P, M	

## ILA CASC Program Completion Requirements

### Administrator Induction Program Completion

Upon completion of the Reach Instructional Leadership Academy's Administrator Induction program (a Commission-approved CASC Induction program based on the Program Standards), and submission of verification of their 2 years of full-time administrative experience (as described in the CCTC pamphlet CL-574), participants will be recommended to the California Commission on Teacher Credentialing for a California Clear Administrative Services Credential by AIA. While a candidate has 5 years in which to clear their credential, the CCTC expects candidates to enroll in a clear program within 12 months of starting an administrative position.

Candidates are responsible for paying all the CCTC fees and for ensuring that all credentials, including prerequisite teaching credentials, are kept current.

### Administrator Induction (Clear) Completion Requirements

- Verification of 2 years of successful full-time administrator experience (see pamphlet CL574C for description), submitted on district letterhead, signed by the superintendent or designee
- Completed Individualized Learning Plan, including CPSEL-based goals, action plan, triad meeting, professional learning tied to ILP goals, progress monitoring and end of year reflection for each year of Induction
- CPSEL assessment
- 40 hours of coaching for each year as reflected in the completed Coaching Logs from each year of Induction
- Successful completion of inquiry assignments for each year
- Reach Coaching Performance Assessment (ILPA) Minimum score: 3
- Reach Stakeholder Facilitation Performance Assessment Minimum score: 3
- All professional learning hours completed and coursework submitted and successfully completed with a passing grade





# 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, Manager of Candidate Wellness and Accessibility  
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](mailto: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, 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 will proceed 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:** Should an employee 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. The employee 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 retake 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.

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# **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

With respect to leaves of absence, Reach University allows a leave of absence 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.

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## 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.

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 the private body parts of another person (buttocks, groin, breasts), 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.