



STUDENT HANDBOOK 2024-25

RELAY/GSE
GRADUATE SCHOOL *of* EDUCATION

Contents

About Relay	5
Mission	5
Approach	5
History	5
Accreditation and Approvals	6
Continuous Improvement	8
Relay Offices	9
Teams	12
Faculty and Student Committees and Groups	14
Facilities	16
Resources	17
Admissions	21
Applying to Relay	21
Admissions Criteria	21
Transcript Criteria	22
Conditional Admissions	23
Enrollment	24
Enrollment Definitions	24
Transfer Credit	26
Credit for Prior Learning	27
Student Instructional Role	29
School Authorization and Instructional Role Confirmation	32
Updating Personal and Teaching-Placement Information	34
Change in Teaching Location	34
Relay's Name & Pronoun Policy	35
Changes to Employment	36
Changes to Enrollment	39
General Leave of Absence	39
Leave of Absence for Compelling Personal Circumstances	41
Accommodations for Students with Medical Conditions	43
Withdrawal	44
Administrative Withdrawal	45
Withdrawal from an Educator Preparation Program (EPP)	46
Inactive Term	47
Financial Obligations Upon Changes to Enrollment	48
Reenrolling or Transferring Programs	48
Registration	51
Registration for Relay's Original Programmatic Offerings and NY MAT Class of 2024	51
Registration, All Other Students	52
Student Holds	55
Withdrawing From an Individual Course	56
Student Financial Services	58
Program Costs and Financial Aid	58
Student Financial Services Policies	62
Institutional Policies	66

Education Rights	66
Annual Notice to Students	66
Records Retention	68
Copyright Infringement	69
Availability of Employees for Information Dissemination Purposes Policy	70
Student Identity Verification for Distance Education	70
Career Advising and Placement	71
Student Orientation	71
Disability Policy	71
Technology	72
Social Conduct	73
Nondiscrimination Policy	74
Harassment Policy	75
Sex-Based Misconduct Policy	77
Sex-Based Misconduct Procedures	83
Academic Freedom	89
Campus Safety	89
Drug and Alcohol Policy	90
Student Grievance Policy	90
Policy Exceptions	92
Open-Door Policy	93
Vaccination Policy	93
Discontinued Academic Program Versions	94
Relay Programs	95
Academic Programs and Offerings	95
Non-Degree-Seeking Offerings	96
AY 2024–2025 Program Offerings	96
Professional Licensure Disclosures	103
Educator Preparation at Relay	105
Certification/Licensure Pathways	105
Educator Preparation Program Transition Points	106
Educator Preparation Program Handbooks and Policies	108
Academic Program Requirements	109
Graduation and Program Completion Requirements	109
Academic Progress	109
Academic Probation and Program Dismissal Policy	111
Assessments and Grading	113
Course Grades	113
Rubric Scale	113
Calculating Grade Point Average	113
Submission Requirements	115
Clinical Practice Observations and Gateways	116
Engagement in Coursework	117
Academic Policies	119
Academic Integrity, Collaboration, and Responsible Artificial Intelligence Usage	119
Academic Program Completion	121
Assessment Philosophy	121
Attendance	121
Cross-Listed Courses	123

Developmental Resubmission Requests	123
edTPA Originality/Plagiarism Policy	123
Educator Preparation Program Completion	125
Extending Your Enrollment	125
Extension Requests	126
Grade Appeals	126
Incomplete Policy	127
Office Hours	128
Prerequisite Courses	129
Program Dismissal	129
Retaking Coursework	130
Appendix A	131
Consumer Information	131
Appendix B	133
Confidential Off-Campus Resources	133
Appendix C	137
Students' Bill of Rights	137
Appendix D	138
State-Specific Sex-Based Misconduct Definitions and Disclosures	138
Appendix E	145
Educator Preparation Program Transition Points	145
Appendix F	148
Educator Preparation Program (EPP) Handbooks	148
Appendix G	151
Conditional Admissions Categories, Implications, and Deadlines	151
Appendix H	152
Academic Calendar	152
Relay Graduate School of Education	
Student Handbook AY2024–25	153
Disclaimer	153

About Relay

Mission

Our mission at Relay Graduate School of Education is to ensure that all students are taught by excellent educators. Our vision is to build a more just world where every student has access to outstanding educators and a clear path to a fulfilling life.

Relay Graduate School of Education's universal access, practice-based teacher preparation and professional learning programs are designed to teach knowledge, skills, and mindsets; build educators' self-efficacy and sense of belonging; and prepare our graduates for long careers devoted to transforming students' lives.

Approach

At Relay Graduate School of Education (Relay), we believe that becoming a great teacher or school leader is much like becoming a great musician or doctor. It takes continuous practice, feedback, and dedication. We give Relay students unparalleled opportunities—not only to learn the techniques that will make them more effective but also to practice them with faculty and peers. The feedback they receive helps them refine their practice until they're ready to perform with confidence in the classroom. Students emerge with the skills needed to embark on careers as transformational educators, prepared to impact thousands of children.

Our approach begins with a curriculum rooted in pedagogical theory and grounded in evidence of what works best in schools. Our programs emphasize the specific teaching and instructional-leadership skills and mindsets that have the greatest impact.

Our faculty are experienced PK–12 educators, who understand the on-the-ground realities of teaching. They are teachers and school leaders who've enabled thousands of students to achieve exceptional academic growth within safe and caring schools. These passionate educators are driven by a desire to transform the lives of children. They share a deep commitment to bring out the best in their fellow teachers and principals.

History

Relay was granted a charter by the New York State Board of Regents in 2011, becoming the first stand-alone graduate school of education to emerge in the state in more than eight decades.

Today, Relay is an accredited national nonprofit institution of higher education with 14,000 alumni of our teacher preparation programs and nearly 11,000 alumni of our leadership programs. [Our offerings include](#) master's degrees and certification/licensure programs for teachers, teaching residencies, fellowships for principals and school leaders, and offerings for those interested in professional development and continuing education.

Accreditation and Approvals

Accreditation

Relay is accredited by the [Middle States Commission on Higher Education](#) (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. MSCHE is an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). Relay received initial accreditation from MSCHE in 2012, and Relay received reaffirmation of accreditation in 2017. Relay's next comprehensive review is scheduled for the 2025–2026 academic year.

Relay is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036, (202) 223-0077, www.caepnet.org. CAEP is a professional accreditor for educator preparation programs and is recognized by the Council for Higher Education Accreditation (CHEA). Relay received accreditation for its initial and advanced-level programs from CAEP in 2020 with no stipulations or areas for improvement.

State Authorization

New York

Relay was granted a charter in 2011 by the Board of Regents in the state of New York for its postsecondary education programs at its New York City campus. New York also serves as Relay's home state for participation in the State Authorization Reciprocity Agreement (SARA) as outlined in the subsequent section.

State Authorization Reciprocity Agreement (SARA)

Relay was approved to participate in the State Authorization Reciprocity Agreement (SARA) on May 31, 2018, by the New York State Education Department, which acts as the SARA State Portal Entity for the state of New York. SARA is a voluntary, interstate reciprocity agreement that establishes comparable standards for interstate offering of postsecondary distance education. As a result of Relay's participation in SARA, Relay may offer distance education programs in SARA member states. SARA only applies to distance education and does not cover instruction provided on the ground at any Relay campus.

California

Relay Graduate School of Education is not required to be authorized by the California Bureau for Private Postsecondary Education to enroll California residents into its online programs pursuant to California Education Code (CEC) section 94801.5(c).

Colorado

Relay is authorized to operate and grant degrees in the state of Colorado by the Colorado Commission on Higher Education.

Connecticut

Relay is authorized to operate as an institution of higher learning in the state of Connecticut by the Connecticut Office of Higher Education.

Delaware

Relay has full approval for degree-granting authority by the Delaware Department of Education to offer courses, programs of courses, and/or degrees in the state of Delaware.

District of Columbia

Relay is licensed by the District of Columbia Higher Education Learning Commission to offer courses or instruction leading to the award of certificates, diplomas, or degrees in the District of Columbia.

Georgia

Relay Graduate School of Education is authorized under the nonpublic Postsecondary Educational Institutions Act of 1990.

Illinois

Relay Graduate School of Education is authorized to operate as a postsecondary educational institution by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, www.ibhe.org.

Indiana

Relay is authorized to operate in the state of Indiana by the Indiana Board for Proprietary Education, 101 W Ohio Street, Suite 670, Indianapolis, IN 46204-1984.

Louisiana

Relay is currently licensed by the Board of Regents of the state of Louisiana. 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.

New Jersey

Relay is licensed by the New Jersey Office of the Secretary of Higher Education to offer programs in New Jersey.

Tennessee

Relay is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Texas

Relay is legally authorized to operate and grant degrees in Texas by the Texas Higher Education Coordinating Board.

For more information about Relay's authorizations, see [Appendix A](#). To review accreditation and authorization documentation or to request information on contacting any agency that regulates the institution, email support@relay.edu.

Educator Preparation Program Approvals

Relay is a state-approved educator preparation program (EPP) provider in the following states: **Colorado, Connecticut, Delaware, Illinois, Indiana¹, New Jersey, New York, Pennsylvania, Tennessee, Texas, and the District of Columbia.**² Students located outside of these states may be able to enroll in and complete a Relay educator preparation program as an out-of-state certification/licensure candidate.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Continuous Improvement

Relay's commitment to a culture of assessment, data-driven decision-making, and continuous improvement is woven throughout Relay's academic, operational, and shared governance structures. Relay's shared governance structure includes involvement by members of Relay's Board of Trustees, faculty, students, departmental leadership, and other relevant stakeholders of Relay's programs and policies.

A key focus of Relay's continuous improvement efforts is to assess graduate student satisfaction and outcomes in conjunction with data evaluation insights to inform continuous improvement and quality assurance initiatives and efforts. Quality assurance activities utilize descriptive analyses and reporting, Power BI data dashboards, content analysis of open-ended survey questions, and multivariate statistical models estimating the effect of the program on PK–12 learner outcomes for data analysis. Relay collects assessment data at regular intervals and uses the data to inform improvements in faculty instruction, curriculum, and student support. The analysis of assessment data by program, course, and student demographic information allows for the Relay faculty, leadership, and core constituencies to systematically identify and implement data-driven improvements to the student experience, curriculum, and student

¹ New enrollments in Relay's in-state, Indiana-based programs are temporarily paused for the 2024-2025 academic year while Relay completes the program revision request and approval process. Relay continues to educate and support currently enrolled students in the completion of program requirements.

² For the 2024-25 academic year, incoming students located in Washington, DC, may enroll in Relay's online, Colorado-authorized MAT program through the degree-only pathway, or in conjunction with the Colorado Traditional Teacher Licensure Program, which meets educational requirements for licensure in Colorado.

Relay Offices

Institutional Governance, Administration, and Support

Each of Relay's programs has the support of Relay's national administrative office. Relay is governed by: the board of trustees, who are responsible for oversight of the institution; the president, who is responsible for the overall health and direction of the institution; and the executive team, who are responsible for academics, accreditation, assessment, student services, and faculty; human resources, operations, and finances of the institution; external affairs and development; institutional projects and culture; and legal affairs. View our leadership team [here](#).

Board of Trustees

Relay Graduate School of Education (Relay) is a single 501(c)(3) nonprofit with one Board of Trustees as its governing body. The members of the Board of Trustees bring to the governance of Relay rich and diverse experiences in a wealth of areas, including leading in prominent positions at other institutions of higher education; training and supporting both novice and veteran teachers; leading complex organizations, both nonprofit and for-profit; and fundraising. The members of the Board of Trustees, each experienced and accomplished in their individual fields, possess the skills necessary to effectively oversee a leading graduate school of education.

The Board is comprised of six standing committees:

- **Executive Committee:** The Executive Committee acts in place of the Board between Board meetings, as delegated by the Board and prescribed in the By-Laws and consistent with the law, except that it may not appoint or remove Trustees or Officers and may not amend, repeal, or modify the By-Laws or charter.
- **Committee on Trustees:** The Committee on Trustees is responsible for the overall composition of the Board of Trustees and for monitoring the implementation of the approved policies and procedures as the Board conducts its business.
- **Finance Committee:** The Finance Committee is responsible for determining and recommending the most advantageous allocation of financial resources, and for overseeing general business operations, including the annual budget process and budgets, financial policies and procedures, internal audit practices, tuition and fee determinations, long-range financial planning, and application of restricted funds.
- **Audit and Compensation Committee:** The Audit and Compensation Committee recommends independent auditors for appointment by the Board of Trustees, and reviews with the auditors: (a) the scope of the audit; (b) the audited financial statements and reports of the auditors; (c) the adequacy of the internal accounting procedures and records; and (d) the quality and adequacy of the accounting staff.
- **Academic and Student Affairs Committee:** The Academic and Student Affairs Committee is responsible for the oversight of the professional/academic programs, practices, and policies of the Graduate School, including academic standards and faculty appointments, student policies, and student life.

- **External Affairs Committee:** The External Affairs Committee is responsible for providing guidance on marketing, communications, and fundraising strategies, and helping to make connections to prospective partners and/or donors.

The Board of Trustees meets at least quarterly. At these meetings, Relay's President and other members of the executive team bring all relevant issues and updates to the Board. The full Board and its committees discuss issues as appropriate. View our Board members [here](#).

Executive Team

Relay's Board of Trustees entrusts the stewardship of the organization to the members of the Executive team. As such, the Executive team is tasked with oversight of the organization's daily operation and academic programs. Relay's Executive team leads in service to Relay's mission and vision. Below you will find information on the roles and responsibilities of each Executive team member.

- **President (Chief Executive):** As president, Dr. Mayme Hostetter serves as the Chief Executive of Relay Graduate School of Education. She is charged by the board with the responsibility of setting strategic vision and ensuring the overall health and direction of the institution.
- **Provost, Teacher Preparation:** In her role as Provost, Teacher Preparation, Dr. Maya Weatherton leads Relay and the Teacher Prep team to key institutional milestones, maintaining outstanding institutional performance and recognition, faculty performance, and staff experience. Dr. Weatherton graduated from Paul Quinn College, earned her Masters in Educational Administration from Texas Southern University, and is part of the prestigious Rice Education Entrepreneurship Program. Dr. Weatherton holds her PhD in Higher Education Leadership and Policy Studies (HELPS).
- **Chief Professional Learning Officer:** In her role as Chief Professional Learning Officer, Dr. Shavonne Gibson leads the Professional Education team at Relay. Dr. Gibson holds a bachelor's degree in political science from the University of Rochester, a master's degree in Secondary Education-Social Studies from Long Island University, second master's degree in Educational Leadership from George Mason University, and her doctorate in Learning and Organizational Change from Baylor University.
- **Chief Operating Officer:** As Chief Operating Officer, Jessica Smith leads the people, technology, and legal teams at Relay. In her role, she serves as a culture and change leader creating radical spaces of belonging, setting the vision for infrastructure at Relay, and supporting and operationalizing key strategic priorities. Jessica holds a BA from the University of Miami, and a JD from Emory University.
- **Chief Transformation Officer:** As Chief Transformation Officer, Akilah Rosado is charged with developing Relay's strategic plan in service to organizational sustainability. She ensures Relay's systems, structures, policies, and practices are mission aligned. She received her undergraduate degree from SUNY Purchase and holds a Master of Science and a Master of Philosophy in Public Policy and Management from Milano, at the New School.
- **Chief Financial Officer:** In his role as Chief Financial Officer, Derek Richey is responsible for both the overall financial operations and stewardship as well as ensuring resources are planned for and optimized toward organizational goals, strategies, and priorities. Derek has a bachelor's degree from Wabash College and master's degrees in business administration and education leadership from London Business School and the University of Missouri, respectively.

Relay Senior Leaders

Relay Senior Leaders (RSL) work with their Executive team leaders to support the implementation of Relay's key strategic priorities. The RSL team is also responsible for voicing the opportunities, challenges, and other considerations that they see within their teams to inform strategic decisions.

Office of the Provost of Teacher Preparation

The Office of the Provost of Teacher Preparation is charged with developing policies and programs that enable all in our community to learn and contribute to the world. Our priorities are shaped by Relay's mission:

Our mission is to ensure that all students are taught by outstanding educators.

Relay's teacher programming is committed to excellent teaching and the personal and intellectual growth of its students in a diverse academic community. The Office of the Provost of Teacher Preparation strives to support faculty and students by removing barriers to faculty and student success and ensuring that academic affairs and student affairs are working together to provide high-quality learning environments for our students. In addition, the Office of the Provost of Teacher Preparation oversees all academic components of the program, including curriculum, instruction, assessment, advising, certification/licensure support, and referral services for students with disabilities.

The Office of the Provost of Teacher Preparation provides accurate, up-to-date information to faculty and students regarding Relay degree requirements, course registration, state certification/licensure, policies, procedures, rules, and regulations; works in partnership with Relay faculty, administration, and staff, as well as leaders from students' placement PK-12 schools and organizations; and works with students to support their development in the classroom.

The provost of teacher preparation is responsible for providing visionary leadership for teaching and learning programs and is responsible for program evaluation and general academic policy development and implementation.

Vice Provost, Teacher Preparation

The vice provost of teacher preparation is responsible for implementing the institution's strategic vision for teacher preparation. The vice provost of teacher preparation ensures the vitality and educational effectiveness of all present and future degree-granting and certification/licensure programs and curriculum, sets goals and objectives within the scope of teacher preparation aligned to Relay's institutional strategic plan, and sets the vision for assessing and meeting the graduate and certification/licensure programmatic needs of Relay students.

In addition to ensuring the success of academic programs, promoting exceptional teaching and learning at Relay, assessment of student learning and advancement of student success, academic personnel decisions, program and curriculum development, and the encouragement and improvement of all teacher preparation programs, the vice provost of teacher preparation provides strategic and operational leadership for all graduate and certification/licensure teacher preparation programs and faculty development. You can reach the Office of the Vice Provost of Teacher Preparation by emailing support@relay.edu.

Vice President, Student Affairs and Student Services

The vice president of student affairs and student services leads the Student Affairs and Student Services team. The vice president collaborates with faculty, staff, and students to create an environment that is safe, and responsive to all students' needs with the goal of providing a meaningful experience for all Relay students and alumni. Specifically, the vice president oversees a variety of services, programs, and activities created to support and encourage the social, intellectual, and personal development of Relay's students and alumni. You can reach the Student Affairs and Student Services team by emailing support@relay.edu.

Teams

There are several key teams that work together to provide an exemplary student experience through individualized support and resources to prospective and enrolled Relay students and alumni: Admissions, Advisement, Alumni Affairs, AmeriCorps Programs, Certification Office, Instructional Operations, Prospective Student Advising, Registrar's Office, Student Advising, Student Affairs, Student Financial Services, Student Support, and Technology. Below is specific information about each team:

Admissions

The Admissions team manages, maintains, and processes all aspects of the admissions process at Relay. The team's responsibilities include the development of admissions policies and criteria, managing the review of applications at the local and national level, reviewing incoming applications and transcripts, supporting applicants through their admissions process, and maintaining admissions student records.

Advisement

Enrolled students at Relay are assigned to an advisor who supports navigating all aspects of their program of study at Relay included in this handbook. Advisors meet and correspond with students through office hours, phone, text, and email. Students who are unsure of the advisor to whom they are assigned or how to contact the advisor should reach out to support@relay.edu.

Alumni Affairs

The Alumni Affairs team aims to support Relay's alumni network professionally, grow intellectually, engage socially, and give back to Relay's many communities. The team connects alumni worldwide with the Relay nation and provides alumni with various opportunities to share their input (e.g., Alumni and Student Advisory Council, Relay Connect, Relay Alumni LinkedIn Group, and Alumni Survey) and expertise (e.g., the Learning and Resource Center, Kappa Delta Pi) with the faculty/staff and currently enrolled students.

AmeriCorps Programs

Relay is a proud member of the AmeriCorps national service network. Students enrolled in select states and programs have the opportunity to participate in Relay's AmeriCorps program. Through AmeriCorps, students may be eligible to earn a Segal AmeriCorps Education Award for a maximum value of \$7,395 in the 2024-25 academic year.

Relay's AmeriCorps team oversees the administration of the AmeriCorps state and national grant programs.

Certification Office

The Certification Office manages systems for collecting, maintaining, and verifying evidence of certification/licensure candidate progress toward educator preparation program completion and certification/licensure and collects and maintains student documentation for the verification of requirements. Key responsibilities of the Certification Office include: establishing educator preparation program policies in compliance with state regulations governing certification/licensure; monitoring, documenting, and communicating student progress toward certification/licensure; verifying educator preparation program completion; and issuing institutional recommendations for certification/licensure.

Instructional Operations

The Instructional Operations team is responsible for cross-functional coordination and communication in support of a positive student experience at Relay. Members of the Instructional Operations team engage with departments across the institution to ensure alignment, efficiency, and continual improvement of processes and systems. This team also directly supports faculty in all non-instructional aspects of their responsibilities.

Prospective Student Advising

Prospective Student Advising (PSA) provides a structured, streamlined, and supportive experience to all prospective students prior to their program start. The PSA model is centered around prospective student advising and is proactive, differentiated, and responsive to our incoming student needs. As a result of this experience, prospective students are informed, excited, engaged, and prepared for their Relay programs. PSA supports prospective students to and through their application and admissions experience.

Registrar's Office

The Registrar's Office manages student registration, changes to enrollment (e.g., withdrawals and leaves of absence), reenrollment, transfers, student benefits and reporting (e.g., loan deferment), Relay transcripts and enrollment letters, student academic progress (SAP), and program-completion operations (e.g., diplomas and degree audits). In addition, the Registrar's Office manages academic records and enrollment and academic policies.

Student Advising

Every enrolled student at Relay is assigned a dedicated advisor who supports the student with navigating their program of study. Student advisors at Relay aim to provide a student experience that is productive, supportive, and positive by making their students and the achievement of their goals their main focus. Specifically, advisors center students at Relay by (a) building relationships with their students, (b) leveraging those relationships to advocate for students, (c) increasing the students' access to and comprehension of processes, policies, and systems, and (d) empowering students to make informed decisions. Advisors do this work in collaboration with other Relay teams.

Student Affairs

The Student Affairs and Student Services team focuses efforts on creating safe and meaningful experiences for all Relay students and alumni. Through a variety of services, programs, and activities, the Student Affairs and Student Services team at Relay supports and encourages the social, intellectual, and personal development of our students and alumni. With the support of this team, students have the opportunity to apply for and receive academic support under ADA/IDEA, engage in professional activities, connect with professional resources, and access advocacy. You can reach the Student Affairs and Student Services team at support@relay.edu.

Student Financial Services

The Student Financial Services (SFS) team provides students with information, financing, and services needed to pay for their Relay education. SFS provides support with student accounts, including the billing and collection of tuition and fees, and provides counseling regarding [payment options](#). SFS assists in answering questions regarding refunds from student accounts as needed and is responsible for disbursing and administering scholarship funds. Finally, SFS administers federal Title IV funds, including [direct unsubsidized loans](#) and [TEACH grants](#), for eligible students who require federal financial aid to pay for their tuition and fees at Relay. Students may access their student accounts and pay their outstanding balances on [Nelnet](#), Relay's online, secure student-payment portal.

Student Support

The Student Support team develops and maintains information on the Relay [Support Center](#) as well as manages all incoming communications to Relay support addresses, primarily support@relay.edu. The team works to ensure all students, staff, and interested parties have access to relevant information to self-serve answers. When those answers cannot be located or additional information or help is required, the support team is able to assist with getting answers or connecting people to subject matter experts for additional help.

Technology

The Technology team is responsible for providing and supporting staff and student online applications and platforms that are integrated, secure, and easily accessible. They work to maximize industry-leading technology that furthers the needs and priorities of the institution through leadership and innovation in information technology planning, implementing efficient and scalable solutions, acquiring or developing and deploying information technology products, and delivering responsive information technology support services. For a list of hardware and software requirements, please see [Technology Requirements](#).

Faculty and Student Committees and Groups

Alumni and Student Advisory Council

The Alumni and Student Advisory Council (ASAC) is Relay's principal organization whose primary purpose is to work toward the continuous improvement of the institution by soliciting students' opinions and input on programs and practices at the institution, organizing and sponsoring social, cultural, civic, and academic events to improve the quality of life for graduate students, fostering student interaction across disciplines and campuses, and facilitating communication between graduate students and the administration. ASAC

members engage in national feedback and decision-making on policies and activities affecting the Relay community. The council meets once a month and actively participates in asynchronous work.

Kappa Delta Pi

Kappa Delta Pi (KDP) is an international honor society dedicated to educators. KDP was founded in 1911 and is one of the first discipline-specific honor societies. Relay's chapter (Alpha Kappa Delta) invites students to join KDP during their first term at Relay. Initiations are typically held in the spring semester for all students who hold a 3.5 minimum GPA and are currently enrolled at Relay.

Policy Exception Review Committee

The Policy Exception Review Committee (PERC) strives to review a final [request for exceptions](#) to Relay's student-facing policies in a democratic, legally compliant, and institutionally sound manner. The PERC reviews (a) exceptions to admissions, (b) degree requirements, and (c) academic policies that impact the institution's implementation of policy, procedures, curriculum, or revenue. Some examples include but are not limited to:

- Program transfer exceptions
- Program completion exceptions
- Administrative withdrawal appeals

Additionally the PERC reviews student and/or staff petitions for exceptions to standard academic-related policies³ and practices. Some examples include but are not limited to:

- Tuition waivers for individual students
- Program transfer
- Program completion
- Exceptions to course pre-requisite requirements
- Retaking failed coursework
- Incomplete exceptions

Policy Exception Review Committee Members

The PERC membership consists of voting and non-voting members. As is necessary the PERC seeks counsel from additional Relay teams including but not limited to the following:

- Academic Compliance
- Academic Programs
- General Counsel
- Registrar's Office
- Student Affairs and Student Services team
- Student Financial Services (SFS) team
- Admissions team

The PERC is chaired by the Provost of Teacher Preparation, who facilitates the meetings and ensures that all decisions are in alignment with Relay's mission, policies, and practice. The non-voting members advise the committee of precedents, policies, procedures, and/or impacts on students. Decisions are made by vote, and the majority vote will stand, except in cases where the Provost of Teacher Preparation has good cause

³ Please note, academic standing appeals are reviewed by the Academic Review Board.

to override a decision. The Office of Student Affairs and Student Services will document and archive all decisions and associated next steps. Each voting member of the committee has one vote.

Facilities

National Administrative Office

Relay's national administrative office is located at 25 Broadway, 3rd Floor, New York, NY 10004.

Campus Administrative Offices

Addresses for Relay's administrative offices can be found in [Table 1](#). Please be advised that some Relay administrative offices are not generally staffed during our office hours. If you would like to meet with a member of the Relay team, please visit the [Relay Student Support Center](#) or email support@relay.edu to submit a request to schedule an appointment.

Table 1

Location	Administrative Office Address
Atlanta	1890 Detroit Avenue NW, Atlanta, GA 30314
Chicago	924 W. 19th Place, Ste. 200, Chicago, IL 60608
Connecticut	370 James Street, Suite 203, New Haven, CT 06513
Dallas–Fort Worth	1600 E. Pioneer Parkway, Suite 500, Arlington, TX 76010
Delaware	3411 Silverside Road, Baynard Building, Suite 104, Wilmington, DE 19810
Denver	4130 Navajo Street, Denver, CO 80211
Houston	3040 Post Oak Boulevard, Floor 18, Houston, TX 77056
Indianapolis	735 Shelby Street, Indianapolis, IN 46203
Memphis	1350 Concourse Avenue, Suite 434, Memphis, TN 38104
Nashville	1108 McKennie Ave, Nashville, TN 37206
New York & Online	25 Broadway, 3rd Floor, New York, NY 10004
Philadelphia & Camden	1814 East Route 70, Suite 350, Cherry Hill, NJ 08003
San Antonio	711 Navarro Street, Suite 300, San Antonio, TX 78205
Washington, DC	641 S Street NW, Suite 300, Washington, DC 20001

In-Person Class Locations

Relay provides virtual instruction at all locations. In addition, Relay offers in-person classes in select locations across the country. Students will receive individualized schedules and information about class locations (i.e., virtual online links or in-person addresses for synchronous instruction) before the beginning of each term.

Addresses for Relay in-person class locations can be found in [Table 2](#).

Table 2

Location	Class Location Address
Chicago	924 W. 19th Place, Ste. 200, Chicago, IL 60608
Connecticut	370 James Street, Suite 203, New Haven, CT 06513
Denver	4130 Navajo Street, Rooms 221–226, Denver, CO 80211
Memphis	1350 Concourse Avenue, Suite 434, Memphis, TN 38104, or other convenient locations
Nashville	1108 McKennie Ave, Nashville, TN 37206
Philadelphia & Camden	1814 East Route 70, Suite 350, Cherry Hill, NJ 08003

Resources

Admissions Process

<https://rly.gs/admissions>

To apply for Relay’s teacher programs, prospective students may start an application via a unique application link obtained after submitting an [interest form](#), being sent to Relay via a partner school or district, or directly via the Relay.edu website. Once applicants complete an initial application and submit all institutional and program-specific admissions requirements, their application will be reviewed for admission resulting in an admission decision. Students must secure a [program-aligned instructional role](#) that must be verified through the School Authorization and Instructional Role Confirmation Form prior to enrolling in coursework each fall. Applicants may connect with the Prospective Student Advising team via email at support@relay.edu for more details and support.

Anthology Portfolio

<https://relay.chalkandwire.com/Login.aspx>

Anthology Portfolio is an assessment, accreditation, and certification/licensure tracking tool enabling Relay students, faculty, staff, and partners to document and view student progress toward educator preparation program (EPP) completion and certification/licensure. The tool collects student data and artifacts, assessed at designated [transition points](#). The tool also collects data on student performance on key assessments and allows faculty and staff to draw insights about program effectiveness and create plans for student support. Anthology Portfolio supports collaboration between Relay, students, and partners to ensure certification/licensure candidates have positive, supportive, and aligned clinical experiences.

Canvas

<https://courses.relay.edu>

Canvas is Relay's learning-management system and serves as the central access point for students to find important due dates, complete asynchronous online coursework, upload assessments, track progress, view instructor feedback on completed assessments, communicate with instructors, and collaborate with peers. Canvas support is available to students 24 hours a day, seven days per week, via phone, email, and chat. Students can access Canvas chat support and the Canvas Community forums through the Help(?) or Support icons located [in the lower left of your screen](#) in Canvas, or they can call the Canvas student support phone line: (844) 653-1472.

Certification/Licensure Resources

The Relay Licensure Exam Preparation team offers several test preparation resources for students pursuing certification or licensure. To see the resources that are available, visit the [Licensure Exam Preparation](#) website. The website provides access to online preparation classes and personalized 1-1 tutoring services. Additionally, the LEP team shares links to self-paced study programs such as the Mometrix e-Library, Khan Academy, and 240 Tutoring. Students may reach out to their advisor, certification manager, or Licensure Exam Preparation faculty with additional questions and for guidance related to state- and/or program-specific certification/licensure resources and licensure exam preparation courses.

Learning and Resource Center

The Relay Learning and Resource Center is open and available for graduate students to sign up for virtual tutoring sessions with Relay alumni. Graduate students can work with our tutors to get feedback, guidance, and support on completing their Master's Defense Data Narratives, Capstones, and/or EdTPA submissions. Are you interested in using the Learning and Resource Center's Services? [Sign up by going here.](#)

My Relay Portal

My Relay Portal connects you to your academic student information, including contact information currently on file with Relay. You can review your program of study and the progress you have made toward completion, register for new courses each term, print an unofficial transcript, access your class schedule and final grades, and even review important financial aid information. An overview of My Relay Portal can be accessed on [Relay's Support Center](#). Students can access My Relay Portal through [Relay's MyApps](#) or by navigating directly to <https://portal.relay.edu>.

Please note, access to My Relay Portal is only available to:

- Students in Connecticut, Illinois, Tennessee, and Texas and Year One students in Delaware, Georgia, New York, Colorado, New Jersey, and Pennsylvania from AY22-AY25

Nelnet

Relay uses the Nelnet to provide students with a centralized platform for all financial services. Students can access Nelnet to make payments, sign up for payment plans, manage their refunds, and review all transactions. Students can also view their annual tax forms through the site. Students can access Nelnet through their student portal.

Relay Connect

<https://relayconnect.org/>

[Relay Connect](#) is Relay's members-only online portal where the staff, students, and alumni of Relay's programs virtually meet and share information. It hosts a jobs board, event postings, news updates, and a monthly newsletter. All members of the Relay community are welcome to join the platform and engage with one another.

Relay Library

<http://www.relay.edu/library/>

Relay primarily employs an electronic and digital approach to providing library and information resources to students and faculty. The majority of Relay Library materials are available in an online or electronic format, accessible through the library catalog. These resources include electronic books (e-books), videos, curriculum resources, and subscriptions to prominent education journals offered through database providers such as EBSCO, ProQuest, JSTOR, and Education Resources Information Center (ERIC). Relay provides these content subscriptions for use by current Relay students, faculty, and staff. Username and password information is to be kept confidential, and material-access privileges may not be shared. Relay Library also participates in a national interlibrary loan service that allows students and faculty to request articles not owned by Relay Library from other institutions.

Relay Library maintains a core collection of books, periodicals, and other print resources at its central office in New York City for use in coursework and research. These materials are listed on the Relay online library catalog so that students and faculty may locate and browse physical materials held in the library.

For guidance using these materials, and for other library questions, students should reference their [EDU-500 course in Canvas](#). Students may also email library@relay.edu with feedback or questions.

Relay Website

<https://relay.edu>

The Relay website provides information on all aspects of Relay, including the organization's history, approach, and programs. While the website provides logistical information, such as the application process, students can also visit the website to read the Relay blog as well as articles and news coverage featuring Relay's students, staff, and alumni.

Student Assistance Program

Relay offers a Student Assistance Program to all enrolled students, including conditionally admitted students and students enrolled in non-degree programs.

Included in the program is access to mental health resources, health and wellness resources, financial planning support, and legal guidance. In addition to providing students with access to counseling services via telephone, the program also offers students referrals to local counselors and the ability to participate in up to three free in-person counseling sessions per year. The program also provides students with access to legal and financial services, child and dependent care resources, information on health and wellness, and more. All materials can be accessed either through the [WorkLifeMatters website](#) or by speaking with a WorkLifeMatters counselor at 800-386-7055.

To access resources on the [website](#), please use the following password: **wlm70101**

If you have questions or need more information, please email support@relay.edu.

Support@relay.edu

[Support@relay.edu](mailto:support@relay.edu) is the email address where students can reach out for nonacademic student support requests. Please note, requests are processed Monday to Friday from 9:00 a.m. to 6:00 p.m. EST.

Support Center

<https://relaygse.happyfox.com/home/>

Relay maintains a robust collection of information and resources for students, staff, and the public on the [Support Center](#). This collection allows individuals to self-serve answers when they need them. [Support Center](#) is accessible via Relay's website 24 hours a day, seven days per week. When signed in through [Relay's MyApps](#), students and staff have access to support articles not available to the public.

Admissions

Applying to Relay

All prospective students must complete Relay's [admissions process](#), including an application and additional supporting materials. Relay's admissions process includes the following components:

- Applicant information, including education and employment information;
 - An up-to-date and polished resume;
 - A short essay on your commitment to teaching;
 - Contact information for at least one recommender, to whom Relay will reach out;
 - Transcripts from all colleges and universities attended. Please see [here](#) for specific submission instructions for official transcripts, including bachelor's degree conferred transcripts, graduate transcripts, transcripts from institutions outside of the U.S., and credits earned from study abroad; and
 - Proof of meeting state- [and/or program-specific admissions requirements](#).
-

Admissions Criteria

Relay students are full-time educators who demonstrate a willingness to work hard, a commitment to improving their practice, and a belief that all students can learn, grow, and achieve. In order to be eligible to apply for admission to a degree and/or educator preparation program at Relay, applicants must meet the following admissions criteria:

- Applicants must have an official, degree-conferred transcript that shows proof of a bachelor's degree from an accredited institution of higher education.
 - Some Relay programs require a bachelor's degree from a regionally or institutionally accredited institution of higher education. Applicants can check their institution's accreditation [here](#).
- Relay students must secure and hold a [program-aligned instructional role](#) throughout their enrollment at Relay. Relay students are required to confirm their instructional role details through the School Authorization and Instructional Role Confirmation Form as a requirement to enroll in coursework each academic year.
- Applicants must meet the GPA criteria for admission to their intended programs.
 - Relay applicants who are not seeking certification/licensure through Relay and whose undergraduate GPA is 2.50 or higher are eligible for admissions to Relay.
 - If applicants are not seeking certification/licensure through Relay and their undergraduate GPA is less than 2.50, Relay may admit a small portion of applicants with an undergraduate GPA below a 2.50 who have:
 - Earned a 2.50 GPA in their last 60 credit hours of their undergraduate program, or
 - Earned a master's degree or higher with a GPA of 2.50 or higher.
 - Applicants who do not meet the above criteria may be prompted to have a secondary recommendation submitted that will be used to evaluate their eligibility for admissions to Relay.

- Relay applicants who intend to seek certification/licensure through their Relay programs must also meet [state- and/or program-specific GPA criteria](#), which may be higher than Relay's GPA requirement for admission and/or allow for different exceptions.
- **Educator Preparation Program Admissions:** Prospective students who intend to seek certification/licensure through a Relay program must also typically **meet state- and/or program-specific EPP admissions requirements**. EPP admissions requirements may include, but are not limited to, minimum GPA, credit hours or a major in specific subject area(s), and passing basic-skills and/or content exams. For details follow the link for programs in [Appendix E: Educator Preparation Program Transition Points](#).
- **Additional State- and Program-Specific Admissions Requirements:**
 - Applicants seeking admission to an advanced certificate program must provide evidence of holding a valid teaching license/certificate.

Only applicants who successfully demonstrate meeting these admissions criteria will be admitted to Relay. Applicants will be notified that Relay has made an admissions decision via email.

Transcript Criteria

Applicants must send official transcripts from all colleges and universities attended (even if a degree was not earned). Relay accepts official electronic and hard-copy transcripts.

Electronic transcripts must meet all the following criteria:

- They are sent via a third-party website or directly from your institution(s) to edocs@relay.edu;
- They include instructions for accessing the verified official transcript via a secure username and password; and
- They are from a U.S.-based institution.

Hard-copy transcripts must arrive in a sealed, unopened envelope bearing the institution's insignia and should be addressed to: Relay Graduate School of Education, Office of Admissions and Enrollment, 25 Broadway, 3rd Floor, New York, NY 10004.

Relay will only evaluate completed applications submitted by the final deadline. Admission to Relay occurs on a rolling basis, so we strongly recommend that applicants complete their admissions process as soon as possible.

Credit from a Non-U.S. (International) Institution

Applicants who earned credit from an institution outside of the United States must send Relay an official, course-by-course evaluation of their international transcript.

- Some Relay locations require either an original official international transcript or an unofficial international transcript for their application. Some Relay locations only require course-by-course evaluations. Please see [here](#) for more details.

A note on study abroad: Applicants who studied abroad while attending their undergraduate institutions are not required to submit their study-abroad transcript to Relay, provided that the study-abroad credits are on their undergraduate transcript.

Conditional Admissions

Admissions 2024 (for students applying to a 2024–25 Relay Teacher Program)

1. **For all applicants:** Applicants to Relay Graduate School of Education are required to satisfy all requirements on their institutional admissions checklist in order to be fully enrolled students.
 2. **For applicants who have certain admissions requirements in-progress or outstanding at the time of admission:** Applicants may be conditionally admitted to Relay.
 3. **What is conditional admissions?:** Conditional admissions refers to students who have been admitted conditionally to Relay on the basis of outstanding admissions requirements. While a student is conditionally admitted, they have academic and financial implications. Once a student who was conditionally admitted has satisfied their outstanding conditional admissions items, they are considered fully enrolled students at Relay.
 4. **Academic Implications:**
 - a. Students who do not satisfy their in-progress or outstanding admissions requirements by the deadline may be administratively withdrawn from Relay.
 - b. If the official degree-conferred transcript submitted by the student demonstrates a GPA that does not meet the admissions requirements for their program, the student may be administratively withdrawn.
 5. **Financial Implications:** The following implications apply to all students who are conditionally admitted:
 - a. Federal Aid: Students conditionally admitted are ineligible for federal aid (i.e., federal unsubsidized direct loans and TEACH grants).
 - b. Tuition Charges: Students remain responsible for paying the full balance of tuition and fees that have been charged to them if enrolled past the term census date.
 - c. Loan Deferral Implications: Students are ineligible to receive in-school deferment for pre-existing student loans. Students in Alt Route programs do **not** qualify for in-school loan deferment under any circumstances.
 - d. Veteran Affairs (VA) Implications: Students seeking to apply for VA benefits in an [approved location](#) are considered by the VA as “non-matriculated” students. Therefore, the VA will limit those students’ eligibility of benefits to [two consecutive terms](#).
 - i. If after two consecutive terms the student remains conditionally admitted to Relay (considered non-matriculated by the VA), they cannot receive additional benefits.
 6. **Certification Implications**
 - a. Students who do not satisfy their in-progress or outstanding admissions requirements by the deadline will be ineligible for certification/licensure in their state.
 - b. Students remain ineligible for certification/licensure in their state until they are fully admitted and have met eligibility criteria for their teaching certificate/license. Employers may have earlier deadlines for obtaining a provisional-level teaching certificate/license. It is the responsibility of the applicant to understand and meet their employer’s deadlines, which may mean that they need to submit materials prior to Relay’s deadlines.
-

Enrollment

Enrollment Definitions

Terms

Relay's academic year is divided into three terms: summer, fall, and spring. Enrollment and participation in all three terms may be required for successful program completion depending on a program's course, scope, and sequence. Eligible students' individual enrollment is certified by the Registrar's Office within the institutional term dates. Therefore, documents requiring proof of enrollment in the academic year, such as loan deferment forms, will only reflect the term dates in [Table 3](#). Proof of enrollment can be provided after the census date of each term. For more information, see [Census Dates](#).

Table 3

Academic Year	Term	Start Date	End Date
2024–25	Summer 2024	June 17, 2024	August 19, 2024
2024–25	Fall 2024	September 3, 2024	January 13, 2025
2024–25	Spring 2025	February 3, 2025	May 27, 2025
2025–26	Summer 2025	June 16, 2025	August 18, 2025
2025–26	Fall 2025	September 8, 2025	January 20, 2026
2025–26	Spring 2026	February 9, 2026	June 1, 2026

Census Dates

A census date is the point in a term at which students' enrollments are final and credits are locked. Census dates coincide with the last date in a term that students can withdraw for a full tuition refund (please see [Billing Due Dates and Refunds](#) for more details), request a switch in major/area of study, submit a program-transfer request, and/or return to Relay from a leave of absence, withdrawal, administrative withdrawal, or program dismissal. Students returning from a medical leave may be permitted to return after the term census date if approved. Census dates for the academic year can be found in [Table 4](#).

Students who take leaves of absence, withdraw, are administratively withdrawn, or are dismissed on or before the term census date will not receive credit for assignments or assessments submitted during that term, even if they receive a grade in the course.

Students who take leaves of absence, withdraw, are administratively withdrawn, or are dismissed after the term census date and before the end of the term will not earn grades and/or credit for courses taken that term. In this case, students' transcripts will demonstrate a "W" in lieu of a course grade. Students who take a leave of absence, withdraw, are administratively withdrawn, or are dismissed on or after the last date of the term will earn the grades for the term they just completed (see [Terms](#) for more details).

Table 4: Census Dates

Term	Census Date
Summer 2024 Term	August 5, 2024
Fall 2024 Term	October 7, 2024
Spring 2025 Term	February 10, 2025
Summer 2025 Term	August 4, 2025
Fall 2025 Term	September 22, 2025
Spring 2026 Term	February 23, 2026

Credit Hours

The unit of credit used at Relay is the semester credit hour (referred to in this document as “credit(s)”). Relay utilizes the Carnegie Unit system to formulate, record, and interpret the amount of academic engagement or training earned within a semester credit hour and within a course. For every non-clinical course semester credit hour, a student should complete a minimum of 45 hours of academic engagement, instruction, and substantive interaction during the course. Using the Carnegie Unit formula, a non-clinical, 3-semester credit course requires a minimum of 135 hours of academic engagement, instruction, and substantive interaction during the course. For every clinical course semester credit hour, a student should complete between 45 and 60 hours of supervised and/or independent practice during the course. Using the Carnegie Unit formula, a clinical, 3-semester credit course requires between 135 and 180 hours of supervised and/or independent practice during the course.

Enrollment Load and Status

Enrollment Status

For students who remain enrolled in Relay’s original and discontinued program versions in the Summer 2024: Students’ status will automatically change from “accepted offer” to “enrolled” upon receipt of the completed Enrollment Agreement or reenrollment/transfer offer.

For all other students: Students’ status changes from “accepted offer” to “enrolled” when students attend class(es) and are marked present or participate in coursework online (e.g., submit an assignment, participate in a discussion forum). Failure to attend classes after accepting admissions will result in students being classified as “no shows” and [administratively withdrawn](#) from Relay.

Enrollment Load

The number of credits students are registered for and enrolled in per term will determine students’ enrollment loads. Students’ enrollment loads are either classified as being enrolled as a full-time student (9+ credits) or as a part-time student. Students enrolled as part-time can be further classified as being enrolled as half-time (4–8.99 credits) or less-than-half-time (fewer than 4 credits). At Relay, most students will be enrolled as half-time.

Table 5 demonstrates student enrollment loads by credit per term.

Table 5

Full-Time Status	Part-Time Status: Half-Time	Part-Time Status: Less-Than-Half-Time
9+ credits	4–8.99 credits	<4 credits

Transfer Credit

Transfer Credits for Credits Earned Within Relay Programs

Should students wish to transfer from one Relay program to another, the credits for coursework with a passing grade or above in their original Relay program will be applied to the applicable coursework in their new Relay program. These credits must not have been awarded as part of another Relay degree that has been conferred. See [Reenrolling or Transferring Programs](#) for more details.

Students who enrolled in Relay prior to Summer 2022 and who transfer into Relay’s updated programmatic structure (effective beginning Summer 2022) will earn credit for coursework completed with a passing grade—as determined by Relay’s institutional requirements and state requirements for licensure—if there is an equivalent course in the revised programmatic structure. Relay’s vice provost of teacher preparation or their designee will approve coursework equivalency for transfer credit. A grade will be presented as part of the student’s academic history for the equivalent course(s) based on the student’s previous grade(s) from Relay’s initial programmatic structure; however, it will not be included as part of the student’s overall cumulative GPA. If a student does not agree with a transfer credit evaluation, they can request a reevaluation by sending an email to support@relay.edu.

Transfer Credits for Credits Earned at an Outside Institution

Relay does not generally accept transfer credit from outside institutions but will review outside credits for relevant academic experiences that are equivalent to graduate-level study on a case-by-case basis. Transfer credit will be evaluated through the submission of a course description and syllabus, in addition to a review of associated transcripts on file. Reviews are conducted by Relay’s vice provost of teacher preparation or their designee. To request a transfer credit evaluation for credits earned at an outside institution, students must submit the course description, syllabus, and name of the graduate institution via email to support@relay.edu. If the application is approved, the learning experience can be applied to grant credit for completion of the specific course(s) within the student’s program of study. The Registrar’s Office will communicate with the student regarding the outcome of the evaluation.

For Relay’s master’s-level programs requiring between 30–39 credits, a maximum of nine (9) semester credits may be granted in total through any combination of the following policies: Transfer Credits for Credits Earned at an Outside Institution and Credit for Prior Learning. For Relay’s post-baccalaureate programs or certificates requiring between 18–28 credits, a maximum of six (6) semester credits may be granted in total through any combination of the following policies: Transfer Credits for Credits Earned at an Outside Institution and Credit for Prior Learning. Transfer credits may not be applied to Clinical Practice courses or the following Foundations courses:

- EDU-500: Your Rights and Responsibilities as an Educator
- EDU-510: Graduate Capstone

For a request to transfer credits to be considered, the course(s) must have been completed within five (5) years prior to acceptance at Relay, while enrolled at a regionally accredited institution. The course credit(s) must meet or exceed the number of credits of the Relay course being considered, the grade earned in the course must be a passing grade of B- or above and the credits must not have been awarded as part of another degree that has been conferred.

Accepted transfer credits will be reflected in a student's transcript with the name of the Relay course the credits are being applied to and the grade "TR." These credits will not impact a student's GPA. If a student does not agree with a transfer credit evaluation, they can request a reevaluation by sending an email to support@relay.edu.

Students seeking to transfer credit from Relay to another institution are advised that transfer of credit is controlled by the receiving institution and that accreditation does not guarantee transferability.

Credit for Prior Learning

Relay's Credit for Prior Learning Policy allows students to earn credit for Relay coursework based on a professional learning experience completed with a Relay partner and/or a certification/licensure examination. For Relay's master's-level programs requiring between 30–39 credits, a maximum of nine (9) credits may be granted in total through any combination of the following policies: [Transfer Credits for Credits Earned at an Outside Institution](#) and Credit for Prior Learning. For Relay's post-baccalaureate programs or certificates requiring between 18–28 credits, a maximum of six (6) credits may be granted in total through any combination of the following policies: [Transfer Credits for Credits Earned at an Outside Institution](#) and Credit for Prior Learning.

A fee of \$100 per credit will be charged for each course credit that is granted, per student, and payment is due immediately. Accepted credit for prior learning will be reflected in a student's transcript with the name of the Relay course the credits are being applied to and the grade "CPL." These credits will not impact a student's GPA. Once CPL credits are awarded, they become a permanent part of the student's academic record and transcript, and they cannot be removed.

Credit for Prior Learning for a Professional Learning Experience Completed with a Relay Partner

Partners may request credit for prior learning on behalf of a cohort of students for professional learning experiences sponsored by the partner. Applicable experiences under this policy may include pre-service training (i.e., summer institutes or intensives prior to the start of a student's classroom teaching experience) and professional development series focused on specific and relevant topics. However, this policy does not cover activities such as weekly team meetings, general school-specific professional development sessions, or professional learning communities.

Credit for prior learning for a professional learning experience completed with a Relay partner may be applied to the following courses. Please note that in order for a student to be eligible for credit for prior learning in any of the courses below, their partnering organization must first receive approval for the course.

- EDU-501: Building a Culturally Responsive and Inclusive Classroom for Diverse Learners
- EDU-502: Introduction to Instructional Planning
- CLD-501: Teaching Multilingual Learners in Inclusive Settings
- TEL-500: Teaching Exceptional Learners in Inclusive Settings
- TEL-601: Introduction to Special Education
- ELEM-550/ELA-550: The Science of Teaching Reading

Credits through this policy can only be earned for courses that are required within a student's Relay program for licensure/certification. The policy can not be applied to open [flex course](#) options within a student's program.

For students to be eligible to earn credit for prior learning through a Professional Learning Experience Completed with a Relay Partner, their partnering organization must first apply for approval for the course. Information on each of the eligible courses and how partners can apply can be found [here](#), and currently approved learning experiences and associated courses can be found [here](#).

When [partners request credit for prior learning](#) concerning a professional learning experience, they must provide the following information:

- the Relay course(s) for which they are seeking credit for prior learning
- the duration of the professional learning experience (in hours)
- a list of key knowledge and skills addressed, and
- a scope and sequence of the session topics and/or objectives

If a student's employer or sponsoring organization has been approved for credit for prior learning under this policy, the student or partner must provide Relay with performance-based evidence of skill application from the learning experience. Acceptable forms of evidence include a final portfolio or a rubric-based evaluation of teaching.

If performance-based evidence of skills is not available, the student may submit a certificate of completion for the learning experience AND the Relay-created final portfolio for the course(s). The final portfolio will be evaluated using the course's assessment rubric. If the student receives a passing score, then the credit(s) for the course will be added to their transcript.

Credit for Prior Learning for a professional learning experience will only be granted to students for whom the required documentation is received by the end of their second term of enrollment at Relay. Submissions will be reviewed on a rolling basis, so students and/or partners are encouraged to submit documentation as soon as they are able. NOTE: Some state certification and licensure timelines may require that the required documentation be submitted earlier than a student's second term and a delay in submission will lead to a delay in certification/licensure. Students and partners should review the [Approved Learning Experiences](#) to see recommended dates for submission.

[Here](#) is a list of professional learning experiences that are approved at the current time. Once a professional learning experience has been approved, eligibility will be applicable for up to three calendar years, unless there are substantive changes to the professional learning experience (e.g., changes to the objectives, assessment measure, and/or length of the experience). In the event there are substantive changes to the professional learning experience, a new credit for prior learning application must be submitted.

Credit for Prior Learning for Examinations

A student who has passed the subject-specific content examination that is required for certification/licensure in their state, may apply credit for prior learning to the aligned content knowledge course, **if it is a course that is required within a student's Relay program for licensure/certification. The policy can not be applied to open [flex course](#) options within a student's program.**

The Relay courses included under this policy are:

- ELEM-550/ELA-550: The Science of Teaching Reading
- ELA-551: Understanding Concepts in Secondary ELA
- MATH-551: Understanding Concepts in Secondary Mathematics
- SCI-551: Understanding Concepts in Secondary Science
- SS-551: Understanding Concepts in Secondary Social Studies

To view the exams that are currently eligible for Credit for Prior Learning for Examinations for each course, please see [this document](#).

Individuals requesting credit for prior learning for an examination must provide the following information by submitting [this form](#):

- the Relay course(s) for which credit for prior learning is being sought
- proof of a passing score for the current, subject-specific content examination that is required for certification/licensure

Student Instructional Role

A program-aligned instructional role is a role within a school, teaching or supporting PK–12 students. Instructional role requirements differ depending on the Relay program. All instructional roles should be aligned with the content area of the program, including applicable grade-level alignment. Some flexibility exists to support students with instructional roles that fall outside of these guidelines. However, flexibility will only be granted in alignment with state regulations and at Relay's discretion.

Relay's Instructional Role Guidelines by Program

Program-Aligned Instructional Role for Students with a Residency or New York Teacher Pathway Area of Study

Appropriate instructional roles for [Relay Teaching Residency or New York Relay Teacher Pathway](#) candidates include, but are not limited to, teacher-in-residence, paraprofessional, or co-teacher. Students can read more about the [New York Teacher Pathway](#) or Relay Teaching Residency in the [Academic Catalog](#). Students enrolled in one of Relay's programs as a Teaching Residency or New York Teacher Pathway candidate must hold a position that meets the following criteria:

- In year 1, hold a non-lead teaching position aligned to the content area and grade level** for the program that allows the ability to complete [gateway](#) and coursework assessments, including performance-based assessments (e.g., assessments based on classroom planning, observation, and reflection).
- Spend consistent time in the [resident advisor's](#) classroom to observe, learn, and co-teach. Some states require a minimum amount of time in the resident advisor's classroom, which is described in the corresponding [EPP Handbook](#).
- Take on more responsibility for whole-group instruction across the year, leading to full lesson and class instruction by the end of the year.
- Release time from school to attend weekly clinical practice seminars (2.5 hours weekly)
- In year 2, students must teach at least one group/class/grade/subject of at least 3-8 students in order to successfully complete the Capstone. Students should also teach the same group of birth–grade 12 students during their prerequisite class (CLIN-523, CLIN-531, or CLIN-533) and in EDU-510 whenever possible. Exceptions to this should only be made when a job change or leave from Relay prevents them from working with the same group of students.
- In year 2, students may be required to transition into a teacher of record/lead teacher role* in the content area and grade level for their program.

Note: Relay's guidelines may be less restrictive than state requirements. A student's instructional role must align with state requirements, if pursuing certification/licensure, and Relay's guidelines. State requirements specific to the Educator Preparation Program can be viewed in the [Academic Catalog](#).

Program-Aligned Instructional Role for Students Without a Residency or Teacher Pathway Area of Study (Non-Residents)

Appropriate instructional roles for all other Relay candidates (Non-Residency, Non-Teacher Pathway, etc.) include, but are not limited to, lead teacher or teacher of record.* Students enrolled in one of Relay's Master of Arts in Teaching Programs or Certification/Licensure Programs without a Residency or Teacher Pathway Area of Study must hold a position that meets the following criteria:

- Hold a teaching position aligned to the content area and grade level** for the program that allows the ability to complete coursework assessments, including performance-based assessments (e.g., assessments based on classroom planning, observation, and reflection)
- In year 2, students must teach at least one group/class/grade/subject of at least 3-8 students in order to successfully complete the Capstone. Students should also teach the same group of birth–grade 12 students during their prerequisite class (CLIN-523, CLIN-531, or CLIN-533) and in EDU-510 whenever possible. Exceptions to this should only be made when a job change or leave from Relay prevents them from working with the same group of students.
- In year 2, students may be required to transition into a teacher of record/lead teacher role* in the content area and grade level for their program.

Note: Relay's guidelines may be less restrictive than state requirements. A student's instructional role must align with state requirements, if pursuing certification/licensure, and Relay's guidelines. State requirements specific to the Educator Preparation Program can be viewed in the [Academic Catalog](#).

***Teacher of Record/Lead Teacher:** A person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

****Content Area and Grade-Level Instructional Role Alignment**

Table 5

Programs	Content Area	Grade Level
MAT in Early Childhood Education or Early Childhood Special Education or Certification/Licensure in Early Childhood Education or Early Childhood Special Education	Early childhood setting	Infant to third grade (Birth to age 8)
MAT in Elementary Education or Certification/Licensure in Elementary Education	Either self-contained or departmentalized elementary setting	K-6
MAT in English Language Arts Education or Certification/Licensure in English Language Arts Education	English Language Arts, Reading, Writing	5-12
MAT in Mathematics or Certification/Licensure in Mathematics Education	Mathematics	5-12
MAT in Science Education or Certification/Licensure in Science Education	Science (e.g., General Science, Biology, Chemistry, Physics, etc.)	5-12
MAT in Social Studies Education or Certification/Licensure in Social Studies Education	Social Studies (e.g., Social Studies, History, Government, Economics, Psychology, etc.)	5-12
MAT in Middle Grades Education or Certification/Licensure in Middle Grades Generalist	English Language Arts, Reading, Writing, Mathematics, Science, Social Studies	5-8
MAT in Special Education or Advanced Certificate in Special Education or Certification/Licensure in Special Education	Must teach in a setting with: the ability to conduct direct instruction to a minimum of six students who are officially classified as having disabilities, and	K-12

	the capacity to tutor a small group of students for the entirety of the school year. *For the MAT in Special Education, the above requirements must be met in the second year of the program. Any content area is allowable during the first year.	
MAT in Early Childhood Special Education	Early childhood setting Must teach in a setting with: - the ability to conduct direct instruction to a minimum of six students who are officially classified as having disabilities or need more intensive academic, emotional, and/or physical support, and - the capacity to tutor a small group of students for the entirety of the school year. *For the MAT in Early Childhood Special Education, the above requirements must be met in the second year of the program. Any content area is allowable during the first year.	Infant to third grade (Birth to age 8)

Instructional Role Requirements and Qualifying Clinical Experience

Students who are enrolled in an educator preparation program to pursue certification/licensure must hold an instructional role that meets state- and program-specific requirements while completing their qualifying clinical experience. For more information about the instructional role requirements for one of Relay's educator preparation programs, see the [Academic Catalog](#).

Instructional Role Requirements for AmeriCorps Membership

Students who enroll as AmeriCorps members must meet the following instructional role requirements:

- Must teach at a school site with a signed Memorandum of Understanding (or AmeriCorps Service Site Agreement)
- Must teach full-time with a 9-hour workday
- Must be a salaried employee with access to benefits
- May not teach in a parochial school
- May not hold a paraprofessional role

School Authorization and Instructional Role Confirmation

Applicants to Relay Graduate School of Education must secure a program-aligned instructional role to be eligible to academically progress in Relay's academic offerings. Depending on the school or partner

organization (e.g., Teach For America), an applicant may or may not know the details of the specific position that they will hold at the time of their application. As a result, Relay requires students to confirm their instructional role details through the School Authorization and Instructional Role Confirmation Form each academic year. If the student's instructional role does not align with the certification/licensure area of study, the student must submit an area of study change request by the start of the term. If the student's instructional role is not aligned to the requirements of their program, the student must submit a transfer application into a program that does align to the instructional role by the start of the term. Failure to submit a transfer application, if necessitated by the student's instructional role, may delay program completion or result in [administrative withdrawal](#).

The School Authorization and Instructional Role Confirmation Form is composed of two parts, 1) a student portion and 2) a school leader portion. The student portion is completed by the student and includes the collection of the school administrator's name and contact information along with details about the student's instructional role. Upon completion of the student portion, the school administrator will receive a unique link to their portion of the form. The school administrator portion requests verification of the employment details for the student and includes an acknowledgement of school responsibilities. More details about the School Authorization and Instructional Role Confirmation process can be found [here](#).

Table 6

School Authorization & Instructional Role Confirmation Deadlines		
Term	Deadline for Student Form*	Deadline for School Leader Form*
Continuing Relay Students and New Relay Students Beginning Coursework in Summer 2024 Term	August 5, 2024	September 16, 2024
New and Reenrolling Relay Students Beginning Coursework in Fall 2024 Term	September 3, 2024	September 16, 2024
New and Reenrolling Relay Students Beginning Coursework in Spring 2025 Term	January 20, 2025	January 27, 2025

*Failure to meet the student or school leader deadlines will result in the initiation of administrative withdrawal.

Relay students who apply to transfer programs and/or locations may be required to submit a new School Authorization and Instructional Role Confirmation Form. If a new form is required, students will be notified when their application for transfer is reviewed. In such cases, the student and school administrator portions will be due within two weeks of notification. Failure to meet the deadline will result in the initiation of administrative withdrawal.

Review of the School Authorization and Instructional Role Confirmation Form

Upon receipt of the completed form, Relay will review the instructional role details and provide support to students who may require a change in their enrollment (e.g., area of study change, program change, etc.). Students are encouraged to request changes two weeks prior to the start of the term to ensure coursework availability and must request changes no later than the start of the term. Failure to request changes, if necessitated by the student's instructional role, may delay program completion or result in [administrative withdrawal](#). See [Reenrolling or Transferring Programs](#) and [Subject and/or Grade Level Change](#) for more information.

Updating Personal and Teaching-Placement Information

It is essential that Relay maintains current personal and teaching-placement information for students, as Relay will regularly contact students and students' employers with important and time-sensitive information. Additionally, this information affects various details related to students' enrollment, including the ability to complete qualifying clinical experiences required for educator preparation program completion, certification/licensure, tuition, and financial aid.

Students who need to make changes to their personal information (including name, phone, and mailing address), teaching-placement information (including school, grade, and subject area), and/or mentor information are responsible for immediately updating the Registrar's Office by submitting a student record update form through the Relay Support tab of their [Portal](#). Within 15 business days, students who submit a student record update form will receive a confirmation email that the update was processed, or further guidance on making their requested update. Failure to provide updates may result in the student incurring additional tuition and/or being administratively withdrawn from Relay. Additionally, the Registrar's Office routinely audits student personal and teaching-placement data, and will reach out to students to confirm information on file. Students are responsible for replying to these emails promptly to confirm their information on file or provide updated information in case of changes.

Please note: Students with Relay email may not change their email address except as a result of legal or preferred name change. Students can direct all email from their Relay email to another email address of their choice. Information on how to do this can be found in the [FAQ section](#).

Change in Teaching Location

Any student who changes employment while enrolled at Relay is responsible for formally updating their teaching-placement information via a student record update form from the Relay Support tab of their [Portal](#) within one week of the change. Within 15 business days, students who submit a student record update form will receive a confirmation email that the update was processed, or further guidance on making their requested update. Additionally, Relay students will receive an updated licensure/certification direct disclosure (via email) within 14 days of the student notifying Relay of the current student's relocation to a state in which Relay determined the program **does not meet** the licensure/certification requirements in the current student's updated state of residence.

In compliance with the U.S. Department of Education regulations [§ 668.43(a)(5)(v) and § 668.43(c)], Relay published determinations about whether its programs meet the educational requirements for educator certification/licensure in each state. These determinations are published on Relay's [Licensure Disclosures](#) webpage.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Students should be aware that if they change the state of their employment before completing the educator preparation program in which they are enrolled, they may have difficulty or be unable to complete their educator preparation program and/or seek certification/licensure in either state (e.g., a certification/licensure-seeking student who relocates from Colorado to New York before completing all Colorado certification/licensure requirements may not be eligible for certification/licensure in Colorado or New York). Students who are considering employment in a new state prior to completing their educator preparation program should first discuss the potential implications of this change with a member of the certification team during [office hours](#) or via email by contacting support@relay.edu. States set requirements for certification/licensure and transfer and will make the final determination of eligibility for certification/licensure, and these requirements are subject to change. Students are encouraged to review current certification/licensure requirements and application processes of the states where they intend to be certified/licensed by [contacting](#) the agencies overseeing teacher preparation in the states where they intend to be certified/licensed or by reviewing published information on their [websites](#).

Relay's Name & Pronoun Policy

Relay uses preferred first names and chosen/lived/professional names during Relay business and education. This may be an important component of an individual's identity. Relay established guidelines to delineate when legal names are required, and when to prioritize allowing students and employees to indicate their chosen or preferred first names to the Relay community, even if they have not changed their legal names.

Legal Name

The use of a student's legal name is necessary for specific data exchanges, such as (but not limited to) transcripts, tax documentation, financial aid, and federal/state reporting. Students' legal names will continue to be used in all Relay-related systems and documents where it is necessary for certain communications and processes that require a verified legal name. In cases where a student has only ONE legal name, Relay will substitute their secondary name with "NFN" (no first name) or "NLN" (no last name) in accordance with recommended reporting guidance provided by the National Student Clearinghouse and in alignment with any government-issued identification.

Preferred Name & Pronouns

Relay recognizes that many of its constituents routinely identify themselves by pronouns and a name other than what may appear on their legal documentation. Relay uses preferred names and pronouns during Relay business and education. A student's preferred name will be respected at all times. A student's preferred name and pronouns will appear in select Relay-related systems and documents, provided that the preferred name or pronouns are not being used for the purpose of fraud, misrepresentation, or otherwise violate Relay regulations and/or code of conduct.

Students may add or change their preferred name or pronouns at any time after admission by submitting a student record update form through the Relay Support tab of their [Portal](#). A student's preferred name may be disclosed as "directory information" unless the student declines to permit such disclosure. Students can submit a [directory nondisclosure form](#) at any time.

In their final term of enrollment, students may elect to have their legal name or preferred name on their diploma.

Changes to Employment

All students are required to secure and maintain a [program-aligned instructional position](#) throughout the duration of their enrollment at Relay.

Additionally, students enrolled in an educator preparation program at Relay must secure and maintain an instructional position that matches the certificate/endorsement area sought and complies with state- and/or program-specific requirements for qualifying clinical experiences prior to beginning their qualifying clinical experience. For details, follow the link for your program in [Appendix F: Educator Preparation Program \(EPP\) Handbooks](#).

If students' employment situations change (e.g., loss of position and/or membership; change in subject and/or grade level; PK-12 cohort change; leave of absence from their teaching position) during their enrollment at Relay, they must notify Relay within one week by submitting a student record update form from the Relay Support tab of their [Portal](#). They must also send an email to their advisor via support@relay.edu if they have not secured a new teaching placement. Once they have secured a new teaching placement, they must submit a student record update form through the Relay Support tab of their [Portal](#) within one week of securing the new position.

Additionally, changes to employment may require a student to update their area of study. Requests to change one's area of study can be made at any time using the major/area of study change form on a student's [status page](#).

- If the request is made before the term's [census date](#) and is approved, the change will go into effect for the current term.
- If the request is made after the term's [census date](#) and is approved, the change will go into effect for future terms.

Changes to a student's program or area of study may require additional coursework, delay program completion, and/or result in additional fees. For students enrolled in Relay educator preparation programs, changes to a student's program or area of study may require a change to the student's endorsement, additional coursework or exams, additional clinical experiences, or could result in ineligibility to pursue certification/licensure through Relay. For more information about the implications of a change in instructional position for educator preparation program completion and certification/licensure, students can refer to their program's [EPP Handbook](#).

Students who take a leave of absence from their instructional role while enrolled in Relay coursework may need to retake courses or take a leave of absence from Relay, depending on a variety of factors such as the length of the leave of absence from a teaching position and the coursework requirements during the leave. Students who are enrolled in clinical practice coursework that aligns with their educator preparation program's qualifying clinical experience must be able to meet the required number of teaching hours for the term in order to meet state requirements in the educator preparation program. Students who fall short of the minimum required hours will need to either retake the clinical practice course or enroll in a clinical practice extension course in order to meet educator preparation program completion requirements and be eligible for Relay's institutional recommendation for certification/licensure. Retaking or enrolling in clinical practice extension coursework also extends the amount of time required to complete a program. Students who will be on a leave of absence from their instructional role for a full term will be required to take a leave of absence from Relay. Students are advised to talk with their advisor as early as possible to learn more about the implications of a leave of absence from their instructional role.

Below, please see students' responsibilities for when changes to employment occur.

Loss of Position and/or Membership

If students lose their instructional position and/or they are no longer a member of a partnering organization such as Teach For America or New York City Teaching Fellows, it is their responsibility to inform Relay within one week by submitting a student record update form from the Relay Support tab of their [Portal](#), and sending an email to support@relay.edu and to their advisor.

Students who have lost their instructional position must secure a new position in a placement that aligns to their academic program within 30 consecutive calendar days of their final date of employment, with an extension for winter break. Once students secure new positions, they must notify Relay as soon as possible by submitting a student record update form from the Relay Support tab of their [Portal](#). Students enrolled in an educator preparation program who obtain a new position that does not align with the

certificate/endorsement sought and does not comply with state- and/or program-specific requirements [for qualifying clinical experiences](#) may be required to change endorsement areas, programs, and/or take additional coursework or exams in order to complete their program, which may delay program completion and/or result in additional fees.

Please note, students who have lost employment within 30 calendar days of the end of the spring term may have until their due date for the school authorization and instructional role form for the upcoming year to secure employment. This extension may have certification implications if your school year starts before that due date; please speak with your certification officer to determine if this is applicable. For additional information applicable to residents who do not successfully secure a full-time teaching placement by the first day of the fall term in their second year in the program, please see [Residency Assessments and Gateways](#).

Students will be subject to administrative withdrawal if they fail to notify Relay of their loss of employment and/or membership within one week and/or fail to secure new positions within 30 consecutive calendar days, with an extension for winter break. Relay is required by most states to remove or expire provisional-level teaching certificates/licenses if a student is withdrawn from their educator preparation program.

Relay may immediately process administrative withdrawals for students who lose their positions and/or memberships due to sufficient evidence that they have physically, sexually, emotionally, or otherwise harmed a PK–12 student and/or colleague, or committed a felony or misdemeanor. Relay will determine what is considered sufficient evidence of harm. Please see the [Code of Conduct](#) for further details.

Subject and/or Grade-Level Change

The subjects and grade levels of students' instructional positions must match their Relay program/majors/areas of study and, when appropriate, their Relay concentrations/area(s) of study. For students enrolled in a Relay educator preparation program, instructional positions must also match the certificate or endorsement sought and comply with state- and/or program-specific requirements for qualifying clinical experience. A change to a student's instructional position may necessitate a change to their program, major/area of study, educator preparation program pathway, and/or endorsement. If students change their instructional positions, it is their responsibility to inform Relay within one week by submitting a student record update form from the Relay Support tab of their [Portal](#) immediately and notifying their advisor.

Requests to change one's major/area of study and/or concentration can be made at any time using the major/area of study change form on a student's [status page](#).

- If the request is made before the term's [census date](#) and is approved, the change will go into effect for the current term.
- If the request is made after the term's [census date](#) and is approved, the change will go into effect for future terms.

Changes to students' program or major/area of study may require additional coursework, delay program completion, and/or result in additional fees. For students enrolled in Relay educator preparation programs, changes to a student's program or major/area of study may require a change to the student's endorsement, additional coursework or exams, additional clinical experiences, or could result in ineligibility to pursue certification/licensure through Relay. For more information about the implications of a change in instructional position for educator preparation program completion and certification/licensure, students can refer to their program's [EPP Handbook](#).

PK–12 Student Cohort Change

Graduate students must make every reasonable effort to work with a consistent group of students that matches their Relay program throughout the academic year, and when appropriate, their Relay concentration and/or endorsement. If significant changes to their group of students occur during the year, but the graduate student's subject and/or grade level remain the same, it is the graduate student's responsibility to inform Relay within one week by sending an email to their advisor. Please note, if a student's teaching subject and/or grade level has changed, [please see Subject and/or Grade Level Change](#). This is only if their student grouping changes and their subject/grade level remains the same.

Changes to Enrollment

Relay encourages all students to fully complete their coursework and their programs of study. However, the institution realizes that unexpected personal, academic, and professional circumstances could prevent some from completing their programs as planned. Students experiencing any of these circumstances are highly encouraged to contact support@relay.edu and their advisors for information about their options and then sign up for [an appointment](#) with Student Financial Services before completing official Relay exit paperwork. Leaving Relay can result in significant financial, employment, academic, and, when appropriate, certification/licensure implications. It may also cause an outstanding incomplete to be updated to the current grade in the course. It is students' responsibility to understand and consider how the date on which they choose to exit Relay could impact these factors.

Please see the [census dates](#) for details on how a change to enrollment may impact students' abilities to earn credit for coursework. For questions or concerns related to the information in this section, contact support@relay.edu.

General Leave of Absence

Students who are actively enrolled (i.e., have started attending classes) and determine that it is not possible or in their best interest to complete the coursework in which they are currently registered can request to take a leave of absence from the program. This includes students who are taking a leave of absence due to [compelling personal circumstances](#). To initiate a leave of absence, students should first discuss their intentions with their school leader and their advisor to determine how and when to take a leave of absence and discuss a plan to return. Students may reach out to support@relay.edu for additional information. Students who wish to remain enrolled and are struggling should reach out to their advisor for possible alternatives/supports before requesting a leave of absence. Students are still enrolled students at Relay,

with corresponding academic, financial, and administrative responsibilities, until the leave of absence is processed and they receive email verification of the leave of absence.

Students select the effective date for their leave of absence to go into effect as either “today’s date” or “the end of the term” when submitting the leave of absence form. Requests that include an effective date after the term [census date](#) and before the end of the term will not earn grades and/or credit for courses taken that term. In this case, students’ transcripts will demonstrate a “W” in lieu of a course grade. Students’ general leave of absence or leave of absence due to compelling circumstances requests that include an effective date on or after the [last date of the term](#) will earn the grades for the term they just completed.

Students at risk of administrative withdrawal due to financial obligations may not request a general leave of absence between terms. However, students may request a general leave of absence up until the last day of the current term. Any requests submitted after the end of term, but prior to the start of the subsequent term, will be reviewed for a Registration Hold due to an outstanding balance. If a student has a Registration Hold due to financial obligations that results in an administrative withdrawal, the requested leave of absence will be superseded by the administrative withdrawal.

A leave of absence is valid for up to one year (three consecutive terms). Please refer to the [Reenrolling or Transferring Programs policy](#) for details on when to apply to return from a leave of absence. Relay will withdraw students who have taken a leave of absence from the program if they do not return within one year (i.e., three terms). For students enrolled in an educator preparation program, a leave of absence and/or withdrawal may result in immediate suspension or revocation of a teaching certificate/license in most states. A leave of absence while completing qualifying clinical experience will delay the timeline to program completion and certification/licensure. Additional details can be found in the [appropriate EPP Handbook](#), and students may sign up for office hours [here](#).

Please note: Students may not be exempt from student loan repayments under this policy. Relay encourages students to contact their loan providers to understand the implications associated with taking a leave. Additionally, students should note that a leave of absence will be treated as a withdrawal for the purposes of Title IV federal financial aid. This may require students who have taken a leave of absence to return a portion of unearned federal loans or grants. For more information about the return of Title IV funds, please see [Return of Federal Financial Aid \(Title IV\)](#).

Leave of Absence if Enrolled in AmeriCorps

If you’re enrolled in Relay’s AmeriCorps program, taking a leave of absence will impact your membership status. Students may be temporarily suspended from the AmeriCorps program if they plan to return to Relay that same academic year. However, students must be early exited entirely from the AmeriCorps program if they will not return that same academic year. If supporting documentation is provided and a [compelling personal circumstances leave](#) is approved, students will be able to earn a portion of their Segal AmeriCorps Education Award (if eligible) upon early exit. Students should mention their AmeriCorps membership when connecting with their advisor and reach out to support@relay.edu with any AmeriCorps-specific questions.

Procedure for Leave of Absence

To initiate a request for a leave of absence, students should first talk with their advisor to determine if a leave is the right next step for them. The advisor will work with the student to determine how and when to take the leave of absence. Students must discuss the implications of a leave of absence with their school leaders, applicable sponsoring or partnering organization (such as Teach For America or New York City Teaching Fellows), and Student Financial Services. There may be significant professional, academic, financial, and when appropriate, certification/licensure-related consequences to suspending enrollment in a Relay program. For details, see [Financial Obligations Upon Changes to Enrollment](#).

Once students have confirmed that a leave of absence is the right decision, they must formally submit a [leave of absence](#) application to Relay. The effective date will be either the date the student submitted the leave of absence application or the end of the term, depending on what the student indicates on their application. Relay will notify students via email upon approval of their leaves of absence and inform the students of leave and reenrollment procedures. Student Financial Services will follow up with students about how to pay any outstanding Relay tuition and fees, including any tuition balances from pending unearned awards that must be immediately paid back due to the leave and prior to reenrollment. Please see [Billing Due Dates and Refunds](#) for more information. Students who return from leaves of absence may also have to pay for coursework they are required to repeat.

Leave of Absence for Compelling Personal Circumstances

Relay will work with students who are actively enrolled in Relay (i.e., attending classes) should they require leaves of absence from Relay due to compelling personal circumstances. For the purposes of this policy, compelling personal circumstances are defined as follows:

- Medical conditions;
- Pregnancy;
- Disability, serious illness, or death of students' family members should completing a term become unreasonably difficult or impossible as a result;
- Unforeseeable circumstances such as a natural disaster, strike, relocation of a spouse, or nonrenewal or closing of a project/program;
- Military-service obligations; and
- Mitigating external circumstances (please read on to note a difference in AmeriCorps education awards)

Students are encouraged to discuss and document plans for a leave of absence with their advisor and Student Financial Services as soon as possible, as taking a leave of absence can have implications on educator preparation program completion and certification/licensure, ability to complete program requirements, AmeriCorps membership, and financial obligations to Relay. All general leave of absence processes apply to leaves for compelling personal circumstances. See [General Leave of Absence](#) for details.

Students who meet these criteria are required to submit official supporting documentation. The documentation must include the date and the reason. If official documentation is unavailable, please email support@relay.edu.

A leave of absence is valid for up to one year (three consecutive terms). Please refer to the [Reenrolling or Transferring Programs policy](#) for details on when to apply to return from a leave of absence. For students enrolled in an educator preparation program, a leave of absence and/or withdrawal may result in immediate suspension or revocation of a teaching certificate/license in most states. A leave of absence while completing qualifying clinical experience will delay the timeline to program completion and certification/licensure. Additional details can be found in the [appropriate EPP Handbook](#), and students may sign up for office hours [here](#).

Please note: Students may not be exempt from student loan repayments under this policy. Relay encourages students to contact their loan providers to understand the implications associated with taking a leave of absence.

If students have concerns about attendance and/or coursework policy as it relates to their leave of absence for compelling personal circumstances, students should contact support@relay.edu. For complaints of medical-condition or pregnancy-related discrimination, please see the [Student Grievance Policy](#).

Effective for students taking a leave of absence beginning in the Summer 2024 term and forward: Students who take a leave of absence due to compelling personal circumstances will have their tuition discharged for the term the leave of absence starts. Tuition will not be discharged for any courses where grades have been earned.

The sections below provide details on specific documentation requirements for leaves of absence for compelling personal circumstances.

Medical or Maternity Leave of Absence

Relay permits students with medical conditions, including mental health, and/or pregnant students and students who have given birth within six months to take a leave of absence. Students who wish to request a medical or maternity leave of absence or who wish to request accommodations must submit medical documentation with their [leave of absence application](#) to demonstrate that temporary leaves or accommodations are medically necessary (e.g., doctor's note on letterhead or proof that their short-term disability claim was approved). If you are unable to provide medical, mental health, or maternity documentation, please email support@relay.edu.

Military Service Leave of Absence

Students whose military obligations make it difficult or impossible to complete their coursework are encouraged to take a military service leave of absence. Students who wish to request a temporary military service leave of absence must submit official documentation with their [leave of absence application](#) to demonstrate that temporary leaves or accommodations are necessary (e.g., copy of military orders). For the purposes of this policy, military service is defined as (a) deployment, (b) mobilization leading to deployment, or (c) attendance at a military school or college.

Additional Compelling Personal Circumstances Leave of Absence

Students facing the following compelling personal circumstances are able to take a temporary leave of absence from Relay:

- Disability, serious illness, or death of students' family members, should completing a term become unreasonably difficult or impossible as a result; and
- Unforeseeable circumstances such as a natural disaster, strike, relocation of a spouse, or nonrenewal or closing of a project/program.

Students who wish to request a compelling personal circumstances leave of absence must submit official documentation with their [leave of absence application](#) to demonstrate that temporary leaves or accommodations are necessary (e.g., copy of death certificate, documentation of damage from natural disaster). The documentation must include the date and the reason. If official documentation is unavailable, please email support@relay.edu.

Compelling Personal Circumstances Leave of Absence Caused by External Mitigating Circumstances

Students experiencing mitigating external circumstances, including but not limited to domestic violence, food insecurity, and students having trouble with accessing housing, may also take a leave of absence for compelling personal circumstances.

AmeriCorps recipients, please be advised that you may not be eligible to earn a partial Segal AmeriCorps Education Award depending on your circumstance. Please reach out to the AmeriCorps team at support@relay.edu to better understand your AmeriCorps implications.

If you believe your circumstance is not listed but should be considered, please reach out to your advisor and/or consider reaching out to the ombudsman to help you navigate. The Relay Student Ombudsman Service provides a safe space for students to confidentially discuss institutional and academic concerns, clarification of policies, and other challenges that impact academic progress. To get in touch with the Ombudsman, please complete the [Ombudsman Service request form](#).

Procedure for Leave of Absence for Compelling Personal Circumstances

To initiate a request for a leave of absence for compelling personal circumstances, students should first talk with their advisor to determine if a leave is the right next step for them. The advisor will work with the student to determine how and when to take the leave of absence. Students must discuss the implications of a leave of absence with their school leaders, applicable partnering or sponsoring organizations (such as Teach For America or New York City Teaching Fellows), and Student Financial Services. There may be significant professional, academic, financial, and when appropriate, certification/licensure-related consequences to suspending enrollment in a Relay program. For details, see [Financial Obligations Upon Changes to Enrollment](#). Once students have confirmed that a leave of absence is the right decision, they must formally submit a [leave of absence application](#) to Relay.

Accommodations for Students with Medical Conditions

Upon the submission of all required documentation, Relay, in accordance with the Americans with Disabilities Act, will engage in an interactive process with students who have medical conditions, including those students who are pregnant or have given birth within six months, to develop temporary accommodations that allow them access to the curriculum. The accommodations will align to students' requests, medical documentation, Relay resources, and the students' academic programs. While Relay commits to engage in the interactive process with all students who request accommodations, accommodations may be denied if the requested accommodation:

- is not feasible and sustainable at the local campus;
- puts an excessive financial and/or administrative burden on the institution;
- changes the nature of the academic program or our institution's curriculum;
- are personal in nature, e.g., requesting personal care attendants, personal readers, or personal devices;
- are not inappropriate in the context, even if directly related to the student's disability.

Please see Relay's [Disability Policy](#) for information on how to request accommodations due to a disability.

Withdrawal

Students who determine it is not possible or in their best interest to complete the coursework in which they are currently enrolled can withdraw from Relay. To initiate a withdrawal, students should first discuss their intentions with their school leader and their advisor to determine how and when to exit, as there may be professional, academic, certification/licensure, and financial consequences to early withdrawal from the program. Students may reach out to support@relay.edu for additional information.

After learning the consequences of early withdrawal, students who wish to withdraw must complete a [withdrawal form](#). Directions for accessing and submitting the form are available in [Support Center](#). Students are still enrolled at Relay, with corresponding academic, financial, and administrative responsibilities, until the [withdrawal form](#) is processed and they receive email verification of the withdrawal from the Registrar's Office. Failure to attend class or pay tuition does not constitute an official withdrawal. The effective date will be the date indicated in the withdrawal form. Students' withdrawal requests that include an effective date after the term [census date](#) and before the end of the term will not earn grades and/or credit for courses taken that term. In this case, students' transcripts will demonstrate a "W" in lieu of a course grade. Students' withdrawal requests that include an effective date on or after the last date of the term will earn the grades for the term they just completed.

The Registrar's Office will notify students via email when their withdrawal request is processed. Student Financial Services will follow up with students about how to pay any outstanding Relay tuition and fees.

Upon withdrawal, any outstanding incomplete grades will change to the current, standing grade in the grade book. Additionally, in most states, Relay is required to remove or expire provisional-level certificates/licenses if a student is withdrawn from their educator preparation program. Additional details can be provided by the Registrar's Office and Certification Office.

Administrative Withdrawal

Students who do not meet administrative requirements or expectations to remain enrolled at Relay or are unable to submit a formal leave of absence application can be administratively withdrawn by the institution.

Students can be administratively withdrawn for the following reasons:

- Failure to pay tuition;
- Failure to meet employment requirements;
- Failure to meet conditional admissions requirements;
- Failure to meet immunization requirements (where appropriate);
- Failure to meet certification/educator preparation program requirements (where appropriate);
- Failure to meet educator preparation program requirements (where appropriate);
- Failure to register for courses by the census date;
- Failure to submit withdrawal paperwork after initiating a withdrawal;
- Failure to meet attendance and participation requirements at the beginning of enrollment at Relay (i.e., “no show”) or during a term (i.e., persistently absent);
- Other substantive violations of Relay’s policies, procedures, or safety rules, including but not limited to violations of the academic honesty, code of conduct, or sex-based misconduct policies; and/or
- At the request of the institution.

If students are in danger of administrative withdrawal, Relay may contact their schools and/or sponsoring organizations and/or teacher preparation program membership to notify them and enlist their help in supporting students.

In order to become an enrolled student at Relay, students must attend a class and/or participate in an assignment (e.g., complete a quiz, submit an assignment, engage in a discussion forum). If one fails to do so by 11:59 PM on the census date of their first term of enrollment in any program, they will be administratively withdrawn and considered a “No Show.” Any “no show” students will not be charged tuition and all course registrations will be removed. This will be evaluated after the census date of each term.

Procedure for an Administrative Withdrawal

In the event of an administrative withdrawal, the Registrar’s Office will notify students via email. Student Financial Services will follow up with students about how to pay any outstanding Relay tuition and fees. If administratively withdrawn, students have the right to appeal the decision by submitting [this form](#).

Administrative withdrawal appeals must be submitted within 5 business days of the notification of withdrawal. Additional information on [appeals and exception requests can be found here](#). Please note that the institution does not have the authority to make exceptions to local, state, or federal regulations, including certification requirements. Depending on the type of administrative withdrawal, appeals will be reviewed by the relevant institutional offices. If the appeal is unsuccessful, administrative withdrawal procedures will continue, and the student will be administratively withdrawn.

Upon withdrawal, any outstanding incomplete grades will change to the standing grade in the grade book. Additionally, in most states, Relay is required to remove or expire provisional-level certificates/licenses if a student is withdrawn from their educator preparation program. Additional details can be provided by emailing support@relay.edu.

If students are administratively withdrawn, it is their responsibility to notify their schools (and if applicable, their teacher preparation program membership, such as Teach For America or New York City Teaching Fellows) of their departure from Relay.

Relay understands that there may be certain medical circumstances where a student is unable to submit an official leave of absence application due to unexpected life changes. In these cases Relay will administratively withdraw the student from the institution and accept an official leave of absence application with medical documentation at a later date. If an official leave of absence application is received from the student, the medical documentation must match the date of the administrative withdrawal. Relay will reverse the administrative withdrawal to the medical leave of absence in its systems.

Persistent Absence

The Registrar's Office conducts a regular review of course participation and attendance in order to identify and support enrolled students who have not actively withdrawn or taken a leave of absence but demonstrate persistent absence. Relay defines persistent absence as having failed to attend in-person and/or synchronous online class sessions and failure to submit any course assignments for 30 consecutive calendar days, with an extension if those days occur during the winter break. Once students who demonstrate persistent absence are identified, the Registrar's Office will contact these students to determine their intention to remain enrolled and provide necessary support. Students who continue to demonstrate persistent absence after they have been contacted may be administratively withdrawn from Relay. When persistently absent students do not formally inform the Registrar's Office of their intention to withdraw or take a leave of absence, Relay will use the last day of in-person or synchronous online class attendance, or the last date of participation in [Canvas](#), as the effective date of withdrawal.

Withdrawal from an Educator Preparation Program (EPP)

Students who determine it is not possible or in their best interest to complete an EPP in pursuit of certification/licensure may choose to withdraw from the EPP but remain enrolled at Relay to pursue a higher education award, such as an MAT degree. Prior to initiating a withdrawal from the EPP, students should discuss their intentions with their school leader and their advisor, as there may be professional, academic, and financial consequences to early withdrawal from the EPP. Withdrawal from the EPP is final in Illinois if a provisional-level license has already been issued, and students will not have the opportunity to reenroll in the EPP at a future date. Withdrawal from the EPP is final in Texas if the student remains enrolled in Relay coursework to pursue an MAT. Students may reach out to support@relay.edu for additional information.

After learning the consequences of early withdrawal from the EPP, students who wish to withdraw from the EPP must complete an area of study change request to remove the endorsement area of study and exit the EPP. The area of study change form is in the student support tab of the [status page](#).

Inactive Term

A student may find it necessary to remain enrolled in their program while not taking additional coursework. This is defined as participating at Relay under an inactive term. Reasons for an inactive term may include, but are not limited to:

- Remaining enrolled to resolve an Incomplete in a course from a prior term while not enrolling in additional coursework
- Remaining enrolled during a term when there are no courses needed to meet your program's requirements

Students who wish to be considered for an inactive term must submit the [Inactive Term Request Form](#) prior to the term's census date. An inactive term request should not be a substitute for a [Leave of Absence](#).

Students should consult with their advisors before submitting an [Inactive Term Request Form](#). Students who fail to register for courses by the start of the term after being on an inactive term and/or are unresponsive to communications regarding their status will be administratively withdrawn and will need to reapply to Relay.

If approved, a student enrolled in an inactive term is not eligible for financial aid or loan deferral. There could also be certification implications. Please reach out to support@relay.edu to better understand the implications for your circumstances.

Please note: Students who withdraw, take a leave of absence, are administratively withdrawn, or are dismissed from Relay are not eligible for an inactive term. In some cases, students who withdraw, take a leave of absence, are administratively withdrawn, or are dismissed from Relay, can reapply for enrollment. Additionally, students with an active Registration Hold due to outstanding financial obligations are not eligible for an inactive term. For more information regarding returning to Relay, please see the [Reenrolling or Transferring Policy](#).

Procedure for an Inactive Term

- Students may submit the [Inactive Term Request Form](#) no later than the census date of the requested term. For more information on census dates, please see [Enrollment Definition Terms](#).
- The Registrar's Office will review the student's form to determine eligibility for an inactive term.
- The Registrar's Office will notify students of the outcome of their request via the student's Relay.edu email.
- The Registrar's Office will also communicate the outcome of the student's request with the Advising Team, Student Financial Services, Billing Team, AmeriCorps Team, and Certification Team.
- If approved for an inactive term, the Registrar's Office will change the student's status to "Standard Period of Non-Attendance."
- Students may be inactive for up to two terms, and students may take up to two terms consecutively as inactive terms.

Students who will need to register for additional coursework in a future term will receive communications regarding registration during the [registration windows](#) of their expected return term. Students who are

awaiting program completion, and who do not need to register for additional coursework will receive communication regarding their status once all program completion requirements are fulfilled.

Financial Obligations Upon Changes to Enrollment

Students who are considering taking a leave of absence or withdrawing from their programs or who are at risk of an administrative withdrawal or program dismissal should take note of the withdrawal and refund policies to determine their financial obligations upon leaving the program. Please see [Billing Due Dates and Refunds](#) for details.

Students who leave their programs for any reason and receive Title IV funds (including federal direct unsubsidized loans and TEACH grants) may be required to return a portion of funds that have been disbursed to their account upon exiting the program. For more information about the process concerning the return of Title IV funds, please see [Return of Federal Financial Aid \(Title IV\)](#).

If students leave their programs for any reason and have tuition balances, balances will be prorated according to the refund policy and calendar. The outstanding balances are the responsibility of the student. Financial obligations must be resolved as soon as students cease enrollment with Relay. Unresolved outstanding balances will be transferred to a collections agency as early as 30 calendar days after exiting the program and may impact student credit scores.

Students who are considering a program transfer or change of program may also have a change in federal aid-eligibility status, a change in institutional financial aid received, and/or a change in tuition.

Reenrolling or Transferring Programs

When a student withdraws, takes a leave of absence, is administratively withdrawn, or is dismissed from Relay for any reason, they must submit an [application](#) when they are ready to return. This [application](#) is also necessary for students who are looking to transfer locations and/or programs. In general, students should plan to apply two months prior to the start of their [selected term](#). The application due dates vary by circumstance, and are as follows:

- Students returning from an exit or leave of absence*:
 - Summer 2025: 5/12/25
 - Fall 2025: 8/4/25
 - Spring 2026: 1/5/26
- Continuing students looking to transfer programs and/or locations: First day of the desired term
- Newly Admitted students looking to transfer programs and/or locations in the first term of their enrollment: [Census date](#) of the term in which they were admitted

*Students returning to Relay's initial and discontinued program versions in Fall 2024 may have different due dates. Please reach out to support@relay.edu for details.

Please see [Term Dates](#) for more information. Late applications will be rejected, and students may apply to return for a future term.

Upon submission, the application is reviewed by a representative of the Registrar's Office, the Certification team (if applicable), the Office of the Provost of Teacher Preparation team, and Student Financial Services, to determine whether the student is eligible to resume classes in their requested term. Relay will evaluate applications based on applicant's statement submitted in the application, their current school of employment, any [state- and/or program-specific requirements](#) related to their requested program, previous academic-standing statuses at Relay, and their outstanding financial balances (if relevant). If a student is returning to a different program and/or location, they are encouraged to reach out to support@relay.edu for additional guidance on admissions requirements and certification/licensure implications. In some circumstances, students who were dismissed or administratively withdrawn are not eligible to reenroll with Relay.

A student must meet all admissions requirements to reenroll or transfer into a new program. If a student is returning to a different program and/or location, they are encouraged to reach out to support@relay.edu for additional guidance on admissions requirements and certification/licensure implications. In some circumstances, students who were dismissed or administratively withdrawn are not eligible to reenroll with Relay.

Please note the financial considerations for reenrolling or transferring:

To reenroll: In most cases, students with an outstanding financial balance must resolve their entire balance due to Relay by the application due date in order to reenroll. The following are exceptions to this policy:

- Students returning from a leave of absence due to compelling personal circumstances can return with an outstanding balance within one year of their exit.
- Students whose applications were rejected due to an outstanding balance that resolve it within 5 business days or less of the application due date may be considered for reenrollment. Please note that in order to be considered for application approval, students in this position must also notify the Registrar's Office on the same day they remit payment by emailing to support@relay.edu.
- Students enrolled in Relay's initial program offerings that are being discontinued in Summer 2024 may have additional flexibility. Please resolve your balance and reach out to support@relay.edu as soon as possible to determine if you are eligible to reenroll to complete your program. Reenrollment is not guaranteed.

To transfer: Students who are currently enrolled and wish to change their program and/or campus may do so if their balance is \$500 or less. The following is an exception to this policy:

- First-year students wishing to transfer between Summer to Fall term because of delayed Summer tuition billing.

Please note, students who transfer into a certification-only program will be ineligible for federal financial aid. SFS will work with students in this program to explore the other financial options available to them.

If either the Certification team (if applicable), Office of the Provost, and/or Student Financial Services declines the student's request to reenroll or transfer, the application is considered declined and the student is sent an email detailing the reason for their denial. Conversely, if all of the teams approve of the student's application, it is officially approved, and the Registrar's Office sends the student an email offer of

reenrollment/transfer with a support plan that includes the student's classes, certification requirements (if applicable), and financial obligations for their requested term. In order to accept the offer, the student must review the support plan and electronically accept or decline the terms. Timely acceptance is encouraged to ensure reenrollment; delays in accepting a reenrollment offer may result in the offer being withdrawn and a student being required to resubmit their application for the next term. The student should review the offer as soon as possible to avoid potential delays.

- If a student has questions about the support plan or believes there is an error, the student is encouraged to reach out to support@relay.edu for further information or clarification. It is the student's responsibility to thoroughly review the offer prior to accepting it.
- If a student is made an offer to reenroll/transfer after the start of the term, the student has one week to accept it. Delays in accepting an offer may result in it being withdrawn.

When a student accepts an offer of reenrollment or transfer, they are agreeing to the current school policies, as well as confirming that they understand and accept the terms outlined in their support plan. This includes, but is not limited to selected program, courseload, certification requirements, and financial obligations. Once the offer is accepted, the student's school of employment is automatically sent a school authorization form to be completed. The Registrar's Office then moves forward with enrolling the student accordingly.

Upon reenrollment, all students are assigned an advisor. Students who are reenrolling at Relay for any reason should meet with their advisor to better understand changes in course and program requirements that have occurred since their prior enrollment, and their impact on the students' goals. Students can get in touch with their advisor by request via support@relay.edu.

Please note: In Summer 2022 Relay launched new programs to strengthen the preparation of all Relay students to build the positive learning environments that are best for learners. Relay's revised programmatic offerings can be found in the Academic Catalog. Not all programs are available at all locations or in both online and local modalities, and program offerings have changed in many states. Relay's original programmatic versions will be discontinued at the end of the Summer 2024 term. Program options will be determined based upon the student's previous enrollment date and/or program of study, as well as information contained in the application. Reenrollment in the student's original program is not guaranteed. For students enrolled in the discontinued original program versions, please reach out to support@relay.edu for any questions regarding timelines.

Registration

Registration for Relay’s Original Programmatic Offerings and NY MAT Class of 2024

Registration for students who remain enrolled in Relay’s original and discontinued program versions, effective Summer 2024, and/or NY students remaining in NY MAT Class of 2024 (Entering Summer 2022) program who opt into Extended Enrollment for SY24-25 is addressed in this section. All other students, please see the next section, [Registration, All Other Students](#).

Students are registered for courses by the Registrar’s Office on their behalf for every term they are enrolled. The Registrar’s Office will not register any students on a hold. Please see [Student Holds](#) for more information. The Registrar’s Office also sends students a course enrollment verification email at the beginning of every term; if a student intends to make changes to their enrollment, they must consult with their faculty advisor and complete the course verification survey form linked within their course enrollment verification email no later than the census date of the term.

If students do not intend to be enrolled for an upcoming term, the Registrar’s Office must receive a [withdrawal form](#) or [leave of absence application](#) from students before the end of their current term of enrollment (see [Terms](#) for these dates) and no later than the census date of the upcoming term. The form and application are both accessible in [Support Center](#). Students who do not submit a withdrawal form or leave of absence application before the end of their current term will remain registered for the upcoming term and will be responsible for applicable term tuition and fees should they fail to take action prior to the term census date (see [Census Dates](#) and [Billing Due Dates and Refunds](#) for more information). For more information, please see the process for [withdrawing](#) from Relay or [taking a leave of absence](#).

Registration Windows

The registration windows for academic year 2024–25 can be found in Table 7 below. These dates apply to all enrolled students seeking course registration for a term, including students returning from a leave of absence, withdrawal, administrative withdrawal, or program dismissal.

Students may not be registered during the registration window if they have a student hold. If holds are not resolved, and students are not registered by the start of the upcoming term, students will be administratively withdrawn effective at the end of the current term. Please see [Student Holds](#) for additional details. Registration Windows can be found below.

Table 7

Academic Year	Registering Term	Registration Window Opens	Registration Window Closes
2024-25	Summer 2024	April 15, 2024	June 17, 2024
2024-25	Fall 2024	July 29, 2024	September 3, 2024

2024-25	Spring 2025	November 11, 2024	February, 3, 2025
2024-25	Summer 2025	April 14, 2025	June 23, 2025

Registration, All Other Students

Students entering Relay in their first term of enrollment or through reenrollment are registered for courses by the Registrar's Office on their behalf. In each subsequent term, students who are not on a financial registration hold will register for courses in partnership with their advisor using [My Relay Portal](#) during the registration window. The Registrar's Office might register students for specific courses such as specific state-required Clinical Experience courses. Students needing to make changes to their courses after the registration window closes for the term will need to consult with their advisor.

At times, Relay may need to close or change course sections due to enrollment numbers. In these cases, students will be notified of schedule changes.

If students do not intend to be enrolled for an upcoming term, the Registrar's Office must receive a [withdrawal form](#), a [leave of absence application](#), or an [inactive term enrollment request form](#) from students before the end of their current term of enrollment (see [Terms](#) for these dates) and no later than the census date of the upcoming term. The forms and application are both accessible in [Support Center](#). Students who do not submit a withdrawal form, a leave of absence application, or an inactive enrollment request form no later than the census date of the upcoming term could be administratively withdrawn from Relay. For more information, please see the process for [withdrawing](#) from Relay or [taking a leave of absence](#). Please also see the process for [administrative withdrawals](#).

Relay bills the [tuition and fees](#) for all registered courses within a term on the first day of the term. Changes to registered courses made on or after the start of the term will be reflected on a student's bill within one (1) business day. Students can see their term's registered course schedule on their My Relay Portal; bills are available on Nelnet.

Students are responsible for [dropping](#) a course or withdrawing from a program prior to the dates on Relay's [refund calendar](#) to receive a full refund of tuition and fees paid for a course within a term. Students that do not drop a scheduled course by the census date listed in the refund calendar will be responsible for the course tuition and fees. Students who are considered a "[no show](#)" and are administratively withdrawn from Relay will have all course registrations removed from their Relay profile for that term and tuition updated accordingly. Students with a "no-show" status will have applicable course registrations removed, and tuition will be updated accordingly.

The procedure to register for courses can be found below:

- [How To Register For Courses](#)
- [How To Unregister From Courses](#)
- The procedure for course changes (e.g., adding, dropping, changing a course section) can be found in Table 8 below

Table 8

Action	Until when can this happen?	How?	Exceptions
Add a class	Prior to the start of a term. After the start of a term, students may register for additional coursework through the census date as long as the course has not yet started. If a student has not registered by the start of the term, they are not able to take coursework that term.	If a student wants to add classes during the registration window, students can add classes through My Relay Portal. If a student wants to add a class after the registration window has closed, the student should consult with their advisor, who may be able to add the course on the student's behalf through the census date as long as the course has not yet started.	N/A
Drop a class	Any time prior to census date.	If a student wants to drop a class during the registration window, students can drop classes through My Relay Portal. If a student wants to drop a class after the registration window has closed, the student should consult with their advisor, who may be able to drop a class on the student's behalf as long as the class is dropped before the term's census date.	For classes that start after the census date, students may appeal to drop a class within one week of the start of the class by emailing support@relay.edu. After the census date of the term, students also have the option of withdrawing from an individual course by consulting with their advisors and emailing support@relay.edu. Please Note: Withdrawing from an individual course after the census date could have academic and financial implications. Students are encouraged to consult with their advisor and professor prior to requesting to withdraw from an individual course. For more information, please see the Individual Course Withdrawal Policy.

Change a class section	Students can change a course section up until the last day of registration. Class section changes made after the last day of registration but before the census date may be granted by the advisor upon a student request. Class section changes cannot be made after the census date.	If a student wants to change a class section during the registration window, students can change class sections through My Relay Portal. If a student wants to change a class section after the registration window has closed, the student should consult with their advisor who may be able to change a class section on the student's behalf through the census date if the class has not yet started.	If a change needs to be made to a class section that begins after the census date, reach out to support@relay.edu to determine if this is feasible.
------------------------	---	---	---

Registration Windows

The registration windows for academic year 2024–25 can be found in the table below. These dates apply to all enrolled students seeking course registration for a term, including students returning from a leave of absence, withdrawal, administrative withdrawal, or program dismissal.

Students who cannot be registered by the registration window closing each term due to student holds will be registered once holds are resolved. If holds are not resolved, and students are not registered by the start of the upcoming term, students will be administratively withdrawn effective at the end of the current term. Please see [Student Holds](#) for additional details.

Table 9

Academic Year	Registering Term	Registration Opens in My Relay Portal	Registration Closes in My Relay Portal	Registration Occurs through Student Advisors
2024-25	Summer 2024	April 15, 2024	June 17, 2024	June 18, 2024 - August 5, 2024
2024-25	Fall 2024	July 29, 2024	September 3, 2024	September 4, 2024 - October 7, 2024
2024-25	Spring 2025	November 11, 2024	February 3, 2025	February 4, 2025 - February 10, 2025
2024-25	Summer 2025	April 14, 2025	June 23, 2025	June 24, 2025 - August 4, 2025

Student Holds

When students do not comply with the requirements necessary for their enrollment at Relay, student services teams may place student accounts on a hold. Holds can be placed on students' abilities to register for classes, receive diplomas, return to Relay, and/or transfer programs. Failure to resolve a hold by a given due date may result in administrative withdrawal. A description of each hold can be found in Table 10.

Tuition balances cannot be carried over from one academic year to the next. An academic year runs summer, fall, and spring terms. If a student has a tuition balance from the summer, fall, or spring term, they cannot register for the upcoming summer term of the new academic year. All balances must be paid in full.

Table 10

Hold Type	Reasons for Hold	Hold Consequences	Action Required for Hold Removal
Academic Graduation Hold	Any outstanding balance 30 calendar days after term bill due date	Unless otherwise determined by state-specific legislation, diplomas are not issued Students reenrolling after more than one term will need their balance resolved in full for reenrollment consideration (additional consideration is given for students returning from a Leave of Absence for Compelling Personal Circumstances*)	Overdue balance is paid in full
Registration Hold: Outstanding Balance	Outstanding balance over \$500 30 calendar days after the Fall term or Spring term bill due date OR Any outstanding balance from a prior academic year A student fully up-to-date on the	Registration for subsequent terms not permitted for balances over \$500 All balances must be resolved in full for reenrollment. (additional consideration is given for students returning from a Leave of Absence for	Prior academic year balance is paid in full AND Current academic year balance is reduced to \$500 or less Teach For America Exception: Summer 2024 registration is allowed for a balance of up to \$6,895. Students will be placed on registration

	current term's payment plan will not be put on a Registration Hold. Students must remain on track and complete their payment plan before the next term begins. Total balances must be \$500 or less to remain enrolled in the current academic year.	Compelling Personal Circumstances)* Enrollment in subsequent terms not permitted, thus resulting in an administrative withdrawal at the beginning of the following term Not eligible for inactive term	hold on 07/1/24 of the Summer 2024 term until their prior term balance is resolved. Teach For America Exception: Summer 2025 registration is allowed for a balance of up to \$7,395
Certification Hold	Failing to submit proof of meeting certification/licensure requirements by due date indicated	Registration for subsequent terms not permitted Enrollment in subsequent terms not permitted, thus resulting in an administrative withdrawal at the beginning of the following term	Proof of meeting certification/licensure requirements submitted

**Compelling personal circumstances may include the following: medical emergencies, death in the family, military service, unforeseeable circumstances outside of your control (e.g., natural disaster, strike, relocation of a spouse, or nonrenewal or closing of a project/program; mitigating external circumstances). Documentation guidance can be found in the [Leave of Absence for Compelling Personal Circumstances](#) policy.*

Withdrawing From an Individual Course

In rare circumstances after the census date, a student* in conjunction with their advisor may determine that it is not in their best interest to maintain their current course load, but they wish to remain enrolled in some courses. After the census date, the only routinely permissible changes of registration are withdrawals from an individual course. Withdrawing from individual courses could have financial implications and could result in students being off track to complete their program and/or certification requirements. Students are encouraged to consult with their advisor and Student Financial Services before requesting to withdraw from an individual course. Students can request to withdraw from an individual course by consulting with their advisor and completing the [request form](#). Students requesting to withdraw from individual courses will receive a "W" grade for the individual course. Although students would have the option to request a withdrawal from multiple individual courses in one term, students must remain enrolled in at least one

course of the term. Students who withdraw from a course after the census date will still be charged for the course. If a student intends to withdraw from all of their courses, the student should consider completing the [withdrawal form](#) or [requesting a leave of absence](#).

Students should see [Census Dates](#) and [Billing Due Dates and Refunds](#) for information regarding the financial implications of withdrawing from individual courses. Students must request to withdraw from a course by the last day of the term in which they are registered in the course.

Procedure for Withdrawing From an Individual Course

To withdraw from an individual course after the census date:

- Students meet with their advisor, certification officer, and the Office of Student Financial Services to discuss the implications of withdrawing from individual course(s).
- Students request to withdraw from an individual course by [completing the request form](#).
- The Registrar's Office will communicate the outcome of the request to the student and the student's advisor.
- For approved requests, the Registrar's Office will issue a finalized grade of "W" for the student's requested course(s). This "W" is final, and the request cannot be reversed.

**Students who remain enrolled in Relay's original and discontinued program versions, effective Summer 2024, and/or NY students remaining in NYC MAT CO2024 (Entering Summer 2022) program who opt into Extended Enrollment for SY24-25 are not eligible to withdraw from individual courses due to courses being offered for the final time.*

Student Financial Services

Program Costs and Financial Aid

Tuition and Fees

The total tuition and fees for the 2024–25 academic year is \$850 per credit. Please check your financial aid offer letter and your Nelnet student account for specific information to you. While Relay students are responsible for the cost of this program, Relay continues to work to raise need-based financial aid and identify financial support to make this unique educational program affordable. Moreover, eligible students may apply to receive federal direct unsubsidized loans or TEACH grants to pay their tuition and fees at Relay. Students paying tuition with a credit or debit card will be charged a service fee of 2.85% for each transaction. Students paying tuition with a bank account will not be charged a service fee for the transaction. Students must fully cover their tuition in order to enroll in the term or graduate. Students who do not fully cover their tuition by the due date risk being administratively withdrawn from the program. For any questions regarding your tuition, please reach out to us at support@relay.edu.

Institutional Scholarships

Relay offers a number of institutional scholarships to eligible students. These scholarships are funds that, unlike loans, do not need to be repaid. They are subject to terms, conditions, and availability of funding each academic year. Student Financial Services (SFS) will reach out to applicants after admissions applications have been reviewed to inform them of their institutional aid through a financial aid offer.

Relay Teaching Scholarship

The Relay Teaching Scholarship is need-based financial aid awarded to eligible students who apply for and show substantial financial need. Relay prioritizes students with no access to other internal or external awards. Award amounts are dependent on annual availability. Applicants and students interested in applying for need-based aid will need to complete the Free Application for Federal Student Aid (FAFSA) at the U.S. Department of Education's website, www.fafsa.gov (Relay's school code is 042086). Students ineligible to complete the FAFSA may complete Relay's [alternative aid application](#). Applicants for admission may submit their forms before completing the admissions process, but decisions about federal financial aid are not finalized until the admissions process has been completed.

Relay Residency Scholarship

Students participating in the Relay Teaching Residency program may be eligible for a Relay Residency Scholarship. Participants must be first-year incoming students enrolled at least half-time, have no additional access to other external scholarships and awards, and must complete the [FAFSA application](#). Students who fail to complete the FAFSA application may not be eligible for a Relay Residency Scholarship. Awards are up to \$3,000 for the academic year.

Other Institutional Scholarships

Relay may be able to offer additional scholarships based on available funding. Students eligible for these scholarships will be notified by Student Financial Services during the enrollment process.

Federal Financial Aid

Relay offers [direct unsubsidized student loans](#) and [TEACH grants](#) to help cover the [costs of attendance](#) for eligible, matriculated, enrolled at least half-time students in eligible programs (MAT, Advanced Certificate). Applicants and students interested in applying for federal financial aid will need to complete the Free Application for Federal Student Aid (FAFSA) at the U.S. Department of Education's website, www.fafsa.gov (Relay's school code is 042086). Applicants for admission may submit their FAFSA before completing the admissions process, but decisions about federal financial aid are not finalized until the admissions process has been completed. Students not interested in requesting loans or TEACH grants do not need to submit a FAFSA form. Students will need to complete [all additional forms](#) to request federal financial aid. Complete applications will be reviewed for eligibility. After the initial disbursement of federal aid, attendance will be checked again in 30 days for all registered courses. Attendance includes attending class, submitting assignments, completing an exam, or attending office hours or interacting with professors for enrolled courses. Federal aid may be returned or withheld if courses have not been attended. For more information, access to forms, and instructions, please see [Direct Unsubsidized Loans](#) and [TEACH Grants](#).

Satisfactory Academic Progress and Federal Financial Aid (Title IV)

Recipients of federal financial aid, Title IV funds, are required to maintain Satisfactory Academic Progress (SAP) in order to be eligible for any Federal Title IV student aid program. If students are placed on academic probation for a term, they will also be placed on federal financial aid warning status for that term. During the warning term, students remain eligible for federal student loans and TEACH grants. Students have one term to return to satisfactory academic standing; failure to do so will result in program dismissal from Relay and ineligibility for all Title IV assistance. Students who then successfully appeal their program dismissals and remain enrolled at Relay will be placed on financial aid probation and will be eligible to receive federal financial aid for only one more term, after which they will lose eligibility unless they make satisfactory academic progress at the end of the term or otherwise meet the requirements of the academic plan cocreated with the advisor and faculty. Additionally, students will lose eligibility for Title IV assistance from the point at which they are no longer able to complete the full program within 150% of the published program length. Please see [Academic Standing and Satisfactory Progress](#) for details.

Return of Federal Financial Aid (Title IV)

All federal financial aid, Title IV funds (including federal direct unsubsidized loans and TEACH grants) are awarded to students under the assumption that students will attend Relay for the entire period for which federal financial aid is awarded. Under return of Title IV regulations, students are considered to have withdrawn from the term if they do not complete all the days in the term they were scheduled to complete. Students earn the federal financial aid they have been awarded in direct proportion to the number of days in the term they remain enrolled as active academic participants through the 60% point in the term. Students who withdraw or otherwise cease academic activity after the 60% point earn 100% of the aid received for that payment period and will not be required to return any portion of that aid.

If recipients of Title IV funds withdraw from Relay after beginning attendance during a term, Relay will calculate the amount of federal financial aid that students have earned. If the amounts disbursed to students are less than the amounts earned, students are eligible to receive a post-withdrawal disbursement. If the amount disbursed is greater than the amounts earned, Relay will return the unearned funds to the Department of Education. If students owe funds to Relay as a result of Relay returning unearned funds to

the Department of Education, students will be responsible for paying Relay the full balance of any funds owed.

Return of Uncashed Federal Financial Aid Checks (Title IV)

Students may receive a refund after federal loans and TEACH grants are disbursed to their accounts. Students are expected to deposit the funds in a reasonable time frame of 45 calendar days. Students should reach out to Student Financial Services for assistance or request a new check issuance within this time frame.

- After the initial 30 calendar days have passed, Student Financial Services will attempt to contact students and will notify the student of the uncashed refund check with a request to set up their direct deposit account or to directly cash the check.
- One week after the initial email, Student Financial Services will make a second attempt to notify the student of the intent to cancel and return the excess funds to the U.S. Department of Education. Relay will also notify Nelnet to begin the cancellation of the outstanding check.
- After 45 calendar days and Nelnet's confirmation of the cancellation of the outstanding check, Relay will initiate the return of funds to the U.S. Department of Education and notify your loan service provider.

Relay follows guidelines regarding Title IV funds and uncashed Title IV refund checks. Relay will make every attempt to contact students through Relay student email accounts before funds are returned to the U.S. Department of Education. Students are responsible for monitoring their student email for notifications.

Exit Counseling

Students who receive federal loans or TEACH grants to finance their education at Relay will be required to complete exit counseling when they graduate or when they cease to be enrolled at least half-time. The completion of exit counseling is a requirement for graduation from Relay and a federal requirement for those students who withdraw or drop their enrollment status to below half-time. Graduating students who do not complete exit counseling on time are subject to bursar holds/academic graduation holds.

Additional Sources of Tuition Support

Segal AmeriCorps Education Award

Full-time AmeriCorps members who complete a year of service may earn a Segal AmeriCorps Education Award (Education Award) to pay for current educational expenses or to pay back qualified student loans. The Education Award is projected to be valued at \$7,395 for the 2024–25 academic year, and individuals may earn Education Awards for up to two year-long service terms. Relay students may participate in the AmeriCorps program through select Relay teacher preparation programs, Teach For America, or another eligible AmeriCorps service program.

For students currently enrolled in an AmeriCorps program, tuition will not be reduced by the amount of the Education Award. If students do not earn their Education Award for any reason, or if they choose not to use these funds toward paying their tuition balance, they will be responsible for paying this balance out of pocket. If students take a leave of absence, withdraw, are administratively withdrawn, or are dismissed from the program, tuition will be payable immediately, even if students have not earned or will not earn their Education Award. For more information on extenuating circumstances, please see [Extenuating Circumstances](#) for AmeriCorps recipients.

Students who receive an Education Award also should be aware of the following:

- Students may use the award for any educational expenses allowed by the AmeriCorps program rules;
- The amount of the Education Award is dependent on congressional funding for the AmeriCorps program and is subject to change. Students are responsible for paying all tuition and fees that are intended to be covered by their Education Awards; and
- Students who do not receive their education award (due to withdrawal, administrative withdrawal, or program dismissal from Relay; withdrawal, administrative withdrawal, or program dismissal from their AmeriCorps program; or any other reason) will be responsible for covering all tuition. This includes tuition that would have been covered by an earned education award.

The Education Award is subject to federal and state tax when it is used; students should consult a tax advisor for more information.

More information about AmeriCorps is available at: <http://www.americorps.gov>

Teach For America (TFA) corps members may be granted TFA Education Awards at the end of each year of service in lieu of a Segal AmeriCorps Education Award. Relay is eligible to accept these awards for students expecting the TFA Education Awards. All terms and conditions related to tuition balances from unearned pending awards still apply.

AmeriCorps Enrollment and Relay Tuition

Students may be eligible to earn a Segal AmeriCorps Education Award (up to \$7,395) upon completion of the 2024–25 school year. Students often choose to apply their earned Education Award to cover a portion of their Relay tuition. Failure to complete all required AmeriCorps enrollment steps and join the AmeriCorps program by the stated deadline if you're eligible means that you will not earn an Education Award.

AmeriCorps Opt-Out

Students may decide to opt out of AmeriCorps program membership. To initiate an opt out, students must submit the Relay AmeriCorps Application and select the “concern question.” All opt-out requests will be granted since students have full autonomy to decline AmeriCorps membership; said otherwise, all eligible students have the option to complete and enroll in AmeriCorps—membership is not mandatory for attendance at Relay.

Student Financial Services will determine if alternative awards may be provided based on need-based aid criteria. Relay cannot guarantee that you will receive alternative funding.

Students receiving a scholarship through their employer may check with their employer regarding the scholarship amount or reach out to support@relay.edu for more information. Employers may reach out to the Partner Billing team at partnerbilling@relay.edu.

Students can review their unpaid tuition balances on their Nelnet student accounts.

Outside Scholarships

Students may receive financial assistance from sources other than federal and institutional financial aid programs. Under federal law and school policy, Relay must consider outside resources when deciding what other aid or loans students may be eligible to receive. Outside awards may reduce students’ eligibility for federal and institutional financial aid.

Outside awards are incorporated into financial aid packages: first, they may be used to reduce students’ out-of-pocket responsibilities, and they may replace other institutional scholarships. Students whose financial aid packages are adjusted to account for outside awards in the middle of an academic year will receive email notifications and/or updated financial aid offers.

Student Financial Services Policies

Billing Due Dates and Refunds

Relay tuition and fees are billed in three terms (summer, fall, and spring), with bills generally due at the beginning of the term. The only exception is for incoming students. Their first summer-term bill is not due until the fall term. Students with this extended deadline remain responsible for adhering to the refund policy and calendar below for the summer term. Students will receive billing notifications with payment instructions and exact due dates when charges are applied each term.

The refund policy is closely tied to the policies described in [Changes to Enrollment](#). Students who are considering taking a leave of absence, withdrawing, being administratively withdrawn, or being dismissed from their programs should take note of the enrollment and refund policies to determine their financial obligations upon leaving the program. Students are highly encouraged to reach out to support@relay.edu before changing their enrollment status to discuss the financial implications.

To receive a full refund of tuition and fees paid for a term, students must email support@relay.edu to initiate a withdrawal or leave of absence by the dates detailed in the refund calendar in Table 11. Students must submit completed request forms to Relay within ten consecutive calendar days of initiating the process. If completed forms are not received within that time frame, the date they are received will be used to determine refund eligibility.

The refundable amount includes all billed tuition and tuition from pending unearned awards. An early departure from the program makes any tuition from pending unearned awards payable immediately and will result in a significant amount of tuition becoming due immediately. For more information on extenuating circumstances, please see [Extenuating Circumstances](#) for AmeriCorps recipients.

The refund schedule for the 2024–25 academic year is detailed in Table 11. All Relay scholarships will be prorated at the same rate as tuition charges.

Table 11 Refunds

Summer 2024 Term	
100% refund	Withdraw on or before August 5, 2024

0% refund	Withdraw after August 5, 2024
Fall 2024 Term	
100% refund	Withdraw on or before October 7, 2024
0% refund	Withdraw after October 7, 2024
Spring 2025 Term	
100% refund	Withdraw on or before February 10, 2025
0% refund	Withdraw after February 10, 2025

Table 12 Billing Due Dates

Summer 2024 Term (continuing students)	
Billing Notification Sent	May 30, 2024
Billing Payments Due	July 15, 2024
Summer 2024 Term (incoming students)	
Billing Notification Sent	May 30, 2024
Billing Payments Due	October 7, 2024
Fall 2024 Term (all students)	
Billing Notification Sent	August 22, 2024
Billing Payments Due	October 7, 2024
Spring 2025 Term (all students)	
Billing Notification Sent	January 16, 2025
Billing Payments Due	February 10, 2025

Extenuating Circumstances

Students who exit or take a leave of absence from the program during the academic year due to one of the following compelling personal circumstances* may be eligible to earn a partial Segal AmeriCorps Education Award and may be eligible for reenrollment within one full academic year, pending program, Registrar's Office, and Student Financial Services review:

- Medical conditions;
- Pregnancy;

- Disability, serious illness, or death of students' family members should completing a term become unreasonably difficult or impossible as a result;
- Unforeseeable circumstances such as a natural disaster, strike, relocation of a spouse, or nonrenewal or closing of a project/program; and
- Military-service obligations

Students who take a leave of absence due to compelling personal circumstances will have their tuition discharged for the term the leave of absence starts. Tuition will not be discharged for any courses where grades have been earned. Details can be found in the [Leave of Absence for Compelling Personal Circumstances](#) policy.

*Relay AmeriCorps members must provide documentation of compelling personal circumstances (e.g., doctor's note, letter from supervisor, memo explaining reason for exit).

Payment Plans

Students may elect to pay their tuition and fees through a payment plan. A payment plan is a method to split your bill into equal monthly payments for the remainder of the term. Payment plans do not carry over between terms and must be established for each billing term. Payment plans can only be set up for the active term and for the active term's balance. Students may sign up for a payment plan at any point in the term prior to the third installment due date (or second installment due date for summer-term payment plans). There is a \$45 fee to sign up for each payment plan. Students enrolled in a payment plan with a credit or debit card will be charged a service fee of 2.85% for each transaction. Students enrolled in a payment plan with a bank account will not be charged a service fee for transactions. Payment-plan installment dates are listed in Table 12.

Table 13

	Summer 2024 Term	Fall 2024 Term	Spring 2025 Term
Installment #1 Due Date	June 17	September 16	February 18
Installment #2 Due Date	July 15*	October 15	March 17
Installment #3 Due Date	August 15	November 15*	April 15*
Installment #4 Due Date	N/A	December 16	May 15

*Deadline to enroll in a payment plan for the term

Returned-Check and Chargeback Fees

Student payments to Nelnet that result in a chargeback or returned check are charged a fee determined and managed by Nelnet. If you have further questions please reach out to Nelnet directly at their student support line (800) 609-8056.

Collections for Overdue Balances

Students who cease enrollment at Relay and have unpaid tuition balances will receive a financial-obligations email (sent to the email address on file). This email explains the balance due, payment options, and collections date.

Students are given 30 calendar days to respond to this email. Students will receive an email with their remaining financial obligations and any additional requirements. Students can cover their balance by signing up for a payment plan or making a direct payment. If students do not respond to our email or take action, accounts will be sent to a collections agency.

Students whose accounts are sent to a collections agency may be responsible for the costs of collections in addition to the total overdue balance. Being sent to collections also negatively impacts students' credit.

Institutional Policies

Education Rights

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students certain rights with respect to their education records, in particular the privacy of those records. Relay fully complies with the provisions outlined in [FERPA](#).

Annual Notice to Students

Annually, Relay informs students of their rights under the Family Educational Rights and Privacy Act (FERPA) and the regulations relating to FERPA promulgated by the Department of Education. Together, FERPA and the FERPA regulations provide that:

- Students have a right to inspect and review their education records;
- Students may request that any such record be amended if they believe that it is inaccurate, misleading, or otherwise in violation of their privacy;
- Relay will obtain the students' written consent prior to disclosing personally identifiable information about the student from their education records, unless such consent is not required by FERPA and the FERPA regulations;
- Students have a right to file a complaint with the Family Policy Compliance Office of the Department of Education if they feel that Relay has failed to comply with the requirements of FERPA and the FERPA regulations; and
- Students may obtain a copy of Relay's Guidelines for Compliance with FERPA.

Relay's Guidelines for Compliance with FERPA are available from the Registrar's Office.

Access to Records

Requests to review records, for copies of the statute or its attendant regulations, or for additional information concerning FERPA should be directed to support@relay.edu.

Authorization to Report to Outside Entities

All students are required to sign the enrollment agreement, which grants Relay authorization to share reports on their application to Relay, including supplementary materials, their academic performance, and conduct in the program with designated representatives of the school that employs them, an educational program for which they perform services, the teacher preparation program in which they are a participant, any entity that funds their Relay education, or/and external evaluation firms and research partners that Relay hires or contracts with. These reports may include without limitation students' résumés; transcripts; academic progress; grades and evaluations; completion of degree; compliance with state, certification/licensure, and immunization requirements; timeliness of tuition and fee payment; disciplinary actions; and continued enrollment status. The enrollment agreement grants Relay authorization to determine in its sole discretion the schedule for providing this information and the information to be provided at the time.

Students also authorize Relay to request regular reports on their employment in the school that employs them, information related to their performance and evaluation(s), and de-identified performance data on the PK–12 students in their classrooms throughout their enrollment at Relay and after they leave Relay.

Directory Information

Pursuant to FERPA and the FERPA regulations, Relay hereby designates the following student information as “directory information”: name (legal and preferred), dates of attendance, school of employment, teacher preparation program, teaching assessment, class, previous institution(s) attended, program of study/academic program, enrollment status (e.g., full or part-time), level of education, degree(s) conferred (including dates), and honors and awards (including graduation honors). Email addresses are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out.

Directory information may be disclosed for any purpose. Under federal law, address information, telephone listings, and date and place of birth are also considered directory information for military-recruitment purposes. “Address” refers to both physical mailing address and email address. All other information not listed as directory information will not be disclosed.

Currently enrolled students may refuse disclosure of this information. To do so, students must complete the [directory nondisclosure form](#), which can be downloaded from the [Support Center](#). A hold will be placed on the release of directory information, and it will remain in effect until students file a written request to remove it.

If students do not specifically request the withholding of directory information by filing the [directory nondisclosure form](#), Relay assumes that they approve of the disclosure of such information. Relay disclaims any and all liability for inadvertent disclosure of directory information designated to be withheld.

Education Records

“Education records” available for review are defined as those records, files, documents, and other materials that contain information directly related to students and are maintained by Relay. The form in which the information is maintained by Relay does not matter; for example, computerized or electronic files, audiotape or videotape, photographic images, film, etc., with such information are “education records.” This includes communications and documents distributed or received by email or other similar Relay systems that are retained in these systems, either by the sending or receiving party. In general, the records maintained by Relay that are available for students’ review are records pertaining to admissions, academic performance, advising, financial aid, and billing. Students have the right to review original documents from their files. If students believe their education records contain inaccurate, misleading, or otherwise inappropriate information, they may request an amendment to the record by submitting a written request to support@relay.edu, clearly identifying the part of the record they want to be changed and specifying the reasons for the change.

Under FERPA and its related regulations, the following types of Relay records are not “education records” and are, therefore, not available for students’ review:

- Personal notes or records (including computerized files) that are kept by an individual Relay employee solely in their possession, used only as a personal memory aid, and not accessible or revealed to others, except to a temporary substitute;
- Records that relate to an individual who is employed by Relay and that (a) are made and maintained in the normal course of business, (b) are not available for use for any other purpose, and (c) relate exclusively to the individual in that individual's capacity as an employee. This exception does not apply to records that relate to students in attendance at Relay who are employed as a result of their status as students;
- Medical and psychiatric records created, maintained, and used only in connection with the treatment of students and that are not available to anyone other than the persons providing such treatment. Such records can be personally reviewed by a physician, psychologist, or other appropriate health professional of students' choice;
- Records that contain information relating to individuals who no longer are students at Relay and that are not directly related to their attendance as students, e.g., alumni records; and/or
- Grades or peer-graded papers before they are collected and recorded by a faculty member.

Release of Education and Enrollment Records

Relay will release student records only upon receipt of a written request from students. Students may request their records by submitting a [transcript request form](#) or [enrollment letter request form](#), which are both available in the [Support Center](#). Requests must be submitted to the Registrar's Office per the directions on the form. Upon receipt of the form, Relay will release the appropriate student records. This information may also be furnished to agencies or individuals authorized by law to review such records. Please note that the requirement for a written request does not apply in cases where FERPA allows for disclosure of education records without prior written consent. Additionally, the requirement for a written request does not apply to sections of this student handbook where the student has provided consent or authorization for the release of education records.

Records Retention

Relay requires that educational records be retained for specified periods of time to ensure the availability of critical records, comply with legal requirements, meet administrative needs, and eliminate unnecessary records.

- Education records are maintained by Relay in compliance with local, state, and federal laws and regulations.
- Transcripts of academic records are permanently maintained.
- Relay retains education records for a minimum of five years after a student graduates or withdraws from the school.
- Education records may be kept for a longer duration if required by law or if there are other valid educational or administrative reasons.
- Education records that are no longer needed for their original purpose will be securely and confidentially destroyed.
- Relay will maintain a record of requests for and disclosures of student education records, including the names of individuals who requested or received the information and the purpose of the request or disclosure.

Copyright Infringement

Copyright Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). Infringement may occur when a copyright protected work is reproduced or distributed without authorization, such as when the copyright protected work is uploaded or downloaded from the Internet or otherwise published without permission. Protected works may include but are not limited to photographic images; recordings (including class recordings); class materials (including lectures and slides, assessment materials and examinations, and course readings); music; movies; and television programs. While there are a few exceptions not requiring permission, such as the doctrine of fair use, sharing substantial portions of copyright protected works, including on peer-to-peer networks, without authorization by the rights owner or by meeting the exception requirements is an infringement.

It is the policy of Relay to fully respect all rights that exist in any material protected by the copyright laws of the United States while also encouraging the use of the materials that further the educational mission of Relay. Relay intends that its faculty, staff, and students take full advantage of all relevant licenses, exemptions, and exclusions (such as the Fair Use Exception, Classroom Performance Exception, TEACH Act, or Libraries and Archives Exception) that are provided for under the copyright laws. If there is no applicable license, exemption, or exclusion to permit use of the copyright protected material, then faculty, staff, and students must obtain permission from the copyright holder prior to using the copyright protected material.

Further, the institution is committed to preventing, in so far as practicable, the misuse of Relay's computer network and other information technology resources, including but not limited to the unauthorized distribution of copyrighted material by users of its computer network. Relay does not prohibit the lawful use of peer-to-peer (P2P) file-sharing technologies and will support technologies that facilitate legitimate information dissemination and academic collaboration. However, using P2P file-sharing applications for illegally acquiring or distributing copyrighted or licensed material (e.g., music, videos, textual material, etc.) is prohibited on any computer or network administered by Relay.

Policy Violations

Compliance with the federal copyright law and with this policy is the responsibility of every member of the Relay community, including faculty, staff, and students. Individuals who receive a copyright infringement notice may face disciplinary or employment actions. These actions may include, but are not limited to, loss of network access, mandatory training about copyright infringement, conduct sanctions, and potential dismissal from the institution.

In addition, the unauthorized acquisition or distribution of copyrighted or licensed material, including unauthorized peer-to-peer file sharing, may subject individuals to civil and criminal liabilities. Substantial penalties may be imposed for infringement of a copyright. An injunction to stop the infringement is most likely to be the first action. Payment of actual damages for financial loss suffered by the copyright owner

may be required. Statutory damages, for which no actual damages need be proved, may be assessed. If the court determines that use of material constitutes infringement, it may award damages between \$200 and \$150,000 for each item found to be in violation of copyright laws.

Members of the Relay community who willfully violate this policy and the policies incorporated herein do so at their own risk, assume all liability, and must indemnify the institution for loss or damage resulting from their unlawful action.

Availability of Employees for Information Dissemination Purposes Policy

Support@relay.edu is the email address where students can reach out for nonacademic student support requests including, but not limited to, institutional information, financial assistance information, information on completion or graduation rates, and institutional security policies and crime statistics, as required by 34 CFR § 668.44.

Please note, requests are processed Monday to Friday from 9:00 a.m. to 6:00 p.m. EST. In addition, Relay maintains a robust collection of information and resources for students, staff, and the public on the [Support Center](#). This collection allows individuals to self-serve support when they need it. The [Support Center](#) is accessible via Relay's website 24 hours a day, seven days per week. When signed in through [Relay's My Apps](#), students and staff have access to support articles that are not available to the public.

Student Identity Verification for Distance Education

Access to all Relay's technology resources, such as Canvas and Microsoft Office 365, is secured through a multi-factor login and password system, [Relay's MyApps](#). [Relay's MyApps](#) is hosted on Azure Active Directory, a cloud-based identity, and single sign-on service.

When enrolled, each student is assigned a unique username and is given instructions to activate their accounts and access the system. Students set up their passwords following instructions sent to the email address used in the admissions process and are required to provide a secondary form of identification, which can be a phone call, text message, or mobile app.

After activation, the same login credentials are then used to access all online platforms. When a student leaves Relay, such as taking a leave of absence or withdrawing, access to all applications is terminated, except for email, Minerva or Nelnet.

All [Canvas](#)-related support is handled by Canvas support staff and Relay's Technology team as needed.

Communications via Email

Once students receive and activate their Relay-issued email address, Relay will use ONLY Relay-issued email addresses to communicate with students. This is the official channel for all Relay communications. Relay will continue to use this channel to communicate with students after they exit Relay. Students are responsible for checking their Relay-issued email address regularly. Failure to regularly check and read

emails sent to your Relay-issued email address may lead to missed deadlines, updates, or other essential information, which could negatively impact your academic progress, standing, and experience at Relay. Unopened emails will not be considered as a reason for appeals or changes to actions taken.

Students who prefer to use a different email address may forward emails from their Relay-issued email address to their preferred email address. Instructions on forwarding emails can be found in [Relay Email Account Troubleshooting and FAQs](#).

Career Advising and Placement

In order to [meet admissions requirements](#) and [maintain enrollment](#) in any of Relay Graduate School of Education's programs, applicants and students are required to secure and maintain a full-time [instructional position](#) (e.g., kindergarten full-time teacher) that complies with the enrollment criteria for their program. Applicants seeking employment to enroll at Relay may work with Relay's Prospective Students Advising team, who maintains a list of potential school placements by location/state on the [Prospective Students Advising Website](#).

Relay shares job opportunities for alumni through [Relay Connect](#) and invites students approaching program completion to sign up for this free service. Additionally, Relay has a Learning and Resource Center available to all students with access to tutors able to support with Praxis and certification and licensure exam prep, resume building, lesson planning, and teaching practice.

Student Orientation

Student orientation sessions are Relay's first opportunity to engage with enrolled students and welcome them to the institution. Orientation sessions help students to understand Relay's mission, provide an overview of our curriculum, and prepare students to both be successful at Relay and to serve their PK–12 students. The goals of Relay's orientation sessions are to ensure that all students (a) feel welcome and affirmed at the institution, (b) know and feel welcomed and prepared to contribute to the Relay community, (c) understand their path to successful completion of their academic program, (d) understand the institution's policies, and (e) identify the support systems and structures within Relay.

Disability Policy

The Relay community is committed to supporting students with physical, learning, medical, psychiatric, or other disabilities. To demonstrate the existence of a disability that may entitle students to reasonable accommodations under the Americans with Disabilities Act (ADA) and related laws, students must complete the process outlined on the [disability volunteer disclosure form](#), which can be found on [Support Center](#) and their Canvas courses. This process may include scheduling an accommodation meeting with a representative from the Student Affairs and Student Services team, securing official documentation that explains the disability's relation to the Relay program, and an anonymized review of all materials by the accommodations panel.

The Student Affairs and Student Services team will review each student's completed disability disclosure form and supporting documents. The information will then be anonymized. The student affairs representative will then review and determine whether the accommodation can be granted or not and make any recommendations for implementation of the accommodations. The Student Affairs and Student Services team will communicate all decisions and implementation recommendations to the instructional team and the student. The Student Affairs and Student Services team will also collaborate with the instructional team to create an implementation plan. Accommodations will be monitored and reviewed annually, and adjusted as necessary or upon student request. Students will be asked to recertify annually to allow the institution the opportunity to adjust the accommodations and update relevant staff, if necessary.

Technology

Technology Requirements

To participate in any of Relay's programs, students are required to have access to a computer with a personal login. Relay does not have a preference or a recommendation for the type of computer used.

Students using a Personal Computer are required to have Windows 10 or above, and we strongly recommend Office 2016 and above. Students using a Mac are required to have Mac OS 11 or above, and we strongly recommend Microsoft Office version 2019 or above.

All students are required to have/use the latest version of Firefox, Chrome, or Safari. We also strongly recommend having anti-virus protection on your device.

Google Chromebooks and Apple iPad are not fully compatible with the Relay Technology Platform as of this writing.

Technology Student Support

For technology support, students can reach out to us by submitting a request [here](#) or emailing support@relay.edu. When students contact support@relay.edu, we kindly request that they provide as much detailed information as possible about their technology problem. This enables the Relay support team to promptly address concerns and offer effective assistance.

Students can expedite problem-solving by including a few important pieces of information when reaching out for technology support:

1. Your full name
2. The name of the app, tool, or platform that you are trying to access or use.
3. A screenshot of the computer screen showing the error message or problem. (For more information about how to create a screenshot, click [here](#).)
4. The web browser name and version.

A common troubleshooting step is to clear your web browser's cache and cookies. This solves many common problems. You can learn more about that step [here](#).

Please Note: Relay Support operating hours are 9:00 a.m. to 6:00 p.m. EST. For Canvas-related issues, please use Canvas's 24-hour support, available within Canvas, that can be accessed by clicking the Help icon. Twenty-four-hour support is available within Canvas, enabling answers to common questions, contact information for the Canvas Support Hotline (Students), and live chats with Canvas Support.

Available Technology Trainings for Students

Technology training is available as part of GEN-101 and EDU-500 courses available in Canvas and is required to be completed before beginning official academic coursework.

For timely responses, students should contact a faculty member via email, support@relay.edu, or through Canvas messaging.

Information Exchange Privacy and Safety

Relay ensures industry-standard security measures are in place to protect the confidentiality, integrity, and availability of information. Technical safeguards to protect your personal information include securing the data, collection, usage, and hosting of data.

This policy does not replace or supersede other existing policies and procedures relating to the use and maintenance of personal information such as FERPA.

Stay vigilant against phishing! Be cautious of unexpected emails requesting personal information, verify sender addresses, and avoid clicking on links with urgent requests to keep your data secure.

Social Conduct

Code of Conduct

All students must comply with Relay's policies and maintain proper standards of conduct at all times in both physical and digital spaces. If student behavior interferes with the safe operation of Relay, corrective disciplinary measures will be taken. Disciplinary action may include a verbal warning, written warning, suspension, or administrative withdrawal. The appropriate disciplinary action or sanction to be imposed will be determined by the Conduct Review Council (CoRC). The institution does not guarantee that one form of disciplinary action or sanction will necessarily precede another. The following non-exhaustive examples of conduct may result in disciplinary action, up to and including administrative withdrawal:

- Violation of Relay's policies, procedures, or safety rules;
- Unauthorized possession, use, or sale of alcohol or controlled substances on Relay premises, during Relay events (including both on-premise and off-premise events), synchronous class sessions, or in any digital spaces associated with Relay;
- Unauthorized possession, use, or sale of weapons, firearms, or explosives on Relay premises, during Relay events (including both on-premise and off-premise events), synchronous class sessions, or in any digital spaces associated with Relay;

- Intoxication;
- Theft or dishonesty;
- Misuse of technology;
- Inappropriate use of social media;
- Fighting;
- Abusive or foul language; and/or
- Physical harassment, sexual harassment, or disrespect toward another student, employee, visitor, vendor, or other member of the public.

Relay regards code-of-conduct violations as serious acts and will treat transgressions against this code as such. Code-of-conduct violations may therefore result in suspension or administrative withdrawal. Please note that students who are administratively withdrawn from the institution due to a code-of-conduct violation will not be eligible to reenroll in the future.

Due Process Procedures for Students

Students who are suspected of violating the code of conduct or any other Relay policy will be informed in writing of the suspected violations and will have an opportunity to meet with a designee from the Student Affairs Team and discuss the allegations and to learn what evidence Relay has to support them. Any student suspected of being in violation will be given a full opportunity to present their positions and provide supporting evidence. Students and the director of student affairs, or their designee, upon completion of the investigation, may reach a mutually acceptable resolution that will end the matter. If no mutual informal resolution is reached, a determination of whether or not there is a violation and the sanction to be imposed (which may take into account the students' previous records) will be provided to students in writing.

Students may appeal the determination made, the sanction, or both. The appeal must be submitted in writing via email and sent to the vice president of student affairs within 10 business days of Relay sending the determination to the student. The grounds for an appeal are that new information not previously available should be taken into consideration, that procedural irregularities were present in the process and such irregularities significantly affected the determination, or that the sanction imposed is not appropriate for the violation. The appeal should clearly set forth the basis of the appeal, explain the students' position on the appeal, and set forth any supporting documentation. The vice provost of student affairs will evaluate all appeals and related accompanying materials in collaboration with the director of student affairs and any relevant staff or faculty. While the vice provost may elect to meet with students, a meeting is not required. The outcome of the appeal may be to (a) uphold, in whole or in part, the determination of a violation, (b) to sustain or modify, in whole or in part, the sanction applied, or (c) to return the matter to the director of student affairs for further review. The decision of the vice president of student affairs is final.

Nondiscrimination Policy

Relay is committed to a policy of actively supporting equality for all persons. Relay does not discriminate on the basis of race, color, religion, creed, sex, sexualidentity, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, or any other criterion specified by federal, state, or local laws in the administration of its admissions, employment and educational policies, or scholarship, loan, and other school-administered programs. Rather, Relay affirms that it admits students and selects employees regardless of their race, color, religion, creed, sex, sexualidentity, sexual orientation, national

origin, ancestry, age, marital status, citizenship status, veteran status, disability, or any other criterion specified by federal, state, or local laws and thereafter accords them all the rights and privileges generally made available to students or employees at the school.

Harassment Policy

It is the policy of Relay to prohibit all forms of harassment at Relay or any other place where a Relay-sponsored event (including on-premise and off-premise events) occurs. Relay takes seriously any conduct that creates a hostile environment for students or employees based on other protected characteristics (e.g., race, religion, ability). The purpose of this policy is not to regulate personal morality or to encroach on the personal lives of students or employees. Rather, this policy demonstrates Relay's commitment to maintaining a supportive academic environment and high standards of character that are not compromised by harassment of members of the Relay community. This policy is also designed to comply with applicable laws.

With respect to Relay employees, this policy applies to full-time employees, part-time employees, interns, and independent contractors, as well as to other types of Relay personnel.

Defining Harassment

The following definitions and guidance are intended to assist students in understanding and complying with Relay's policies. However, please note that they are not exhaustive. It is important to note that Relay follows all applicable federal, state, and local laws and regulations that may be relevant to the topics discussed in this section.

In the event of any discrepancies between this section and any law or regulation, the law or regulation will take precedence. Students should familiarize themselves with relevant laws, consult Relay resources, and seek external advice for questions or concerns.

An individual is guilty of harassment when, with intent to harass, annoy, or alarm another person:

- Strikes, shoves, kicks, or otherwise subjects such other person to physical contact, or attempts or threatens to do the same; or
- Follows a person in or about a public place or places; or
- Engages in a course of conduct or repeatedly commits acts that alarm or seriously annoy another person with no legitimate purpose.

Sexual harassment is an especially egregious form of misconduct. Matters involving sex-based misconduct, including sexual assault and harassment, are addressed separately pursuant to Relay's [Sex-Based Misconduct Policy and Procedures](#). Matters will be referred to Relay's Title IX coordinator, Dr. Nichelle Bowes, by sending an email to studentaffairs@relay.edu.

Investigation and Remediation

If students or employees believe that they have experienced harassment of any type, or believe that they have witnessed harassment of any type, they should immediately notify the Student Affairs Team, by emailing studentaffairs@relay.edu. If a claim of harassment involves conduct by any member of Relay's

executive team (the provost, the president, chief financial and operating officer, general counsel, or any other member of Relay's executive team), students or employees should report the concern via support@relay.edu and it will be forwarded directly to Relay's chair of the board or to this person's designee.

All reports of harassment will be promptly investigated. If an informal, administrative resolution is mutually acceptable to all parties and can resolve the matter, it will be implemented. If an informal administrative resolution is not achieved, then Relay will further investigate the matter and, if appropriate, determine the corrective action to be taken. Relay will communicate the necessary corrective action to both parties in writing. Either party involved in the process may request an appeal of the corrective action taken if not satisfied with the process, the determination, or the sanction imposed.

Students may appeal the determination made, the sanction, or both. The appeal must be submitted in writing via email and sent to the vice provost of student affairs within 10 business days of Relay sending the determination to the student. The grounds for an appeal are that new information not previously available should be taken into consideration, that procedural irregularities were present in the process and such irregularities significantly affected the determination, or that the sanction imposed is not appropriate for the violation. The appeal should clearly set forth the basis of the appeal, explain the students' position on the appeal, and set forth any supporting documentation. The vice provost of student affairs will evaluate all appeals and related accompanying materials in collaboration with the director of student affairs and any relevant staff or faculty. While the vice provost may elect to meet with students, a meeting is not required. The outcome of the appeal may be to (a) uphold, in whole or in part, the determination of a violation, (b) to sustain or modify, in whole or in part, the sanction applied, or (c) to return the matter to the director of student affairs for further review. The decision of the vice provost of student affairs is final.

Information about claims of harassment will be kept confidential to the extent consistent with a credible investigation and applicable local, state, or federal laws.

It is important to understand that conduct that has not been found to violate Relay's harassment policy may still violate Relay's code of conduct for unprofessional behavior.

Important Notice to All Students and Employees: Students and employees who have experienced conduct, witnessed conduct, or been told of conduct that may violate this policy have an obligation to report the conduct in accordance with this complaint procedure. Students' or employees' failure to fulfill this obligation could affect the ability of Relay to fully investigate a matter and could permit inappropriate conduct to continue. Also, please note that federal, state, and local discrimination laws and regulations establish specific time frames for initiating a proceeding.

If an investigation finds that harassment has occurred, Relay shall take appropriate corrective action. For students, confirmed cases of harassment shall be treated as violations of Relay's code of conduct and corrective action implemented as set forth under the code of conduct. For employees, corrective action may include, but not necessarily be limited to, an official memorandum in an employee's personnel file, salary adjustment of the offending employee, or the termination of the offending employee. In addition, Relay may require that students or employees engage in training or counseling to develop a better understanding of the policy prohibiting harassment and to prevent another occurrence. The proper supervisor or advisor may also

follow up with students or employees after corrective action has been taken to ensure that the harassment has ceased and to determine whether any retaliatory actions have occurred.

No students or employees shall be subject to retaliation, intimidation, or discipline as a result of making a complaint of harassment or participating in an investigation. However, disciplinary action up to and including administrative withdrawal may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment.

Sex-Based Misconduct Policy

Sex-Based Misconduct Policy

Relay does not tolerate sex-based discrimination and harassment, including sexual assault and all other forms of sex-based misconduct, in Relay's physical spaces, digital spaces, including during Relay events (including on-premise and off-premise events). Title IX, the Violence Against Women Act (VAWA), and state laws such as the New York Education Law Article 129-B (Enough is Enough) and the Illinois Preventing Sexual Violence in Higher Education Act further require that Relay take specific steps to stop sex-based misconduct, remedy its effects, and prevent its recurrence. Sexual harassment, sexual assault, sexual exploitation, sex-based harassment, stalking, domestic violence, and dating violence are just some examples of sex-based misconduct and will not be tolerated at Relay. These behaviors do not need to be sexual in nature to be considered sex-based misconduct.

Sex-based misconduct can be carried out by school employees, students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex. Similarly, Relay will not tolerate harassing, violent, intimidating, or discriminatory conduct by any member of the Relay community.

The goal of this policy is to create a community not impaired by sex-based misconduct of any kind by providing definitions of sex-based misconduct, avenues for those affected by sex-based misconduct to obtain assistance, and a prompt and equitable complaint-and-investigation procedure for all members of the Relay community.⁴ For the purposes of this policy, the Relay community includes, but is not limited to, students, faculty members, staff, applicants, vendors, visitors, and guests.

Jurisdiction

This policy applies to conduct occurring both on and off campus during any Relay class, program, or activity, including academic programs, admissions, recruitment, financial aid, and employment.

⁴ For other discriminatory conduct not covered by this policy, please refer to the Nondiscrimination Policy and Harassment Policy as appropriate in the Student Handbook. If students have any questions about which policy and procedure may apply, they should contact support@relay.edu.

The Title IX coordinator is responsible for ensuring compliance with Title IX, overseeing training and education, and gathering and reporting information to the campus community. The Title IX coordinator is available to answer any questions related to this policy, definitions, procedures, resources, reporting options, and remedial and safety measures.

Relay's Title IX coordinator is: Dr. Nichelle Bowes, 25 Broadway, 3rd Floor, New York, NY 10004, nbowes@relay.edu or (212) 228-1888.

Relay encourages individuals to report all sex-based misconduct immediately to the Title IX coordinator or an appropriate designee(s), or any other Relay staff member. Relay will fully and promptly investigate all formal reports of misconduct and will take appropriate action.

Inquiries concerning the application of Title IX may also be directed to: U.S. Department of Education Office for Civil Rights, Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, DC 20202-1100, (800) 421-3481, ocr@ed.gov.

Retaliation

Retaliation is prohibited by Title IX and under Relay's policy. Relay will not tolerate any form of retaliation and any attempt by a member of, or visitor to, the Relay community to intimidate, penalize, or threaten a person who is involved in a report or investigation of discrimination, misconduct, or harassment is strictly prohibited. Any person found to have participated in an act of retaliation will be disciplined in accordance with Relay's code of conduct. Knowingly making a false report of discrimination or harassment may be considered retaliation under certain circumstances.

Definitions

The following definitions and guidance are intended to assist students in understanding and complying with Relay's policies. However, please note that they are not exhaustive. It is important to note that Relay follows all applicable federal, state, and local laws and regulations that may be relevant to the topics discussed in this section.

In the event of any discrepancies between this section and any law or regulation, the law or regulation will take precedence. Students should familiarize themselves with relevant laws, consult Relay resources, and seek external advice for questions or concerns.

Prohibited Behavior

Sex-based misconduct encompasses a broad range of behaviors including sex and/or sex discrimination, which may or may not be sexual in nature. Sexual harassment, sexual assault, and intimate partner violence such as domestic violence, dating violence, and stalking are examples of other types of sex-based misconduct prohibited by law and under this policy. Sex-based misconduct can be perpetrated by anyone regardless of sex identity and can occur between people of the same or different sex.

Examples of sex-based misconduct include pressure to date or engage in a romantic or intimate relationship; unwelcome touching, kissing, or hugging; inappropriate remarks about a person's sex,

sexexpression, or sexual orientation; inappropriate sexual innuendo or humor; unnecessary or unwelcome references to parts of the body; and forced sexual activities.

Definitions Pertaining to Sex-Based Misconduct

The definitions and guidance provided below are intended to help students understand and comply with Relay's policies. However, it is essential to note that Relay adheres to all applicable federal, state, and local laws and regulations that may be relevant to the topics discussed in this section.

In case of discrepancies between this section and any law or regulation, the law or regulation prevails. Students should familiarize themselves with relevant laws, consult Relay resources, and seek external advice for questions or concerns.

Sexual Harassment

Sexual Harassment is a type of sex- or sex-based discrimination and is prohibited by Title IX and by Relay. Sexual harassment may include unwelcome sexual advances, requests to engage in sexual conduct or for sexual favors, and other behavior of a sexual nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; and/or
- Such conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.

Sexual harassment can be verbal, visual, or physical, and it can occur regardless of the relationship, position, sex, or sexual orientation of the parties involved. It can be overt (e.g., a suggestion that a person can get a higher grade by submitting to sexual advances), or implied from conduct or circumstances. Sexual harassment can also consist of unwelcome attempts to transform an educational or professional relationship into a personal one. It may include severe, persistent, and pervasive unwelcome sexual flirtation or inappropriate or derogatory language, including jokes involving individuals or classes of people, or persistent requests for dates. A single incident or few incidents may not necessarily amount to harassment, but a single extreme incident could constitute prohibited discrimination or harassment. Sexual harassment can also include the display of offensive materials, unwelcome physical contact, or serious physical abuse such as sexual assault or rape.

Sexual Assault

Sexual Assault is any nonconsensual, intentional physical contact of a sexual nature. Sexual assault includes:

- **Nonconsensual Sexual Contact:** Any intentional sexual touching, however slight and with any object or body part, that is without consent (as defined in this policy) and/or by threat, intimidation, coercion, duress, violence, or by causing a reasonable fear of harm. This includes intentional contact with breasts, buttocks, groin, mouth, or genitals, as well as any other intentional bodily contact that occurs in a sexual manner.
- **Rape:** The 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, forcibly or without affirmative consent or where the

victim is incapable of affirmative consent due to mental or physical incapacity. Statutory rape is non-forcible sexual intercourse with a person who is under the statutory age of consent. The age of consent varies by state. In New York and Illinois, the age of consent is 17.

Domestic Violence

Domestic Violence may include violent acts by a current or former spouse; by a person with whom the victim shares a child in common; by a person who is or has cohabitated with the victim as a spouse; by a person similarly situated to a spouse; between a parent and child; between members of the same household in an intimate relationship; or by any other person similarly situated. Domestic violence can be physical, sexual, emotional, or economic in nature.

Dating Violence

Dating Violence can be violent or abusive behavior used by one partner to gain or maintain control over another partner. It can be violence committed by a person who is or has been in a social, romantic, or intimate relationship with the victim. The existence of such a relationship will be determined by factors such as the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

Intimidation

Intimidation refers to implied threats or acts that reasonably cause another to fear for their safety or well-being.

Stalking

Stalking is unwanted or obsessive attention by an individual or group toward a specific person that would cause a reasonable person to fear for their safety, the safety of others, or to suffer substantial emotional distress. Stalking behaviors may include, but are not limited to, repeatedly following someone, sending or leaving unwanted gifts, making repeated unwelcome phone calls, and monitoring an individual online via social media, email, or other technology without their consent. It may also include other unwanted observation or surveillance. This list is not exhaustive, and other behaviors may also constitute stalking.

Affirmative Consent

Affirmative Consent (“Consent”) is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. This definition does not vary based upon a participant’s sex, sexual orientation, sexual identity, or sexual expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act;
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol;
- Consent may be initially given but withdrawn at any time;
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot

consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent;

- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm;
- Consent cannot be inferred by an individual's manner of dress;
- When consent is withdrawn or can no longer be given, sexual activity must stop; and
- The age of consent varies by state. According to New York and Illinois law, children under 17 years of age cannot legally consent to sex or sexual contact with an adult (i.e., someone who is 17 years of age or older). Any sexual contact in New York and Illinois between a child under 17 and an adult is a crime, and any such illegal behavior between Relay students under 17 and a Relay employee or employee of a contracted service provider to Relay will be reported to an appropriate law enforcement agency. Other jurisdictions may have different standards, and any illegal behavior in such jurisdiction also will be reported to the appropriate law enforcement agency.

Incapacitation

Incapacitation occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent. Evaluating incapacitation requires an assessment of an individual's:

- Decision-making ability
- Awareness of consequences
- Ability to make informed judgments
- Capacity to appreciate the nature and the quality of the act, and
- Level of consciousness

An individual is in violation of this policy if they engage in sexual activity with a person the individual knows or reasonably should know is incapable of making a knowing, reasonable decision about whether to engage in sexual activity.

Confidentiality may be offered to non-mandatory reporters who wish to report known incidents of sexual assault or other crimes to Relay. For a list of confidential resources at Relay, please see [Appendix B](#). Members of Relay faculty and staff are mandatory reporters and cannot offer confidentiality, although they can offer privacy to the extent appropriate.

For Students Residing in Illinois

Pursuant to the Preventing Sexual Violence in Higher Education Act, students enrolled at our Chicago campus are entitled to confidential advisors. Students at our Chicago campus may contact our community-based sexual assault-crisis partner, [Resilience](#), by calling (773) 907-1062. This is not a crisis hotline. If students are in crisis and in the Chicago area, they should call the [Rape Crisis Hotline](#) at (888) 293-2080.

Privacy may be offered by an individual when such an individual is unable to offer confidentiality under the law. Privacy means that a person will not disclose information unless necessary to comply with this policy and applicable laws.

Alcohol- and/or Drug-Use Amnesty

The health and safety of all students at Relay are of utmost importance. Relay recognizes that students who have been under the influence of alcohol and/or drugs at the time that violence including, but not limited to, domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Relay strongly encourages students to report all incidents of domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith (an honest belief that the information provided is true and complete, without any intent to deceive, manipulate, or evade responsibility for any policy or legal violations) or a reporting individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Relay or law enforcement will not be subject to disciplinary action for violations of Relay's alcohol- and/or drug-use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault. Relay also reserves the right to grant amnesty for violations of Relay policies or procedures in additional circumstances.

Safe Bystander Interventions

Observers of a sexual assault or other types of sex-based misconduct such as domestic violence, dating violence, or stalking may be able to help the victim. However, it is important that students do so in a positive manner and in a way that keeps students and the victim safe. Appropriate interventions will depend on the situation. Safe and appropriate options for bystanders may include calling the public-safety office in violent or potentially violent situations, intervening if students believe someone is in a potentially uncomfortable or unsafe situation, and/or encouraging the target of such conduct to report the incident and seek support.

It is imperative that bystanders report sexual assault, harassment, and other forms of sex-based misconduct, even if those involved in reporting the alleged misconduct may be violating other Relay policies. Relay expects that members of the community will look out for one another and immediately report troubling behavior so that Relay can put a stop to it, address the effects of the behavior, and prevent its recurrence.

Confidentiality

Any Relay official (e.g., faculty member, dean) informed of possible discrimination, harassment, or sex-based misconduct must report it to the Title IX coordinator.

Students who prefer to report an incident confidentially may do so using confidential resources listed in [Appendix B](#) and Confidential Advisors.

Relay officers and employees who cannot guarantee confidentiality will maintain students' privacy to the greatest extent possible. The information students provide to a nonconfidential resource will be shared only as necessary for the Title IX coordinator to investigate and/or seek a resolution.

If a reporting individual discloses an incident to a Relay employee who is responsible for responding to or reporting sex-based misconduct and does not wish to share their identity with certain parties or does not consent to Relay's initiation of an investigation, Relay may still elect to investigate the allegations and

address the conduct in an effort to provide a safe, nondiscriminatory environment for all members of its community.

Confidential Reporting Options

Should students want to report or discuss an incident confidentially, resources outside of Relay are available. Confidential resources are only those listed in [Appendix B](#) and in [Confidential Advisors](#).

Nonconfidential Reporting Options Within Relay

Should students want to report or discuss an incident without confidentiality, they should contact Relay's Title IX coordinator, Dr. Nichelle Bowes at nbowes@relay.edu, or they should contact support@relay.edu.

For other discriminatory conduct not covered by this policy, please refer to the Nondiscrimination Policy and Harassment Policy as appropriate in the Student Handbook. If students have any questions about which policy and procedure may apply, they should contact support@relay.edu.

Sex-Based Misconduct Procedures

The goal of this section is to describe Relay's disciplinary process for addressing alleged violations of the Sex-Based Misconduct Policy. This describes how to report an incident of sex-based misconduct, individuals' rights and responsibilities in the internal disciplinary process, and other important information about privacy, advisors, and interim measures. It then details the various resolutions available.

Reporting Sex-Based Misconduct

Reporting Sex-Based Misconduct Within Relay

All members of the Relay community, including students, staff, faculty, vendors, and visitors who experience, witness, or hear about sex-based misconduct, including sexual harassment and sexual assault, are encouraged to immediately contact Relay's Title IX coordinator, Dr. Nichelle Bowes, by emailing nbowes@relay.edu. In an emergency, please call 911. There is no time limit on how long after an incident individuals can make a report of misconduct. However, Relay's ability to respond to a report may be hindered by the length of time between the alleged misconduct and the report itself. To ensure that Relay can address and resolve these issues more effectively with recent and reliable witness testimony, all reports of harassment should be submitted within 30 calendar days from the date of the incident.

Once Relay is informed of alleged misconduct, the Title IX coordinator or a designee will notify the reporting individual and the respondent (hereby known as "parties") of their rights. See [Appendix C](#) for Relay's Students' Bill of Rights.⁵ The Title IX coordinator will help the parties navigate the formal complaint process; access appropriate medical, emotional, or academic services; discuss possible interim arrangements during the investigation and resolution phases; and answer individuals' questions along the way. Relay will endeavor to promptly, thoroughly, and impartially investigate and resolve all complaints. Relay reserves the right to determine that there is a more appropriate Relay process for handling a matter and will advise the reporting party of the alternative process.

⁵ Many of the items outlined in the Students' Bill of Rights will be applicable to any complainant of sexual misconduct and any respondent, even if not a Relay student.

Relay will attempt to resolve complaints within 60 calendar days of receiving a report; however, that time frame may be adjusted depending on the nature and severity of the allegations, any fact-finding constraints, the parties involved, and the time of the year.

Reporting Sex-Based Misconduct to Law Enforcement

If individuals have been the victims or targets of sexual assault or other type of sex-based misconduct, they may also contact the police in addition to Relay. Individuals do not have to file a report with the police. If requested, an advisor or representative from Relay will accompany individuals to the local police department to support individuals through the reporting process. Relay can also provide individuals with information about the process of obtaining a judicial order of protection.

In the event the reporting individual makes a report to the police, Relay will continue its own investigation into the alleged conduct, regardless of whether or not the police decide to pursue their own investigation. Relay will cooperate with police investigations and will honor and enforce any judicial no-contact, restraining, or protective orders the parties may obtain outside the Relay process.

To determine whether an act may meet certain criminal definitions in New York State, please see [Appendix D](#).

Sex-based misconduct may constitute a violation of both law and Relay policy. However, the standards for finding a violation of criminal law are different from the standards for finding a violation of this policy. Conduct may constitute sex-based misconduct under Relay policy even if law enforcement agencies lack sufficient evidence of a crime and decline to prosecute.

The filing of a complaint of sex-based misconduct under this policy is independent of any criminal investigation or proceeding. Relay will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation or take any necessary interim measures to protect the reporting individual and the Relay community. However, Relay may temporarily delay its investigation to enable law enforcement to gather evidence. Such delay should not last longer than 10 business days except when law enforcement requests and justifies a longer delay.

Requesting Confidential Participation, No Investigation, or Withdrawal from the Process

If a reporting individual wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, Relay must weigh that request against the institution's obligation to provide a safe, nondiscriminatory environment for all members of the Relay community, including the reporting individual.

If Relay honors the request for confidentiality, the reporting individual must understand that Relay's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited. In some rare instances, it may be possible for Relay to maintain the reporting individual's confidentiality and still take responsive action, including disciplinary action if appropriate. For example, if any one of a number

of individuals experienced or witnessed the conduct, it may be possible for Relay to proceed without revealing the name of the individual who made the report.

When weighing a reporting party's request for confidentiality or that no investigation or discipline be pursued, the Title IX coordinator will consider a range of factors, including the following:

- The risk that the respondent will commit additional acts of sex-based misconduct or other violence, which may be assessed by evaluating:
 - Whether there have been other complaints about the same respondent,
 - Whether the respondent has a history of arrests or records from a prior school indicating a history of violence, and/or
 - Whether the respondent threatened further sexual violence or other violence against the reporting party or others;
- Whether the violence was committed by multiple individuals;
- Whether the sexual violence was perpetrated with a weapon;
- Whether the reporting party is a minor;
- Whether Relay possesses other means to obtain relevant evidence of the prohibited conduct (e.g., security cameras or personnel, physical evidence); and
- Whether the report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

If Relay determines that it cannot maintain a victim's confidentiality, the Title IX coordinator will inform the reporting party prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling Relay's response and as necessary to conduct a thorough investigation.

Formal Resolution Process

Advisors

Both the complainant and respondent have the right to be accompanied by an advisor of choice throughout the formal resolution process. The advisor shall be silent during the process but does have the right to cross-examine the complainant and witnesses. With the exception of the cross-examination, the advisor may communicate only with the advisee during proceedings in a non-disruptive manner. Relay's investigator and hearing officer have the sole discretion to determine what constitutes appropriate behavior on the part of an advisor and whether the advisor may remain at the proceedings. The Title IX coordinator and the hearing officer are to be notified at least 24 hours in advance if either party will be accompanied by an advisor.

Confidential Advisors

Any Relay official (e.g., faculty member, dean) informed of possible discrimination, harassment, or sex-based misconduct must report the alleged misconduct to the Title IX coordinator, Dr. Nichelle Bowes, by emailing nbowes@relay.edu or submitting a support request. However, should students prefer to report an incident confidentially, resources outside of Relay are available. Confidential resources are only those listed in [Appendix B](#) and in Confidential Advisors.

Pursuant to the Preventing Sexual Violence in Higher Education Act, students enrolled at our Chicago campus are entitled to confidential advisors. Students enrolled at our Chicago campus may contact our community-based sexual assault–crisis partner, [Resilience](#), by calling (773) 907-1062. This is not a crisis hotline. If students are in crisis and in the Chicago area, they should call the Rape Crisis Hotline at (888) 293-2080.

Investigation

The complainant and respondent will have an equal opportunity to participate in the investigation and subsequent hearing with advisors of their choice, provide statements, submit additional information, and/or identify witnesses who may have relevant information. The respondent will be notified that an investigation is underway, including the date, time, location, and factual allegations regarding the complaint, and will be afforded the opportunity to independently meet with the Title IX coordinator or an appropriate designee to review this procedure and to have their rights explained. The Title IX coordinator or an appropriate designee will counsel both parties on the academic and emotional support services available. Relay will notify the parties in writing prior to any meeting that they are required or eligible to attend.

During an investigation, the Title IX coordinator or an appropriate designee may ask for written statements and other documents or evidence that may aid in the investigation. Therefore, it is important to preserve all evidence associated with the conduct or that individuals think might help others understand what happened. Such evidence can include text messages, social media posts, photos, voicemails, emails, or items of clothing.

Both parties will be updated throughout the investigation process. At the close of an investigation, the Title IX coordinator or a designee will prepare an investigation report for the designated hearing officer's review and use in determining responsibility. Both parties will be provided access to the investigation report prior to its delivery to the hearing officer and be given an opportunity to submit a written response to the investigation report, identifying any inaccuracies that they believe exist and providing relevant evidence to support their claims. Every reasonable effort will be made to conduct the hearing within 10 business days of the Title IX coordinator's delivery of the investigation report to the hearing officer.

Relay may also, upon the conclusion of an investigation, determine that there is insufficient evidence to move forward with an adjudication process. In this case, the Title IX coordinator will notify both parties in writing.

Interim Measures

During the investigation process, interim measures and/or accommodations will be discussed with the parties and implemented as appropriate. Possible interim measures available to individuals participating in this process may include, but are not limited to, academic and/or emotional support, a change in class schedule and/or work arrangements, providing an escort to campus activities, or a voluntary leave of absence.

The parties may request that Relay issue a no-contact order, which prohibits the parties from interacting and restricts one or both parties' access to certain areas of campus. No-contact orders are usually not indefinite and either party may request that the Title IX coordinator or a designee amend or revoke a no-contact order.

Intentional and/or repeated violations of a no-contact order are a violation of this policy and may result in additional disciplinary charges and sanctions.

If a party is determined to pose a continuing threat to the health and safety of the community, the party may be subject to an interim suspension from Relay. The Title IX coordinator, in consultation with others as appropriate, will make the determination of whether or not to issue the interim suspension.

Either party may request review of the need for and/or modification of the terms of any interim measure, accommodation, or directive and can submit evidence in support of any such request. Requests for review/modification should be made to the Title IX coordinator. Requests will be handled within five business days, unless circumstances warrant extending that time frame.

Mediation

In some cases, after an investigation, the Title IX coordinator may determine that mediation may be an appropriate option for resolution. However, in cases that involve a potential sexual assault or other forms of sexual violence or intimidation, domestic violence, dating violence, or stalking, mediation is not an appropriate option for resolution. Mediation will only be pursued with the consent of both parties. Any informal resolution would require the written agreement of the parties. Either party may stop the mediation process at any time.

Adjudication

Once the investigation is complete, the matter will proceed to the decision-making phase before a hearing officer designated by Relay. The hearing officer will decide whether the accused is responsible, in whole or in part, for the alleged misconduct. Relay will choose the hearing officer based on the parties involved and the nature of the allegations. Relay may designate as a hearing officer an appropriate member of the Relay community or may designate an external adjudicator.

The parties have the right to challenge the choice of hearing officer if the appointment of a specific hearing officer creates a real or perceived conflict of interest. In the event either party challenges the choice of the hearing officer, they must notify the Title IX coordinator in writing within three business days of receiving notification of the hearing. The Title IX coordinator shall make the final determination on the selection of the hearing officer.

The parties will be notified in writing of the date, time, and location of the hearing and any possible sanctions if the respondent is found responsible for all or part of the conduct. Both parties are encouraged to attend the hearing. Should either party decide not to attend the hearing, the hearing will continue in their absence.

Witnesses

At the hearing, both parties will have the opportunity to present witnesses and testimonies. If either party desires to present witnesses, that party must submit a list of potential witnesses to the Title IX coordinator no later than two business days prior to the hearing. The relevance of the witnesses to the event(s) under investigation will be determined by the hearing officer. At the discretion of the hearing officer, individuals whose identity and knowledge of the events were ascertained as part of the investigation may also be

called. Any written statement or other information provided by a witness will be available for review by both parties at the hearing. The hearing officer and both parties may pose questions to the witnesses during the proceeding if the witnesses are present, but unless all parties and the hearing officer agree otherwise, all questions will be asked by the hearing officer. Advisors may pose reasonable questions to witnesses.

Impact Statements

After the hearing, but before the hearing officer delivers their written determination of any responsibility and sanction(s), the parties will have the opportunity to submit an impact statement for the hearing officer's consideration with regard to sanction(s).

Determination

The hearing officer will determine whether there has been a violation of Relay policy based on the preponderance of the evidence, which means that the determination will be based upon whether it is more likely than not that the alleged conduct occurred. The burden of proof will not be solely on any one party. The hearing officer will make a recommendation to the Student Affairs and Student Services team about an appropriate sanction(s).

The Title IX coordinator will simultaneously notify the parties of the hearing officer's determination, including a brief summary of the facts and rationale. Relay will also simultaneously notify the parties of the final decision regarding sanction(s), if applicable, and the rationale for the sanction(s).⁶

Sanctions

Possible sanctions include exclusion from certain Relay buildings, classes, and events; suspension, expulsions, and/or discharge from employment or enrollment. Individuals doing business with Relay or third-party vendors found to be in violation of this policy may be banned from Relay, and Relay will notify their respective employers of all charges and disciplinary outcomes. Visitors may be banned from Relay. Relay may impose other conditions, such as counseling, assessment, or participation in training.

Transcript Notations

Individuals suspended or expelled for committing an act of sexual assault, domestic violence, dating violence, stalking, or a "violent crime," as defined by the Clery Act, will have a numerical notation (04) placed on their transcript. A transcript notation will not be removed prior to one year after the conclusion of the suspension. Expulsion notations will not be removed in any case. If a finding of responsibility is vacated for any reason, a corresponding transcript notation will be removed.

If individuals who have been charged with a violation withdraw from Relay while charges are pending and decline to complete the disciplinary process, the following notation will be placed on their transcript: "Withdrew with conduct charges pending."

Appeal

Both parties have the right to appeal the outcome of the hearing officer's determination of responsibility and/or sanction. An appeal is appropriate only in certain circumstances, as follows:

⁶ In the case of an employee respondent found to have violated this policy, Relay reserves the right to withhold certain information on sanctions if the sanctions do not directly impact the complainant.

1. A party believes a procedural error substantially impacted the original finding or sanction,
2. A party has substantial new evidence that was not available during the investigation or hearing and that would substantially impact the original finding or sanction, or
3. A party feels that the sanction is substantially outside the scope or guidelines set by Relay policy.

Requests for an appeal must be made in writing and include the grounds for appeal. The request must be received by the Title IX coordinator within five business days upon receipt of notification of the hearing officer's decision. If appeals are submitted later than five business days, the person requesting the appeal must explain in the written appeal letter why the action to appeal was delayed. It is at the discretion of the Title IX coordinator to accept appeals after the five-business-days deadline.

Appeals of the hearing officer's decision will be heard by an appeal panel consisting of at least three members of the Relay staff and/or faculty. All appellate decisions are final. The appeal panel may affirm, modify, or overrule the determination and/or the sanction in whole or in part, and may refer the matter back to the investigator or hearing officer for further action. Both parties will be informed of the outcome of any appeal in writing.

Academic Freedom

While Relay is committed to the principles of free inquiry and free expression in the educational program and in research, harassment identified in Relay policies is neither legally protected expression nor the proper exercise of academic freedom. Every member of Relay enjoys freedom of speech exercised in connection with the institution and academic freedom subject only to prohibitions, restrictions, or conditions imposed by:

1. law;
2. the reasonable and proportionate regulation of conduct necessary to the discharge of Relay's teaching and research activities;
3. the right and freedom of others to express themselves and to hear and receive information and opinions;
4. the reasonable and proportionate regulation necessary to discharge the institution's duty to foster the well-being of students and staff;
5. the reasonable and proportionate regulation of conduct necessary to enable the institution to give effect to its legal duties including its duties to visitors to the university;
6. the institution by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.

A person's lawful speech in connection with the institution shall not constitute misconduct, unless it has been determined as a breach under the Code of Conduct, nor attract any penalty or other adverse action by reference only to its content. The exercise by a member of academic staff or of a student of academic freedom, subject to the above limitations, shall not constitute misconduct nor attract any penalty or other adverse action unless it has been determined as a breach under the Code of Conduct.

Campus Safety

All members of Relay's community are required to comply with its campus safety policies. Relay's campus safety policies are updated annually in October in the Campus Safety Report. Relay's 2023 campus safety policies can be found in the [Support Center](#). Relay's 2024 campus safety policies will be shared with the Relay community in October 2024.

Drug and Alcohol Policy

Relay complies with all applicable federal and state laws concerning the possession, use, and sale of alcoholic beverages. Relay also recognizes the illegality and danger of drug abuse and, accordingly, strictly prohibits the possession, use, manufacture, or distribution of illicit drugs on any Relay campus or during any Relay activity. Violators of state and federal laws regarding alcohol and drugs are subject to criminal prosecution, fine, and imprisonment.

Medical Marijuana

Marijuana is not permitted on any Relay campus because it remains a drug prohibited by federal law. Students with prescriptions for medical marijuana should submit a [disability volunteer disclosure form](#). The Student Affairs and Student Services team will develop a reasonable accommodation plan involving responsible off-campus use.

Student Grievance Policy

At Relay, a grievance is considered a formal difference or dispute between a student and an employee of the institution about (a) the interpretation and/or application of the institution's non-academic policies and procedures, or (b) provision of services, by members of the institution's faculty or staff, that negatively affects the student. Relay provides its students a grievance policy so that there is a process for seeking to resolve alleged policy violations that directly affect students, where the violation is caused by any employee of the Relay community while acting in an official capacity (e.g., faculty member, administrator, staff member). Students have the right to file a grievance without fear of unfair treatment from Relay faculty or staff.

A grievance may be based on one of the following claims:

1. failure to provide services;
2. arbitrary and/or capricious actions by an employee of the institution;
3. policy or procedure applied unfairly and/or in a different manner than it was applied to others;
4. administrative error in the application of the policy or procedure.

A grievance differs from an appeal of an academic decision (e.g., grade appeals, academic dismissals, sanctions as a result of academic dishonesty, etc.), as it deals with service issues and not the actual outcomes of coursework.

A student may file a grievance in the cases of an unresolved difference or dispute between themselves and employees of the institution related to services rendered or non-academic decisions. This policy covers matters outside the scope of other institutional policies.

Informal Resolution

When a student has a grievance with a Relay employee, the student is strongly encouraged to address the faculty or staff member directly to see if a prompt and fair resolution is feasible. Relay provides an Ombudsman to support students with scheduling and facilitating such discussions. If the discussion with the faculty or staff member is not successful, or the student feels they cannot raise the issue directly with the person, the student can appeal to the employee's manager by emailing support@relay.edu.

Formal Grievance

If no satisfactory resolution is made through these means, the student may file an official grievance by submitting a [student grievance form](#) within 30 calendar days of the action or error. The student should indicate the nature of the grievance, the remedy they are seeking, and any previous attempts to resolve the grievance.

A representative from the Student Affairs and Student Services team will receive and review the formal grievance and respond to the student within 3–5 business days. The representative from the Student Affairs and Student Services team will share a copy of the grievance with the relevant Relay faculty and staff members, serve as a facilitator of the grievance process, and maintain copies of the grievance and all supporting documents.

Please note that the details of the grievance, including any written statement, may have to be disclosed in whole or in part with the person against whom the grievance has been raised in order to reach a resolution.

If the student is not satisfied with the institution's response to the grievance, they may file an appeal, in writing, to the Student Affairs and Student Services team via support@relay.edu within 5 business days of receiving the outcome.

If a grievance is not settled to the student's satisfaction, the student may contact Relay's accrediting agency, the Middle States Commission on Higher Education (MSCHE), and/or the relevant state agency where Relay is authorized to operate. See [Appendix A](#) for a listing of Relay's accreditors and state authorizing bodies and their contact information.

Student grievances relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA) must first be filed with Relay to seek resolution. If a satisfactory resolution is not found, the student may appeal Relay's decision to the [New York State Education Department's Office of College and University Evaluation \(OCUE\)](#), in its capacity as the state portal entity for the state of New York under SARA. Be advised that OCUE will only consider complaints that were previously unresolved by Relay and may refer a complaint to another agency for investigation if necessary.

For grievances pertaining to educator preparation program requirements and educator certification/licensure, students may also contact the relevant state teacher-certifying/licensing agency.

For additional information regarding student grievances relating to consumer protection laws offered under the terms and conditions of SARA, please review the [NC-SARA Student Compliant Process](#).

California Students: The full institutional grievance process is available to California students in Relay's online programs. Relay encourages students located in California to utilize the institutional grievance process; however, California students have the right to file a complaint with the [California Department of Consumer Affairs at any time](#).

Texas Students: Certification candidates or former certification candidates in Relay's Texas Alternative Certification Program or Texas Post-Baccalaureate Certification Program, applicants for candidacy in the Relay educator preparation programs, employees or former employees of Relay, cooperating teachers, mentors, and administrators in partnering school districts, charter schools, or private schools may submit a complaint pertaining to educator preparation program requirements listed in Title 19 of Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (19 TAC § 247), fingerprinting (19 TAC §§ 227, 232), and certification (19 TAC §§ 230, 231, 232, 239, 241, 242) for investigation and resolution in accordance with the [Texas Educator Preparation Program Complaint Policy](#).

Georgia Students: The full institutional grievance process is available to Georgia students in Relay's online programs. Relay encourages students located in Georgia to utilize the institutional grievance process; however, Georgia students have the right to file a complaint with the [Georgia Nonpublic Postsecondary Education Commission](#).

Policy Exceptions

Students have the right to expect Relay to uphold its policies and to administer them accurately and equitably. Relay recognizes that students sometimes encounter circumstances beyond their control that can adversely affect their academic progress. Students may, under extraordinary circumstances, request an exception in writing to an existing policy. All policies can be found in the student handbook, academic programs guide, and academic catalog; policies govern procedures and decision-making across the institution. If a student wishes to request an exception to a policy, they may do so in writing through the [Policy Exception Review Committee \(PERC\)](#) intake form. The committee is chaired by the provost of teacher preparation. The PERC membership consists of five voting members selected by the provost, and three non-voting members—the registrar, the director of student financial services, and the vice-provost of student affairs and student services.

PERC decision-makers have the authority to make exceptions to Relay policies based on a number of variables including, but not limited to, student's individual circumstances, regulatory requirements, and additional context of the circumstances; **the committee does not have the authority to make exceptions to local, state, or federal regulations, including exceptions to certification requirements**. Decisions are based upon maintaining the academic integrity of the institution and alignment with accrediting agencies. PERC decisions are final and are ineligible for appeal through any other entity within Relay.

Procedure for Policy Exceptions

If a student wishes to request a policy exception, they must first meet with their advisor to discuss the request and determine if there are alternative possibilities to meet the student's needs. If no satisfactory alternative exists, the student may submit the [Policy Exception and Administrative Withdrawal Appeal form](#). The student should provide all relevant information and associated context as clearly as possible in support of their request, as well as a reference to the specific policy being appealed, in order to determine eligibility of the request. Students may reach out to their advisor for assistance in submitting a request.

Upon receipt, the Policy Exception Review Committee will gather additional information (e.g., AmeriCorps implications, certification implications, etc.) from the student's advisor as well as any other relevant teams. At times, committee members may determine that a resolution does not require an exception and/or a decision has already been made; in cases like this, a decision will be rendered based on existing policy or precedent. If the committee does need to convene to review the appeal, they will do so, and the student will be notified via their Relay student email within 10 business days of the outcome and any associated next steps.

Please note, students' [grade appeals](#), [grievances](#), and [program dismissal appeals](#) are not under the purview of this committee. Please reference those policies for additional information.

Open-Door Policy

Relay is committed to providing a welcoming environment to those who wish to learn from the institution and help it improve. Therefore, many visitors regularly observe at Relay. When those visitors are members of the press, Relay will always (a) send faculty members and students an email in advance of journalists' presence in classes and (b) inform journalists that neither faculty members' nor students' names or identifying information may be used without their direct consent. Relay encourages students to obtain permission from their school leaders before sharing school-level information with the press. No visitor may record, photograph, or film a Relay session without the prior permission of the Office of the Provost of Teacher Preparation or the president.

Vaccination Policy

Relay strongly recommends that all students enrolled in teacher preparation are fully vaccinated against COVID-19. This includes receiving [booster shots](#) as soon as students are eligible. Relay encourages students to comply with all employer-mandated vaccine requirements.

Additional Context

- In some states in which Relay operates, employers require staff in an education setting to be vaccinated as a condition of employment. As Relay requires employment as a condition of enrollment, it is likely that a high percentage of students in these states are fully vaccinated.
- The State of Illinois requires higher education personnel and higher education students to be fully vaccinated. Students residing in Illinois will be required to share proof of vaccination per state requirements.

- If a student residing in Illinois has an employer accommodation or exemption, Relay will honor this accommodation or exemption with proof provided.
 - If a student residing in Illinois is not vaccinated, the student must comply with testing requirements for any visit to Relay-affiliated locations greater than 15 minutes.
-

Discontinued Academic Program Versions

Relay Graduate School of Education (“Relay”) reserves the right to modify its programs resulting in discontinued program versions. Once a program modification results in a discontinued program version, the discontinued program version coursework will be offered for a predetermined length of time, during which students should make every effort to complete their academic program requirements. If a student enrolled in a discontinued program version fails to meet all requirements prior to the final offering of a course or program, the student will no longer have a path to program completion. Relay reserves the right to end the predetermined length of time for program completion if all currently enrolled students completed the program requirements.

Students who fail to register for and/or successfully complete a required course of a discontinued program version in its final offering may result in a student who does not have a path to meet program completion requirements. If a student does not have a path to program completion, the student will be informed of their options to either: 1) initiate a request to transfer into an academic program version accepting new enrollments at Relay; or 2) initiate their withdrawal from the discontinued program version and Relay.

Students who choose to initiate a request to transfer into a new academic program version may encounter (but may not be limited to) the following: 1) new admissions criteria, 2) new program completion requirements, 3) additional required coursework, 4) additional tuition and fees, and/or 5) a delay in program completion. Students who choose to initiate a request to transfer must meet all admissions requirements for the new program version, and therefore, are not guaranteed transfer into a new program version.

Any student notified that they are ineligible to complete their current program and does not initiate 1) a request to transfer into a new program or 2) a withdrawal by the first day of the following term will be administratively withdrawn from Relay. Relay will administratively withdraw the student to avoid the student incurring additional tuition, fees, and charges. Students who are administratively withdrawn may be eligible for reentry into an academic program accepting new enrollments if the student meets all of Relay’s admissions criteria and requirements.

Relay Programs

Relay Graduate School of Education offers a variety of programs for aspiring and in-service teachers designed to prepare and support educators for a career in the classroom.

Academic Programs and Offerings

Graduate-Level Degree Programs and Certificates

Relay offers a graduate-level degree program and a post-baccalaureate certificate.

- The **Master of Arts in Teaching (MAT)** is a graduate-level degree program. Relay offers the option to pursue teacher certification/licensure concurrent with the MAT degree (requires admission to corresponding educator preparation program) in multiple states, or the ability to enroll in a non-certification seeking, standalone MAT degree program.
- The **Advanced Certificate** is a post-baccalaureate certificate. The Advanced Certificate is awarded at the completion of a focused program of study. The Advanced Certificate is composed of graduate-level courses designed to support the development of knowledge and skills and career enhancement. Relay offers an Advanced Certificate in Special Education as well as an option to pursue an additional certificate/license or endorsement in special education for eligible students in applicable states.

Teacher Certification/Licensure

Relay offers state-approved educator preparation programs embedded in an MAT degree program, in an Advanced Certificate, or in a non-degree teacher certification/licensure pathway. Students who wish to pursue a teaching certificate/license must enroll in one of Relay's state-approved educator preparation programs (EPP) options including:

- The **Embedded Educator Preparation Programs**: Relay's academic programs meet educational requirements for educator certification/licensure in certain states, allowing students to pursue certification/licensure concurrent with enrollment in a Relay MAT or Advanced Certificate.
- The **Non-Degree Teacher Certification/Licensure Pathways**: In certain states, Relay offers a non-degree certification/licensure pathway. Students enrolled in these pathways pursue teacher certification/licensure only. Graduate-level credits earned in the pathway may be eligible for transfer into Relay's MAT degree program.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is

not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Certification/licensure-seeking students complete a program of study that meets educational requirements for certification/licensure in the state in which the program is approved. However, successfully completing Relay's coursework in the program of study is only one of the requirements that must be met to complete the EPP and become eligible for a teaching certificate/license. EPP requirements vary by state and/or program. Common requirements include but are not limited to Relay coursework, content exams, pedagogy exams, workshops, and qualifying clinical experience. Requirements for admission to and completion of each of Relay's educator preparation programs are detailed in the program's [Transition Points Guide](#) and the corresponding [EPP Handbook](#).

Non-Degree-Seeking Offerings

Students who have completed their MAT program and still have outstanding certification requirements may reenroll in or transfer to a non-degree seeking, non-matriculated offering in their location, if available. This offering will allow students to continue to pursue certification with support from Relay that is tailored to helping them meet their outstanding requirements. Students will be considered an Educator Preparation Program (EPP) program completer, effective at the end of the term in which students have completed their outstanding requirements. Details can be found in the Academic Catalog.

AY 2024–2025 Program Offerings

Starting in Summer 2022, Relay began to launch revised academic programs to strengthen candidate preparation for building positive learning environments. The program modifications included, but were not limited to, changed program curriculum, program names, and program length. State- and program-specific details for Relay's revised programmatic offerings can be found in the [Academic Catalog](#), and Relay's initial programmatic offerings can be found in the [Academic Programs Guide](#). Please note, not all programs are available at all locations or in all modalities.

The below information is designed to help students determine where to find the correct academic program information.

- For students completing Relay's initial program versions that are now discontinued (e.g., some students scheduled to graduate in Summer 2024, and/or NY students remaining in the NY MAT CO2024 [Summer 2022 enrollment] program who opt into Extended Enrollment for SY24-25, etc.), please reference the Academic Program Guide.⁷ Please note, coursework will no longer be offered for these programs after Summer 2024. Failure to register for, take, and pass any missing coursework the last time it is offered may result in students being ineligible to complete their existing program,

⁷ For students who took a leave of absence, were administratively withdrawn, transferred programs, or who are not on track for on-time program completion, please contact the Registrar's Office at support@relay.edu to determine your program offering.

program transfer, and/or administrative withdrawal. For further information, please reference Relay's [Discontinued Academic Program Version Policy](#).

- For all other students, please reference the Academic Catalog.

Beginning in Summer 2023, the programs listed in the Academic Programs Guide are not available to new students and new students can only enroll in programs listed in the Academic Catalog. Students seeking to reenroll at Relay may be required to pursue the revised program versions included in the Academic Catalog.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Below is a listing of academic and educator preparation programs offered for new enrollment at Relay in the 2024–2025 academic year.

Master of Arts in Teaching Programs

Depending upon the state, Relay's state-approved educator preparation MAT programs may also offer prospective students with an option to pursue certification/licensure. Certain states also allow enrollment in the non-certification-seeking, standalone MAT program. Please reference the AY24-25 [Academic Catalog](#) for program details.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student

regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Table 14

Student Location(s)	Master of Arts in Teaching Programs Available for Enrollment in AY24–25	Credit Hours	Certification/Licensure Pathways
Colorado	MAT in Early Childhood Education ⁸ MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	Colorado Traditional Teacher Licensure Program (Residents) Colorado Alternative Teacher Licensure Program (Non-Residents)
	MAT in Special Education	39	
Connecticut	MAT in Elementary Education	32	Connecticut Traditional Teacher Licensure Program (Residents)
	MAT in Elementary Education	32	Connecticut Post-Baccalaureate Certification Program (Non-Residents)
	MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education	32	Connecticut Post-Baccalaureate Certification Program
Delaware	MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	Delaware Alternative Route to Certification Program (ARTC) (Non-Residents) Delaware Alternative Route to Certification Program (ARTC) - Relay Teaching Residency (Residents)
	MAT in Special Education	39	
Georgia Washington, DC ⁹	MAT in Early Childhood Education MAT in Elementary Education MAT in English Language Arts Education	32	Colorado Traditional Teacher Licensure Program (Residents)

⁸ The Colorado Alternative Teacher Licensure Program pathway is not available with the MAT in Early Childhood Education.

Student Location(s)	Master of Arts in Teaching Programs Available for Enrollment in AY24–25	Credit Hours	Certification/Licensure Pathways
Rhode Island ¹⁰	MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education		
	MAT in Special Education	39	
Illinois	MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	Illinois Graduate Alternative Licensure Program
New Jersey	MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	New Jersey Certificate of Eligibility (CE) Certification Program
	MAT in Special Education	39	New Jersey Certificate of Eligibility (CE) Certification Program - Relay Teaching Residency
New York	MAT in Elementary Education*	30	New York Residency Teacher Preparation Program*
	MAT in Early Childhood Education MAT in Elementary Education MAT in English Language Arts Education MAT in Middle Grades Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	New York Transitional B Alternative Teacher Preparation Program
	MAT in Early Childhood Special Education MAT in Special Education	39	
Pennsylvania	MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education	32	Pennsylvania Post-Baccalaureate

⁹ For the 2024-25 academic year, incoming students located in Washington, DC, may enroll in Relay's online, Colorado-authorized MAT program through the degree-only pathway, or in conjunction with the Colorado Traditional Teacher Licensure Program, which meets educational requirements for licensure in Colorado.

¹⁰ For the 2024-25 academic year, incoming students located in Rhode Island may enroll in Relay's online, Colorado-authorized MAT program through the degree-only pathway, or in conjunction with the Colorado Traditional Teacher Licensure Program, which meets educational requirements for licensure in Colorado.

Student Location(s)	Master of Arts in Teaching Programs Available for Enrollment in AY24–25	Credit Hours	Certification/Licensure Pathways
	MAT in Science Education MAT in Social Studies Education		Certification Program (Residents)
	MAT in Special Education	39	Pennsylvania Teacher Intern Certification Program (Non-Residents)
Tennessee	MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	Tennessee Job-Embedded Licensure Program (Non-Residents)
	MAT in Culturally and Linguistically Diverse Learners	38	Tennessee Teaching Residency Licensure Program (Residents)*
	MAT in Early Childhood Special Education MAT in Special Education	39	
Texas	MAT in Elementary Education MAT in Middle Grades Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	Texas Post-Baccalaureate Certification Program
All Other States ¹¹	MAT in Early Childhood Education MAT in Elementary Education MAT in English Language Arts Education MAT in Mathematics Education MAT in Science Education MAT in Social Studies Education	32	n/a
	MAT in Special Education	39	

**Relay is in the process of seeking approvals from the appropriate and respective regulatory bodies to offer these program versions. At the time of publication, Relay has not received full approval for these program versions. Potential students may be eligible to begin the application process for any of these program*

¹¹ Individuals located in a U.S. state or territory other than those listed in this table may enroll in Relay's Colorado-authorized online MAT programs through the degree-only pathway, without the option to pursue certification/licensure through their Relay program.

versions prior to full approval but please note, endeavoring into the application process does not assure acceptance into the program version. Acceptance into any of these program versions will only occur if and when the program version receives the appropriate approval(s).

Advanced Certificate Programs

Relay offers a post-baccalaureate certificate program in Special Education. Students in certain locations may pursue an additional endorsement/certificate in Special Education through this program. See the AY24-25 [Academic Catalog](#) for program details.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Table 15

Student Location(s)	Advanced Certificate Programs Available for Enrollment in AY24–25	Credit Hours	Certification/Licensure Pathways
Colorado	Advanced Certificate in Special Education	21	Colorado Additional Endorsement Program
Delaware	Advanced Certificate in Special Education	21	Delaware Additional Certification Program
Georgia	Advanced Certificate in Special Education	21	n/a
New Jersey	Advanced Certificate in Special Education	21	New Jersey Additional Certification Program
New York	Advanced Certificate in Special Education	21	New York Additional Certification Program
Pennsylvania	Advanced Certificate in Special Education	21	Pennsylvania Additional Certification Program

Student Location(s)	Advanced Certificate Programs Available for Enrollment in AY24–25	Credit Hours	Certification/Licensure Pathways
Tennessee	Advanced Certificate in Special Education	21	Tennessee Additional Endorsement Program
All Other States ¹²	Advanced Certificate in Special Education	21	n/a

Non-Degree Certification/Licensure Programs

Relay offers non-degree certification/licensure program options in certain states. See the AY24-25

[Academic Catalog](#) for program details.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay’s program(s) offered in the state to the state’s educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations’, societies’, states’, and licensing jurisdictions’ requirements for membership, certification, or licensure. Relay can provide guidance regarding a state’s licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state’s licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay’s [Licensure Disclosures](#) webpage for more information.

Table 16

Student Location	Non-Degree Certification/Licensure Programs Available for Enrollment in AY24–25	Enrollment Pathway	Credit Hours
Colorado Georgia Connecticut ¹³	Colorado Traditional Teacher Licensure Program	Resident	23
Colorado	Colorado Alternative Teacher Licensure Program	Non-Resident	23

¹² Individuals located in a U.S. state or territory other than those listed in this table may enroll in Relay’s Colorado-authorized online Advanced Certificate program without the option to pursue certification/licensure through their Relay program.

¹³ Connecticut students seeking a non-degree certification option in Elementary Education will be enrolled in the online, Colorado-authorized Traditional Teacher Licensure pathway.

Student Location	Non-Degree Certification/Licensure Programs Available for Enrollment in AY24–25	Enrollment Pathway	Credit Hours
Delaware	Delaware Alternative Route to Certification Program (ARTC)	Non-Resident	18
Pennsylvania	Pennsylvania Post-Baccalaureate Certification Program	Resident	19
	Pennsylvania Teacher Intern Certification Program	Non-Resident	19
Tennessee	Tennessee Job-Embedded Licensure Program (single endorsement)	Non-Resident	18
	Tennessee Job-Embedded Licensure Program (dual endorsement with ESL)	Non-Resident	24
	Tennessee Added Endorsement in ESL	Licensed Educator	12

Professional Licensure Disclosures

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay’s program(s) offered in the state to the state’s educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide public-facing information for the professional organizations’, societies’, states’, and licensing jurisdictions’ requirements for membership, certification, or licensure. Relay can provide guidance regarding a state’s licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies.

In compliance with the U.S. Department of Education regulations [§ 668.14(b)(32)(i) and (ii)] **effective July 1, 2024**, Relay may not be able to provide the certification/licensure MAT and the Advanced Certificate academic offerings to potential applicants residing in states in which Relay is not an approved education preparation provider. U.S. Department of Education regulations [§ 668.14(b)(32)(i) and (ii)] require all programs leading to licensure/certification must meet the licensure/certification requirements in the state the potential applicant resides. Exceptions to these regulations are possible in specific situations. Potential applicants may qualify for an exception to this regulation if 1) the potential applicant resides in a state in which Relay maintains a licensure/certification reciprocity agreement; OR 2) the potential applicant resides in a state where Relay is not an approved education preparation provider but the potential applicant will

attest to their plan to work and seek licensure/certification in a state where Relay is an approved education preparation provider; OR 3) the potential applicant resides in a state where Relay is not an approved education preparation provider but the potential applicant will attest to their plan to relocate to, work in, and seek licensure/certification in a state where Relay is an approved education preparation provider. Representatives of Relay's Admissions team can advise prospective applicants regarding eligibility for exceptions to the regulations.

In compliance with the U.S. Department of Education regulations [§ 668.43(a)(5)(v) and § 668.43(c)], Relay published determinations about whether its programs meet the educational requirements for educator certification/licensure in each state. These determinations are published on Relay's [Licensure Disclosures](#) webpage.

Educational requirements include coursework and clinical experiences. Note: while Relay programs may meet state requirements, individual students must also meet state- and program-specific requirements for admission to, and completion of, an educator preparation program, and any other state certification/licensure requirements (e.g., testing, background checks) to be eligible for certification/licensure. Requirements for admission to and completion of each of Relay's educator preparation programs are detailed in the program's [Transition Points Guide](#) and corresponding [EPP Handbook](#).

Prospective applicants will receive a direct disclosure (via email) prior to initial enrollment in a Relay program if Relay determined the program **does not meet** the certification/licensure requirements in the state in which the student resides. Current Relay students will receive an updated direct disclosure (via email) within 14 days of the current student notifying Relay of the current student's relocation to a state in which Relay determined the program **does not meet** the licensure/certification requirements in the current student's updated state of residence.

Questions about Relay's professional licensure disclosures should be directed to support@relay.edu.

Educator Preparation at Relay

Certification/Licensure Pathways

There are three certification/licensure pathways that Relay educator preparation program completers may use to obtain a teaching certificate/license depending on the program that they completed, the state in which they were located while enrolled, and the state in which they are seeking certification/licensure.

- **State-Approved Program (Direct):** Relay's Educator Preparation Programs (EPP) are designed to meet educational requirements for certification/licensure in the state in which the program is approved. Relay is a state-approved educator preparation program provider in the following states: **Colorado, Connecticut, Delaware, Illinois, Indiana¹⁴, New Jersey, New York, Pennsylvania, Tennessee, Texas, and the District of Columbia¹⁵**. Specific program offerings and certifications/endorsements available vary by state. Students who complete a state-approved program at Relay and meet all necessary requirements may apply for, or be recommended by Relay, direct certification/licensure in the state in which the program is approved.

Students who complete all Relay program requirements for certification/licensure within the state they reside and are interested in teaching in another state may be able to apply for certification/licensure as an out-of-state program completer or as an out-of-state licensed teacher. Many states maintain EPP completion and/or licensure reciprocity policies and processes. Program completers and licensed teachers must follow the processes established by the state agency governing certification/licensure in the state where the student wishes to teach. Some states may require additional testing or coursework requirements before issuing a teaching certificate/license to an out-of-state prepared educator. Relay supports program completers in their applications for out-of-state certification/licensure by providing verification of program completion and related documentation for students, upon the student's request.

- **Out-of-State Program Completion:** Some states offer the opportunity for individuals who completed an out-of-state educator preparation program to apply for certification/licensure in the state without first obtaining a teaching certificate/license in the state where their program was approved. States typically require that the out-of-state program is similar (i.e., leads to a similar subject/grade band) to programs leading directly to certification/licensure in their states. Out-of-state program completers must often complete additional requirements such as testing and coursework before they can be issued a certificate/license.
- **Out-of-State Certification/Licensure Reciprocity:** Many states offer a process for certified/licensed teachers to apply to transfer their out-of-state certificate/license in a similar subject area/grade level to a certificate/license in their state. States may not accept all certificates/licenses and may not have reciprocity with all states. States may require that out-of-state certified/licensed teachers have a

¹⁴ New enrollments in Relay's in-state, Indiana-based programs are temporarily paused for the 2024-2025 academic year while Relay completes the program revision request and approval process. Relay continues to educate and support currently enrolled students in the completion of program requirements.

¹⁵ For the 2024-25 academic year, incoming students located in Washington, DC, may enroll in Relay's online, Colorado-authorized MAT program through the degree-only pathway, or in conjunction with the Colorado Traditional Teacher Licensure Program, which meets educational requirements for licensure in Colorado.

certain number of years of experience in the state where their certificate/license originated, or that they complete additional testing or coursework to be eligible for a certificate/license transfer.

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. In the states in which Relay is an approved in-state educator preparation provider, Relay works to align Relay's program(s) offered in the state to the state's educational requirements for educator certification/licensure. Students should be aware that the professional organizations, societies, states, and licensing jurisdictions are responsible for defining, amending, and executing approval requirements and decisions for membership, certification, or licensure. Relay can provide the public-facing information for the professional organizations', societies', states', and licensing jurisdictions' requirements for membership, certification, or licensure. Relay can provide guidance regarding a state's licensure requirements for states in which Relay is an approved in-state provider and to the students who seek licensure in the same state. Relay may not be able to provide assistance to a student regarding the interpretation or understanding of a state's licensure requirements for states in which Relay is not an approved, in-state education preparation provider. Students intending to seek licensure of any type must take full responsibility for ensuring that their degree program at Relay meets the licensing requirements of their local states, school districts, professional associations, or agencies. See Relay's [Licensure Disclosures](#) webpage for more information.

Educator Preparation Program Transition Points

Transition points are a set of clearly defined benchmarks that allow educator preparation programs to monitor and communicate student progress from admission through program completion and, ultimately, certification/licensure. Each transition point has a set of program-specific criteria that must be met to move to the next stage of the program. Students use Anthology Portfolio to upload evidence of meeting transition point requirements.

Relay's Educator Preparation Program Transition Points are:

1. Educator Preparation Program (EPP) Admission
2. Eligibility for Qualifying Clinical Experience
- 2b. Eligibility for Special Education Clinical Practice I and II (Special Education Candidates only)
3. Educator Preparation Program (EPP) Completion
4. Certification/Licensure

Because program and certification/licensure requirements vary by state and program, Relay sets unique and specific deadlines for meeting the criteria associated with each transition point, and an expected date by which all requirements for a specific transition point should be met. To complete the educator preparation program requirements on the expected timeline, all requirements must be met by the established transition point deadline. Failure to meet transition point deadlines may result in the inability to register for an upcoming term or specific courses in an upcoming term (see the [Academic Program Guide](#) or [Academic Catalog](#) for your program for details), a delayed timeline for program completion, additional costs, and/or ineligibility for certification/licensure.

Links to the Transition Points Guides for all Relay educator preparation programs can be found in [Appendix E: Educator Preparation Program Transition Points](#).

Transition Point 1: Educator Preparation Program (EPP) Admission

In addition to meeting Relay's institutional admissions criteria, applicants to one of Relay's EPPs must meet admission criteria that are specific to their state and/or program. EPP admission criteria may include, but are not limited to, a bachelor's degree, specific general and/or content-specific coursework, specific GPA requirements, demonstration of content knowledge, and a background check. Once admitted into the EPP, students begin Relay coursework and work toward meeting the requirements for Transition Point 2.

Transition Point 2: Eligibility for Qualifying Clinical Experience

Relay's programs include many opportunities for students to gain experience in their certification/endorsement area within school settings. Qualifying clinical experience is the clinical experience aligned to the candidate's certification/endorsement area that meets state- and program-specific requirements for EPP completion.

Qualifying clinical experience typically takes one of two forms:

- **Student teaching:** Direct, supervised teaching experience conducted under the supervision of a qualified lead teacher and Relay faculty in a school and classroom setting aligned to the candidate's certification/endorsement area. Student teaching takes place prior to becoming a teacher of record (i.e., during the residency year).
- **Mentored teaching:** Service as a teacher of record, typically on a provisional-level certificate/license, in an assignment aligned to the candidate's certification/endorsement area while under the supervision of Relay faculty and supported by a qualified school-based clinical mentor.

Students must meet eligibility requirements to begin their qualifying clinical experience. Eligibility requirements may include, but are not limited to, demonstration of content knowledge, completion of pre-service coursework, completion of workshops or trainings, and issuance of a provisional-level certificate/license, if applicable.

Qualifying clinical experience is completed while enrolled in designated clinical practice courses at Relay. Students may register for the designated clinical practice course in the expected term based on their academic plan and in anticipation of eligibility for qualifying clinical experience. However, students who do not meet eligibility requirements by the deadline will be unregistered from the clinical practice course, and must register in a future term once eligibility requirements are met.

While completing qualifying clinical experience, students log their progress in Anthology Portfolio, continue with their Relay coursework, and work toward meeting the requirements for Transition Point 3.

Transition Point 2b: Eligibility for Special Education Clinical Practice I and II (Special Education candidates only)

Candidates enrolled in a program leading to certification/licensure in special education must meet program-specific eligibility requirements to begin special education clinical practice courses in the program.

Transition Point 3: Educator Preparation Program (EPP) Completion

Relay students must meet all state- and/or program-specific requirements to be considered an educator preparation program completer. This may include, but is not limited to, passing all coursework in the EPP program of study, meeting state- and/or program-specific GPA or course-specific grade criteria on Relay coursework, successful completion of qualifying clinical experiences, testing or a performance assessment, and meeting all requirements contained in the first two transition points.

To obtain a teaching certificate/license after EPP completion, students need to meet the requirements in Transition Point 4.

Transition Point 4: Certification/Licensure

Educator preparation program completers may need to meet additional state requirements to be eligible for certification/licensure. These may include, but are not limited to, additional testing or a performance assessment, a certain number of years of experience on a provisional-level certificate/license, application for a teaching certificate/license, and/or paying state fees.

At Transition Point 4, the state agency evaluates the application for certification/licensure and issues the certificate/license to students who meet all the state requirements. After Transition Point 4, students may have additional Relay coursework to complete if they are also pursuing a higher education award, such as a Master of Arts in Teaching degree or an Advanced Certificate.

Educator Preparation Program Handbooks and Policies

Educator preparation program (EPP) requirements and policies are state- and program-specific. Students enrolled in a Relay EPP should refer to the [EPP Handbook](#) that is specific to the state and program of their enrollment. [EPP Handbooks](#) expand upon the transition point requirements, and include such topics as applying for a provisional-level certificate/license and specific testing requirements.

[EPP Handbooks](#) also contain state- and program-specific policies, deadlines, and anticipated costs pertaining to EPP admission and completion at Relay. Students must follow the requirements of the EPP Handbook in effect at the time of their enrollment in Relay. However, state requirements are subject to change, and Relay may make updates to EPP Handbooks at any time. Students will be notified if the EPP Handbook for their program has been updated in response to changes in state requirements.

Links to EPP Handbooks for the current academic year can be found in [Appendix F: Educator Preparation Program Handbooks](#).

Academic Program Requirements

Graduation and Program Completion Requirements

Relay celebrates students' program completion with an annual virtual commencement ceremony and related activities. Program completion celebrations may include students completing degree-granting programs, Advanced Certificate programs, and/or non-degree-granting educator preparation programs. Eligibility to take part in program completion activities is based solely on successful completion of program requirements. Details of program requirements are in the [Academic Catalog](#).

Relay program completers with an outstanding balance may participate in the annual virtual commencement ceremony. Official proof of graduation or program completion, including eDiplomas, diplomas, and verification of educator preparation program completion and/or recommendation for certification/licensure, will be withheld for students until their outstanding balances have been resolved in full with Relay (unless otherwise required by applicable law). Students with an outstanding balance may request a transcript and/or an enrollment verification letter.

Graduation and Program Completion Rates

Graduation and retention rate information is available online at relay.edu/policies. A paper copy of this report may be requested from the Registrar's Office by emailing support@relay.edu.

Academic Progress

Academic Standing and Satisfactory Progress (Original Programmatic Offerings)

Applicable to students who remain enrolled in Relay's original and discontinued program versions, effective Summer 2024, and/or NY students remaining in NY MAT CO2024 (Entering Summer 2022) program who opt into Extended Enrollment for SY24-25.

To maintain good academic standing, students must:

1. Earn a minimum grade of 70% (or a C-) in all courses,
2. Earn a minimum 2.7 GPA each term, and
3. Earn a minimum cumulative 2.7 GPA to complete the program.

Relay reviews students' complete academic records at the end of each academic term to determine whether they are meeting the standards of progress shown in Table 17. To view Academic Honors for students who started their program prior to the Summer 2023 term, [view this policy](#).

Table 17: Applicable to students who remain enrolled in Relay's original and discontinued program versions, effective Summer 2024, and/or NY students remaining in NY MAT CO2024 (Entering Summer 2022) program who opt into Extended Enrollment for SY24-25.

Standards of Academic Progress		Enrollment Implications
Dean's List Honors	3.7 or greater GPA and 70% or greater in all courses for the term	N/A
Academic Honors	3.5–3.69 GPA and 70% or greater in all courses for the term	N/A
Good Standing	2.7 or greater GPA and 70% or greater in all courses for the term	N/A
Probation	Less than 2.7 GPA or less than 70% in any course for the term	Student must return to good standing next term. Two consecutive terms of probation will result in dismissal.
Dismissal	Less than 1.0 GPA for the term	Student will be dismissed from Relay effective the end of the term, which may result in loss of teaching certification and have financial implications.

Every term, students receive end-of-term notifications of academic standing. Students should consistently monitor their progress in a course on Canvas throughout the term by using [“What If” scenarios](#). Please note that students who have no failed courses and are granted one or more incompletes will have their academic status noted as pending incomplete coursework and will be informed of their term academic status upon resolution of all outstanding incompletes. The vast majority of students remain in good standing for the entirety of their time at Relay. **However, students who are on academic probation for any reason have one term in which to return to satisfactory academic standing; failure to do so results in a program dismissal from Relay.**

Academic Standing and Satisfactory Progress (All Other Students) **Applicable to all other students.**

To complete their program, students must:

1. Earn a minimum grade of 80% (or a B-) in all required credit-bearing courses, and
2. Earn a minimum cumulative 2.7 GPA.

Relay reviews students' complete academic records at the end of each academic term to determine whether they are meeting the standards of progress shown in **Table 18**. Certification/licensure-seeking students must meet standards for satisfactory academic progress as well as all state- and program-specific certification/licensure program completion requirements, which may include testing and qualifying clinical experience, in order to be considered an educator preparation program completer. State- and program-specific information on educator preparation program completion requirements are detailed in the program's [Transition Points Guide](#) and corresponding [EPP Handbook](#).

Table 18: Applicable to all other students.

End-of-Term Academic Standing		Enrollment Implications
Good Standing	Term GPA at or above 2.7 AND no failed courses in the term	N/A

Academic Probation	Term GPA below 2.7 for the term OR failed one or more courses in the term	Student must return to good standing next term. Two consecutive terms of probation will result in dismissal.
Dismissal	Term GPA below 1.0	Student will be dismissed from Relay effective the end of the term, which may result in loss of teaching certification and have financial implications.

Table 19: Applicable to all other students.

Academic Honors by Term	
Dean's List	Term GPA at or above 3.7
Academic Honors	Term GPA between 3.5–3.69

Table 20: Applicable to all other students.

Graduation/Program Completion Honors	
Highest Distinction	Cumulative GPA of 4.0
High Distinction	Cumulative GPA of 3.7–3.99
Distinction	Cumulative GPA of 3.5–3.69

Every term, students receive end-of-term notifications of academic standing. Students should consistently monitor their progress in a course on Canvas throughout the term by using [“What If” scenarios](#). Students who earned a grade between B- and F may end a term in good academic standing but still be required to retake the course in order to complete their program—this may delay program completion and will be noted in their end-of-term notification of academic standing. Students who have no failed courses and are granted one or more incompletes will have their academic status noted as pending incomplete coursework and will be informed of their term academic status upon resolution of all outstanding [incompletes](#). The vast majority of students remain in good standing for the entirety of their time at Relay. **However, students who are on academic probation for any reason have one term in which to return to satisfactory academic standing; failure to do so results in a program dismissal from Relay.**

Academic Probation and Program Dismissal Policy

At the end of each academic term, Relay reviews students' academic standing. If a student's term grades do not reflect good academic standing, the student is placed on academic probation for the subsequent term or is academically dismissed (as detailed in [Academic Standing and Satisfactory Progress](#)). **Students who are on academic probation for two consecutive terms will be dismissed from Relay.**

If placed on probation, students are required to meet with their advisor(s) and faculty in order to develop an academic plan for returning to good academic standing using the [Academic Planning Template](#).

While all students are expected to attend every class and participate in substantive academic activity, complete all assessments by given deadlines, and attend initial and follow-up meetings with advisors and faculty members, it is especially important for students on probation to meet these expectations and return to good academic standing. The Office of the Provost of Teacher Preparation may notify a sponsoring school partner if a student who is on probation is not on track to return to good academic standing by the midpoint of their probationary term.

As noted above, any enrolled student who is on academic probation and whose academic progress falls below the standard for satisfactory academic progress for a second consecutive term (as detailed in [Academic Standing and Satisfactory Progress](#)) will face program dismissal.

Once dismissed, students can appeal the dismissal by submitting an [academic appeal form](#) to the Academic Review Board. The Academic Review Board will review the appeal and determine if the appeal is approved or denied. If the appeal is denied, program-dismissal procedures will proceed. Students may be eligible to reenroll in a future term after being dismissed by completing a reenrollment application. Reenrollment applications are reviewed on a case-by-case basis.

Assessments and Grading

Course Grades

Students' final course grades are a percentage (shown on Canvas, Relay's learning-management system) with a letter grade (shown on transcripts), for example, 85% (B). Final course grades are calculated based on performance on various assignments. A typical course has at least two assignments that are weighted heavier than others, with smaller assignments that are submitted for practice and feedback. Students receive feedback and grades on each assessment from Relay faculty members using program-created rubrics.

Rubric Scale

Relay instructors measure student performance on assessments using the following scale:

Exemplary Performance: Students who earn Exemplary Performance (100%) on a rubric row have demonstrated performance that is an outstanding model of the knowledge, skills, or mindset described in that row. Earning Exemplary Performance on all rubric rows would equate to an overall grade of A+.

Proficient Performance: Students who earn Proficient Performance (90%) on a rubric row have demonstrated solid, adequate performance of the knowledge, skills, or mindset described in that row. Earning Proficient Performance on all rubric rows would equate to an overall grade of A-.

Emerging Performance: Students who earn Emerging Performance (80%) on a rubric row have demonstrated some strengths and areas for further growth with respect to the knowledge, skills, or mindset described in that row. Earning Emerging Performance on all rubric rows would equate to an overall grade of B-.

Insufficient Performance: Students who earn Insufficient Performance (70%) on a rubric row have attempted the knowledge, skills, or mindset described in that row. However, there are critical areas that are inadequate and where additional support will be needed. Earning Insufficient Performance on all rubric rows would equate to an assessment grade of C-.

Not Present: Students who earn Not Present (0%) on a rubric row have not demonstrated evidence of the knowledge, skills, or mindset described in that row. Earning Not Present on all rubric rows would equate to an assessment grade of F.

Calculating Grade Point Average

There are three types of GPAs: term, enrollment, and cumulative. The term GPA is calculated using only the courses taken in a specific term. The enrollment GPA is calculated using all Relay courses that apply to a student's program of study. The cumulative GPA is calculated using all Relay courses irrespective of program of study. All GPAs are calculated as a weighted average of credits earned and GPA grade value, which is a numerical equivalent to a letter grade. GPAs are reported to the nearest hundredth with

appropriate rounding (e.g., 2.699 would be reported as 2.70). To calculate a GPA, students need to know the course grade and the course credits. [Table 21](#) outlines the grade point equivalents for Relay.

Table 21

GPA Grade Value	Letter Grade	Percentage Range	
4	A+	100%	97%
4	A	<97%	93%
3.7	A-	<93%	90%
3.3	B+	<90%	87%
3	B	<87%	83%
2.7	B-	<83%	80%
2.3	C+	<80%	77%
2	C	<77%	73%
1.7	C-	<73%	70%
0	F	<70%	0%
N/A	Pass	100%	80%
N/A	Fail	<80%	0%

The following grades for courses are not included in a student's term or cumulative GPA: Pass, Fail, Incomplete (INC), Withdrawn (W), Repeat (R), Transfer (TR), Complete, CPL (Credit for Prior Learning; equivalent to a B- or higher). Student's term and cumulative GPAs are calculated automatically at the end of each term and are shared with students in their end-of-term Student Academic Progress (SAP) emails. Students can view their unofficial transcript by accessing the My Academics section of their [My Relay Portal](#) at any time in order to verify their cumulative GPA or past term GPAs.

Procedure for Calculating GPA

Students may also choose to complete the calculations themselves or with the assistance of [Relay's GPA predictor tool](#). To calculate a GPA, students must first multiply the number of course credits for each course by the grade point values associated with the grade received in that course. Then students must add all those totals together and divide that sum by the total number of course credits. For term GPA, students must average all regularly graded courses in that term. For enrollment GPA, students must use all courses taken over the course of a program of study. For cumulative GPA, students must use all courses taken at Relay. Students may also choose to complete a weighted average of their term GPAs (average of term GPAs weighted by number of credits taken in the term) to determine their cumulative GPA. Students can view their

unofficial transcript by accessing the My Academics section of their [My Relay Portal](#). Students may request an unofficial transcript at any time in order to verify their cumulative GPA or past term GPAs.

Below please find a sample calculation of a spring term GPA, also depicted in Table 22:

- Courses Taken in the Spring Term:
 - Course-101, 3 credits, Grade: A (4.0)
 - Course-102, 2 credits, Grade: B (3.0)
 - Course-103, 1 credit, Grade: B- (2.7)
- How to Calculate the Spring Term GPA:
 - $((\text{Course-101 Credits} * \text{Course-101 Grade}) + (\text{Course-102 Credits} * \text{Course-102 Grade}) + (\text{Course-103 Credits} * \text{Course-103 Grade})) / (\text{Course-101 Credits} + \text{Course-102 Credits} + \text{Course-103 Credits})$
 - $((3*4)+(2*3)+(1*2.7)) / (3+2+1)$
 - $(12+6+2.7)/(6)$
 - $20.7/6$
 - Term GPA: 3.45

Table 22 shows an example of a term GPA.

Table 22

Course	Grade	Credits	Grade Points	Credits x Grade Points
#1	A	3	4	12
#2	B	2	3	6
#3	B-	1	2.7	2.7
Total		6		20.7
Term GPA		$20.7/6 = 3.45$		

Submission Requirements

Deadlines

All assessment due dates and times are posted on Canvas, Relay's learning management system. These due dates are posted on each course calendar as well as on the syllabus. They also appear on the right-hand side of course home pages when assessments are upcoming.

Students should complete required assignments (e.g., readings, discussion boards, assessments, application tasks, reflection journals, observations, etc.) by the posted due date to be able to fully engage in classes and receive ongoing feedback from faculty and peers. If students anticipate not meeting a deadline, they should communicate promptly with their instructor. This is of particular importance for application

tasks, as instructors will not accept summative assignments until application tasks are submitted and graded.

File Naming

Relay students should follow the directions on the assessment page. All file submissions should be named as **Last Name_First Initial_Course_Assignment**. For example, if Sam Jackson were submitting a final assessment for EDU 501, the file upload would be titled: Jackson_S_EDU501_Final.

Correct and Complete Content

Assessments and assignments submitted incorrectly (e.g., a video submitted via email, in the wrong format, containing the wrong footage) or incompletely (e.g., a 500-word reflection that cuts off mid-sentence at 150 words) will be assessed as submitted and could affect the overall grade. If a faculty member identifies incorrect or incomplete submissions, they will notify the student. Students have one business day from the time of the notification to submit the file correctly. After one business day, the instructor may grade the assessment as submitted.

Clarity in Writing

It is important that students submit written assignments that convey their meaning with clarity and precision so that faculty and other readers can easily follow their line of reasoning. Writing errors may change or cloud the meaning of written work, which may negatively affect a student's grade on the assignment. Students should proofread and edit their work carefully before submitting it so that the work embodies conventions of academic writing and the APA citation style. The Relay Library includes resources such as an [APA citation guide](#) and [books](#) to aid students with clarity and precision in writing.

Clinical Practice Observations and Gateways

Relay students enrolled in clinical practice courses will complete multiple cycles of observation and reflection each term. Each Clinical Practice course has approximately four short observations and two longer observations per term. These longer observations, referred to as term observations (or gateway assessments for Relay Teaching Residency or NY Teacher Pathway students), are opportunities to receive comprehensive feedback on development of the foundational knowledge, skills, and mindsets of a teacher. Short observations provide an opportunity for formative feedback and reflection aligned to the term observations/gateway assessments. Individual faculty members may also choose to observe more often to provide additional coaching and feedback.

If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-501, CLIN-502, CLIN-521, CLIN-522, CLIN-524, CLIN-532, CLIN-534, CLIN-560, or CLIN-562, they will automatically earn below 80% in the overall CLIN course grade. A course grade below 80% requires students to retake the course in a future term, allowing them to re-do the associated gateways or term observations. Students should refer to Relay's Student Academic Progress guidance.

If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-523, CLIN 531, and CLIN 533 and if these observations are required for state licensure, the student may be required to retake the CLIN course at which the below “emerging” score was earned or an alternative CLIN course that meets program completion requirements.

Additional observations may be conducted by field supervisors based on [state- and/or program-specific requirements for qualifying clinical experiences](#). After each observation, faculty members share data collected during the observation and debrief students' strengths and areas of growth in person, over the phone, through video conference, or in writing. Observations may be conducted in person, via video recording, or synchronously online, depending on program modality and state requirements for observations of clinical experiences.

For students enrolled in a program leading to certification/licensure, state-required observations conducted during a students' qualifying clinical experience will be documented in Anthology Portfolio. Failure to participate in state- and/or program-specific observations may result in additional coursework requirements, additional charges, and/or ineligibility for certification/licensure. State- and/or program-specific observation requirements can be found in the corresponding [EPP Handbook](#).

Residents and NY Teacher Pathway students may also be required to secure a lead teaching/teacher of record position by the first day of the second fall term in order to continue in the Residency or NY Teacher Pathway program. Some state- and/or program requirements may include verification of the student's instructional role on an earlier timeline. In some states, students' lead teaching experience in the second year of the program counts as their qualifying clinical experience for educator preparation program completion, and students must ensure that their teaching positions are aligned with their certification/endorsement areas and meet [state- and/or program-specific requirements for qualifying clinical experiences](#).

Engagement in Coursework

Relay courses are either hybrid or asynchronous.

- **Hybrid courses** contain both asynchronous (i.e., independent, outside of class time) and synchronous (i.e., live and scheduled) components.
- **Asynchronous courses** do not have any live or scheduled class time and all of the coursework is completed independently.

For hybrid courses, each module contains asynchronous pre-work and a class session that is taught synchronously. The completion of asynchronous pre-work prior to synchronous sessions is essential for accessing the content and practice activities in the synchronous session and counts for 10 to 15% of the total grade for the course. Clinical practice courses also include asynchronous work in the form of reflection journals and clinical experiences (e.g., video-based observations). This work is essential for continuous improvement and, for certification-seeking students, to stay on track for certification.

Synchronous classes in hybrid courses are designed for discussion, collaboration, feedback, and practice. As such, Relay expects students to be on time to synchronous class sessions and participate fully. Full participation in a Relay synchronous course is demonstrated by logging onto Zoom from a stationary location, ensuring video cameras are on, and participating in the Zoom chat feature and Nearpod activities. It is also expected that Relay students will participate in discussion and practice opportunities, including

staying on camera and unmuting in small breakout groups to share insights on the discussion topic and practicing with classmates. In the event that you are unable to fully engage, please reach out to your professor in advance.

Participation is connected to a student's attendance grade. Attendance makes up 10% of a student's course grade in hybrid courses. Students who are late to log in to class, leave early, or are unresponsive throughout the class will earn 80% credit for attendance at that session, which may negatively impact their grade in the course.

In asynchronous courses, all work is completed asynchronously, and it is recommended that students stay on track with the course's pacing calendar to maximize opportunities for collaboration within the course.

Academic Policies

Academic Integrity, Collaboration, and Responsible Artificial Intelligence Usage

Assignments at Relay are designed to support students' growth and development as teachers. Students' work products, therefore, should be their own. All Relay students are expected to demonstrate and uphold the highest level of academic integrity throughout their Relay experience.

Relay regards acts of academic dishonesty (e.g., plagiarism, cheating on assignments, obtaining unfair advantage, and falsification of records or official documents) as serious offenses against the values of intellectual integrity. Relay will treat any deliberate use of others' work (including artificial intelligence) without citation as plagiarism. Relay regards acts of academic dishonesty to include, but not be limited to:

- plagiarism (directly quoting/paraphrasing from a book, article, interview, video, artificial intelligence output, etc. without citing the author, title, and year of publication, using/submitting another Relay student's or Relay alum's work (either by paraphrasing or quoting directly) without citation, submitting the same assignment as another student, submitting lesson and/or unit plans designed by someone else without listing the designers and/or collaborators)
- cheating on assignments(e.g., collaborating on a content knowledge assignment that is to be taken individually, securing an answer key, etc.)
- obtaining unfair advantage (e.g., gaining advance access to assignment questions)
- falsification of records, student data, or official documents

Students who use school- or district-provided materials, or materials from a published curriculum, must cite their sources in the text (i.e., APA citation, see Relay Library's [Citation Guide](#)) to make clear which portions of the work came from sources other than the students themselves. The majority of a submitted assignment should be students' original written work.

Students should treat the use of Artificial Intelligence (AI)-generated material the same as material from other external sources AND adhere to the guidelines for responsible usage of AI outlined below. That is, when an assignment allows for inclusion of material from an external source (e.g., material from published or school-based curricula) students can also consider the use of AI tools, so long as they adhere to the best practice guidelines below, including checks and edits of AI output. Students may also use AI to offer revision suggestions on original work or to break down a task. When in doubt about whether AI usage is permitted for an assignment, students should always consult directly with their professor.

Regardless of the specific assignment or content, the majority of a submitted assignment should be students' original work. Quoting directly from or paraphrasing from an AI source or using AI in any other way to complete an assignment without citation is plagiarism and violates Relay's academic integrity policy. If a student uses AI for a Relay assignment, they must cite their use of the tool (i.e., APA citation).

Relay Student Guidelines for Responsible AI Usage:

- First, check your employer’s policy on AI. Different schools, districts, and networks have different policies on the use of AI. Before you use any AI tool, be sure you know and follow any applicable policies from your employer.
- Protect student privacy. Never share any personally identifiable information about your students with AI (e.g., student names, email addresses, etc.).
- Protect intellectual property. Many AI tools use information that you put in to train the AI itself (e.g., information you add into the AI can be used in its future responses to anyone). As such, excerpts from sources such as Relay coursework should not be provided to any AI tools.
- Keep the limitations of the specific AI tool in mind. Before you use any AI tool, research its limitations. Common limitations include the use of outdated information in algorithms and the potential for provision of inaccurate information through the tool’s output.
- Edit what you get from an AI tool. Because of the limitations above, you should never take and use output from AI without editing it.

Teaching is a highly collaborative profession. Therefore, verbal collaboration with colleagues is permitted, provided that all collaborators share in the completion of the assignment and that all collaborators demonstrate the knowledge and skills necessary to complete the work. When in doubt, collaborators should reach out to their professors. All collaboration should be only conversational in nature; students should not share their assignments with one another and should submit unique, individual written work for each assignment. Students must list collaborator(s) on the assignment template. Failure to list a collaborator on an assignment may negatively affect students’ assignment scores and may lead to additional academic sanctions (e.g., overall course-score penalty, resubmission of an assignment, program dismissal).

Any impression of potential academic dishonesty will be carefully examined in the following manner:

- If a faculty member presumes a student has engaged in an act of academic dishonesty, faculty members will inform their instructional leader immediately, including all relevant documentation. The faculty member will then confer with the student, ensuring documentation of communication throughout the process.
- Faculty members—in consultation with the instructional leader—will administer a sanction aligned to the specific act of academic dishonesty. The sanction could range from a grade deduction to recommendation for dismissal from the program.
- Repeated violations of the academic integrity policy will result in dismissal from the program.
- Student appeals of academic integrity policy decisions may be made by emailing support@relay.edu within one week of receiving notification of the resolution. Cases will then be reviewed by the department chair/Clinical Practice director and/or dean and the department chair/Clinical Practice director or dean will confirm or update the sanction commensurate with the academic integrity action.
- In the case that the sanction is dismissal from the program, a student has the option to petition to appeal the program dismissal sanction by completing a petition to appeal their dismissal, which will be reviewed by the Academic Review Board, who will make a final determination.
- Exceptions to the academic integrity policy will be made on a case-by-case basis by the vice-provost or their delegate.

Academic Program Completion

Relay students must demonstrate mastery of the knowledge and skills they have learned at Relay. In order to graduate from Relay and earn a Master of Arts in Teaching (MAT) degree or Advanced Certificate and/or successfully complete academic requirements for educator preparation program completion, students are required to:

- Earn a minimum grade of 80% (or a B-) in all required credit-bearing courses, and
- Earn a minimum cumulative 2.7 GPA.

Please note, this policy applies to any student who enrolls in a new program starting summer 2023.

Students who enrolled in a program prior to Summer 2023 can reference the [Academic Catalog](#)'s policies that applied to the year of their original admission for coursework completed at that time. A program change and/or returning to Relay from an exit will result in the application of policies of that year.

Assessment Philosophy

The teaching pedagogy, techniques, and strategies taught at Relay are designed to foster growth and achievement in birth–Grade 12 students. Students' assessments mirror, to the greatest extent possible, the kinds of tasks that great teachers do as a part of their day-to-day work. These assessments are designed to help Relay students meaningfully improve their practice and lead their birth–Grade 12 students to measurable academic gains and socioemotional growth. Relay assigns both smaller written assessments and larger portfolio-based performance assessments including key assessments, which are four summative assessments embedded in required coursework that assess the key competencies, knowledge, and skills that Relay's curriculum is based upon.

Attendance

Students are expected to attend all classes for which they are registered and are responsible for all content and assignments covered in each class. Consistent attendance at class, whether asynchronous online or synchronous online/in-person, is vital. Missing class will negatively impact your ability to execute on the teaching method taught, may negatively impact your academic standing, and could negatively impact your PK–12 students' learning experience. Students must register for courses that allow them to attend Relay classes while meeting other scheduled responsibilities, such as those related to employment (e.g., school day and/or mandatory school training). Students should make their best efforts to attend and actively engage in all classes. In the event that a student misses a class, it is advised that the student contact their professor as soon as possible.

Attendance makes up 10% of a student's course grade in most hybrid courses. On each class day, students will receive one of four possible attendance statuses:

Table 23

Status	Description	Attendance Credit for that date
Present	Present, on-time, and engaging online	100%
Late	More than 5 minutes late and/or logging off more than 5 minutes early without advanced notice.	80%
Absent	Unexcused absence	0%
Excused Absence	Absent for approved excused absence reason	<i>Will not factor into attendance grade</i>

Excused Absences

Relay excuses absences only when they are related to extreme circumstances outside of students' control (e.g., religious holiday, death in the family, self or dependent under the supervision of a doctor for illness or injury that prohibits access to online engagement, power outage due to severe weather, parental leave, military responsibilities, jury duty, and mandatory one-time, school-specific activities).

In such cases, students are responsible for contacting their faculty members directly. Faculty members will then communicate to the student whether the absence will be excused or not. Although specific excused absences will not be visible within a student's Canvas dashboard, students can confirm that their attendance grade has not been negatively impacted by an excused absence by checking their attendance grade on the grades page in a Canvas course. Students with questions about their attendance grades should reach out to the course instructor directly.

The following mandatory one-time, school-specific conflicts are acceptable reasons for excused absences: parent-teacher conferences, back-to-school night, and state-led student educational plan meetings (e.g., IEP meeting). Relay does not grant excused absences for voluntary school-specific conflicts. These types of conflicts are the most challenging because professional teachers always want to attend both school events and Relay events, even when they conflict. Examples of voluntary school-specific conflicts that would not be excused include chaperoning a student event, coaching a sports team, or attending a school performance. Relay also does not grant excused absences in instances where a student registers for a class that they know in advance is in conflict with recurring mandatory school responsibilities.

In some cases, should students have an unavoidable conflict, the student may request, if available for their program, to attend a different section of the same course by emailing their assigned faculty member to inquire if another course section is available that week. Confirmation of this is considered on a case-by-case basis and is at the discretion of the faculty member(s) of the class.

Persistent Absence

Students who demonstrate persistent absence—failure to attend synchronous online/in-person class sessions and/or to complete asynchronous online coursework for 30 consecutive days—are subject to an administrative withdrawal. See the [Persistent Absence](#) policy for additional details.

Cross-Listed Courses

Relay offers cross-listed courses, which are courses that have the same curricula and course requirements but are listed under two or more subject codes. Relay recognizes cross-listed courses as equivalent for the purpose of meeting degree requirements. Therefore, a course registered for under one cross-listed subject code can be used in all the same ways that the course can be used in other cross-listed subject codes and will be matched in the degree audit. However, if a student takes more than one course that is part of the same cross-listing, the student will receive credit for only one instance of the cross-listed courses. If a course is cross-listed, the course description will include a notation of the other cross-listed course(s).

Developmental Resubmission Requests

Relay wants all students to master the knowledge and skills assessed in assessments; as a result, students who earn a score below 80%, score Insufficient Performance or Not Present on any rubric row(s), or earn Incomplete on a Clinical Practice assignment will be encouraged to resubmit for rescoring (i.e., recommended resubmission).

If a student earns a score of 80% or higher, the student may submit a targeted developmental resubmission within seven business days of grades being released (i.e., optional resubmission). For all resubmissions, only rows that scored below Proficient will be rescored.

edTPA Originality/Plagiarism Policy

This policy applies to students enrolled in programs leading to educator certification/licensure in Connecticut and Illinois.

During official scoring by Pearson, portions of a teacher candidate's submitted edTPA materials are screened for originality by official scorers and detection software. Portfolios are identified for Administrative Review if screening indicates a match of identical or similar language with other sources, including previously submitted portfolios. If the reviewers are unable to confirm the originality of any part of the submission, all scores related to the portfolio under review will be voided and the candidate will be ineligible for a refund of assessment fees.

Prior to the voiding of scores, candidates are given an opportunity to provide information, other than the portfolio materials submitted for official scoring, that may support the originality of the candidate's submitted materials. After reviewing information provided by the candidate and after considering the final recommendation of the Administrative Review committee, Pearson or the state authority may determine to either exit the portfolio from Administrative Review to proceed to official score reporting or to void all scores related to that submission.

Information provided by a candidate as part of an appeal may be shared with the state licensing agency and/or Educator Preparation Program (e.g., Relay) for additional investigation.

If edTPA scores are voided as a final determination of the Administrative Review process, the candidate, the state agency, and Relay will be notified of the score void via email. The flagged and source materials that

were reviewed as part of the investigation may also be provided to the relevant state agency depending on state policy.*

If a Relay student's edTPA scores are voided due to originality, the student will be required to meet with their advisor to confirm or contest within 15 business days of receiving notification of the score void from Pearson. Their advisor will take their case to the Licensure Exam Preparation department chair, who will have the final decision on whether their case warrants the terms outlined in Relay's academic honesty and collaboration policy.

*Source: edTPA.com

Connecticut edTPA Cut Score Policy

Per [Public Act: 23-159](#), Connecticut teacher candidates are required to submit the edTPA to Pearson for official scoring and meet Relay's established cut scores in a handbook area [approved for their CT endorsement area](#) to be recommended for certification. Relay has set a required edTPA cut score of 37 on 15-rubric handbook areas and 44 for 18-rubric handbook areas. These cut scores represent one Standard Error of Measurement (SEM) below the nationally recommended professional performance standard and are aligned with [the edTPA cut scores established by the CSDE](#) that went into effect on September 1, 2019.

Candidates who do not meet the established cut score, but score within 1-2 points, can demonstrate that they are prepared to become a certified teacher of record by satisfying the requirements below:

- edTPA exam score. Have an edTPA status of 35-36 for 15-rubric handbook areas or 42-43 for 18-rubric handbook areas.
- Letters of Recommendation forms. Have two "[Letter of Recommendation](#)" forms submitted on their behalf—one by a clinical practice faculty member at Relay, and another by someone who supervised the candidate while they completed clinical experience in a Birth–Grade 12 educational setting. These forms must be emailed to Relay's edTPA coordinator (support@relay.edu) and emailed from the employment email address of the recommender.
- Minimum Relay GPA of 2.7.

Review Process

If a candidate meets the criteria listed above, their "Letter of Recommendation" forms will be forwarded to the edTPA coordinator and Connecticut Clinical Practice Director. They will decide if the candidate should receive a waiver for the established edTPA cut score. After making their decision, Relay Connecticut's Manager of Certification will email candidates to inform them of their status.

The edTPA coordinator and Connecticut Clinical Practice Director's determination is final. If students are denied, they will have to submit a new edTPA (either part or whole) to Pearson and meet the established cut score for their handbook area.

Candidates will not be recommended for certification until after completing all program requirements and meeting Relay's established edTPA requirement.

Educator Preparation Program Completion

Certification/licensure-seeking students in a Relay MAT, Advanced Certificate, or non-degree certification/licensure program must meet standards for [satisfactory academic progress](#) as well as all state- and program-specific certification/licensure program completion requirements, which may include testing and qualifying clinical experience, in order to be considered an educator preparation program completer. State- and program-specific information on educator preparation program completion requirements are detailed in the program's [Transition Points Guide](#) and corresponding [EPP Handbook](#).

Students are encouraged to apply for certification/licensure in their state as soon as they are eligible following EPP completion. State agencies set requirements for certification/licensure and will make determinations related to issuing or denying applications for certification/licensure. State rules and regulations are subject to change, and failure to apply for certification/licensure in a timely manner may result in additional state requirements that must be met to obtain certification/licensure.

Extending Your Enrollment

Students who have completed the academic requirements of their program may choose to remain enrolled as a non-matriculated student (i.e., taking coursework, but not working toward a degree or specific program of study) for up to three terms to take additional coursework while completing their educator preparation program and/or certification requirements. During the time a student utilizes the Extended Enrollment to Complete Certification Requirements pathway, Relay will provide active support for certification/licensure (e.g., testing support, edTPA support, additional clinical practice coursework) at additional cost to the student, [in accordance with Relay's stated tuition and fees](#). Tuition is calculated based on the cost per credit of the enrolled coursework.

Students may be eligible for Extended Enrollment to Complete Certification Requirements if the student meets the following requirements:

- The student is enrolled in a New York MAT, a New York Advanced Certificate program, or any of Relay's non-degree licensure programs,
- The student has successfully completed their academic coursework for their program,
- The student is actively pursuing an initial teaching certificate/license in their state,
- The student remains continuously enrolled at Relay, and
- The student resolves any outstanding [student holds](#).

Students can sign up to extend their enrollment [here](#).

Please note, students opting to pursue the Extended Enrollment to Complete Certification Requirements pathway will experience a delay to the student's academic program completion date or graduation date. Students must resolve any [student holds](#) in order to utilize the Extended Enrollment to Complete Certification Requirements pathway. Students who utilize the Extended Enrollment to Complete Certification Requirements pathway are not eligible for federal aid or loan deferral.

Extension Requests

If students cannot complete an assignment on time or need to reschedule a classroom observation due to extreme circumstances outside of the students' control (e.g., hospitalization, PK–12 school schedule change), students must message the relevant faculty member as soon as possible to explain the situation and request an extension. In less extreme circumstances, the students should contact the relevant faculty member to request an extension well in advance of the deadline. In either case, the students and their faculty members will determine a reasonable extension deadline during the term (generally one week but can be adjusted as needed).

Grade Appeals

If students receive a grade for an assignment that they believe does not accurately represent their performance in a given course, students can email the professor of the course, requesting a grade change appeal. Appeals must be submitted by students within one week of receiving the grade and prior to the end of the term that the grade was awarded.

Students must include in their written appeal the specific reasons they are appealing the original grade they received, as well as the evidence they feel justifies a grade change (e.g., “I disagree with my grade of 70% in the ‘cold call’ row; if you look at 2:35–2:55 in my video, you will see that I asked the question, waited a couple of seconds, and then stated the student’s name, per the criteria for strong cold call that we learned in class.”)

Providing students the opportunity to request a grade change appeal recognizes that:

- Every student has a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a practice that is not arbitrary. Below are the reasons for which students can appeal to change a grade for a course:
 - The grade awarded by the faculty member is not reflective of key components included in the assignment.
 - The grade awarded by the faculty member does not accurately represent the student’s performance on an assessment.
 - The grade awarded by the faculty member was made in error.
- Faculty members have the right to assign a grade based on fair professional judgment ensuring all grades are viewable on Canvas and applied equally.

The grade change appeal process is not intended to be a means for students to resubmit coursework to boost their grades in a given course unless it is found that a grade was not given fairly or based on a prejudiced evaluation.

- Faculty members have the agency to approve student appeals.
 - If faculty members approve an appeal, they will communicate the new assignment score to the student and directly update the score on Canvas. If the grade appeal is for post-end-of-term score changes, after the faculty member communicates the new assignment score to the student, the faculty member will consult with the department chair, communicate

the new assignment score to the student, and the department chair will submit a grade change process form to the Registrar's Office (after notifying the dean) so that students' transcripts can reflect the updated course grade.

- If faculty members deny the appeal and students would like to appeal that decision, students may appeal to the chair of the department for the course by emailing support@relay.edu and requesting the decision be reviewed. The senior instructional lead (dean or department chair) will review the case and notify the student of the final determination. Students will receive notice from the senior instructional lead (dean or department chair) of the status of their appeal within one week. If the senior instructional lead (dean or department chair) approves the appeal, the senior instructional lead (dean or department chair) will work with the professor of the course to update the score directly on Canvas for interim grade appeals or proceed with the grade-change process for post-end-of-term score changes.
-

Incomplete Policy

If faculty members are not prepared to give a final grade for a course at the end of the term due to some justifiable delay in students' completion of specific coursework, faculty members may give students a temporary grade of incomplete. In order to be eligible for an incomplete in a given course, a student must have completed a majority of the coursework, with generally no more than one (or possibly two) outstanding assignments. Outstanding assignments must be submitted by the due date assigned by the faculty member, and grades must be submitted by Relay faculty no later than the institutional incomplete resolution due date for the given term (see table below for incomplete resolution due dates by term). This ensures students are able to make any necessary registration changes prior to the subsequent term's census date. If a student fails to complete the coursework associated with their incomplete by the faculty-assigned due date (and therefore on a timeline that enables the faculty member to grade and resolve the incomplete prior to the institutional deadline), the standing course grade on Canvas will replace the incomplete.

Resolving an incomplete may lead to a change in academic standing, including dismissal. This information will be communicated to students via email upon their grades being updated after the incomplete resolution.

Eligible students who end the term with an incomplete will be able to request federal financial aid for the subsequent enrolled term. Student Financial Services will closely monitor students' records when they have incomplete coursework and have full discretion of not releasing/approving federal financial aid funds if students' progress falls below good academic standing.

Faculty members are responsible for:

- Notifying students in writing that they are receiving an incomplete and the date by which the incomplete coursework is due so that it can be graded and resolved by the institutional resolution date.
- Notifying the relevant department chair or dean that they are granting an incomplete.
- Working with students to set an assignment due date that ensures enough time to resolve outstanding grades by the institutional incomplete resolution due date.

- Submitting grades no later than the incomplete resolution due date listed in the table below.

Students are responsible for:

- Reaching out to their advisors for additional resources and support in resolving outstanding incomplete coursework; and
- Completing and submitting coursework no later than the due date set by faculty members.

If students withdraw or are administratively withdrawn and have an incomplete from a prior term, their standing grade in that course will override the incomplete once the withdrawal is processed by the Registrar's Office. If a student is eligible to immediately reenroll after an [administrative withdrawal](#) prior to the census date of the following term (e.g., they resolve a bursar hold/academic graduation hold or certification hold and apply to reenroll), their incomplete will be reinstated and the original due date will stand. Otherwise, if a student does not immediately reenroll for the following term, the standing grade in Canvas will override the incomplete. If a student returns for a future term, incompletes cannot be reinstated and the student will need to retake the course.

Please note, an incomplete will turn to the standing grade in the course if the student does not reenroll prior to the student's leave of absence expiring. For these reasons, students and faculty members are encouraged to work together on submission timelines that will allow for a timely resolution of any outstanding incompletes.

Table 24: Incomplete Resolution Due Dates

Term Incomplete Grade Was Granted	Assignment Due Date	Incomplete Resolution Due Date
Spring 2024	Determined by faculty members (note: this date is always prior to the incomplete resolution date)	July 8, 2024
Summer 2024		September 16, 2024
Fall 2024		February 3, 2025
Spring 2025		July 7, 2025

Office Hours

Faculty members will schedule and announce recurring office hours each term and are available to meet via appointment on an as-needed basis. Students should submit requests for appointments directly to instructors.

Prerequisite Courses

Some Relay coursework is sequential—the content intentionally builds in complexity across the program and coursework must be taken in the order it is offered. To ensure that students are set up for success in this coursework, there are prerequisite courses built into the program. If students do not pass a prerequisite

course, they may not be eligible to complete the program within the defined program length. Failing a prerequisite course may delay progression toward satisfying requirements for certification/licensure in their state. If a student is held from registering for a course due to a missing prerequisite course, the student is responsible for any tuition associated with completing coursework.

Prerequisite courses include:

- One of the following: CLIN-523, CLIN-531, or CLIN-533 is a prerequisite for EDU-510

And more information regarding Retaking Courses can be found in the [Retaking Coursework policy](#).

Program Dismissal

Students who do not meet Relay's academic expectations may be dismissed from their program for the following reasons:

- Failure to meet [satisfactory academic progress \(SAP\)](#) for two consecutive terms,
- Failure to maintain minimum term GPA, and/or
- Failure to meet [state-and-program-specific academic requirements](#).

If students are in danger of program dismissal, Relay may contact their sponsoring organizations and/or teacher preparation program membership to notify them and enlist their help in supporting students.

In the event of a program dismissal, a representative from the Registrar's Office will notify students via email. Student Financial Services will contact students about how to pay any outstanding Relay tuition and fees. If dismissed, students have the right to appeal the decision by completing an academic appeal form. Relay's Academic Review Board will review the appeal and determine if the appeal is approved or denied. The decision from the Academic Review Board is final. If the appeal is denied, program-dismissal procedures will continue, and the student will be dismissed.

If students are dismissed, it is the students' responsibility to notify their schools (and if applicable, their teacher preparation program membership, such as Teach For America or New York City Teaching Fellows) of their dismissal from Relay. If a student seeks to return to Relay in a non-consecutive term following dismissal, they will need to submit a [reenrollment application](#) to Relay and be extended an offer of readmission in order to resume coursework.

Retaking Coursework

Students who do not earn the minimum score to meet [program completion](#) requirements are required to retake the course in a future term to complete their program. Students may also choose to retake a course in order to boost their GPA. Students who retake courses are not always guaranteed to complete the program on time and will have to pay for repeat courses. In order to continue eligibility for receiving federal

financial aid, where available, students must be on track to graduate within 150% of the normal time frame for the program (e.g., within three years for a two-year program).

Students who retake a course must discuss the option with their advisor. The highest earned grade of a retaken course will be included in the student's weighted cumulative GPA and academic progress (for financial aid).

Please keep in mind that retaking coursework may impact licensure, financial aid eligibility, employment, and program completion timeline.

Further policy clarification:

- Courses that are "Pass/Fail" by design are not affected by this policy as "Pass/Fail" grades do not calculate into students' cumulative GPA. As a result, "Pass/Fail" grades can be retaken as their cumulative GPA will not be affected.
 - If students retake a course in which they earned an "F" and withdraw ("W"), the original grade remains for grade point average calculations toward credits attempted and credits earned.
-

Appendix A

Consumer Information

Grievance Resolution

In the event that a student has exhausted the institutional grievance policy and believes that their issue has not been resolved, the student has the right to contact Relay's accrediting bodies and/or relevant state agency.

Accreditation Agencies

[Middle States Commission on Higher Education](#)

3624 Market Street, Suite 2 West
Philadelphia, PA 19104
(267) 284-5000

[Council for the Accreditation of Educator Preparation](#)

1140 19th St. NW, Suite 400
Washington, DC 20036
(202) 223-0077

State Authorization Agencies

[Colorado Department of Higher Education](#)

1300 Broadway Rd., Second Floor
Denver, CO 80203
(303) 866-2723 or (303) 866-4209

[Connecticut Office of Higher Education](#)

61 Woodland St.
Hartford, CT 06105-2326
(860) 947-1800 or (860) 947-1310

[Delaware Department of Education](#)

The Townsend Building
401 Federal St., Suite 2
Dover, DE 19901-3639
(302) 735-4000

[District of Columbia Education Licensure Commission](#)

810 1st Street, NE, 2nd Floor
Washington, DC 20002
(202) 727-2824

[Georgia Nonpublic Postsecondary Education Commission](#)

2082 E. Exchange Pl., Suite 220

Tucker, GA 30084

(770) 414-3306

<https://gnpec.georgia.gov/student-resources>

[Illinois Board of Higher Education](#)

1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
(217) 557-7359

[Indiana Commission for Higher Education, Board for Proprietary Education](#)

101 W. Ohio St., Suite 670
Indianapolis, IN 46204
(317) 464-4400 or (317) 232-1324

[Louisiana Board of Regents](#)

PO Box 3677
Baton Rouge, LA 70821
(225) 342-4253

[New Jersey Secretary of Higher Education](#)

20 W. State St.
PO Box 542
Trenton, NJ 08625-0542
(609) 292-4310 or (609) 984-2709

[New York Office of College and University Evaluation](#)

89 Washington Avenue
Albany, NY 12234
(518) 474-3852

[Pennsylvania Department of Education](#)

333 Market St.
Harrisburg, PA 17126-0333
(717) 783-6785

[Tennessee Higher Education Commission](#)

Parkway Towers, Suite 1700
404 James Robertson Pkwy

Nashville, TN 37243-0830
(615) 741-3605

[Texas Higher Education Coordinating Board](#)
PO Box 12788
Capitol Station, Austin, TX 78711
(512) 427-6520

[SARA Member States and Territories](#) (Online
Courses and Programs)

[New York Office of College and University
Evaluation](#)
89 Washington Avenue
Albany, NY 12234
(518) 474-3852 or (512) 427-6520

California (Online Courses and Programs)

[California Department of Consumer Affairs](#)
1625 North Market Blvd., Suite N-112
Sacramento, CA 95834
(833) 942-1120 or (800) 952-5210

Appendix B

Confidential Off-Campus Resources

Illinois Resources

Pursuant to the Preventing Sexual Violence in Higher Education Act, students in Chicago are entitled to confidential advisors. Relay Chicago students may contact our community-based sexual assault–crisis partner, [Resilience](#), by calling (773) 907-1062. This is not a crisis hotline. If students are in crisis and in the Chicago area, they should call the Rape Crisis Hotline at (888) 293-2080.

New York State Resources

NYC Family Justice Centers

<https://www1.nyc.gov/site/ocdv/programs/family-justice-centers.page>

The New York City Family Justice Centers are a program of the Mayor’s Office to Combat Domestic Violence.

The New York City Family Justice Centers provide criminal justice, civil, legal, and social services all in one location for victims of domestic violence, elder abuse, and sex trafficking.

Victims can meet with a prosecutor, speak with a trained counselor, and apply for housing and financial assistance in just one place. Children age three and up can play in a children’s room while their parents receive services.

Services are free and available to all victims. Victims can get help at the centers no matter their immigration status or the languages they speak. Staff can speak more than 30 languages, and interpretation services are also available in many more languages.

Manhattan

Address: 80 Centre Street, Manhattan
Phone: (212) 602-2800

Brooklyn

Address: 350 Jay Street, downtown Brooklyn
Phone: (718) 250-5111 and select 6

Bronx

Address: 198 East 161st Street, Bronx
Phone: (718) 508-1222

Queens

Address: 126-02 82nd Avenue, Kew Gardens
Phone: (718) 575-4500

NYC Resource Directories

<https://www1.nyc.gov/site/ocdv/programs/resource-directory.page>

<https://www1.nyc.gov/site/ocdv/get-help/covid-19-update.page>

SAFE Centers for Excellence

<https://www.svfreenyc.org/get-help-2/>

Sexual Assault Forensic Examiner (SAFE) services are considered the best and most victim-centered approach to acute health care for sexual-assault patients. SAFE Centers provide sexual-assault patients with:

- Sensitive, victim-centered medical and forensic health care performed by a specially trained Sexual Assault Forensic Examiner (SAFE). A SAFE is a healthcare provider such as a doctor, nurse, physician's assistant, or nurse practitioner.
- Care that is timely, compassionate, and patient centered, in a designated and appropriately equipped private room.
- Assurance about the quality of collection, documentation, preservation, and custody of physical evidence by utilizing a trained and New York State Department of Health–certified sexual assault forensic examiner to perform exams. These examiners are available to provide expert testimony if patients choose to report crimes to law enforcement.
- Psycho-social and legal support by a specially trained rape-crisis advocate or counselor.
- Reliable referrals to mental and physical health care and follow-up services.

Manhattan

St. Luke's Hospital (CHP)
Amsterdam Ave. & W 113th St.

Roosevelt Hospital (CHP)
1000 10th Ave.

Beth Israel-Petrie Campus (CHP)
1st Ave & E 16th St.

Bellevue Hospital (HHC)
1st Ave & E 27th St.

Harlem Hospital (HHC)
506 Lenox Ave.

Metropolitan Hospital Center (HHC)
1901 1st Ave.

Mount Sinai Medical Center (Mount Sinai)
1 Gustave L Levy Pl.

New York Presbyterian Hospital-Columbia (NYP)
622 W 168th St.

New York Presbyterian Hospital-The Allen Pavilion (NYP)
5141 Broadway

New York Presbyterian Hospital-Weill Cornell (NYP)
525 East 68th St.

Brooklyn

Woodhull Medical and Mental Health Center (HHC)
760 Broadway

Coney Island (HHC)
2601 Ocean Pkwy.

Kings County Hospital Center (HHC)
451 Clarkson Ave.

Bronx

North Central Bronx (HHC)
E 210th St & Kossuth Ave.

Lincoln Medical and Mental Health Center (HHC)
234 E 149th St.

Jacobi Hospital (HHC)
Eastchester Rd. & Pelham Pkwy S.

Queens

Queens Hospital Center (HHC)
82-68 164th St.

Elmhurst Hospital (HHC)
79-01 Broadway

Staten Island

Richmond University Medical Center (IN)
355 Bard Ave.

Other Resources

NYC Gay and Lesbian Anti-Violence Project: (212) 714-1141

Safe Horizon: Rape and Sexual Assault Hotline: (212) 227-3000

Safe Horizon: NYC Domestic Violence Hotline: (800) 621-4673

NYS Domestic and Sexual Violence Hotline: (800) 942-6906

National Resources

National Sexual Assault Hotline

(800) 656-HOPE (4673)

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

The National Domestic Violence Hotline

(800) 799-SAFE (7233)

<http://www.thehotline.org>

National Center for Victims of Crime

Victim Service Helpline

(800) FYI-CALL (211-7996)

Appendix C

Students' Bill of Rights

Also known as Survivors' Bill of Rights

All students have the right to:

- Have support from Relay's Title IX coordinator (Dr. Nichelle Bowes, nbowes@relay.edu) in understanding their rights and options.
- Make a report to local law enforcement and/or state police with support from a Relay representative if requested.
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously.
- Make a decision about whether or not to disclose a crime or violation, and participate in the judicial or conduct process and/or criminal justice process free from pressure from Relay.
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard.
- Be treated with dignity and receive from the institution courteous, fair, and respectful health care and counseling services, where available.
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations.
- Describe the incident to as few Relay representatives as practicable and not be required to unnecessarily repeat a description of the incident.
- Be free from retaliation by Relay, the accused and/or the respondent, and/or their friends, family, and acquaintances within the jurisdiction of the institution.
- Access to at least one level of appeal of a determination.
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process.
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of Relay.
- Request interim protective measures and accommodations, including making changes to academic situations, obtaining and enforcing a program-issued order of protection or no-contact order, and obtaining an order of protection or no-contact order in state court.

Appendix D

State-Specific Sex-Based Misconduct Definitions and Disclosures

New York State Criminal Definitions

The Violence Against Women Act (VAWA) requires Relay to include certain New York State (home of Relay's flagship campus) criminal definitions in its annual security report and also requires that these definitions be provided in other materials disseminated by Relay. Relevant New York definitions are set forth below.¹⁶ Ultimately, the state district attorney will determine whether an act meets the criminal standard.

Consent¹⁷

Lack of consent results from: forcible compulsion; or incapacity to consent; or where the offense charged is sexual abuse or forcible touching, any circumstances, in addition to forcible compulsion or incapacity to consent, in which the victim does not expressly or impliedly acquiesce in the actor's conduct. Where the offense charged is rape in the third degree, a criminal sexual act in the third degree, or forcible compulsion in circumstances under which, at the time of the act of intercourse, oral sexual conduct or anal sexual conduct, the victim clearly expressed that he or she did not consent to engage in such act, and a reasonable person in the actor's situation would have understood such person's words and acts as an expression of lack of consent to such act under all the circumstances. A person is incapable of consent when he or she is: less than 17 years old; or mentally disabled; or mentally incapacitated; or physically helpless; or committed to the care and custody of the state department of correctional services, a hospital, the office of children and family services and is in residential care, or the other person is a resident or inpatient of a residential facility operated by the office of mental health, the office for people with developmental disabilities, or the office of alcoholism and substance abuse services, and the actor is an employee, not married to such person, who knows or reasonably should know that such person is committed to the care and custody of such department or hospital.

Consent, Abbreviated

Clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity.

Dating Violence

New York State does not specifically define "dating violence." However, under New York law, intimate relationships are covered by the definition of domestic violence when the crime is committed by a person in an "intimate relationship" with the victim. See Family or Household Member for definition of "intimate relationship."

Domestic Violence

An act which would constitute a violation of the penal law, including, but not limited to, acts constituting disorderly conduct, harassment, aggravated harassment, sexual misconduct, forcible touching, sexual

¹⁶ For purposes of enforcing the expectations and requirements of this policy, sexual and sex-based misconduct is defined in the body of this policy.

¹⁷ Relay defines consent as affirmative consent consistent with NY Educ. Law § 6441.

abuse, stalking, criminal mischief, menacing, reckless endangerment, kidnapping, assault, attempted murder, criminal obstruction or breaching of blood circulation, or strangulation; and such acts have created a substantial risk of physical or emotional harm to a person or a person's child. Such acts are alleged to have been committed by a family member. The victim can be anyone over the age of 16, any married person, or any parent accompanied by his or her minor child or children in situations in which such person or such person's child is a victim of the act.

Family or Household Member

Persons related by consanguinity or affinity; persons legally married to each other; persons formerly married to each other regardless of whether they still reside in the same household; persons who have a child in common regardless of whether such persons are married or have lived together at any time; unrelated persons who are continually or at regular intervals living in the same household or who have in the past continually or at regular intervals lived in the same household; persons who are not related by consanguinity or affinity and who are or have been in an intimate relationship regardless of whether such persons have lived together at any time. Factors that may be considered in determining whether a relationship is an "intimate relationship" include, but are not limited to: the nature or type of relationship regardless of whether the relationship is sexual in nature; the frequency of interaction between the persons; and the duration of the relationship. Neither a casual acquaintance nor ordinary fraternization between two individuals in business or social contexts shall be deemed to constitute an "intimate relationship;" any other category of individuals deemed to be a victim of domestic violence as defined by the office of children and family services in regulation. Intimate relationship status shall be applied to teens, lesbian/gay/bisexual/transgender, and elderly individuals, current and formerly married and/or dating heterosexual individuals who were, or are in an intimate relationship.

Parent

Natural or adoptive parent or any individual lawfully charged with a minor child's care or custody.

Sexual Assault

New York State does not specifically define sexual assault. However, sexual assault includes offenses that meet the definitions of rape, fondling, incest, or statutory rape.

Sex Offenses, Lack of Consent

Whether or not specifically stated, it is an element of every sexual act committed without consent of the victim.

Sexual Misconduct

When a person:

- engages in sexual intercourse with another person without such person's consent, or
- engages in oral sexual conduct or anal sexual conduct without such person's consent, or
- engages in sexual conduct with an animal or a dead human body.

Rape in the Third Degree

When a person:

- engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than 17 years old,
- being 21 years old or more, engages in sexual intercourse with another person less than 17 years old, or
- engages in sexual intercourse with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Rape in the Second Degree

When a person:

- being 18 years old or more, engages in sexual intercourse with another person less than 15 years old, or
- engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense to the crime of rape in the second degree the defendant was less than four years older than the victim at the time of the act.

Rape in the First Degree

When a person engages in sexual intercourse with another person:

- by forcible compulsion, or
- who is incapable of consent by reason of being physically helpless, or
- who is less than 11 years old, or
- who is less than 13 years old and the actor is 18 years old or more.

Criminal Sexual Act in the Third Degree

When a person engages in oral or anal sexual conduct:

- with a person who is incapable of consent by reason of some factor other than being less than 17 years old,
- being 21 years old or more, with a person less than 17 years old,
- with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Criminal Sexual Act in the Second Degree

When a person engages in oral or anal sexual conduct with another person:

- and is 18 years or more and the other person is less than 15 years old, or
- who is incapable of consent by reason of being mentally disabled or mentally incapacitated. It is an affirmative defense that the defendant was less than four years older than the victim at the time of the act.

Criminal Sexual Act in the First Degree

When a person engages in oral or anal sexual conduct with another person:

- by forcible compulsion,
- who is incapable of consent by reason of being physically helpless,
- who is less than 11 years old, or
- who is less than 13 years old and the actor is 18 years old or more.

Forcible Touching

When a person intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for the purpose of gratifying the actor's sexual desire. It includes squeezing, grabbing, or pinching.

Persistent Sexual Abuse

When a person commits a crime of forcible touching, or second- or third-degree sexual abuse within the previous 10-year period, has been convicted two or more times, in separate criminal transactions for which a sentence was imposed on separate occasions of one of the above-mentioned crimes or any offense defined in this article, of which the commission or attempted commissions thereof is a felony.

Sexual Abuse in the Third Degree

When a person subjects another person to sexual contact without the latter's consent. For any prosecution under this section, it is an affirmative defense that:

- such other person's lack of consent was due solely to incapacity to consent by reason of being less than 17 years old, and
- such other person was more than 14 years old and the defendant was less than five years older than such other person.

Sexual Abuse in the Second Degree

When a person subjects another person to sexual contact and when such other person is:

- incapable of consent by reason of some factor other than being less than 17 years old, or
- less than 14 years old.

Sexual Abuse in the First Degree

When a person subjects another person to sexual contact:

- by forcible compulsion,
- when the other person is incapable of consent by reason of being physically helpless, or
- when the other person is less than 11 years old, or
- when the other person is less than 13 years old.

Aggravated Sexual Abuse

For the purposes of this section, conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated Sexual Abuse in the Fourth Degree

When a person inserts a:

- foreign object in the vagina, urethra, penis, or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than 17 years old; or
- finger in the vagina, urethra, penis, rectum, or anus of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than 17 years old.

Aggravated Sexual Abuse in the Third Degree

When a person inserts a foreign object in the vagina, urethra, penis, rectum, or anus of another person:

- (a) by forcible compulsion, (b) when the other person is incapable of consent by reason of being physically helpless, or (c) when the other person is less than 11 years old, or
- causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.

Aggravated Sexual Abuse in the Second Degree

When a person inserts a finger in the vagina, urethra, penis, rectum, or anus of another person causing physical injury to such person by:

- forcible compulsion, or
- when the other person is incapable of consent by reason of being physically helpless, or
- when the other person is less than 11 years old.

Aggravated Sexual Abuse in the First Degree

When a person subjects another person to sexual contact:

- by forcible compulsion, or
- when the other person is incapable of consent by reason of being physically helpless, or
- when the other person is less than 11 years old, or
- when the other person is less than 13 years old and the actor is 21 years old or older.

Stalking in the Fourth Degree

When a person intentionally, and for not legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct:

- is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
- causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning, or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted, and the actor was previously clearly informed to cease that conduct; or
- is likely to cause such person to reasonably fear that his or her employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Stalking in the Third Degree

When a person:

- commits the crime of stalking in the fourth degree against any person in three or more separate transactions, for which the actor has not been previously convicted; or
- commits the crime of stalking in the fourth degree against any person, and has previously been convicted, within the preceding 10 years of a specified predicate crime and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or

- with an intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person's immediate family; or
- commits the crime of stalking in the fourth degree and has previously been convicted within the preceding 10 years of stalking in the fourth degree.

Stalking in the Second Degree

When a person:

- commits the crime of stalking in the third degree and in the course of and furtherance of the commission of such offense: (a) displays, or possesses and threatens the use of, a firearm, pistol, revolver, rifle, sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sand bag, sandclub, slingshot, slungshot, shiriken, "Kung Fu Star," dagger, dangerous knife, dirk, razor, stiletto, imitation pistol, dangerous instrument, deadly instrument or deadly weapons; or (b) displays what appears to be a pistol, revolver, rifle, shotgun, machine gun or other firearm; or
- commits the crime of stalking in the third against any person, and has previously been convicted, within the preceding five years, of a specified predicate crime, and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or
- commits the crime of stalking in the fourth degree and has previously been convicted of stalking in the third degree; or
- being 21 years of age or older, repeatedly follows a person under the age of fourteen or engages in a course of conduct or repeatedly commits acts over a period of time intentionally placing or attempting to place such person who is under the age of fourteen in reasonable fear of physical injury, serious physical injury or death; or
- commits the crime of stalking in the third degree, against 10 or more persons, in 10 or more separate transactions, for which the actor has not been previously convicted.

Stalking in the First Degree

When a person commits the crime of stalking in the third degree or stalking in the second degree and, in the course and furtherance thereof, they intentionally or recklessly cause physical injury to the victim of such crime.

Illinois Rights and Options for Survivors of Sexual Violence, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking

Relay provides survivors of sexual misconduct specific rights and options, including:

- Students have several reporting options, and they may pursue one or all of these options at any time.
- They have the right to decide who and when to tell about sexual violence.
- Students should call 9-1-1 if they are in the midst of any kind of emergency, immediate harm, or threat of harm.
- The Title IX Coordinator, Dr. Nichelle Bowes, nbowes@relay.edu, can assist students in notifying the police if they choose.
 - The Title IX coordinator can assist in obtaining interim protective measures and accommodations for individuals involved in reports of sexual and relationship violence when

requested and reasonably available. Such options are available regardless of whether a survivor reports to local law enforcement or pursues an internal disciplinary option.

- It is the right of students to have an advocate of their choice (a friend, family member, sexual-assault advocate, or other representative) with them while reporting the incident. They also have the right to have a sexual-assault counselor and support person of their choice present with them during a rape examination.
- Relay Chicago contracts with a community-based sexual assault–crisis partner: [Resilience](#). Students may contact Resilience by calling (773) 907-1062. This is not a crisis hotline. If students are in crisis and in the Chicago area, they should call the Rape Crisis Hotline at (888) 293-2080.
- Relay also contracts with Guardian WorkLifeMatters to provide students with a variety of support services, including emergency and ongoing support for issues related to sex-based misconduct. To access these services, students can contact Guardian directly:
 - (800) 386-7055
 - www.ibhworklife.com (Username: matters)
 - Password: wlm70101
- It is important that students take steps to preserve and collect evidence; doing so preserves the full range of options available to them. If students have already cleaned up from the assault, they can still report the crime, as well as seek medical or counseling treatment. Please follow these evidence-preservation practices:
 - Do seek a medical exam immediately
 - Do not wash face or hands
 - Do not shower or bathe
 - Do not brush teeth
 - Do not change clothes or straighten up or clean the area where the assault took place
 - Do not dispose of clothes or other items that were present during the assault, or use the restroom

Texas Sex-Based Misconduct: Affirmative Consent

The age of consent varies by state. According to Texas law, children under 17 years of age cannot legally consent to sex or sexual contact with an adult (i.e., someone who is 17 years of age or older). Any sexual contact in Texas between a child under 17 and an adult is a crime, and any such illegal behavior between a Relay student under 17 and a Relay employee or employee of a contracted service provider to Relay will be reported to an appropriate law enforcement agency. Other jurisdictions may have different standards, and any illegal behavior in such jurisdiction also will be reported to the appropriate law enforcement agency.

Appendix E

Educator Preparation Program Transition Points

Colorado

[Colorado Traditional Teacher Licensure Program Transition Points](#)

[Colorado Additional Endorsement Licensure Program - Special Education Transition Points](#)

[Colorado Alternative Teacher Licensure Program Transition Points](#)

Connecticut

[Connecticut Post-Baccalaureate Certification Program for Teachers of Record - Elementary Education Transition Points](#)

[Connecticut Post-Baccalaureate Certification Program - Secondary Transition Points](#)

Connecticut elementary teacher candidates who enter in AY 24-25 as teaching residents will enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure program, which students may use to apply for licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program Transition Points](#) - Elementary Teaching Residents

Delaware

[Delaware Alternative Route to Certification Program \(ARTC\) Transition Points](#)

[Delaware Alternative Route to Certification Program \(ARTC\) - Relay Teaching Residency Transition Points](#)

[Delaware Additional Certification Program - Special Education Transition Points](#)

District of Columbia

Students located in Washington, DC, may enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure Program and students may apply to obtain their Colorado Initial Teaching License. Students may

use their Colorado Initial Teaching License to apply for certification/licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program Transition Points](#)

More information about obtaining a Standard Teacher Credential in Washington, DC, can be found at the [Office of the State Superintendent of Education](#).

Georgia

Relay's programs are accepted in Georgia as out-of-state educator preparation programs. Students located in Georgia will enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure program, which students may use to apply for licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program Transition Points](#)

[More information about obtaining a Standard Teacher Credential in Georgia can be found in the Out-of-State Teacher Licensure Guide for Georgia](#)

Illinois

[Illinois Graduate Alternative Licensure Program Transition Points](#)

New Jersey

[New Jersey Certificate of Eligibility \(CE\) Program Transition Points](#)

[New Jersey Certificate of Eligibility \(CE\) Program - Relay Teaching Residency Transition Points](#)

[New Jersey Additional Certification Program - Special Education Transition Points](#)

New York

[New York Transitional B Alternative Teacher Preparation Program Transition Points](#)

[New York Additional Certification Program Transition Points](#)

Pennsylvania

[Pennsylvania Post-Baccalaureate Certification Program Transition Points](#)

[Pennsylvania Intern Teacher Certification Program Transition Points](#)

[Pennsylvania Additional Certification Program -Special Education Transition Points](#)

Rhode Island

Students located in Rhode Island may enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure program, which students may use to apply for licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program Transition Points](#)

Tennessee

[Tennessee Teacher Residency Licensure Program Transition Points](#)

[Tennessee Job-Embedded Licensure Program Transition Points](#)

[Tennessee Additional Endorsement Program - Special Education or English as a Second Language Transition Points](#)

Texas

[Texas Post-Baccalaureate Certification Program Transition Points](#)

Appendix F

Educator Preparation Program (EPP) Handbooks

Colorado

[Colorado Traditional Teacher Licensure Program \(Residents\) Handbook](#)

[Colorado Additional Endorsement in Special Education Handbook](#)

[Colorado Alternative Teacher Licensure Program Handbook](#)

Connecticut

[Connecticut Post-Baccalaureate Certification Program for Teachers of Record - Elementary Education Handbook](#)

[Connecticut Post-Baccalaureate Certification Program - Secondary Education Handbook](#)

Connecticut elementary teacher candidates who enter in AY 24-25 as teaching residents will enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure program, which students may use to apply for licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program \(Residents\) Handbook](#)

Delaware

[Delaware Alternative Route to Certification \(ARTC\) Program - Non-Residents Handbook](#)

[Delaware Alternative Route to Certification \(ARTC\) Program - Relay Teaching Residency Handbook](#)

[Delaware Additional Certification Program - Special Education Handbook](#)

District of Columbia

Students located in Washington, DC, may enroll in a Colorado-based educator preparation program. After completing all Colorado EPP requirements, Relay will verify completion of the Colorado Traditional Teacher Licensure Program and students may apply to obtain their Colorado Initial Teaching License. Students may

use their Colorado Initial Teaching License to apply for certification/licensure outside of Colorado. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program \(Residents\) Handbook](#)

More information about obtaining a Standard Teacher Credential in Washington, DC, can be found at the [Office of the State Superintendent of Education](#).

Georgia

Relay's programs are accepted in Georgia as out-of-state educator preparation programs. Students located in Georgia will enroll in a Colorado-based educator preparation program and may apply for Georgia licensure as an out-of-state program completer after meeting all program and state-specific requirements. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program \(Residents\) Handbook](#)

More information about obtaining a Standard Teacher Credential in Georgia can be found at the [Office of the State Superintendent of Education](#).

Illinois

[Illinois Graduate Alternative Licensure Program Handbook](#)

New Jersey

[New Jersey Certificate of Eligibility \(CE\) Certification Program Handbook](#)

[New Jersey Additional Certification Program - Special Education Handbook](#)

New York

[New York Transitional B Alternative Teacher Preparation Program Handbook](#)

[New York Additional Certification Program Handbook](#)

Pennsylvania

[Pennsylvania Post-Baccalaureate Certification Program Handbook](#)

[Pennsylvania Teacher Intern Certification Program Handbook](#)

[Pennsylvania Additional Certification Program, - Special Education Handbook](#)

Rhode Island

Students located in Rhode Island may enroll in a Colorado-based educator preparation program and may apply for Rhode Island licensure as an out-of-state program completer after meeting all program and state-specific requirements. States set requirements for certification/licensure, reciprocity, and equivalent certificates/endorsements, and will make all determinations related to issuing or denying applications for certification/licensure. Refer to [Certification/Licensure Pathways](#) to learn more about applying for certification/licensure outside of Colorado.

[Colorado Traditional Teacher Licensure Program \(Residents\) Handbook](#)

Tennessee

[Tennessee Teacher Residency Licensure Program Handbook](#)

[Tennessee Job-Embedded Licensure Program Handbook](#)

[Tennessee Additional Endorsement - Special Education or English as a Second Language Program Handbook](#)

Texas

[Texas Post-Baccalaureate Certification Program Handbook](#)

Appendix G

Conditional Admissions Categories, Implications, and Deadlines

Official Transcript Showing Bachelor's Degree

- Applicable to: For applicants to all Relay locations who were enrolled in coursework at their bachelor's degree-granting institution during the spring or summer terms of 2024 who have submitted an official transcript showing coursework in progress from the spring or summer terms of 2024, who cannot yet furnish an official transcript demonstrating that they have earned their bachelor's degree at the time of admission.

Please note:

- Applicants cannot be conditionally admitted on the basis of their outstanding bachelor's degree transcript after the deadline to submit all admissions requirements for their program.
- Applicants who were conditionally admitted on the basis of their outstanding bachelor's degree transcript prior to the deadline to submit all admissions requirements for their program will have a deadline of August 1 or September 3 to submit their official degree-conferred transcript. For deadlines specific to each state and program, see here under [State Specific Transcript Deadlines](#).

Implications

- Academic: Students who do not satisfy their in-progress or outstanding admissions requirements by the [State Specific Transcript Deadline](#) may be administratively withdrawn from Relay.

How to Satisfy

Applicants must submit to Relay an official transcript that demonstrates that they have earned their bachelor's degree. Please instructions on submitting transcripts [here](#).

Are there any extensions to submit?:

No.

Appendix H

Academic Calendar

Relay's Academic Calendar for the 2024-2025 academic year can be found below. While Relay makes every effort to finalize the calendar prior to the academic year, please note that it is subject to change. Relay students will be notified of any changes via direct email.

Relay administrative staff are available Monday through Friday 9:00 a.m. – 5:00 p.m. Eastern Time, however, classes may operate during other times. A business day is defined as Monday through Friday, excluding days on which the institution is closed. If there is a religious or cultural holiday that you observe during which Relay is not currently closed, we encourage you to connect with your current faculty members and/or advisor to determine if accommodations can be made for you.

Summer 2024

Summer ½ day Fridays	½ Day Fridays from May 24 – August 30, 2024: Relay Closed
June 17, 2024	Start of Summer 2024 Term
June 19, 2024	Juneteenth (observed): Holiday, Relay closed
June 29, 2024	National Virtual Commencement
July 4-5, 2024	Independence Day (observed): Holiday, Relay closed
July 15, 2024	Billing due date (continuing students only)
August 5, 2024	Summer 2024 Census Date
August 19, 2024	End of Summer 2024 Term

Fall 2024

September 2, 2024	Labor Day: Holiday, Relay closed
September 3, 2024	Start of Fall 2024 Term
October 7, 2024	Billing due date
October 7, 2024	Fall 2024 Census Date
November 27–29, 2024	Thanksgiving: Holiday, Relay closed
December 23, 2024 -	Winter break: Relay closed
January 3, 2025	
January 13, 2025	End of Fall 2024 Term

Spring 2025

January 20, 2025	Martin Luther King, Jr. Day: Holiday, Relay closed
February 3, 2025	Start of Spring 2025 Term
February 10, 2025	Spring 2025 Census Date
February 10, 2025	Billing due date
February 17, 2025	Presidents Day: Holiday, Relay closed
April 4-7, 2025	Spring Break: Holiday, Relay closed
May 23, 2025	Memorial Day: Holiday, Relay closed ½ day
May 26, 2025	Memorial Day: Holiday, Relay closed
May 27, 2025	End of Spring 2025 Term

Relay Graduate School of Education Student Handbook AY2024–25

Volume #21

Date: March 27, 2025

A PDF of this document is available at www.relay.edu/policies.

The electronic version of this document is available on Relay's Support Center at <https://support.relay.edu/hc/en-us>.

Relay Graduate School of Education
25 Broadway, 3rd Floor
New York City, NY 10004
Phone: (212) 228-1888
Email: support@relay.edu

Disclaimer

All information in this Student Handbook is certified as true and correct in content and policy as of the date of publication. Relay reserves the right, however, to change the information and policies in this guide at any time without prior notice.

Although every effort has been made to ensure the accuracy of the information in the Relay Graduate School of Education Student Handbook, students and others who use the Student Handbook should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of government statutes, rules, and policies adopted by the Board of Trustees of Relay Graduate School of Education, or by the President or designee. More current or complete information may be obtained from the appropriate department, school, or administrative office.

The information this document contains was accurate when it was published and placed on the Internet. Fees, deadlines, academic requirements, courses, degree programs, academic policies, and other matters described in this Student Handbook may change without notice.

The Student Handbook is updated regularly. Students are subject to the provisions of the most recent Student Handbook. However, if the student maintains continuous enrollment, every effort will be made to ensure the continuity and consistency of their degree program. If a student does not maintain continuous enrollment, their degree program is subject to change in alignment with the most recent provisions in the Relay Graduate School of Education Student Handbook, Academic Catalog, and Academic Programs Guide.

As a prospective student, you are encouraged to review this document prior to signing an enrollment agreement.