

Course Name	Faculty Qualifications Needed	Related Disciplines	Acceptable Alternative Qualifications
EDEC 1010 Introduction to Early Childhood Education	Earned Master's or Doctorate degree in Early Childhood Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education	Acceptable alternative qualifications include substantial professional experience in early childhood education settings, with demonstrated expertise in preschool instructional methods, staff roles, and classroom observation and practicum supervision. Experience mentoring pre-service teachers, coordinating early learning programs, and facilitating field-based learning opportunities, along with instructional experience, peer-reviewed publications, or leadership in early childhood educator preparation, will also be considered.
EDEC 3320 Expressive Arts for Young Children	Earned Master's or Doctorate degree in Early Childhood Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education	Acceptable alternative qualifications include substantial professional experience in early childhood or elementary education with an emphasis on integrating expressive arts. Expertise in designing and implementing creative play, art-based learning, and interdisciplinary instructional strategies for young children is essential. Instructional experience, peer-reviewed publications, or leadership in early childhood creative arts education will also be considered.
EDEC 3610 Early Childhood Curriculum	Earned Master's or Doctorate degree in Early Childhood Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Curriculum and Instructional Design	Acceptable alternative qualifications include substantial professional experience in early childhood curriculum development, with demonstrated expertise in writing instructional objectives, lesson planning, and aligning curriculum with developmental and educational standards. Experience teaching or mentoring pre-service educators in curriculum design, along with peer-reviewed publications, instructional experience, or leadership in early childhood instructional development, will also be considered.
EDEC 4600 Preschool and Kindergarten Methods and Materials	Earned Master's or Doctorate degree in Elementary Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Education, Curriculum and Instructional Design	Acceptable alternative qualifications include substantial professional experience in early childhood teaching or program administration, with demonstrated expertise in instructional methods, materials selection, classroom organization, and child-centered teaching strategies for preschool and kindergarten. Experience supervising practicum or fieldwork, knowledge of developmentally appropriate practices, and leadership in early childhood education settings will also be considered, as will peer-reviewed publications and instructional experience.
EDEC 4720 Observation and Student Teaching in Pre-K and K-3	Earned Master's or Doctorate degree in Elementary Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Education	Acceptable alternative qualifications include substantial professional experience supervising early childhood and elementary student teaching placements, with expertise in Pre-K through 3rd grade instruction, developmental teaching practices, and field-based educator preparation. Experience in mentoring pre-service teachers, coordinating seminars, evaluating performance in practicum settings, and maintaining partnerships with early learning environments, along with instructional experience, peer-reviewed publications, or leadership in teacher education programs, will also be considered.
EDCI 2010 History and Foundation of Education	Earned Master's or Doctorate degree in Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in the study or teaching of the historical, philosophical, or sociological foundations of education, with demonstrated expertise in the development and role of public schools in American society. Experience supervising field placements, teaching educational foundations, or contributing to scholarship on the institutional and community role of schools, along with peer-reviewed publications, instructional experience, or leadership in teacher education programs, will also be considered.

EDCI 2100 Field Study in Education	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in K–12 educational settings, with demonstrated expertise in instructional methods, curriculum development, school-community partnerships, and school organization. Experience mentoring or supervising pre-service or in-service teachers, as well as leadership in field-based educator development or collaborative school improvement initiatives, along with peer-reviewed publications or instructional experience, will also be considered.
EDCI 2200 Field Study in Education	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in K–12 educational settings, with demonstrated expertise in instructional methods, curriculum development, school-community partnerships, and school organization. Experience mentoring or supervising pre-service or in-service teachers, as well as leadership in field-based educator development or collaborative school improvement initiatives, along with peer-reviewed publications or instructional experience, will also be considered.
EDCI 3110 Classroom Management	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Behavioral Science, Educational Psychology	Acceptable alternative qualifications include substantial professional experience in K–12 teaching or teacher preparation with demonstrated expertise in classroom management strategies, behavior support systems, and the development of positive learning environments. Experience training pre-service teachers in fostering engagement, social interaction, and student self-motivation, along with peer-reviewed publications, instructional experience, or leadership in classroom management and teacher education, will also be considered.
EDCI 3500 Instructional Strategies for the Elementary Classroom	Earned Master’s or Doctorate degree in Elementary Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Curriculum and Instruction	Acceptable alternative qualifications include substantial professional experience in elementary education, with demonstrated expertise in curriculum planning, instructional strategies, interdisciplinary teaching, and developmentally appropriate practices for K–6 learners. Experience designing and implementing standards-based instruction, mentoring pre-service teachers, and integrating social studies content with broader instructional models, along with peer-reviewed publications, instructional experience, or leadership in teacher education programs, will also be considered.
EDCI 3870 Curriculum Development	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Curriculum and Instruction	Acceptable alternative qualifications include substantial professional experience in curriculum development and instructional planning, with demonstrated expertise in reorganizing and constructing curriculum in accordance with contemporary educational goals and standards. Experience in field-based teacher education, school curriculum leadership, and alignment of instruction with developmental and institutional objectives, along with peer-reviewed publications, instructional experience, or leadership in school reform and curriculum planning, will also be considered.
EDCI 4190 Technology in the School	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Instructional Technology	Acceptable alternative qualifications include substantial professional experience in integrating educational technology into K–12 teaching and learning environments, with demonstrated expertise in instructional design, digital pedagogy, and technology-enhanced learning strategies. Experience training pre-service or in-service teachers in the effective use of digital tools, evaluating technology’s pedagogical value, or leading instructional innovation initiatives, along with peer-reviewed publications or instructional experience, will also be considered.

EDCI 4550 Methods in Teaching Elementary Mathematics	Earned Master's or Doctorate degree in Elementary Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Education	Acceptable alternative qualifications include substantial professional experience in teaching mathematics at the elementary level, with demonstrated expertise in instructional strategies, use of technology, and assessment practices aligned with NCTM standards and Common Core State Standards for Mathematics. Experience mentoring pre-service teachers, developing mathematics curriculum, and applying research-based methods to support student learning and readiness for future academic success, along with peer-reviewed publications or instructional leadership in mathematics education, will also be considered.
EDCI 4600 Methods in Teaching Elementary Science	Earned Master's or Doctorate degree in Elementary Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Education	Acceptable alternative qualifications include substantial professional experience in teaching science at the elementary level, with demonstrated expertise in constructivist teaching methods, integrated math and science instruction, and alignment with NSES and NCTM standards. Experience in designing elementary-level science curriculum, training pre-service teachers, and using inquiry-based, hands-on learning approaches, along with peer-reviewed publications, instructional experience, or leadership in science education, will also be considered.
EDCI 4620 Field Study in Education	Earned Master's or Doctorate degree in Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in teaching or mentoring in K-12 educational settings, with demonstrated expertise in instructional methods, curriculum development, school-community engagement, and educational organization. Experience supervising field placements, facilitating teacher development, or leading school-based initiatives, along with peer-reviewed publications, instructional experience, or leadership in teacher education and school improvement programs, will also be considered.
EDCI 4705 Educational Seminar	Earned Master's or Doctorate degree in Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in education with demonstrated expertise in analyzing and applying current research and policy to classroom practice. Experience guiding students in the integration of theory and practice, facilitating seminars on contemporary educational issues, and supporting reflective teaching, along with peer-reviewed publications, instructional experience, or leadership in teacher preparation or professional development programs, will also be considered.
EDCI 4706 Educational Seminar	Earned Master's or Doctorate degree in Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in education with demonstrated expertise in analyzing and applying current research and policy to classroom practice. Experience guiding students in the integration of theory and practice, facilitating seminars on contemporary educational issues, and supporting reflective teaching, along with peer-reviewed publications, instructional experience, or leadership in teacher preparation or professional development programs, will also be considered.
EDCI 4720 Enhanced Student Teaching in the Elementary School	Earned Master's or Doctorate degree in Elementary Education in the teaching discipline; or Master's or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Education	Acceptable alternative qualifications include substantial professional experience supervising student teachers or mentoring novice educators in elementary school settings, with demonstrated expertise in instructional strategies, classroom management, and reflective teaching practice. Experience in facilitating parallel readings, field observations, and ongoing professional development, along with peer-reviewed publications, instructional experience, or leadership in teacher education and clinical practice programs, will also be considered.

EDCI 4721 Enhanced Student Teaching in the Secondary Schools, Grades 7 through 12	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies, Secondary Education	Acceptable alternative qualifications include substantial professional experience supervising student teachers or mentoring pre-service educators in grades 7–12, with demonstrated expertise in secondary instructional strategies, content-area pedagogy, and classroom-based assessment. Experience coordinating field placements, supporting clinical partnerships with cooperating schools, and guiding reflective practice, along with peer-reviewed publications, instructional experience, or leadership in secondary teacher preparation programs, will also be considered.
EDCI 4900 Multicultural Education	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in multicultural or diversity education, with demonstrated expertise in culturally responsive pedagogy, equity-focused instructional strategies, and inclusive classroom practices. Experience developing programs or curricula that address cultural awareness, teaching in diverse settings, or mentoring teachers in multicultural competence, along with peer-reviewed publications or instructional leadership in diversity education, will also be considered.
EDLI 2010 Reading in the Content Area	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in teaching reading and literacy across the curriculum, with demonstrated expertise in content-area reading strategies, interdisciplinary instruction, and higher-order reasoning skills. Experience in developing literacy-based instructional frameworks, supporting reading comprehension in varied subject areas, or training teachers to integrate reading strategies across disciplines, along with peer-reviewed publications or leadership in literacy education, will also be considered.
EDLI 3100 Strategies for Successful Test-taking	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Assessment	Acceptable alternative qualifications include substantial professional experience in teaching test-taking strategies, academic coaching, or college readiness programs, with demonstrated expertise in assessment literacy, metacognitive skill development, and instructional support for standardized testing. Experience designing academic support workshops, working in student success or tutoring centers, or leading interventions focused on test-taking skills, along with peer-reviewed publications or instructional leadership in student achievement programs, will also be considered.
EDLI 3500 Methods for Teaching English Language Arts	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in teaching reading and writing at the elementary level, with demonstrated expertise in foundational literacy components such as phonemic awareness, fluency, vocabulary development, and comprehension. Experience mentoring pre-service teachers, designing literacy curricula, or leading professional development in early literacy instruction—along with peer-reviewed publications or leadership roles in language arts education—will also be considered.
EDLI 4190 Exploring the Language Learning Process	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in language and literacy instruction, with demonstrated expertise in reading theory, language development, and integrated language arts curricula. Experience in designing or evaluating school-based reading-language arts programs, mentoring educators in literacy practices, or researching language acquisition processes—along with peer-reviewed publications or instructional leadership in language education—will also be considered.

EDLI 4240 Teaching Reading in the Elementary School	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in elementary reading instruction, with demonstrated expertise in evidence-based reading methods, instructional materials selection, and integration of modern literacy practices. Experience mentoring pre-service teachers, developing K–9 literacy curricula, or leading professional development on current trends in reading education—along with peer-reviewed publications or instructional leadership in elementary literacy—will also be considered.
EDLI 4500 Methods for Teaching English Language Arts II	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in teaching reading and writing at the middle or secondary level, with demonstrated expertise in formative and summative assessment practices, literacy diagnostics (e.g., IRI, running records, miscue analysis), and intervention strategies aligned to state standards. Experience planning integrated language arts units, using disciplinary literacy techniques across content areas, or mentoring pre-service teachers in advanced ELA methods—along with peer-reviewed publications or instructional leadership in adolescent literacy—will also be considered.
EDLI 4820 Teaching Reading Language Arts to Exceptional Learners	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in teaching reading and language arts to students with exceptionalities, with demonstrated expertise in differentiated instruction, language development for diverse learners, and literacy intervention strategies. Experience supporting regular classroom teachers in inclusive settings, developing IEP-aligned literacy instruction, or training educators in evidence-based practices for exceptional learners—along with peer-reviewed publications or instructional leadership in special education literacy—will also be considered.
EDLI 4900 Directed Individualized Study in the Teaching of Reading	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Elementary/Secondary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in individualized reading instruction or literacy coaching, with demonstrated expertise in mentoring pre-service teachers, supervising independent study, or designing personalized learning experiences in reading education. Experience guiding reflective teaching practice, supporting teacher candidates in field-based literacy research, or overseeing directed studies related to the teaching of reading—along with peer-reviewed publications or leadership in teacher preparation—will also be considered.
EDCI 4910 Reading and Study in Secondary Schools	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Secondary Education, Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in teaching reading and study strategies at the secondary level, with demonstrated expertise in comprehension instruction, academic vocabulary development, and formal/informal assessment of student learning needs. Experience designing literacy supports across content areas, training pre-service secondary teachers, or developing curricula for grades 7–12 certification—along with peer-reviewed publications or instructional leadership in adolescent literacy and secondary education—will also be considered.
EDSE 3330 Education of Exceptional Children	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Curriculum and Instruction, Educational Psychology, Special Education	Acceptable alternative qualifications include substantial professional experience in the education of children with disabilities, with demonstrated expertise in exceptional learner characteristics, individualized instruction, and inclusive educational practices. Experience working with state or local special education programs, designing IEPs, supporting social and vocational transitions, or preparing general educators for inclusive classrooms—along with peer-reviewed publications or leadership in special education policy and practice—will also be considered.

EDCI 3120 Context for Teaching and Learning	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in K–12 education with demonstrated expertise in classroom management, student motivation, and the design of inclusive learning environments. Experience addressing the educational needs of diverse learners, applying culturally responsive pedagogy, or leading professional development in behavior management and student engagement—along with peer-reviewed publications or instructional leadership in learning context analysis—will also be considered.
EDCI 3220 Assessment of Student Learning	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Measurement and Evaluation, Educational Pscyhology	Acceptable alternative qualifications include substantial professional experience in classroom or large-scale assessment, with demonstrated expertise in designing, administering, and interpreting valid and reliable tools to assess cognitive, affective, and psychomotor domains. Experience supporting instructional decision-making based on assessment data, addressing bias in evaluation practices, and differentiating assessments for diverse learners including students with special needs and English language learners—along with peer-reviewed publications or leadership in data-driven instruction—will also be considered.
EDCI 3300 Foundations of Second Language Acquisition & Teaching English as a Second Language	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	TESOL/TEFL	Acceptable alternative qualifications include substantial professional experience in teaching English as a Second Language (ESL), with demonstrated expertise in language acquisition theory, second language pedagogy, and the sociocultural dimensions of language learning. Experience with educational policy related to English language learners, training pre-service teachers in linguistically responsive practices, or designing curricula for multilingual classrooms—along with peer-reviewed publications or leadership in ESL teacher education—will also be considered.
EDCI 4300 Methods and Assessment for ESL and Second Language Learners	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	TESOL/TEFL	Acceptable alternative qualifications include substantial professional experience in teaching English language learners (ELLs) in K–12 settings, with demonstrated expertise in content-based instruction, language-integrated assessment, and technology-enhanced language learning. Experience developing instructional strategies aligned to academic standards and language objectives, integrating tools such as CALL and digital platforms, and mentoring educators in ESL pedagogy—along with peer-reviewed publications or leadership in multilingual education—will also be considered.
EDCI Multi Course Proposa Multi Course Online Proposal	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in teaching literacy and study strategies at the secondary level, with demonstrated expertise in comprehension instruction, academic vocabulary, and assessment-driven instruction. Experience supporting adolescent learners in content-area reading and mentoring teacher candidates—along with peer-reviewed publications or instructional leadership in adolescent literacy—will also be considered.
EDCI 3400 Culturally Relevant Pedagogy Seminar	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies, Curriculum and Instruction	Acceptable alternative qualifications include substantial professional experience in culturally responsive teaching, with demonstrated expertise in addressing educational equity, supporting diverse and marginalized student populations, and implementing inclusive classroom practices. Experience working with PK–12 students across racial, linguistic, religious, and gender identities; developing trauma-informed and identity-affirming curricula; or mentoring pre-service teachers in responsive pedagogy—along with peer-reviewed publications or instructional leadership in diversity education—will also be considered.

EDGE 1001 Transition to College	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in academic advising, first-year experience programming, or college success initiatives, with demonstrated expertise in supporting student transitions, orientation programs, and campus engagement. Experience teaching or facilitating seminars on student success, coordinating retention programs, or mentoring first-year college students—along with peer-reviewed publications or leadership in student affairs—will also be considered.
EDGE 1002 Independent Living Skills	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Studies	Acceptable alternative qualifications include substantial professional experience in teaching independent living skills, life skills coaching, or community-based education, with demonstrated expertise in topics such as household management, self-advocacy, financial literacy, and civic responsibility. Experience working with first-generation or transition-age students, designing experiential learning programs, or coordinating community partnerships—along with peer-reviewed publications or leadership in life skills education—will also be considered.
EDGE 1003 College Readiness and Preparedness Through Gamification and Technology	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Educational Technology, Instructional Technology	Acceptable alternative qualifications include substantial professional experience in college readiness programs or student support services, with demonstrated expertise in using gamification and technology to enhance student engagement and learning. Experience designing digital tools for first-year experiences, implementing tech-driven orientation strategies, or mentoring students in navigating academic and campus resources—along with peer-reviewed publications or leadership in educational innovation—will also be considered.
EDGE 1004 Financial Literacy I	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Finance, Economics	Acceptable alternative qualifications include substantial professional experience in teaching personal finance, financial literacy education, or budgeting, with demonstrated expertise in everyday money management, basic economic principles, and financial decision-making for young adults. Experience in developing financial literacy programs, coaching students in personal budgeting, or delivering workshops on saving, spending, and debt management—along with peer-reviewed publications or leadership in financial wellness education—will also be considered.
EDGE 1005 Literacy for the Workplace	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Literacy, Adult Education	Acceptable alternative qualifications include substantial professional experience in adult or workforce literacy instruction, with demonstrated expertise in workplace communication, job readiness skills, and applied reading and writing for employment contexts. Experience developing career-aligned literacy curricula, facilitating job training programs, or coaching students in employment-related documentation and communication—along with peer-reviewed publications or leadership in literacy and workforce preparation—will also be considered.
EDCI 2420 Human Growth and Development	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Human Development, Educational Psychology, Developmental Psychology	Acceptable alternative qualifications include substantial professional experience in developmental psychology, child and adolescent development, or educational psychology, with demonstrated expertise in physical, cognitive, social, and emotional development from birth through adolescence. Experience in applying developmental theory to educational practice, teaching human development in teacher preparation programs, or conducting research on developmental influences in learning—along with peer-reviewed publications or instructional leadership in child development—will also be considered.

EDCI 3800 Linguistics for Educators	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Linguistics	Acceptable alternative qualifications include substantial professional experience in language and literacy instruction, with demonstrated expertise in linguistic theory, language acquisition, and the application of linguistics to classroom practice. Experience teaching reading, writing, and spelling using linguistically informed methods, supporting culturally and linguistically diverse learners, or mentoring educators in language development strategies—along with peer-reviewed publications or leadership in applied linguistics for education—will also be considered.
EDCI 4400 Teaching English Language Learners Practicum	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	TESOL/TEFL	Acceptable alternative qualifications include substantial professional experience in teaching or supervising English language learners (ELLs), with demonstrated expertise in second language pedagogy, assessment practices, lesson planning for multilingual classrooms, and reflective teaching. Experience mentoring pre-service or in-service teachers in ESL settings, coordinating field placements, or facilitating practicum experiences that integrate language acquisition theory and practice—along with peer-reviewed publications or instructional leadership in ESL education—will also be considered.
EDGE 1006 Career Exploration	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Workforce Development, Career and Technical Education, Workforce Education	Acceptable alternative qualifications include substantial professional experience in career counseling, workforce readiness programs, or postsecondary transition planning, with demonstrated expertise in guiding students through career assessments, occupational research, and goal setting. Experience designing and delivering career exploration curricula, advising on pathways to employment, or supporting career planning through experiential learning—along with peer-reviewed publications or leadership in career education—will also be considered.
EDGE 1007 Interpersonal Communication	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Communications	Acceptable alternative qualifications include substantial professional experience in teaching or training communication skills, with demonstrated expertise in workplace communication, conflict resolution, and professional interaction across various contexts. Experience designing communication workshops, coaching individuals in verbal and nonverbal skills, or leading instructional programs in interpersonal effectiveness—along with peer-reviewed publications or leadership in applied communication education—will also be considered.
EDGE 1008 Preparing for Life after College	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Workforce Development, Career and Technical Education, Workforce Education	Acceptable alternative qualifications include substantial professional experience in postsecondary transition programming, career counseling, or life skills education, with demonstrated expertise in job readiness, self-advocacy, interview preparation, and time management. Experience coaching students through the transition from college to career, designing capstone or life-planning seminars, or leading workshops on employability skills—along with peer-reviewed publications or leadership in student success initiatives—will also be considered.
EDGE 1009 Financial Literacy II	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Finance, Economics	Acceptable alternative qualifications include substantial professional experience in teaching financial literacy, with demonstrated expertise in budgeting, independent living financial planning, and resource management. Experience developing instructional content on managing personal finances in alignment with career goals, facilitating workshops on long-term financial planning, or guiding students in the use of community resources—along with peer-reviewed publications or leadership in personal finance education—will also be considered.

EDLI 4910 Reading in Secondary Schools	Earned Master’s or Doctorate degree in Education in the teaching discipline; or Master’s or Doctorate degree with a concentration in the teaching discipline with at least 18 graduate semester hours in the teaching discipline.	Language and Literacy Studies	Acceptable alternative qualifications include substantial professional experience in adolescent literacy and content-area reading instruction, with demonstrated expertise in reading comprehension strategies, academic vocabulary development, and integration of literacy across the curriculum. Experience mentoring pre-service teachers, designing secondary reading interventions, or developing school-wide literacy programs—along with peer-reviewed publications or instructional leadership in secondary literacy education—will also be considered.
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