

Credit For Prior Learning

Eligible Courses for Partner Learning Experiences 2025-2026

The following courses are eligible for Credit For Prior Learning applications for academic year 2025-2026: EDU-501, EDU-502, CLD-501, TEL-500, TEL-601 and ELA/ELEM-550. Relay may add more courses in future academic years. Partners can read the full policy [here](#) and the process for applying [here](#).

The information contained in these materials should solely be used for a partner to evaluate their own professional learning experiences. The professional learning experiences must be created independently by the partner. Any use of the details contained in Relay produced-materials (i.e. course titles, descriptions, and objectives) within the professional learning experience represents an infringement upon Relay's intellectual property rights and will result in the application for credit for prior learning being rejected.

Credits through this policy can only be earned in a course if it is a required course within a student's Relay program. The policy can not be applied to open [flex course](#) options within a student's program.

EDU-501: Building a Culturally Responsive & Inclusive Classroom for Diverse Learners; Credit Hours: 2

In this course, Relay students will develop essential knowledge, skills, and mindsets for building a positive classroom community while creating equitable and culturally relevant learning experiences for all learners, with intentional planning for students with disabilities. This course will introduce the basic tenets of Culturally Responsive Teaching (CRT), Universal Design for Learning (UDL), and Social-Emotional Learning (SEL). Through the course, Relay students will be prepared to (1) use the principles of CRT, UDL, and SEL in their practice, and (2) engage in interactions that foster students' engagement and sense of belonging in the classroom. **Relay students typically take EDU-501 in their first term.**

Access the credit for prior learning evaluation rubric for EDU-501 [here](#).

EDU-502: Introduction to Instructional Planning; Credit Hours: 1

In this course, Relay students will apply their critical thinking and problem-solving skills to analyze instructional plans to ensure alignment between all of their components. They will be able to identify the structures that are part of an effective instructional plan and make intentional planning choices based on their knowledge of the content and their students. Ultimately, students will be prepared to approach the instructional planning process in a strategic manner that is transferable to their teaching context, including the curriculum resources used at their schools. **Relay students typically take EDU-502 in their first term.**

Access the credit for prior learning evaluation rubric for EDU-502 [here](#).

TEL-601: Introduction to Special Education; Credit Hours: 1

In this course, Relay students will reflect on what it means to have a disability in an educational context and how schools have been designed to exclude PK–12 students with disabilities. They will examine PK–12 students' rights under Special Education Law and consider what constitutes an effective Individualized Education Program. Finally, through a Universal Design for Learning lens, they will plan to implement accommodations and build flexibility into their lessons to support all of their PK–12 students' abilities to access the lessons that they teach. ***Relay students in TEL (Special Education) programs typically take TEL-601 in their first term. Some Relay students in other programs take TEL-601 in their second or third term. Some Relay students are not required to take TEL-601.***

Access the credit for prior learning evaluation rubric for TEL-601 [here](#).

CLD-501: Teaching Multilingual Learners in Inclusive Settings; Credit Hours: 1

In this course, Relay students will develop the basic mindsets, knowledge, and methods required to drive meaningful outcomes for multilingual learners. Relay students will articulate their mindsets about language in schools and share their visions for creating culturally and linguistically inclusive classrooms. Relay students will then examine the world of second language acquisition theory; equipped with the knowledge of the stages of second language acquisition, Relay students will apply this knowledge to lesson-plan design and implementation, utilizing the Universal Design for Learning framework. ***Relay students typically take CLD-501 in their first, second, or third term.***

Access the credit for prior learning evaluation rubric for CLD-501 [here](#).

TEL-500: Teaching Exceptional Learners in Inclusive Settings; Credit Hours: 2

In this course, Relay students will develop an understanding of how to create inclusive and rigorous learning experiences for all PK–12 students, with a focus on students with disabilities. They will learn about their responsibilities with regard to teaching students with disabilities in inclusive settings. They will hone the skills they need to collaboratively plan inclusive instruction and, using the Universal Design for Learning Framework, will make strategic instructional decisions based on what they know about their PK–12 students. Finally, Relay students will learn how to effectively collaborate with colleagues, families, and students to provide coordinated support to PK–12 students with disabilities in inclusive and general education settings. ***Relay students typically take TEL-500 in their second or third term.***

Access the credit for prior learning evaluation rubric for TEL-500 [here](#).

ELA-550 OR ELEM-550: Science of Teaching Reading; Credit Hours: 1

In this course, Relay students will identify what research says about how reading skills develop and what effective evidence-based reading instruction looks like. They will learn about the components of word recognition and language comprehension, as represented by the strands of Scarborough's reading rope. Relay students will learn strategies for assessing student development within each strand, as well as evidence-based strategies for teaching PK–12 students to support their growth as readers. ***Some Relay students take ELEM/ELA-550 in their first, second, third, or fourth term. Some Relay students are not required to take ELEM/ELA-550.***

Access the credit for prior learning evaluation rubric for ELA-550/ELEM-550 [here](#).