

Alternate Route Program | Course Catalog 2024-2025



<https://njalternateroute.rutgers.edu/>

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Introduction to the Program

The Alternate Route program is a non-traditional teacher preparation program designed for aspiring teachers who have not completed a formal teacher preparation program at an accredited college or university but wish to obtain the necessary training to become an NJ certified teacher. As a partner in the New Jersey Provisional Teacher Program, Rutgers University, Graduate School of Education (RU-GSE) works with the New Jersey Department of Education to offer 400 hours of formal instruction to alternate route provisional teachers seeking standard certificates for general elementary and subject areas. Rutgers Alternate Route (RU-AltRt), coordinates essential pedagogy classes statewide, accommodating a variety of novice teachers, some of whom are career changers seeking greater job satisfaction, substitutes or paraprofessionals transitioning to lead teaching positions, and others who are recent college graduates seeking to make a difference through teaching.

To meet the diverse needs of our teaching candidates, Rutgers Alternate Route recruits a cadre of outstanding course instructors who have a wealth of educational expertise, classroom and administrative experiences, and repertoire of teaching and management strategies that any developing teaching candidate would treasure. In addition to the minimum requirements for an advanced education degree and 3-5 years of teaching experience, each course instructor has extensive classroom and administrative experience and can offer helpful, practical feedback on issues related to both teaching and navigating the alternate route program requirements.

The curriculum for the Rutgers Alternate Route is driven by the New Jersey Professional Teacher Standards which align with InTASC [Standards](#) and includes a survey of curriculum and assessments, student characteristics and learning styles, theories of motivation, classroom management and organization, and an introduction to current education industry leaders and vocabulary common to educators. Further, the curriculum is supplemented by the facilitated experiences of the course instructors, who in some instances team-teach sessions to offer as broad a perspective as possible given the various placement assignments of the teaching candidates.

Classes are held in 4-hour sessions one evening per week and in 8-hour sessions on designated Saturdays. The teaching format for the classes is a lecture/seminar style with the provisional teachers taking on some responsibility in class discussions as the course instructor guides the class through its examination of the pedagogical topics. The classes are also held in a blended learning format where technology is leveraged for candidates' flexibility in completing course objectives or continued engagement during snow days or unforeseen scheduling challenges. [Note: Since the pandemic, synchronous class meetings have taken place remotely at the discretion of the program.]

To ensure that instruction meets its intended targets, teaching candidates are assessed through a combination of special projects, written assignments, class participation, and demonstration lessons. Guided by the instructor, teaching candidates collaborate on the preparation of scoring rubrics for assignments and thereby stake a claim in their own development and accountability measures. Achievement ratings are Excellent, Satisfactory, Developing, and Unsatisfactory and are awarded according to one's performance in assessment areas.

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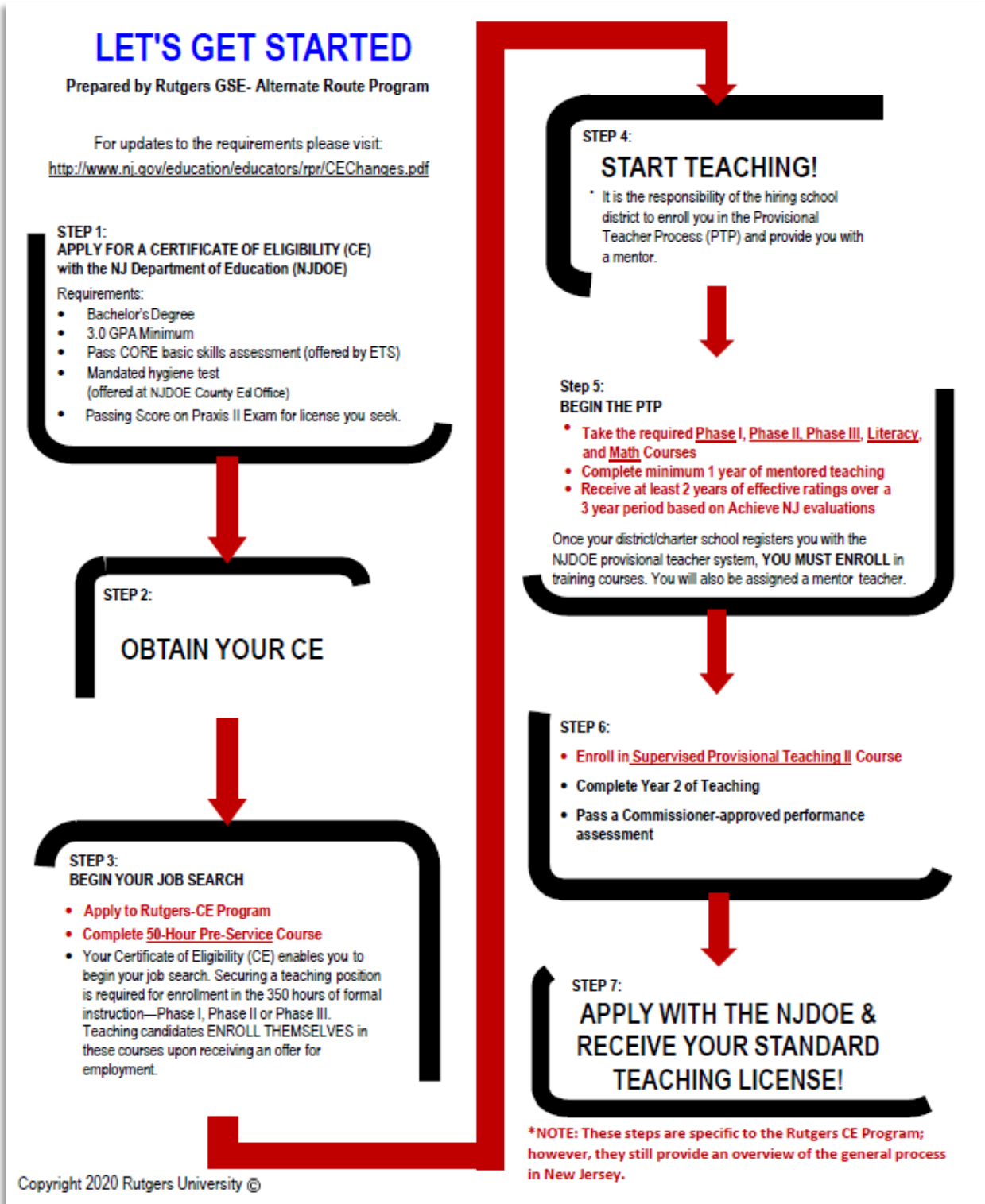
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Alternate Route, Year 1 Teaching Candidate: *Professor Kabbani has done an exceptional job of supporting me as a student. During this phase I dealt with health concerns and was worried about being late on assignments. When I brought these concerns up, he scheduled a call with me immediately and offered me nothing but support. I felt proud of the work I ultimately had done, and I truly couldn't have asked for a better support to get to that level of success.*

Certification 101



Registration

Please note, acceptance into the program is a prerequisite to course registration. If you are interested in the Rutgers Alternate Route, please complete [our application form found on our website](#).

If you are continuing with your 350 Hours of Formal Instruction, please view our complete list of [Courses here](#).

Registration Policy

Payment Policy

- Payments are due on or before the first day of class; candidates will not be permitted to enroll if payment is incomplete.
- All enrolled candidates must pay course fees, regardless of licensing negotiations or appeals status with the state licensing entities. RU-AltRt is not responsible for refunding fees to candidates who experience misguidance related to licensing from other sources.

Method of Payment

- You may register online with a credit or debit card by visiting [our website](#).
- Click on the Register tab on our website to see links for any active and upcoming courses.

Registration Deadline

- Pre-Service: the deadline for online registration is two business days prior to the start of the course. Please note class space is limited and registration is first come, first serve. Classes that have reached capacity will be closed.
- Phase I, Phase II, and Phase III: the deadline for online registration is the first day of the course. After that, you will be charged a \$50.00 late registration fee.
- 45-Hour Math and 45-Hour Literacy: the deadline for online registration is 2 days before the class begins, however, Math and Literacy have limited space and may fill up earlier than the 2 day marker, so we recommend checking [our register here tab](#) and signing up the day that registration opens if you are trying to secure a specific section, especially in the summer months.

Cancellation Policy

- If a course is undersubscribed, it may be cancelled. A full refund will be issued in such cases.

Refund Policy

Requests for refunds are submitted through the Alternate Route [withdraw form](#). If you do not receive confirmation via email within 48 hours, please contact us at altroute@gse.rutgers.edu. Verbal or email requests are **not** acceptable.

- Requests received at least 10 business days prior to the course start date will receive a full refund.
- Requests received less than 10 business days prior to the course start date will receive a partial refund, less \$25.00.
- Requests received once the course has begun will not receive a refund or credit.
- Please note the amended refund policy for the Summer Sessions of Math and Literacy: Due to high demand and accelerated course timeline, no refunds will be issued 14 days or less prior to the start of the course.

Training Sites

As part of the university's continued commitment to the health and safety of our community, in response to the Coronavirus disease (COVID-19) pandemic, Rutgers Alternate Route Program is currently offering all courses online. We will continue to **meet virtually** until we are otherwise directed by the university.

Please note that our Phase courses are designed by Meeting Sites based around the state.

Training Sites	Meeting Dates
Somerset County	Course Schedule Somerset County Site
Atlantic-Camden County	Course Schedule Atlantic-Camden County Site
Bergen County	Course Schedule Bergen County Site
Mercer County	Course Schedule Mercer County Site
Essex-Hudson County	Course Schedule Essex-Hudson County Site
Passaic County	Course Schedule Passaic County Site
Morris-Sussex County	Course Schedule Morris-Sussex County Site



Alternate Route, Year 2 Teaching Candidate:

I had a great time in this course and have learned so many new and valuable lessons, terms, and strategies. I also felt that course was well organized and easy to navigate. Mr. Bacchus and the rest of my classmates made a safe and enjoyable environment. I really wouldn't improve a thing. Thank you very much!

Alternate Route, Year 1 Teaching Candidate:

I believe the Phase 1 course is great for first year teachers. Acknowledging every possible thing that can make a teacher nervous or feel inadequate and providing the proper steps to take to subside those feelings is what helped me the most. The assignments truly benefited me as a teacher, and my building administrator believes it strengthened me more than I notice myself. My administrator believes the activities made me more conscious of things that normally take time to think about to such a degree.



Course Descriptions

➤ Alternate Route Provisional Teacher Training Phase I (ALT09)

Cost: \$595.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/5959>

You MUST have a Provisional Teaching License and a teaching position to enroll in this course.

This course provides 80 hours of instruction and is delivered in a blended learning environment that involves both synchronous and asynchronous instruction. The curriculum is designed to help Alternate Route Candidates develop teacher competencies in the following areas:

- Assessment
- Content Knowledge
- Ethical Practice
- Leadership and Collaboration
- Learning Differences
- Learning Environment
- Planning for Instruction
- Instructional Strategies
- Professional Development

Phases I, II and III are taken as part of a cohort arrangement.

➤ Alternate Route Provisional Teacher Training Phase II (ALT06)

Cost: \$490.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/5956>

You MUST have a Provisional Teaching License and a teaching position to enroll in this course.

This course provides 60 hours of instruction and is delivered in a blended learning environment that involves both synchronous and asynchronous instruction. The curriculum is designed to help Alternate Route Candidates develop teacher competencies in the following areas:

- Assessment
- Instructional Strategies
- Learner Development
- Planning for Instruction

Phases I, II and III are taken as part of a cohort arrangement.

➤ Alternate Route Provisional Teacher Training Phase III (ALT07)

Cost: \$490.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/5962>

You **MUST** have a Provisional Teaching License and a teaching position to enroll in this course.

This course provides 60 hours of instruction and is delivered in a blended learning environment that involves both synchronous and asynchronous instruction. The curriculum is designed to help Alternate Route Candidates develop teacher competencies in the following areas:

- Assessment
- Learning Environment
- Learning Differences
- Leadership and Collaboration

Phases I, II and III are taken as part of a cohort arrangement.

➤ 50-Hour Online Pre-Service Course (ALT15)

Cost: \$295.00 **Apply Here:** [Application Form](#)

This course satisfies the requirement by the New Jersey Department of Education for prospective K-12 teachers applying for their Certificate of Eligibility. The primary goal of the course is to provide the prospective teacher with an overview of the teaching profession, featuring classroom management, lesson planning, and job search strategies.

The course is delivered online and requires 20 hours of clinical education work which includes a four-hour classroom observation in the candidate's intended area of endorsement, delivery of a guest lesson in a classroom setting, and an interactive field experience.

The course is completely online and asynchronous, which means there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for the course requirements are firm, and the course cannot be started or finished early or late. Candidates complete independent assignments using a Rutgers course management system to which all participants are subscribed prior to the start of the class.

You MUST HOLD a Certificate of Eligibility (CE) or MEET NJDOE's CE requirements to enroll in this course.

Sample learning modules include:

- NJ Professional Teaching Standards
- Teacher Development, Effectiveness & Impact
- Lesson Planning
- Classroom Legal Issues
- Survey of Instructional and Engagement Strategies

This course also requires candidates to draft a resume and cover letter suitable for the teaching profession.

➤ 45-Hour Literacy Across the Curriculum Course (ALT02)

Cost: \$415.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/5965>

The purpose of this course is to introduce practices for teaching both basic literacy skills as well as distinct approaches to literacy that are used in academic disciplines such as science, mathematics, and history. While lower elementary teachers will learn strategies to ensure the mastery of basic literacy skills, middle and high school teachers in discipline-specific courses will advance their knowledge and expertise to help students interpret the complex texts associated with each distinct discipline. Further, elementary, middle, and high school teachers will focus on discrete ways that writing is used in the specific discipline so that students learn writing practices that are specific to the various subjects and purposes. Of additional importance is the inclusion of English Language Learners and research to support their development of basic and academic literacy skills. Candidates work asynchronously as they engage with readings, power points and videos; then demonstrate learning through written reflections and performance assignments.

The class is completely online and asynchronous, which means there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for course assignments are firm. Candidates complete independent assignments using a Rutgers course management system to which all participants are subscribed prior to the start of class.

➤ 45-Hour Online Math Across the Curriculum Course (ALT10)

Cost: \$415.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/5968>

This course is designed to foster an awareness that Mathematical Literacy, or Numeracy, is not the sole responsibility of the mathematics department. All content areas should, in fact, contribute to the development and enhancement of students' numeracy skills including their ability to describe and explain their strategies and reasoning. This course will emphasize the rationale for teaching numeracy across the curriculum and distinguish for candidates the difference between the practice of teaching math content to students versus the practice of developing students' mathematical literacy. Candidates will explore content and methods for instructing all domains in mathematics at their grade level including strategies to ensure equity for all learners, inter-curricular connections, assessment design and effective instructional planning. Candidates work asynchronously as they engage with readings, power points and videos; then demonstrate learning through written reflections and performance assignments.

The class is completely online and asynchronous, which means there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for course assignments are firm. Candidates complete independent assignments using a Rutgers course management system to which all participants are subscribed prior to the start of class.

➤ 60-Hour Supervised Provisional Teaching Year II (ALT13)

Cost: \$490.00 **Register Here:** <https://ce-catalog.rutgers.edu/coursedisplay.cfm?schID=92232>

The purpose of this course is to help second year provisional teachers build upon and refine basic teaching skills introduced in the initial year of teaching. This course is conducted primarily as a laboratory course under the joint supervision of the evaluator of record and the CE - provider program. Candidates receive formal observations from the **evaluator of record**, ideally aiming for a minimum of two consecutive effective evaluation ratings. With support from the CE program, candidates reflect on video-recordings of teaching experiences and explore pedagogical practices and beliefs in order to improve student learning and their teaching. Similar to the first course in this series, this course emphasizes the procurement of required artifacts needed for both program completion and State Licensure. NOTE: Successful completion of the Commissioner-approved performance assessment is a program exit requirement for this CE program.

Evaluator of Record
is generally your school
supervisor.

RU-AltRt does not
facilitate or complete
the evaluation process.

Dr. Bivins-Hudson is a wonderful and supportive person, and an excellent teacher. It is clear that she is passionate about teaching and truly cares for her students. It has been a pleasure to be in her class and I learned a lot from her.

I loved my experience with Rutgers alternate route. They have a great format for completion of my edtpa and it was in a way that kept me on track. Rutgers allowed me to ask questions if I needed but all the needed information for me to work independently. From the pre-service to the 400 hours I enjoyed my Rutgers program! Thank you for supporting me and my journey to becoming an educator.

Words from our program alumni...

I had a great experience with the PTP offered at Rutgers. As a busy parent of three young children, I felt that this program provided me with the level of flexibility and support that I needed to be successful at work as well as in the program.

The team at Rutgers was a major factor in my success. This is a long and rigorous journey and I could not have done it without their help. Every time I had a question they were there to answer them and make sure I was on the right track.

Course Schedule | Somerset County Site

Phase I (ALT09-287)

Thursday, September 12, 2024	Thursday, October 24, 2024
Thursday, September 19, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Thursday, November 14, 2024
Thursday, September 26, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Thursday, November 21, 2024
Thursday, October 10, 2024	Thursday, December 5, 2024
Thursday, October 17, 2024	Saturday, December 7, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-287)

Thursday, January 23, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Thursday, February 20, 2025
Thursday, January 30, 2025	Saturday, February 22, 2025
Saturday, February 1, 2025	Thursday, February 27, 2025
Thursday, February 6, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Thursday, February 13, 2025	

Phase III (ALT07-287)

Thursday, March 27, 2025	Thursday, April 17, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Thursday, April 3, 2025	Thursday, April 24, 2025
Saturday, April 5, 2025	Saturday, April 26, 2025
Thursday, April 10, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Atlantic-Camden County Site

Phase I (ALT09-288)

Wednesday, September 11, 2024	Wednesday, October 23, 2024
Wednesday, September 18, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Wednesday, November 13, 2024
Wednesday, September 25, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Wednesday, November 20, 2024
Wednesday, October 09, 2024	Wednesday, December 4, 2024
Wednesday, October 16, 2024	Saturday, December 07, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-288)

Wednesday, January 22, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Wednesday, February 19, 2025
Wednesday, January 29, 2025	Saturday, February 22, 2025
Saturday, February 01, 2025	Wednesday, February 26, 2025
Wednesday, February 5, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 12, 2025	

Phase III (ALT07-288)

Wednesday, March 26, 2025	Wednesday, April 16, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Wednesday, April 02, 2025	Wednesday, April 23, 2025
Saturday, April 05, 2025	Saturday, April 26, 2025
Wednesday, April 09, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Bergen County Site

Phase I (ALT09-289)

Wednesday, September 11, 2024	Wednesday, October 23, 2024
Wednesday, September 18, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Wednesday, November 13, 2024
Wednesday, September 25, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Wednesday, November 20, 2024
Wednesday, October 09, 2024	Wednesday, December 4, 2024
Wednesday, October 16, 2024	Saturday, December 07, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-289)

Wednesday, January 22, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Wednesday, February 19, 2025
Wednesday, January 29, 2025	Saturday, February 22, 2025
Saturday, February 01, 2025	Wednesday, February 26, 2025
Wednesday, February 5, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 12, 2025	

Phase III (ALT07-289)

Wednesday, March 26, 2025	Wednesday, April 16, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Wednesday, April 02, 2025	Wednesday, April 23, 2025
Saturday, April 05, 2025	Saturday, April 26, 2025
Wednesday, April 09, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Mercer County Site

Phase I (ALT09-290)

Friday, September 13, 2024	Friday, October 25, 2024
Friday, September 20, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Friday, November 15, 2024
Friday, September 27, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Friday, November 22, 2024
Friday, October 11, 2024	Friday, December 06, 2024
Friday, October 18, 2024	Saturday, December 07, 2024
Saturday, October 19, 2024	Classes meet 5:30pm—9:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-290)

Friday, January 24, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Friday, February 21, 2025
Friday, January 31, 2025	Saturday, February 22, 2025
Saturday, February 1, 2025	Friday, February 28, 2025
Friday, February 07, 2025	Saturday, March 02, 2024 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 5:30pm—9:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Friday, February 14, 2025	

Phase III (ALT07-290)

Friday, March 28, 2025	Friday, April 18, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Friday, April 04, 2025	Friday, April 25, 2025
Saturday, April 05, 2025	Saturday, April 26, 2025
Friday, April 11, 2025	Classes meet 5:30pm—9:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Essex-Hudson County Site

Phase I (ALT09-291)

Wednesday, September 11, 2024	Wednesday, October 23, 2024
Wednesday, September 18, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Wednesday, November 13, 2024
Wednesday, September 25, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Wednesday, November 20, 2024
Wednesday, October 09, 2024	Wednesday, December 4, 2024
Wednesday, October 16, 2024	Saturday, December 07, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-291)

Wednesday, January 22, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Wednesday, February 19, 2025
Wednesday, January 29, 2025	Saturday, February 22, 2025
Saturday, February 01, 2025	Wednesday, February 26, 2025
Wednesday, February 5, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 12, 2025	

Phase III (ALT07-291)

Wednesday, March 26, 2025	Wednesday, April 16, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Wednesday, April 02, 2025	Wednesday, April 23, 2025
Saturday, April 05, 2025	Saturday, April 26, 2025
Wednesday, April 09, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Passaic County Site

Phase I (ALT09-292)

Thursday, September 12, 2024	Thursday, October 24, 2024
Thursday, September 19, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Thursday, November 14, 2024
Thursday, September 26, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Thursday, November 21, 2024
Thursday, October 10, 2024	Thursday, December 5, 2024
Thursday, October 17, 2024	Saturday, December 7, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-292)

Thursday, January 23, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Thursday, February 20, 2025
Thursday, January 30, 2025	Saturday, February 22, 2025
Saturday, February 1, 2025	Thursday, February 27, 2025
Thursday, February 6, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Thursday, February 13, 2025	

Phase III (ALT07-292)

Thursday, March 27, 2025	Thursday, April 17, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Thursday, April 3, 2025	Thursday, April 24, 2025
Saturday, April 5, 2025	Saturday, April 26, 2025
Thursday, April 10, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | Morris-Sussex County Site

Phase I (ALT09-293)

Wednesday, September 11, 2024	Wednesday, October 23, 2024
Wednesday, September 18, 2024	Saturday, October 26, 2024
Saturday, September 21, 2024	Wednesday, November 13, 2024
Wednesday, September 25, 2024	Saturday, November 16, 2024
Saturday, October 05, 2024	Wednesday, November 20, 2024
Wednesday, October 09, 2024	Wednesday, December 4, 2024
Wednesday, October 16, 2024	Saturday, December 07, 2024
Saturday, October 19, 2024	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

Phase II (ALT06-293)

Wednesday, January 22, 2025	Saturday, February 15, 2025
Saturday, January 25, 2025	Wednesday, February 19, 2025
Wednesday, January 29, 2025	Saturday, February 22, 2025
Saturday, February 01, 2025	Wednesday, February 26, 2025
Wednesday, February 5, 2025	Saturday, March 01, 2025 - ANNUAL CONFERENCE
Saturday, February 08, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 12, 2025	

Phase III (ALT07-293)

Wednesday, March 26, 2025	Wednesday, April 16, 2025
Saturday, March 29, 2025	Saturday, April 19, 2025
Wednesday, April 02, 2025	Wednesday, April 23, 2025
Saturday, April 05, 2025	Saturday, April 26, 2025
Wednesday, April 09, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 12, 2025	

Course Schedule | 50-Hour Pre-Service

These classes are completely online and asynchronous, which means you work at your own pace and there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for the course assignments are firm. In addition to completing the course modules, you must also complete 20 hours of clinical experience. The clinical component includes conducting a 4-hour classroom observation; developing and enhancing a lesson that you will teach; delivering the lesson to your targeted student age group in a simulated classroom setting; and reflecting on the lesson as part of your professional teaching practice. The clinical experience also includes 4 hours of interaction with students via tutoring, small group instruction, workshop presentation, event chaperoning, or other relevant volunteer experience.

This is NOT a stand-alone course!

Candidates who register are expected to continue with the Rutgers-CE Program for the remainder of the 400-hours.

- You should plan to start working the first day listed and submit all work by the final date listed.
- **20-hours of clinical experience IS REQUIRED to successfully complete the 50-hour course**
Information provided upon registration.

September 2024 (ALT15-186) Saturday, September 7 – September 28, 2024	March 2025 (ALT15-192) Saturday, March 1 – March 22, 2025
October 2024 (ALT15-187) Saturday, October 5 – October 26, 2024	April 2025 (ALT15-193) Saturday, April 5 – April 26, 2025
November 2024 (ALT15-188) Saturday, November 2 – November 23, 2024	May 2025 (ALT15-194) Saturday, May 3 – May 24, 2025
December 2024 (ALT15-189) Saturday, December 7 – December 28, 2024	June 2025 (ALT15-195) Saturday, June 7 – June 28, 2025
January 2025 (ALT15-190) Saturday, January 4 – January 25, 2025	July 2025 (ALT15-196) Saturday, July 5 – July 26, 2025
February 2025 (ALT15-191) Saturday, February 1 – February 22, 2025	August 2025 (ALT15-197) Saturday, August 2 – August 23, 2025

Course Schedule | 45-Hour Literacy Across the Curriculum

The purpose of this course is to introduce research-based strategies for teaching both basic literacy skills as well as distinct approaches to literacy that are used in academic disciplines such as science, mathematics, and history. While lower elementary teachers will learn strategies to ensure the mastery of basic literacy skills, middle and high school teachers in discipline-specific courses will advance their knowledge and expertise to help students interpret the complex texts associated with each distinct discipline. Further, elementary, middle, and high school teachers will focus on discrete ways that writing is used in the specific discipline so that students learn writing practices that are specific to the various subjects and purposes. Of additional importance is the inclusion of English Language Learners and research to support their development of basic and academic literacy skills.

Candidates work asynchronously as they engage with readings, power points and videos; then demonstrate learning through written reflections and performance assignments. This means you work at your own pace and there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for the course assignments are firm.

Since this is an online course, Literacy Across the Curriculum can be taken simultaneously with Phases I, II, or III.

You should plan to start working the first day listed and submit all work by the final day listed.

Fall 2024 (ALT02-279) Monday, October 7 – October 28, 2024	Summer I 2025 (ALT02-282)* Monday, June 2 – June 16, 2025
Winter 2025 (ALT02-280) Monday, February 3 – February 24, 2025	Summer II 2025 (ALT02-283)* Monday, July 7 – July 21, 2025
Spring 2025 (ALT02-281) Monday, April 7 – April 28, 2024	Summer III 2025 (ALT02-284)* Monday, August 4 – August 18, 2025

**Accelerated courses*

Course Schedule | 45-Hour Math Across the Curriculum

This course is designed to foster an awareness that Mathematical Literacy, or Numeracy, is not the sole responsibility of the mathematics department. All content areas should, in fact, contribute to the development and enhancement of students' numeracy skills including their ability to describe and explain their strategies and reasoning. This course will emphasize the rationale for teaching numeracy across the curriculum and distinguish for candidates the difference between the practice of teaching math content to students versus the practice of developing students' mathematical literacy. Candidates will explore content and methods for instructing all domains in mathematics at their grade level including strategies to ensure equity for all learners, inter-curricular connections, assessment design and effective instructional planning.

Candidates work asynchronously as they engage with readings, power points and videos; then demonstrate learning through written reflections and performance assignments. This means you work at your own pace and there is never a set time when you are required to be online with the instructor. Nevertheless, it should be noted that due dates for the course assignments are firm.

Since this is an online course, Math Across the Curriculum can be taken simultaneously with Phases I, II, or III.

You should plan to start working the first day listed and submit all work by the final day listed.

Fall 2024 (ALT10-279) Monday, November 4 - November 25, 2024	Summer I 2025 (ALT10-282)* Monday, June 16 – June 30, 2025
Winter 2025 (ALT10-280) Monday, March 3 – March 24, 2025	Summer II 2025 (ALT10-283)* Monday, July 21 – August 4, 2025
Spring 2025 (ALT10-281) Monday, May 5 – May 26, 2025	Summer III 2024 (ALT10-284)* Monday, August 18 – September 1, 2025

**Accelerated courses*

Alternate Route Candidate Approved Course Substitutions

This program offers candidate CE holders a pathway to standard certification with an option to earn master's level credits through a hybrid hours-based and credit-based course completion plan delivered in a blended format.

Candidates complete 400 general pedagogy hours with the option to earn up to twelve (12) master's level credits by substituting content specific credit-based course work for general hours-based requirements. Candidates maintain active employment as the teacher of record in their district where they receive mentored teaching support from a seasoned educator in their content area or grade level. In addition, as employed teachers, candidates receive the added benefit of formal evaluations designed to assess their effectiveness and support their growth. This unique positioning also enables them to avail themselves of professional learning opportunities offered by the district.

The Alternate Route Program requirements do not change, candidates would simply have an option to replace certain hours-based work with credit-based work.

For additional information regarding this opportunity please contact Amy Wollock, Senior Assistant Dean of Enrollment Management and Academic Affairs Administration at amy.wollock@gse.rutgers.edu and use the **Subject Line: Course Substitution – Alternate Route.**

ALT12 60-Hours Supervised Provisional Teaching, Year II			
Course Number	Course Name	Credits	Restrictions Available for CE candidates in the following license areas:
15:2551:532	<u>Clinical Practice Phase 3 Seminar</u> : (90-hours) Includes content-specific seminar sessions on teaching, learning, and assessment and three formal teaching evaluations by qualified content-specific supervisors.	6	Available for CE candidates in the following license areas: Elementary, Middle School Math, Middle School Science, Middle School Social Studies, Middle School Language Arts, Middle School World Language, English, Dance, Mathematics, Biological Sciences, Social Studies, Physical Science, Physics, Chemistry.
ALT02 Literacy Across the Curriculum AND/OR ALT10 Math Across the Curriculum			
Course Number	Course Name	Credits	Restrictions Available for CE candidates in the following license areas:
15:254:540:90	Understanding Math Learning (FALL)	3	Middle School Math – 1102 Mathematics – 1900 Elementary – 1001 (Sub for ALT10 only) Teacher of Supplemental Instruction in Reading and Math -1005 (Sub for ALT10 only)
05:300:443 G	Methods of Teaching and assessing Secondary Math (SPRING)	3	Middle School Math – 1102 Mathematics – 1900 Teacher of Supplemental Instruction in Reading and Math -1005 (Sub for ALT10 only)
15:254:551:90	Reasoning in Math (SPRING)	3	Middle School Math – 1102

15:256:552	Teaching and Assessment in Physical Science (SPRING)	3	Middle School Science – 1103
15:256:550	Biology and Society (FALL)	3	Middle School Science – 1103 Biological Science - 2210
15:256:553	Teaching and Assessment in Life Science (Spring)	3	Middle School Science – 1103 Biological Science - 2210
15:256:554	Science in PK and Elementary School: Learning and Assessment (SPRING)	3	Middle School Science – 1103
15:257:560:01	Introduction to Social Studies (FALL)	3	Middle School Social Studies – 1104 Social Studies - 2300
05:300:472 G	Materials and Methods for Secondary Social Studies (Spring)	3	Middle School Social Studies – 1104 Social Studies - 2300
15:257:564	Social Studies in the Elementary School (FALL)	3	Middle School Social Studies – 1104
05:300:438:01 G or 15:253:538:01	Methods for Teaching and Assessment in World Language (SPRING)	3	Middle School World Language – 1105 All World Languages: French, German, Italian, Latin, Spanish, Russian, Greek, Chinese, Japanese, Portuguese, Hebrew, Korean, Arabic, Other Foreign Languages NOTE: 05:300:438:01 G AND 15:253:538:01 - METHODS FOR TEACHING AND ASSESSMENT IN WORLD LANGUAGE is approved to meet the Second Language Acquisition and Related Methodologies required for CEAS and Standard licensure.
05:300:409 G or 15:253:520	Principles of Second/World Language Acquisition (FALL/Spring)	3	Middle School World Language – 1105
15:252:513	Differentiating Instruction in English Language Arts (FALL)	3	Middle School Language Arts/ Literacy -1106
05:300:423	Teaching Writing: Social/Cognitive Dimensions (SPRING)	3	Middle School Language Arts/ Literacy -1106
15:299:516:02	Literacy Development in the Elementary and Middle School (FALL/SPRING/SUMMER)	3	Middle School Language Arts/ Literacy -1106
15:252:513	Differentiating Instruction in English Language Arts (FALL)	3	English -1410
05:300:423	Teaching Writing: Social/Cognitive Dimensions (SPRING)	3	English -1410
07:207:405	Motor Learning and Control for Dance Pedagogy (FALL)	3	Dance -1635 Dependent on sequencing of courses and when offered.

07:207:406	Introduction to Curriculum Design and Assessment for Dance (FALL)	3	Dance -1635 Dependent on sequencing of courses and when offered.
07:207:407	Dance Technique Pedagogy (SPRING)	3	Dance -1635 Dependent on sequencing of courses and when offered.
07:207:408	Creative Dance and Choreography Pedagogy (SPRING)	3	Dance -1635 Dependent on sequencing of courses and when offered.
15:255:503	Introduction to Teaching with Digital Tools (FALL SUMMER)	3	Technology Education – 1810
15:255:504	Web-Based Multimedia Design (SPRING/SUMMER)	3	Technology Education – 1810
15:255:506	Developing a Digital eLearning Environment (FALL/SPRING)	3	Technology Education – 1810
15:256:551	Development of Ideas in Physical Science (FALL)	3	Physical Science – 2240 Physics – 2260 Chemistry - 2270
15:256:552	Teaching and Assessment in Physical Science (SPRING)	3	Physical Science – 2240 Physics – 2260 Chemistry - 2270

Holidays and University Closings 2023-2024

Thursday, July 4, 2024	Independence Day	Rutgers University Closed
Monday, September 2, 2024	Labor Day	Rutgers University Closed
Wednesday, October 2-4, 2024	Rosh Hashanah	Rutgers University Open
Friday, October 11-12, 2024	Yom Kippur	Rutgers University Open
Monday, October 9, 2023	Columbus Day	Rutgers University Open
Thursday, November 7-8, 2024	NJEA Conference	Rutgers University Open
Monday, November 11, 2024	Veterans Day	Rutgers University Open
Thursday, November 28, 2024	Thanksgiving Day	Rutgers University Closed
Friday, November 29, 2024	Day after Thanksgiving	Rutgers University Closed
Wednesday, December 25-January 2, 2025	Hannukah	Rutgers University Closed
Wednesday, December 25, 2024	Christmas Day	Rutgers University Closed
Thursday, December 26 – 31, 2024	Mandatory Floating Holiday	Rutgers University Closed
Wednesday, January 1, 2025	New Year’s Day	Rutgers University Closed
Monday, January 20, 2025	Martin Luther King Day	Rutgers University Closed
Monday, February 17, 2025	Presidents’ Day	Rutgers University Open
Friday, February 28, 2025	Ramadan begins	Rutgers University Open
Wednesday, March 5, 2025	Ash Wednesday	Rutgers University Open
Sunday, April 6, 2025	Rama Navami	Rutgers University Open
Friday, April 18, 2025	Good Friday	Rutgers University Open
Sunday, April 20, 2025	Easter Sunday	N/A
Saturday, April 12-20, 2025	Passover	Rutgers University Open
Monday, May 26, 2025	Memorial Day	Rutgers University Closed
Friday, June 20, 2025	Juneteenth Day	Rutgers University Closed

Frequently Asked Questions

Q. What is the process to receive a Certificate of Eligibility?
A. Please see “Certification 101” on page 6 . Additionally, we host a virtual information session where we provide an overview of the CE process. Check out our website (https://njalternateroute.rutgers.edu/) for the date for the next information session.
Q. What classes can I take without a job?
A. You can take the 50-Hour Pre-Service class, the 45-Hour Math Literacy Across the Curriculum, and the 45-Hour Literacy Across the Curriculum class, all of which are offered completely online, without having a teaching job. All other classes require a Certificate of Eligibility AND a contractual teaching position.
Q. Which classes are offered online?
A. As part of the university’s continued commitment to the health and safety of our community, in response to the Coronavirus disease (COVID-19) pandemic, Rutgers Alternate Route Program is currently offering all courses online. We will continue to meet virtually until we are otherwise directed by the university. The 50-Hour Pre-Service class, the 45-Hour Math Across the Curriculum class, and the 45-Hour Literacy Across the Curriculum class are all offered exclusively online. This means you work at your own pace and there is never a set time when you are required to be online with the instructor. The Phase I, II, and III courses are delivered in a blended learning environment that involves both synchronous and asynchronous instruction. <i>(See next question.)</i>
Q. Which classes require in-person or synchronous attendance?
A. The classes in our Phase-Series (Phase I, Phase II, and Phase III) all require attendance at the scheduled times. [Note: Since the pandemic, synchronous class meetings have taken place remotely at the discretion of the program.]
Q. Do I need to purchase any books or materials?
A. No, all the resources you will need will be provided to you at no cost and shared at the start of the class.
Q. What is the format for the 50-Hour Pre-Service class?
A. It is offered completely online. At no time are you required to attend a class in-person. You will also be required to complete a 4-hour classroom observation. <i>(See next question.)</i>
Q. What does the 4-Hour classroom observation entail? Do I need to observe an actual classroom setting?
A. It is preferred that you complete an onsite observation in a classroom in the subject matter you intend to teach; however, the instructor will provide an online video for those who do not have access to a classroom, especially during the summer sessions.
Q. Do I need to be technologically savvy to take an online class?
A. No, but you will need a computer, reliable internet service, and a web browser. In addition, you will need the ability to upload documents, create and upload videos, and comment on peers’ work.
Q. What is Canvas?
A. Canvas is our “online classroom”. It is the Web-based course management system we use to run our online classes. This is how instructors will provide the syllabus, course materials, and assignments to students. These systems provide students with a way to interact with their instructor and each other, ask questions, and submit completed assignments.

Q. Ok, I am on Canvas now what?

A. Find the course in which you are currently enrolled. Read the information provided on the home page, then click on the “Modules” located in the course menu bar. The modules will provide you with the best path to navigate through the course.

Q. Do I need to be online during the hours posted in order to get credit for an online class?

A. If a class is listed as online, the class is operated asynchronously. This means you work at your own pace and there is never a set time when you are required to be online with the instructor. You can log on at any time once the class begins. However, there are set deadlines for completing class assignments.

For the hybrid classes which require some synchronous online or in-person attendance, you will need to be present during scheduled class meeting times for live facilitation by the instructor.

Q. I am a Sabbath observer; therefore, I cannot attend Saturday classes, is there another time I can make this up?

A. The instructors for both our Synchronous and asynchronous classes will make flexible accommodations for people with religious obligations.

Q. Will there be a grade given for the class?

A. There are no “traditional” grades. For the 50-Hour Pre-Service class, you will receive a Verification of completion (VOPC) upon satisfactory completion of the course. For all other courses, you will have access to your grades through the registration portal. Refer to the grading section in the catalog for more details.

Q. Do these courses count towards credits at Rutgers University?

A. No. However, Rutgers Graduate School of Education offers an optional hybrid pathway through which candidates can take up to 12 credit hours in place of parts of the non-credit Alternate Route Program.

Candidates complete 400 general pedagogy hours with the option to earn up to twelve (12) master’s level credits by substituting content specific credit-based course work for general hours-based requirements. Candidates maintain active employment as the teacher of record in their district where they receive mentored teaching support from a seasoned educator in their content area or grade level. In addition, as employed teachers, candidates receive the added benefit of formal evaluations designed to assess their effectiveness and support their growth. This unique positioning also enables them to avail themselves of professional learning opportunities offered by the district

The Alternate Route Program requirements will not change, candidates would simply have an option to replace certain hours-based work with credit-based work. Also note that graduate level fees and coursework apply for this option.

For additional information regarding CREDIT COURSES please contact Amy Wollock at amy.wollock@gse.rutgers.edu