



# Alternate Route Program | Course Catalog 2025-2026



<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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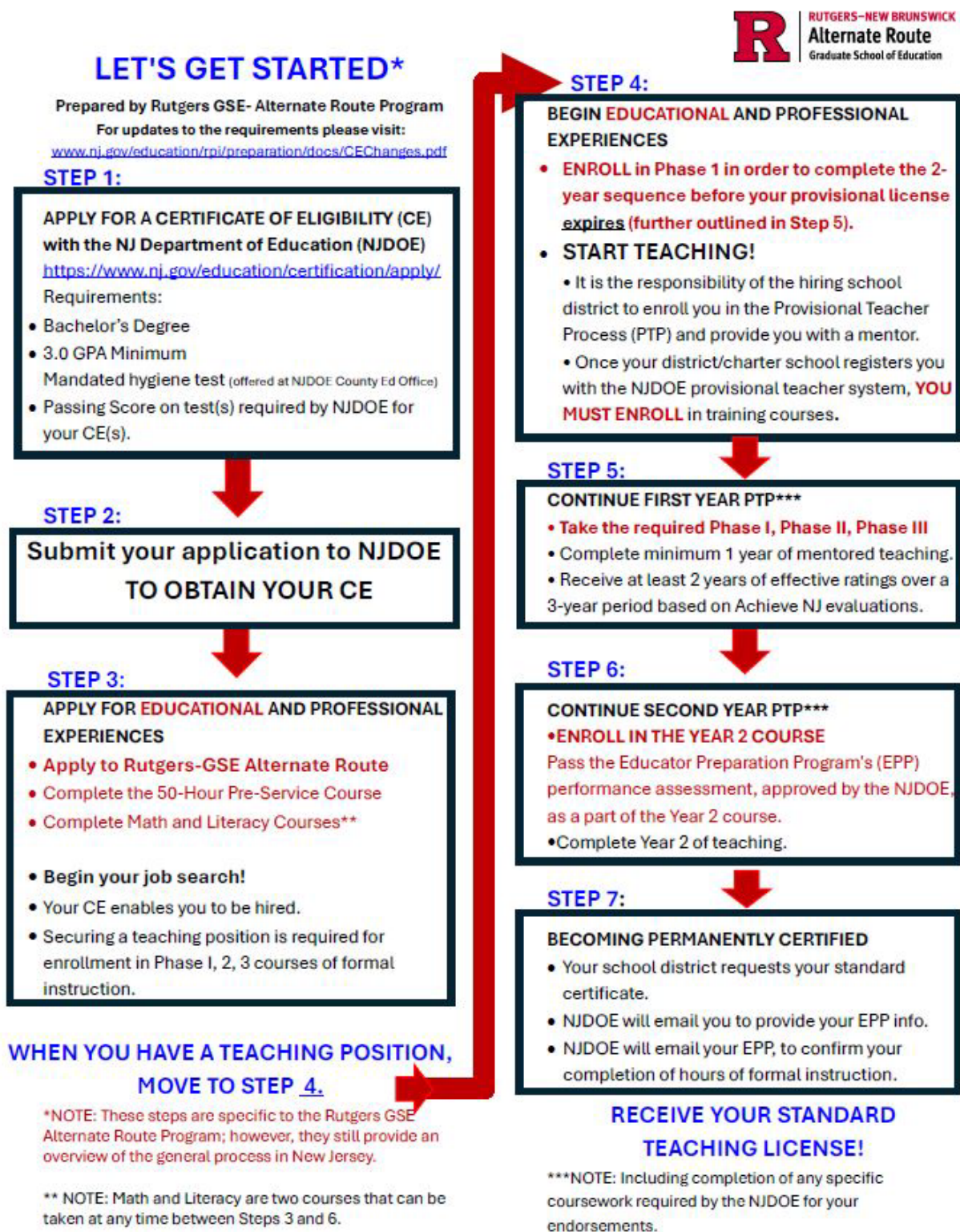


**Alternate Route, Year 1 Teaching Candidate:** *Professor Kabbani has done an exceptional job of supporting me as a student. During this phase I dealt with health concerns and was worried about being late on assignments. When I brought these concerns up, he scheduled a call with me immediately and offered 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](mailto: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.



**Phase Sites**

Rutgers Alternate Route Program is currently offering all courses online. Please note that our Phase Courses are designed by Sites based around the state.

Phase Sites	Meeting Dates
Somerset County	<a href="#">Course Schedule</a>   <a href="#">Somerset County Site</a>
Atlantic-Camden County	<a href="#">Course Schedule</a>   <a href="#">Atlantic-Camden County Site</a>
Bergen County	<a href="#">Course Schedule</a>   <a href="#">Bergen County Site</a>
Mercer County	<a href="#">Course Schedule</a>   <a href="#">Mercer County Site</a>
Essex-Hudson County	<a href="#">Course Schedule</a>   <a href="#">Essex-Hudson County Site</a>
Passaic County	<a href="#">Course Schedule</a>   <a href="#">Passaic County Site</a>
Morris-Sussex County	<a href="#">Course Schedule</a>   <a href="#">Morris-Sussex County Site</a>



**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 the 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.*

**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

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

This course (Alt15) satisfies the requirement by the New Jersey Department of Education for prospective K-12 teachers applying for their Certificate of Eligibility. This course (Alt01) satisfies the requirement by the New Jersey Department of Education for prospective P-3 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 Year 2 Course (ALT13)

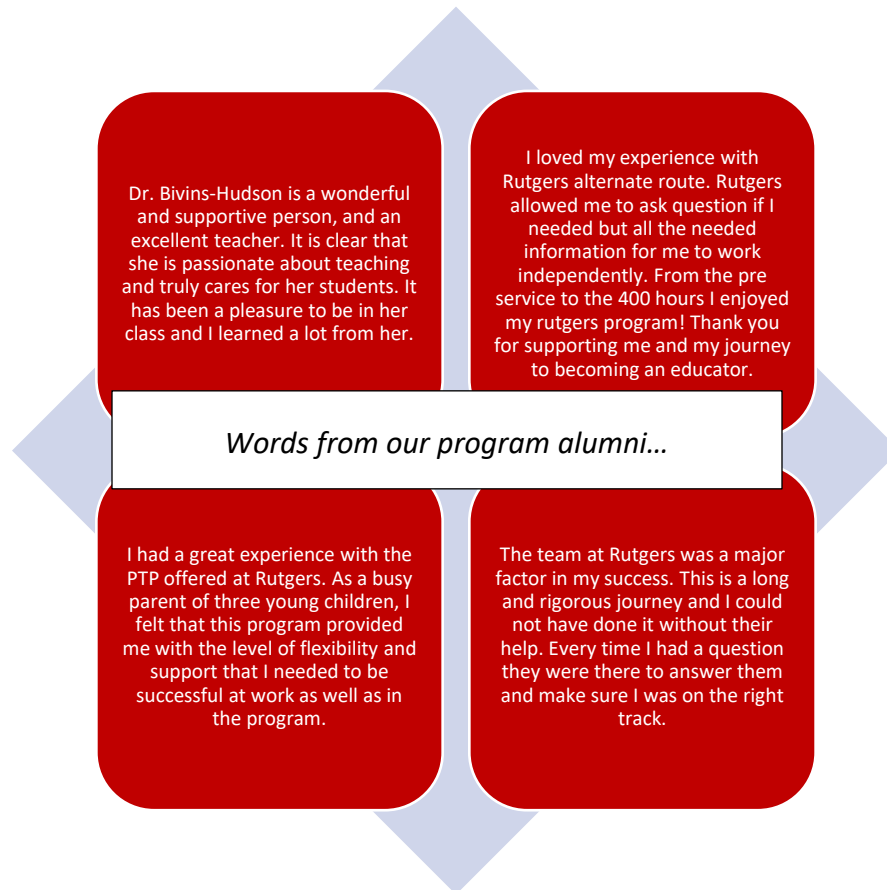
**Cost:** \$490.00 **Register Here:** <https://ce-catalog.rutgers.edu/coursedisplay.cfm?schID=92232>

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.

The total program cost is \$3,190.





**Additional Courses for Elementary Education OR P-3 Teachers ONLY**

Effective September 2025, CE Holders of Elementary Education and P-3 endorsements are required by the NJ Department of Education to complete additional literacy and math courses. The additional required courses are listed below.

➤ 45-Hour Teaching Early Literacy (ALT29)

**Cost:** \$415.00    **Register Here:** <https://njalternateroute.rutgers.edu/node/6273>

This course provides educators with a robust framework for teaching literacy to early and emergent readers, focusing on essential components such as phonics and phonemic awareness, vocabulary instruction, and reading comprehension strategies. Participants will explore effective practices for fostering reading fluency and reinforcing concepts of print while developing writing, speaking, and listening skills for students in P-3 and K-6. The course emphasizes the incorporation of diverse literature to engage multicultural and multilingual learners, ensuring that all students see their experiences reflected in the texts they read. Additionally, educators will learn how to assess and screen for early reading difficulties, plan remedial instruction to address reading challenges, and implement targeted interventions that support the literacy development of all learners. By the end of the course, participants will be equipped with the knowledge and tools necessary to create inclusive and effective literacy programs that promote a love of reading and learning among young students.

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 Creating Literacy Rich, Play-Based Classrooms for Young Children (ALT31)

**Cost:** \$415.00    **Register Here:** <https://njalternateroute.rutgers.edu/node/6273>

This course explores the vital role of play in early childhood and elementary education, focusing on how to integrate play-based activities that foster intellectual stimulation and enhance language development for students in P-3 and K-6. Educators will learn effective strategies for vocabulary instruction and techniques to promote writing, speaking, and listening skills, while also incorporating diverse literature that reflects the experiences of multicultural and multilingual learners. The course emphasizes fostering speech and language development through engaging play activities and provides guidance on screening for and arranging support for students with speech, language, articulation, and communication disorders. By the end of the course, participants will be equipped with innovative approaches to create inclusive, dynamic learning environments that nurture children's language skills and celebrate their diverse backgrounds.

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 Teaching Math in the Early Childhood & Elementary Classroom (ALT30)

**Cost:** \$415.00 **Register Here:** <https://njalternateroute.rutgers.edu/node/6273>

This course is designed for early childhood and elementary school educators seeking to deepen their understanding of cognitively guided mathematics instruction and its application in the classroom. Participants will explore effective assessment techniques to identify and remediate difficulties in mathematics, ensuring that all students receive the support they need to succeed. The course will emphasize the use of mathematical practices in instruction, helping educators build their own underlying mathematical conceptual knowledge while fostering a strong foundation for their students. Additionally, participants will learn strategies for integrating literacy skills into mathematics instruction, creating a holistic learning environment that promotes critical thinking and problem-solving. By the end of the course, educators will be equipped with the tools and strategies necessary to enhance mathematics instruction and support the diverse learning needs of young children.

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.

For **Elementary Education** and **P-3** teachers, the total program cost is \$4,435.



## Course Schedule | Somerset County Site

### Phase I (ALT09-294)

Thursday, September 11, 2025	Thursday, October 23, 2025
Thursday, September 18, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Thursday, November 13, 2025
Thursday, September 25, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Thursday, November 20, 2025
Thursday, October 09, 2025	Thursday, December 04, 2025
Thursday, October 16, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-294)

Thursday, January 22, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Thursday, February 26, 2026
Thursday, January 29, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Thursday, March 05, 2026
Thursday, February 05, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Thursday, February 12, 2026	

### Phase III (ALT07-294)

Thursday, April 02, 2026	Thursday, April 23, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Thursday, April 09, 2026	Thursday, April 30, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Thursday, April 16, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	



## Course Schedule | Atlantic-Camden County Site

### Phase I (ALT09-295)

Wednesday, September 10, 2025	Wednesday, October 22, 2025
Wednesday, September 17, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Wednesday, November 12, 2025
Wednesday, September 24, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Wednesday, November 19, 2025
Wednesday, October 08, 2025	Wednesday, December 03, 2025
Wednesday, October 15, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-295)

Wednesday, January 21, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Wednesday, February 25, 2026
Wednesday, January 28, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Wednesday, March 04, 2026
Wednesday, February 04, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 11, 2026	

### Phase III (ALT07-295)

Wednesday, April 01, 2026	Wednesday, April 22, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Wednesday, April 08, 2026	Wednesday, April 29, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Wednesday, April 15, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	



## Course Schedule | Bergen County Site

### Phase I (ALT09-296)

Wednesday, September 10, 2025	Wednesday, October 22, 2025
Wednesday, September 17, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Wednesday, November 12, 2025
Wednesday, September 24, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Wednesday, November 19, 2025
Wednesday, October 08, 2025	Wednesday, December 03, 2025
Wednesday, October 15, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-296)

Wednesday, January 21, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Wednesday, February 25, 2026
Wednesday, January 28, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Wednesday, March 04, 2026
Wednesday, February 4, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 11, 2026	

### Phase III (ALT07-296)

Wednesday, April 01, 2026	Wednesday, April 22, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Wednesday, April 08, 2026	Wednesday, April 29, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Wednesday, April 15, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	





## Course Schedule | Mercer County Site

### Phase I (ALT09-297)

Friday, September 12, 2025	Friday, October 24, 2025
Friday, September 19, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Friday, November 14, 2025
Friday, September 26, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Friday, November 21, 2025
Friday, October 10, 2025	Friday, December 05, 2025
Friday, October 17, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 5:30pm—9:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-297)

Friday, January 23, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Friday, February 27, 2026
Friday, January 30, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Friday, March 06, 2026
Friday, February 06, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 5:30pm—9:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Friday, February 13, 2026	

### Phase III (ALT07-297)

Friday, April 03, 2026	Friday, April 24, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Friday, April 10, 2026	Friday, May 01, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Friday, April 17, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	

## Course Schedule | Essex-Hudson County Site

### Phase I (ALT09-298)

Wednesday, September 10, 2025	Wednesday, October 22, 2025
Wednesday, September 17, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Wednesday, November 12, 2025
Wednesday, September 24, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Wednesday, November 19, 2025
Wednesday, October 08, 2025	Wednesday, December 03, 2025
Wednesday, October 15, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-298)

Wednesday, January 21, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Wednesday, February 25, 2026
Wednesday, January 28, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Wednesday, March 04, 2026
Wednesday, February 04, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 11, 2026	

### Phase III (ALT07-298)

Wednesday, April 01, 2026	Wednesday, April 22, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Wednesday, April 08, 2026	Wednesday, April 29, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Wednesday, April 15, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	

## Course Schedule | Passaic County Site

### Phase I (ALT09-299)

Thursday, September 11, 2025	Thursday, October 23, 2025
Thursday, September 18, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Thursday, November 13, 2025
Thursday, September 25, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Thursday, November 20, 2025
Thursday, October 09, 2025	Thursday, December 04, 2025
Thursday, October 16, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-299)

Thursday, January 22, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Thursday, February 26, 2026
Thursday, January 29, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Thursday, March 05, 2026
Thursday, February 05, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Thursday, February 12, 2026	

### Phase III (ALT07-299)

Thursday, April 02, 2026	Thursday, April 23, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Thursday, April 09, 2026	Thursday, April 30, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Thursday, April 16, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	



## Course Schedule | Morris-Sussex County Site

### Phase I (ALT09-300)

Wednesday, September 10, 2025	Wednesday, October 22, 2025
Wednesday, September 17, 2025	Saturday, October 25, 2025
Saturday, September 20, 2025	Wednesday, November 12, 2025
Wednesday, September 24, 2025	Saturday, November 15, 2025
Saturday, October 04, 2025	Wednesday, November 19, 2025
Wednesday, October 08, 2025	Wednesday, December 03, 2025
Wednesday, October 15, 2025	Saturday, December 06, 2025
Saturday, October 18, 2025	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.

### Phase II (ALT06-300)

Wednesday, January 21, 2026	Saturday, February 14, 2026
Saturday, January 24, 2026	Wednesday, February 25, 2026
Wednesday, January 28, 2026	Saturday, February 28, 2026
Saturday, January 31, 2026	Wednesday, March 04, 2026
Wednesday, February 04, 2026	<b>Saturday, March 07, 2026 - ANNUAL CONFERENCE</b>
Saturday, February 07, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Wednesday, February 11, 2026	

### Phase III (ALT07-300)

Wednesday, April 01, 2026	Wednesday, April 22, 2026
Saturday, April 04, 2026	Saturday, April 25, 2026
Wednesday, April 08, 2026	Wednesday, April 29, 2026
Saturday, April 11, 2026	Saturday, May 02, 2026
Wednesday, April 15, 2026	Classes meet 4:30pm—8:30pm Weeknights and 8:30am—4:30pm on Saturdays.
Saturday, April 18, 2026	



## Course Schedule | 50-Hour Pre-Service (ALT15)

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 the 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.

<b>September 2025 (ALT15-198)</b> Saturday, September 6 – September 27, 2025	<b>March 2026 (ALT15-204)</b> Saturday, March 7 – March 28, 2026
<b>October 2025 (ALT15-199)</b> Saturday, October 4 – October 25, 2025	<b>April 2026 (ALT15-205)</b> Saturday, April 4 – April 25, 2026
<b>November 2025 (ALT15-200)</b> Saturday, November 1 – November 22, 2025	<b>May 2026 (ALT15-206)</b> Saturday, May 2 – May 23, 2026
<b>December 2025 (ALT15-201)</b> Saturday, December 6 – December 27, 2025	<b>June 2026 (ALT15-207)</b> Saturday, June 6 – June 27, 2026
<b>January 2026 (ALT15-202)</b> Saturday, January 10 – January 31, 2026	<b>July 2026 (ALT15-208)</b> Saturday, July 4– July 25, 2026
<b>February 2026 (ALT15-203)</b> Saturday, February 7 – February 28, 2026	<b>August 2026 (ALT15-209)</b> Saturday, August 1 – August 22, 2026





## Course Schedule | 50-Hour P-3 Pre-Service (ALT01)

**This course satisfies the requirement by the New Jersey Department of Education for prospective P-3 teachers applying for their Certificate of Eligibility.** 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 the 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.

<b>Fall 2025 (ALT01-213)</b> Saturday, October 11, 2025 – Saturday, November 15, 2025
<b>Winter 2025 (ALT01-214)</b> Saturday, December 6, 2025 – Saturday, January 10, 2026
<b>Winter 2026 (ALT01-215)</b> Saturday, February 28, 2026 – Saturday, April 4, 2026
<b>Spring 2026 (ALT01-216)</b> Saturday, May 30, 2026 – July 5, 2026
<b>Summer 2026 (ALT01-217)</b> Saturday, August 15, 2026 – September 19, 2026

## 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 the due dates for the course assignments are firm.

**Literacy Across the Curriculum can be taken simultaneously with  
 Phases I, Phase II, Phase III, or the Year 2 Course.**

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

<b>Fall 2025 (ALT02-285)</b> Monday, October 6 – October 27, 2025	<b>Summer I 2026 (ALT02-288)*</b> Monday, June 1 – June 15, 2026
<b>Winter 2026 (ALT02-286)</b> Monday, February 2 – February 23, 2026	<b>Summer II 2026 (ALT02-289)*</b> Monday, July 6 – July 20, 2026
<b>Spring 2026 (ALT02-287)</b> Monday, April 6 – April 27, 2026	<b>Summer III 2026 (ALT02-290)*</b> Monday, August 3 – August 17, 2026

*\*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 the due dates for the course assignments are firm.

**Math Across the Curriculum can be taken simultaneously with  
 Phases I, Phase II, Phase III, or the Year 2 Course.**

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

<b>Fall 2025 (ALT10-285)</b> Monday, November 3 - November 24, 2025	<b>Summer I 2026 (ALT10-288)*</b> Monday, June 15 – June 29, 2026
<b>Winter 2026 (ALT10-286)</b> Monday, March 2 – March 23, 2026	<b>Summer II 2026 (ALT10-289)*</b> Monday, July 20 – August 3, 2026
<b>Spring 2026 (ALT10-287)</b> Monday, May 4 – May 25, 2026	<b>Summer III 2026 (ALT10-290)*</b> Monday, August 17 – August 31, 2026

*\*Accelerated courses*

## Additional Courses for Elementary Education OR P-3 Teachers ONLY

### Course Schedule | 45-Hour Teaching Early Literacy

This course provides educators with a robust framework for teaching literacy to early and emergent readers, focusing on essential components such as phonics and phonemic awareness, vocabulary instruction, and reading comprehension strategies. Participants will explore effective practices for fostering reading fluency and reinforcing concepts of print while developing writing, speaking, and listening skills for students in P-3 and K-6. The course emphasizes the incorporation of diverse literature to engage multicultural and multilingual learners, ensuring that all students see their experiences reflected in the texts they read. Additionally, educators will learn how to assess and screen for early reading difficulties, plan remedial instruction to address reading challenges, and implement targeted interventions that support the literacy development of all learners. By the end of the course, participants will be equipped with the knowledge and tools necessary to create inclusive and effective literacy programs that promote a love of reading and learning among young students.

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 the due dates for the course assignments are firm.

<b>Spring 2026 (ALT29-100)</b> Monday, May 18 – June 8, 2026	<b>Summer 2026 (ALT29-101)</b> Monday, June 29 – July 20, 2026
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### Course Schedule | 45-Hour Teaching Math in the Early Childhood & Elementary Classroom

This course is designed for early childhood and elementary school educators seeking to deepen their understanding of cognitively guided mathematics instruction and its application in the classroom. Participants will explore effective assessment techniques to identify and remediate difficulties in mathematics, ensuring that all students receive the support they need to succeed. The course will emphasize the use of mathematical practices in instruction, helping educators build their own underlying mathematical conceptual knowledge while fostering a strong foundation for their students. Additionally, participants will learn strategies for integrating literacy skills into mathematics instruction, creating a holistic learning environment that promotes critical thinking and problem-solving. By the end of the course, educators will be equipped with the tools and strategies necessary to enhance mathematics instruction and support the diverse learning needs of young children.

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 the due dates for the course assignments are firm.

<b>Spring 2026 (ALT30 -100)</b> Monday, May 18 – June 8, 2026	<b>Summer I 2026 (ALT30-101)</b> Monday, June 29 – July 20, 2026
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## Course Schedule | 45-Hour Literacy-Rich, Play-Based Classroom

This course explores the vital role of play in early childhood and elementary education, focusing on how to integrate play-based activities that foster intellectual stimulation and enhance language development for students in P-3 and K-6. Educators will learn effective strategies for vocabulary instruction and techniques to promote writing, speaking, and listening skills, while also incorporating diverse literature that reflects the experiences of multicultural and multilingual learners. The course emphasizes fostering speech and language development through engaging play activities and provides guidance on screening for and arranging support for students with speech, language, articulation, and communication disorders. By the end of the course, participants will be equipped with innovative approaches to create inclusive, dynamic learning environments that nurture children's language skills and celebrate their diverse backgrounds.

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 the due dates for the course assignments are firm.

<b>Summer I 2026 (ALT31 - 100)</b> Monday, June 29 – July 20, 2026	<b>Summer II 2026 (ALT31 - 101)</b> Monday, August 3 – August 24, 2026
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## 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](mailto:amy.wollock@gse.rutgers.edu) and use the **Subject Line: Course Substitution – Alternate Route**.

ALT12   60-Hours Year 2 Course			
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 2025-2026

<b>Friday, July 4, 2025</b>	<b>Independence Day</b>	<b>Rutgers University Closed</b>
<b>Monday, September 1, 2025</b>	<b>Labor Day</b>	<b>Rutgers University Closed</b>
Monday, September 22-24, 2025	Rosh Hashanah	Rutgers University Open
Wednesday, October 1-2, 2025	Yom Kippur	Rutgers University Open
Monday, October 13, 2025	Columbus Day	Rutgers University Open
Thursday, November 6-7, 2025	NJEA Conference	Rutgers University Open
Tuesday, November 11, 2025	Veterans Day	Rutgers University Open
<b>Thursday, November 27, 2025</b>	<b>Thanksgiving Day</b>	<b>Rutgers University Closed</b>
<b>Friday, November 28, 2025</b>	<b>Day after Thanksgiving</b>	<b>Rutgers University Closed</b>
Sunday, December 14- Monday, December 22, 2025	Hannukah	Rutgers University Open
<b>Thursday, December 25, 2025</b>	<b>Christmas Day</b>	<b>Rutgers University Closed</b>
<b>Friday, December 26 – 31, 2025</b>	<b>Mandatory Floating Holiday</b>	<b>Rutgers University Closed</b>
<b>Thursday, January 1, 2026</b>	<b>New Year's Day</b>	<b>Rutgers University Closed</b>
<b>Monday, January 19, 2026</b>	<b>Martin Luther King Day</b>	<b>Rutgers University Closed</b>
Monday, February 16, 2026	Presidents' Day	Rutgers University Open
Tuesday, February 17, 2026	Ramadan begins	Rutgers University Open
Wednesday, February 18, 2026	Ash Wednesday	Rutgers University Open
Friday, April 3, 2026	Good Friday	Rutgers University Open
Sunday, April 5, 2026	Easter Sunday	N/A
Wednesday, April 1-9, 2026	Passover	Rutgers University Open
<b>Monday, May 25, 2026</b>	<b>Memorial Day</b>	<b>Rutgers University Closed</b>
<b>Friday, June 19, 2026</b>	<b>Juneteenth Day</b>	<b>Rutgers University Closed</b>

## Frequently Asked Questions

<b>Q. What is the process to receive a Certificate of Eligibility?</b>
<b>A.</b> Please see “Certification 101” on <a href="#">page 6</a> . Additionally, we host a virtual information session where we provide an overview of the CE process. Check out our website ( <a href="https://njalternateroute.rutgers.edu/">https://njalternateroute.rutgers.edu/</a> ) for the date for the next information session.
<b>Q. What classes can I take without a job?</b>
<b>A.</b> 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.
<b>Q. Do I need to purchase any books or materials?</b>
<b>A.</b> No, all the resources you will need will be provided to you at no cost and shared at the start of the class.
<b>Q. What is the format for the 50-Hour Pre-Service class?</b>
<b>A.</b> 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>
<b>Q. What does the 4-Hour classroom observation entail? Do I need to observe an actual classroom setting?</b>
<b>A.</b> 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.
<b>Q. Do I need to be technologically savvy to take an online class?</b>
<b>A.</b> 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.
<b>Q. What is Canvas?</b>
<b>A.</b> 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.
<b>Q. Ok, I am on Canvas now what?</b>
<b>A.</b> 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.
<b>Q. Do I need to be online during the hours posted in order to get credit for an online class?</b>



**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. Which classes require synchronous attendance?**

**A.** The classes in our Phase series (Phase I, Phase II, and Phase III) are conducted in a hybrid format, combining both asynchronous and synchronous sessions. Attendance is required for synchronous class sessions, which take place at scheduled times in the class's online meeting space.

**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 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](mailto:amy.wollock@gse.rutgers.edu)

**NOTE: Additional FAQs can be found on our website -**  
<https://njalternateroute.rutgers.edu/faq-alternate-route>