

Course Syllabus

Fall 2024 – Phase I

Welcome to the Rutgers University Graduate School of Education (RU GSE) Alternate Route Program, and thank you for choosing us to provide your formal instruction. Whether you are a career changer seeking greater job satisfaction, a recent college graduate seeking to make a difference through teaching, or an experienced education professional seeking a New Jersey teaching license, the RU GSE Alternate Route Program is delighted to serve you.

Our instructors bring a wealth of educational expertise, classroom and administrative experiences, and a repertoire of teaching and management strategies that any developing teaching candidate would treasure. Check out some of the testimonials from past candidates on our [blog](#).

The curriculum for the RU GSE Alternate Route Program is driven by the New Jersey Professional Teacher Standards and is delivered in 4-hour sessions one evening per week and in 8-hour sessions on designated Saturdays. *A word about Saturdays...* In-person Saturday sessions typically meet for 4 hours and include online afternoon deliverables. While some Saturday classes are held in-person, most are conducted as asynchronous online sessions. During asynchronous sessions, candidates work at their own pace without the expectation to be online with the instructor.

The class meeting schedule is located in our catalog and also on Canvas, our Course Management System (CMS), under “Modules.” The Module title notes if the class session will be a asynchronous or synchronous format. [Please note that the instructor may change the meeting format at her/his discretion.] Classes are held in a blended learning format where technology is leveraged for candidates’ flexibility in completing course objectives and to ensure candidates acquire e-competencies that will serve them in the profession.

Below please find additional information that will facilitate your success in our program.

COURSE OF STUDY

Phase I provides 80 hours of instruction and is delivered in a blended learning environment that involves both synchronous (face-to-face) and asynchronous instruction. The curriculum concentration for Phase I is designed to help provisionally licensed teachers develop teacher competencies in the following areas:

- Learning environment
- Professional learning
- Ethical practice
- Content knowledge
- Learning differences
- Planning for instruction
- Instructional strategies
- Assessment
- Leadership and collaboration

MATERIALS

As previously mentioned, the program uses a CMS called Canvas to which all students are subscribed. All required course reading and viewing material are housed on the site for your convenience. Access is included in your course fee, and there are no additional books or supplies to purchase.

Should you experience technical difficulty with uploading assignments or posting blogs to the Course Management System, please contact the Help Desk for support PRIOR to the assignment due date. They can be reached at 877-361-1134 or help@canvas.rutgers.edu. You are also encouraged to keep copies of your posts and completed assignments to present as evidence of meeting course requirements.

COMMUNICATING WITH INSTRUCTORS

Candidates may contact instructors using the preferred email address provided by the instructor or the messaging feature on the Course Management System. It should be noted that candidates must accommodate a 48-hour response period for a reply from instructors.

ABSENCES

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured into the attendance grade. Likewise, one in-person absence for which 24-hour advance notice is given by phone or in-person will not be figured in the attendance grade. Any significant tardy and/or early departures from class will be figured as a half absence.

School-related absences require that your principal or vice-principal notify the instructor via email only of your professional conflict.

Religious observers who are not able to meet on Saturdays may participate in scheduled makeup sessions IF they provide a written letter from the clergy requesting make up accommodations for the candidate. This letter (professional letterhead required) must be presented prior to the first Saturday session.

GRADING

To ensure that instruction is meeting its intended targets, teaching candidates are assessed through a combination of special projects, written assignments, class participation, and demonstration lessons.

Your course work is weighted as follows:

- Attendance 10%
- Participation in class discussions 20%
- Posts and Commentary 35%
- Projects and Assignments 35%

Excellent “E”

In order to receive an “Excellent” candidates are expected to meet the course requirements, including:

- Meet all the requirements under “S”.
- Maintain and submit a Professional Standards Portfolio (PSP) by the end of the course date. Late submissions will not be accepted.

Satisfactory “S”

In order to receive a “Satisfactory” candidates are expected to meet the course requirements, including:

- Attend all synchronous and face-to-face sessions.
- Participate in whole and small group class discussions/activities including Do-Nows.
- Complete all course viewings and readings as outlined in the lessons.
- Submit ALL assignments on or before the specified deadline in accordance with the printed assignment instructions.
- Participate, collaborate, and contribute to group projects.
- Post required discussion posts and collegial commentary on or before the specified deadline.

Developing “D”

In order to receive a “Developing” candidates are expected to meet the course requirements, including:

- Attend all synchronous and face-to-face sessions.
- Participate in whole and small group class discussions/activities including Do-Nows
- Complete all course viewings and readings as outlined in the lessons.
- Submit ALL assignments on or later than the specified deadline in accordance with the printed assignment instructions.
- Participate, collaborate, and contribute to group projects.
- Post required discussion posts and collegial commentary on or later than the specified deadline.

Unsatisfactory “U”

- Students who do not meet the course requirements will receive an “Unsatisfactory.”

[NOTE: It is NOT possible to receive a grade of “I” (incomplete) in this course, so please complete your coursework on time. Not meeting the course requirements as outlined above will result in an Unsatisfactory rating.]

PROFESSIONAL STANDARDS PORTFOLIO (PSP) OUTLINE

The purpose of this online portfolio is to facilitate the documentation of knowledge you are constructing throughout the phase. It will help you take control of and direct your own learning experience, identify what you have learned, what questions you have, and what you would like to know more about. You should not only reflect on the knowledge gained through materials and discussion but also new ideas to explore feedback from others.

This PSP will include the following:

- An overview of standards 3, 4, and 7.
- Artifacts of the application of each of the 3 standards into your practice.
- An example of an authentic artifact is something not already submitted as a requirement of the class.
- A personal reflection of your growth and development relative to these standards. The presentation format should include the integration of technology, i.e. PowerPoint Presentation, Prezi, YouTube video, etc.

COURSE DELIVERABLES

Course assignments require candidates to demonstrate an understanding of course content and to apply and reflect on the implementation of new pedagogies. As such, we consider our assignments practice-based tasks that are highly relevant to your job. In most cases, you will either be able to use what you produce for your classroom practice and/or as an artifact for your school's teacher evaluation requirements. An outline of course deliverables can be found on the Course Management System along with a rubric for assessing projects and posts.

POSTS

These assignments are intended to help you consolidate your learning and begin your process of implementation of ideas developed during your learning experience. These entries should be a deep reflection of the content of the reading materials or other course media. You should discuss specific concepts introduced by the materials and how you plan to apply the research or strategies in your professional teaching practice. In addition to your own reflections, you will be required to provide collegial commentary on the ideas presented by your peers. These comments should also reflect the depth of thought and serious engagement with your colleagues. Posts will be assessed using the Discussion Post Rubric found on Canvas.

INTEGRITY

The integrity policy for the program is aligned with the N.J.A.C 6A:9 which mandates for teachers the ethical use of information and technology including appropriate documentation of sources. Thus, the program expects candidates to appropriately attribute ideas from original sources as a matter of professional and legal responsibility. Candidates who plagiarize or otherwise violate the program's integrity policy may risk failure and dismissal from the program.

HARRASSMENT

The harassment policy for the program is aligned with the N.J.A.C. 6A:9 which communicates expectations for teachers to work cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment. The program strives to ensure a learning environment that is free of bias, prejudice, and harassment. Candidates who violate the program's harassment policy may risk dismissal from the program and possible legal action.

COURSE MATRICULATION

It is the responsibility of candidates to monitor their matriculation status for each phase and communicate in writing to the Alternate Route Program any changes in their matriculation status.

Terminating class attendance without notifying program staff will result in an Unsatisfactory rating for the phase. In our blended learning environment, terminating attendance refers to consecutive absences from face-to-face sessions and/or failure to demonstrate engagement in online assignments. Candidates who terminate class attendance will not be eligible for refunds or credit toward future registrations.

DEFERRAL & RE-ENROLLMENT

We understand that unforeseen circumstances require a change in matriculation plans. Candidates who need to inquire about deferring to a later class should communicate their needs in writing to the CESP program office using the form on the program website. Requests for withdrawal will not be accepted over the phone.

COURSE COMPLETION DOCUMENTATION

CURRENT POLICY: Upon completion of any course, candidates should access the system they used for registration to procure notification of course completion status as determined by the instructor. Completion status will be documented as Excellent, Satisfactory, Developing, or Unsatisfactory according to the program grading policy. Candidates must complete all course requirements to pass the course. Candidates who withdraw from the course do not receive a completion rating; nevertheless, a record of their withdrawal is documented in the system. It is the candidate's responsibility to furnish the principal with hard copy evidence of her/his completion status. The program office will notify the New Jersey Department of Education of the completion status. Please allow 7-10 business days following the course end date for your grade to appear in the system.

Fall 2024 Phase I

All assignments due by 11:59 pm on the date listed.

What's Due?	When?			Where?
	Atlantic-Camden Bergen Essex Morris-Sussex	Somerset Passaic	Mercer	
Confirm your Enrollment*	9/11*	9/12*	9/13*	Module: Course Overview *Should be completed <i>prior</i> to your first class
Discussion Post: Learning Environment – Expectations & Routines	9/11	9/12	9/13	Module: Session 1
Discussion Post: Learning Environment – Behavior Management or Behavior Challenges	9/18	9/19	9/20	Module: Session 2
Project: Classroom Management Plan (3 parts)	9/21	9/22	9/23	Module: Session 3
NJ Student Learning Standards: Lesson Plan & Review Form	9/25	9/26	9/27	Module: Session 4
Teaching Autobiography	10/5	10/5	10/5	Module: Session 5
Reflection: Instructional Planning & Strategies	10/19	10/19	10/19	Module: Session 8

Discussion Post: Revisiting Key Concepts <i>*Comment on posts by TWO colleagues by Sunday, October 27, 2024 at 11:59 PM</i>	10/23*	10/24*	10/25*	Module: Session 9
1. Project: Content Knowledge (3 parts) 2. Professional Learning Swap 'N Share	10/26	10/27	10/28	Module: Session 10
Lesson Plan Makeover (2 parts)	11/13	11/14	11/15	Module: Session 11
Technology & Collaboration Chat Saturday, November 16, 2024 - Online Synchronous Session				
1. Review Game Project 2. Reflection: Assessment	11/20	11/21	11/22	Module: Session 13
Reflection: Learning Differences	12/4	12/5	12/6	Module: Session 14
Ethical Practice & Safe Schools Chat Saturday, December 4, 2024 - Online Synchronous Session				
1. Student Safety Definitions 2. Family Newsletter or Brochure	12/4	12/4	12/4	Module: Session 15