



Your Education Ally.
By Teachers, *For Teachers.*

Fast-Track Course Syllabus

Name:

Date:

TeachingChannel.com | 1-877- 394-4930
2805 Dodd Rd. Eagan, MN 55121
Syllabus to be used for review or approval only.



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, **ELEVATE** courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, and WSCUC) partners. Many also hold CAEP accreditation. All partners review syllabi, content, and coursework expectations.

Spring Term
Registrations Accepted
January 2 - May 15
Coursework Due*
May 30

Summer Term
Registrations Accepted
May 16 - August 15
Coursework Due*
August 30

Fall Term
Registrations Accepted
August 16 - November 25
Coursework Due*
December 9

*Or first business day after the 15th if due date falls on a weekend.

Professional Learning Model

We design our courses to elevate professional growth and impact, which are the heart of our framework. Teaching Channel recognizes the learning process as an ongoing cycle characterized by the following key phases:



ELEVATE Your Impact

Embark on a transformative learning experience where reflection, exploration, and innovation intersect to shape your professional practice.

ELEVATE courses provide a dynamic balance of knowledge-building and skill-building opportunities, followed by practical application and integration into your professional practice. Each self-paced course features research-based materials, video clips, and interactive elements to enhance and support learning.

- Activate prior knowledge in order to establish new learning goals
- Access research-based resources and materials to deepen your understanding and broaden your skillset.
- Participate in a variety of assignments that encourage the implementation of new learning in your classroom or school setting.
- Research solutions to challenges, answer lingering questions, or explore additional topics that spark your curiosity.
- Assess professional growth, and consider the potential impact of newfound knowledge and skills.
- Engage in student-to-student interaction in a discussion forum as well as teacher-to-student individual feedback.

Continuous Improvement

Each course is reviewed annually, informed by participant feedback, current research available on the topic, insights from our University Partners, and new opportunities to show learning through implementation.

Course Development and Evaluation

ELEVATE courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12 education. Course evaluators provide personalized, specific feedback for submitted assignments and rubric-based grading aligned with best practices in professional education.

**Per standard practice in the field, each course credit carries the equivalent of fifteen hours of content and coursework. To receive credit, participants must complete all requirements according to expectations outlined in the course rubrics.



Stress Strategies for a Healthy Life

Course Number: 5413 | 3 Credits

This document is an outline of the course requirements and is subject to change.

Course Description

Envision reacting to the world of unknowns with a connected-and-calm response, even when circumstances are beyond your control. Picture the transformative power of understanding and managing your innate stress response by focusing on gratitude, empathy, compassion, and hope. Stress Strategies for a Healthy Life will ensure you break free from the bonds of stress as you explore the physiology of the human stress response and how mindfulness, social-emotional learning, and connection, lead to resilience and flourishing for a happy, healthy life.

Course Objectives

1. Design a presentation or unit of study about stress, including the physiology of the human stress response, and the strategies to manage it.
2. Create a collaborative activity for students or colleagues to learn about the effects of stress.
3. Implement strategies designed to explain the physiological, psychological, and physical impacts of stress.
4. Challenge the status quo related to stress by learning about life generating approaches to manage one's stress response using research-based strategies.
5. Reflect on professional growth and articulate how learning from this course focused on stress strategies will impact students and the broader educational community.

Course Materials

This course does not use a textbook. All required articles and resources are linked within the course modules.

Important! Courses are completed 100% online within the learning management system. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses.

Course Delivery

All coursework will be completed and submitted online within the learning management system. Log-in to your account at www.teachingchannel.com to access your online course and view additional details of each assignment.

- Explore a variety of educational resources, videos, and additional tools necessary for successful course completion.
- Complete modules including journaling, progress check assessments, and written response, that facilitate opportunities to apply strategies and reflect on new learning.
- Participate in our discussion forum to share insights and learn from peers.
- All modules and activities within the courses are required. You will complete and submit (if applicable) each module separately for evaluation in the online course.
- Your course evaluator will review your work using the criteria outlined in the rubric.

Need help getting started with your online course? Watch this [Quick Start Tutorial](#) video.

Grading & Feedback

Fast Track courses include formative Progress Check Assessments at the conclusion of Modules 1 and 2. A passing grade of 80% or higher is required, however, you are provided multiple attempts, if needed.

For Module 3, you will submit comprehensive written responses. We use a rubric-based grading system to provide detailed feedback and ensure fair assessment. Once you've submitted your Module 3 coursework, your evaluator will review your work and provide personalized, written feedback within 7 days of submission. Each assignment within the module is evaluated based on the detailed holistic rubric criteria defined below. Your grade for the module is determined as follows:

- **A Grade:** If the majority of assignments within a module meet the “Above Target Expectations” criteria, demonstrating exceptional understanding and application of the concepts, you will earn an “A” for that module.
- **B Grade:** If the majority of assignments within a module meet the “At Target Expectations” criteria, showcasing a solid understanding and application of the concepts, you will earn a “B” for that module.
 - **Example:** If a module has 5 graded assignments, you would need at least 3 to meet the “Above Target Expectations” criteria to earn an ‘A’ for the module.
- **Resubmission:** If any assignment is missing required components or doesn’t meet minimum expectations, it will be marked “Below Target Expectations.” You’ll receive detailed feedback and have the opportunity to revise and resubmit for full credit.
- **Re-grading:** Once a module grade has been issued, coursework will not be re-evaluated.
- **Final Course Grade:** Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3.

Detailed Holistic Rubric

| Criteria for All Assignments | A Grade: Above Target Expectations | B Grade: At Target Expectations | Resubmission Required: Below Target Expectations |
|---------------------------------------|--|---|---|
| Understanding and Application | Demonstrates a thorough understanding of the content; integrates theory with practice seamlessly, using detailed examples or applications that extend beyond the course materials. | Shows a solid understanding of the material; provides appropriate examples or applications that link theory to practice. | Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Critical Thinking and Analysis | Exhibits a high level of critical thinking and innovative analysis; makes insightful connections and distinctions that reveal deep comprehension. | Demonstrates adequate critical thinking; analysis is correct but lacks depth, with few connections made that are not explicitly discussed in course materials. | |
| Clarity and Organization | Assignment is well-organized and clear; ideas are articulated clearly and logically, enhancing the reader's understanding. | Assignment is organized and clear; ideas are generally well-expressed but may lack occasional clarity or logical flow. | |
| Integration of Content and Reflection | Integrates multiple ideas from course resources and activities; incorporates reflective insights that demonstrate personal growth and professional application. | Integrates few ideas from course resources and activities; reflection is present but may be somewhat superficial or less detailed about personal and professional implications. | |
| Adherence to Assignment Guidelines | Fully adheres to all assignment instructions and format guidelines; exceeds basic requirements by enriching the assignment with additional relevant content or innovative ideas. | Meets basic assignment instructions and guidelines; fulfills the requirements satisfactorily without significant additional elements or creativity. | |

Collaboration

Collaboration is a key component of the learning experience, designed to promote a supportive and inclusive learning environment where diverse perspectives are valued and respected. Teaching Channel asks learners to interact with their peers through discussions, participate with colleagues in collaborative assignments, and engage with embedded tech tools. Additionally, learners interact with the credentialed course evaluator who provides personalized feedback on assignments.

Academic Integrity

While collaboration is encouraged, each learner must complete their own assignments and assessments individually, ensuring the integrity and originality of their work. Any instances of academic dishonesty, including plagiarism or unauthorized sharing of work, will be addressed in accordance with Teaching Channel's [Collaboration and Plagiarism Policy](#).

Artificial Intelligence

We recognize that artificial intelligence (AI) is an emerging and evolving technology that is embedded into many aspects of our personal and professional lives. Just as with other emerging technologies, we embrace the benefits it can provide for teachers, such as enhancing efficiencies for teacher planning, designing differentiated materials, and assisting as a thought partner. However, we encourage the educator community to stay mindful that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Please use the following guidelines if completing your work with the assistance of AI:

- Consider AI as a collaborator and use your preferred tool(s) to generate ideas that enhance your learning and creativity.
- Modify any AI generated output to make it your own (e.g. applicable to your audience, differentiated for unique student needs, relevant to your educational environment) and to meet course requirements.
- To the best of your ability, verify the AI generated coursework you are submitting is accurate and without bias.

Course Outline

Module 1

Identify your motivations and goals for the course, then assess prior knowledge and experiences you bring with you. Review foundational resources to better understand how stress strategies for a healthy life can impact teaching and learning, and ways in which they can be integrated into the classroom.

Outcomes:

Participants will be able to:

1. Develop a comprehensive understanding of stress, including ways individuals react to stress, including fight, flight, freeze, fawn, and flop, and understand the influence of trauma and adverse childhood experiences (ACEs) on these responses.
2. Examine the physiological processes involved in the stress response, including the role of the nervous system, hormones, and brain regions like the amygdala, and how these processes affect the body and mind.
3. Recognize personal emotional triggers and develop strategies for self-awareness and management of these triggers in interactions with students, colleagues, and families.
4. Formulate strategies for teaching students about stress responses, emotional regulation, and coping mechanisms, empowering them to manage stress effectively in both academic and personal contexts.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments

- 1.1 Activate Your Learning
- 1.2 What is Stress?
- 1.3 How We React to Stress
- 1.4 The Science of Stress
- 1.5 What Triggers Stress?
- 1.6 Keep-Stop-Start

Module 2

This module explores mindful awareness and its application in stress management for both educators and students. You will delve into various strategies like recognizing reactivity, pausing, and being present, while also examining the role of social-emotional learning (SEL), connection, and changing personal narratives in stress regulation. Finally, the module investigates the importance of resilience, flourishing, and healthy habits in promoting overall well-being.

Outcomes:

Participants will be able to:

1. Define mindfulness and explore its practical applications in managing stress responses, including recognizing reactivity, learning to pause, harnessing the power of attention, and becoming present.
2. Analyze the benefits of social-emotional learning in stress management and explore how fostering connection and positive relationships contribute to overall well-being and happiness.
3. Identify factors that promote resilience and flourishing, including healthy habits, gratitude, empathy, compassion, and hope, and examine their impact on personal and professional well-being.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments

2.1 Mindful Awareness

2.2 Stress and Social-Emotional Learning

2.3 Connection and Changing Our Stories

2.4 Deepen Your Engagement

2.5 Keep-Stop-Start

Optional Discussion

Module 3

This culminating module requires you to apply your learning from the course by creating a presentation or a unit of study on stress management. You will synthesize your knowledge and skills to develop a comprehensive resource for a specific audience, incorporating active learning strategies and relevant content from the course. Finally, you will reflect on your learning journey and the impact of this course on your professional practice and personal growth.

Outcomes:

Participants will be able to:

1. Demonstrate your understanding of stress, its effects, and management strategies by creating a practical resource (presentation or teaching unit) for a chosen audience.
2. Design an engaging and informative presentation or unit of study that includes active learning activities, assessment strategies, and a call to action for continued learning and application.
3. Analyze your learning journey, identify key takeaways, and articulate the impact of the course on your professional practice, personal growth, and wider sphere of influence.
4. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.

Assignments

3.1 Tell Us About Yourself

3.2 Culminating Project

3.3 Keep-Stop-Start

3.4 Reflect on Your Growth and Impact

Optional Discussion

Module 3 Rubric

| Criteria | Ratings | | |
|----------------|------------------|----------------------------|----------------------|
| Assignment 3.1 | Prompt Addressed | Prompt Partially Addressed | Prompt Not Addressed |

| | | | |
|-----------------------|--|--|--|
| Assignment 3.2 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| Assignment 3.3 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| Assignment 3.4 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |

Module grade is based on the level to which the participant meets rubric criteria. The Module 3 grade will also be recorded as the final course grade.

Knowledge Base:

This course draws on research from the following sources:

Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. New York, NY: Jossey-Bass.

Bracket, M. (2020). *Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society*. New York, NY: Celadon Books.

Boogren, T. (2018). *Take time for you: Self-care action plan for educators*. Bloomington, IN: Solution Tree.

Cranston, A. (2019). *Creating social and emotional learning environments*. Huntington Beach, CA: Shell Education.

CASEL, (n.d.). <https://casel.org>

Daugherty, A. (2019). *Unstressed: How somatic awareness can transform your body's stress response and build emotional resilience*. Oakland, CA: New Harbinger Publications, Inc.

Dupeyrat, L., Bernard, J. (2019). *Meditation for kids: How to clear your head and calm your mind*. Boulder, CO: Shambala Publications. New York, NY: Routledge.

Gobin, R. (2019). *The self-care prescription: Powerful solutions to manage stress, reduce anxiety, and increase well-being*. Emeryville, CA: Althea Press.

Goswami, U. (2019). *Cognitive development and cognitive neuroscience: The learning brain, 2nd edition*. New York, NY: Routledge.

Mason, C., Rivers Murphy, A., Jackson, Y. (2018). *Mindfulness practices: Cultivating heart-centered communities where students focus and flourish*. Bloomington, IN: Solution Tree.

Maykel, C. Bray, M. (2019). *Promoting mind-body health in schools: Interventions for mental health professionals*. Washington, D.C.: American Psychological Association.

Mussey, S. (2019). *Mindfulness in the classroom: Mindful principles for social and emotional learning*. Waco, TX: Prufrock Press.

Nestor, J. (2020). *Breath: The new science of a lost art*. New York, NY: Riverhead Books.

Roughton, A. (2019). Evidence based approaches to becoming a culturally responsive educator: Emerging research and opportunities. Hershey, PA: IGI Global.

Waterhouse, A. (2019). *The brain and learning: Supporting emotional health and wellbeing in school*. New York, NY: Routledge.

Course Wrap-Up

Final Course Grade

Each module must be completed to enable a final grade to post. For Modules 1 and 2, a Progress Check grade of 80% or higher must be recorded. These grades are not factored into the final course grade. Your final course grade will be earned by your written submission for Module 3. Participants may earn a final grade of either an "A" or "B".

Once your final grade has posted in the course, that grade will be visible in your Account within 24 hours only if:

- Grade release date has passed
- All payments are complete if you are a part of a group registration, or used a purchase order payment

Transcripts

Visit our website for more details on how to request your transcript from the university partner selected upon registration.

We Are Here to Help!

Our Customer Support Team
is available to help you with:

- Registration Information
- Textbooks
- Shipping Information
- User Login/Password Questions
- Coursework Extensions
- Final Grade Questions
- Updating Your Customer Records

Phone: 952-469-3454

Email: Support@teachingchannel.com

[Live Chat](#)

Our Course Instructor Team
is available to help you with:

- Completion of Course Requirements
(including content-specific questions, accommodations, and modifications)
- Course Recommendations
- Module Grade Questions

Phone: 952-469-3454

Email: Instructor@teachingchannel.com

[Instructor Help Form](#)

