



**Teaching Channel**  
With **Learners Edge**



**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.**



# Sparking Joy, Creativity, and Belonging in the Classroom and Beyond

Course Number: 5429 | 3 Credits

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

## Course Description

Take a journey into joy and discover its profound impact on education. "Sparking Joy, Creativity, and Belonging in the Classroom and Beyond" explores the science, soul, and significance of joy, including how paying attention to joyful moments makes life meaningful. Learn how Maslow's Hierarchy of Needs can set us on a trajectory of growth if we ask ourselves the right questions, and define joy on your own terms. Take time to shine a light on the aesthetics of joy, revealing how our surroundings, including our classrooms, can be transformed into environments that nurture well-being and inspire creativity, belonging, and connection. Uncover the nuances between joy and happiness and ways we can nurture joy in our students and schools through creative lesson planning and community building. See how gratitude has a profound impact on joy, not just as a practice, but as a revolutionary act of resistance. This course will equip you with what you need to weave joy into the fabric of your teaching, creating a more meaningful life for yourself and your students. Ignite your own joyful spark and create a lasting blaze of positive change.

## Course Objectives

1. Analyze the significance of joy within human motivation and development.
2. Evaluate strategies to cultivate personal joy through gratitude, mindfulness, and self-care practices.
3. Assess classroom environments and teaching methods to encourage joy and positive learning experiences.
4. Develop a personal philosophy of joy and its role in both personal and professional life, particularly within the context of education.
5. Reflect on professional growth and articulate how learning from this course focused on joy, creativity and connection 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](http://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

This module focuses on the science and practice of joy, starting with Maslow's Hierarchy of Needs, to understand the foundational aspects of human well-being. It explores how joy differs from happiness, emphasizing its role as an affirmation of life's goodness even amidst challenges. The module investigates the aesthetics of joy, highlighting how surroundings and environments influence mood and behavior. It also focuses on cultivating joy through gratitude, mindfulness, and self-care, and applies these concepts to educational settings. Ultimately, it encourages educators to integrate joy into their teaching practices and personal lives, encouraging a more fulfilling and impactful experience.

### Outcomes:

Participants will be able to:

1. Analyze Dr. Abraham Maslow's Hierarchy of Needs and articulate its significance in personal and professional fulfillment.
2. Synthesize information that focuses on the science and aesthetics of joy and strategies for sustaining joy in daily life.
3. Develop strategies that encourage joy in the classroom environment, enhancing student well-being.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.
5. Reflect on the relationship between gratitude and joy, concepts of gratitude, and create a gratitude practice.

### Assignments

- 1.1 Activate Your Learning
- 1.2 What is Joy?
- 1.3 Joy vs. Happiness
- 1.4 The Aesthetics of Joy
- 1.5 Inviting Joy by Practicing Gratitude
- 1.6 Keep-Stop-Start



## Module 2

This module emphasizes the importance of creativity and connection for well-being and effective teaching. It highlights the ways creative expression is inherently rewarding and contributes to a meaningful life. The module explores questions we can ask ourselves to guide us in identifying our values and purpose. It encourages educators to embrace creativity in themselves and in students through artistic expression, as well as building a sense of belonging and connection in classrooms and communities to promote student well-being and academic success.

### Outcomes:

Participants will be able to:

1. Analyze strategies for encouraging creativity in students, using research-based resources and actionable goals.
2. Investigate the connections between various art forms (music, dance, art) and emotional well-being, creating personal plans for engaging with them.
3. Evaluate the importance of connection and belonging in educational and community settings, and develop plans to include these elements in your own environments.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.
5. Rely on frameworks like Maslow's Hierarchy of Needs and resources from the Greater Good Science Center to reflect on your values and create plans to live a more purposeful and meaningful life.

### Assignments

- 2.1 Creativity and Joy
- 2.2 Creativity through Artistic Expression
- 2.3 Belonging & Connection
- 2.4 Teaching with Joy
- 2.5 Keep-Stop-Start
- Optional Discussion

## Module 3

This module focuses on synthesizing and applying the concepts of joy, creativity, and connection explored in previous modules. You will choose between creating a presentation to share your understanding of connection and belonging or how you will use the creative expressions of music, dance, and art with students. The module emphasizes practical application within educational settings, and for you to reflect on your growth and impact.

### Outcomes:

Participants will be able to:

1. Apply new knowledge about joy, creativity, and belonging to develop and implement practical applications within your educational context.
2. Communicate your learning to a chosen audience (students, colleagues, families) through a presentation or using the creative expressions of music, dance, and art with students.
3. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.
4. Assess the impact of learning on confidence, teaching strategies, student engagement, and the broader school community.
5. Develop strategies for implementing music, dance, and art into lesson plans and classroom practices.

### 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		
<b>Assignment 3.1</b>	Prompt Addressed	Prompt Partially Addressed	Prompt Not Addressed
<b>Assignment 3.2</b>	<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>
<b>Assignment 3.3</b>	<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>
<b>Assignment 3.4</b>	<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:

- (n.d.). Greater Good: The Science of a Meaningful Life. Retrieved March 6, 2025, from <https://greatergood.berkeley.edu/>
- (n.d.). Verywell Mind - Know More. Live Brighter. Retrieved March 11, 2025, from <https://www.verywellmind.com/>
- Brooks, A. C., & Winfrey, O. (2023). *Build the Life You Want: The Art and Science of Getting Happier*. Penguin Publishing Group.
- Kanold, T. D. (2025). *Joy! Growing Strong Throughout Your Seasons of Life as a Teacher and Leader (Write Your Personal Joy Story)*. Solution Tree.
- Kelly, M. (2024). *Slowing Down to the Speed of Joy: The Simple Art of Taking Back Your Life*. Viident Company.
- Kondo, M., & Sonenshein, S. (2020). *Joy at Work: Organizing Your Professional Life*. Little, Brown.

Meltzer, B. (2025). *Make Magic: The Book of Inspiration You Didn't Know You Needed*. HarperCollins Publishers.

West, C. (2025). *Maslow's Hierarchy of Needs Explained: A Guide for Coaches, Managers, Trainers, Therapists - and Everybody Else*. CWTK (Overdrive).

Yasuhiro, K. (2021, March). *Health Benefits of Ikigai: A Review of Literature*. Health Benefits of Ikigai: A Review of Literature.  
[https://www.researchgate.net/publication/349725406\\_Health\\_Benefits\\_of\\_Ikigai\\_A\\_Review\\_of\\_Literature](https://www.researchgate.net/publication/349725406_Health_Benefits_of_Ikigai_A_Review_of_Literature)

Zaki, J. (2024). *Hope for Cynics: The Surprising Science of Human Goodness*. Grand Central Publishing.

## 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](mailto: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](mailto:Instructor@teachingchannel.com)

[Instructor Help Form](#)

