



**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.



# A Guide to Place-Based Education

**Course Number: 5432 | 3 Credits**

---

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

## Course Description

Learning about the places we inhabit is essential for building knowledge about the world, yet educational experiences that connect students directly to their communities are often the exception rather than the rule. This course on Place-Based Education (PBE) is designed to enhance the way you teach by connecting learning to your students' communities, through meaningful hands-on experiences. This course equips you with the tools and confidence to move beyond textbooks and create meaningful, place-based learning experiences. Take a deep breath as you dive into creative, yet practical strategies, which will guide you through the design of PBE-driven lessons, building community partnerships, and gaining support from your school. Learners will finish the course with a wealth of resources and strategies they can apply immediately to their teaching practice.

## Course Objectives

1. Explore the principles, benefits, and applications of PBE to create meaningful, real-world learning experiences.
2. Develop lesson plans or curriculum enhancements that integrate local environments, community resources, and experiential learning.
3. Develop strategies for engaging stakeholders, including administrators, families, and local organizations, to support and sustain PBE initiatives.
4. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.
5. Reflect on professional growth and articulate how learning from this course focused on place-based education 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:<br>Above Target Expectations  | B Grade:<br>At Target Expectations  | Resubmission Required:<br>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

Module 1 explores the fundamentals of Place-Based Education (PBE), emphasizing its role in connecting students to their communities through real-world learning experiences. Assignments guide educators in investigating PBE principles, defining "place," exploring design frameworks, and addressing both benefits and challenges. Through readings, reflections, and interactive activities, educators will develop strategies to integrate PBE into their teaching while considering practical constraints and opportunities for student engagement.

### Outcomes:

Participants will be able to:

1. Define the core principles of PBE and articulate its benefits in student engagement, community connections, and academic growth.
2. Examine various ways to incorporate local environments, businesses, and community resources into their teaching to create meaningful, real-world learning experiences.
3. Explore the foundational principles of PBE, including student-centered learning, community impact, and interdisciplinary connections, to develop effective lesson plans.
4. Assess common obstacles to implementing PBE and develop strategies to overcome these barriers while considering factors such as time, funding, and institutional support.
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 Investigate and Respond
- 1.3 Defining “Place” in PBE
- 1.4 Design Principles
- 1.5 Benefits/Challenges
- 1.6 Keep-Stop-Start

## Module 2

Module 2 focuses on practical strategies for integrating PBE into the curriculum, generating school and community support, and building sustainable partnerships. Educators learn to start small by incorporating guest speakers, hands-on projects, and community collaborations while ensuring alignment with lesson objectives.

### Outcomes:

Participants will be able to:

1. Develop strategies to incorporate PBE into their lesson plans, aligning activities with learning objectives while enhancing student engagement through real-world connections.
2. Plan effective advocacy strategies to build buy-in from administrators, parents, and colleagues by communicating the benefits of PBE and addressing potential challenges.
3. Identify and connect with local organizations, businesses, and experts to create meaningful learning experiences that extend beyond the classroom.
4. Develop long-term plans for sustaining and expanding PBE initiatives within their schools and communities.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

## Assignments

- 2.1 Designing Curriculum
- 2.2 Generating Support
- 2.3 Community Partnerships
- 2.4 Scaling and Sustaining
- 2.5 Keep-Stop-Start
- Optional Discussion

## Module 3

In Module 3 educators synthesize their learning on PBE. Participants choose between creating a 5-Day PBE Unit Plan or a Guidebook to demonstrate their understanding and implementation strategies. Additionally, they engage in a growth and impact reflection, assessing how the course has influenced their teaching, professional development, and broader community impact.

### Outcomes:

Participants will be able to:

1. Create a structured PBE unit plan or guidebook that integrates real-world learning experiences, community partnerships, and student engagement strategies.
2. Assess their progress toward initial goals, key takeaways from the course, and the anticipated impact of PBE on their teaching practice and community.
3. Identify strategies for continued implementation and expansion of PBE in their classrooms, schools, and communities, ensuring long-term benefits for student learning and engagement.
4. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.
5. Reflect on personal and professional growth by evaluating progress toward learning goals and identifying future areas for development in place-based education.

## 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><b>A Grade: Above Target Expectations</b></p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>B Grade: At Target Expectations</b></p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>No Grade: Below Target Expectations</b></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><b>A Grade: Above Target Expectations</b></p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>B Grade: At Target Expectations</b></p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>No Grade: Below Target Expectations</b></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><b>A Grade: Above Target Expectations</b></p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>B Grade: At Target Expectations</b></p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p><b>No Grade: Below Target Expectations</b></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:

Evans, M., Moran, C. M., & Sanchez, E. (2024). Place-Based Learning: Connecting Inquiry, Community, and Culture. Solution Tree Press.

Larimore, R., & Warden, C. (2024). Reimagining the Role of Teachers in Nature-Based Learning: Helping Children Be Curious, Confident, and Caring. Routledge.

Montgomery, R., & Montgomery, A. (Eds.). (2024). Place-Based Writing in Action: Opportunities for Authentic Writing in the World Beyond the Classroom. Taylor & Francis.

Reilly, S., Neikirk, M., & Langley-Turnbaugh, S. (2023). Place-Based Service Learning in Higher Education: Building Trust and Opportunities Over Time. Lexington Books.

Sherfinski, M. (2023). Rooted in Belonging: Critical Place-Based Learning in Early Childhood and Elementary Teacher Education. Teachers College Press.

Whitlock, A. M. (2024). Place-based Social Studies Education: Learning from Flint, Michigan. Teachers College Press.

Winterbottom, C., Lake, V. E., & Malek-Lasater, A. (2024). Community-Based Transformational Learning in Early Childhood Settings: Integrating Experiences of Teachers, Students, and the Community (C. Winterbottom, V. E. Lake, & A. Malek-Lasater, Eds.). 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](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\*\*](#)

