



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.



Championing Student Wellness in Physical and Health Education

Course Number: 5433 | 3 Credits

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

Course Description

Get ready to take a victory lap for health and fitness! From toe touches to Title IX and beyond, educators will explore the evolution of physical and health education, along with the critical connection between wellness and academic success. Integrate social-emotional learning (SEL) into your gym, classroom, or community by adding kindness and other SEL strategies. Analyze the national and state PE, health, adapted PE, sex education, and coaching standards at Society of Health and Physical Educators (SHAPE) America, and develop inclusive and equitable learning goals grounded in evidence-based practices. Learn about the Five Social Determinants of Health and the Whole School, Whole Community, Whole Child framework (WSCC) and their influence on life-long health and achievement. Role model wellness for students and learn how you can become a powerful physical and health education advocate. Ignite your passion, drive positive change, and be a champion for student health in your educational community.

Course Objectives

1. Analyze the historical evolution of physical and health education practices in the United States.
2. Evaluate national and state standards for physical education, health education, adapted physical education, sex education, and coaching to develop inclusive and equitable lesson plans.
3. Synthesize information from a variety of resources to develop and modify physical and health education lesson plans, and incorporate strategies for SEL and inclusive practices.
4. Examine the impact of physical and health literacy on student well-being and academic success, and develop strategies to advocate for the importance of these subjects in educational settings.
5. Reflect on professional growth and articulate how learning from this course focused on physical and health 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 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.	
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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 traces the evolution of physical and health education in the United States, from historical practices to contemporary standards. It explores the foundational principles of physical and health literacy, examining their impact on student well-being. Learners analyze national and state standards, and focus on the integration of inclusive practices. The module emphasizes the development of effective teaching strategies and the importance of educators as health and fitness role models.

Outcomes:

Participants will be able to:

1. Analyze the historical development of physical and health education in the United States and its influence on current practices.
2. Evaluate national and state physical and health education standards, and apply them to lesson planning.
3. Identify strategies to create inclusive and equitable physical and health education environments for all students.
4. Develop effective teaching strategies that integrate physical and health literacy, social-emotional learning, and the nuances between happiness and joy.
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 The National Standards
- 1.4 Movement and Learning
- 1.5 Teaching Physical and Health Education
- 1.6 Keep-Stop-Start

Module 2

This module focuses on the integration of social-emotional learning (SEL) within physical and health education to encourage kindness amongst students. Learners will explore practical ways to include SEL-focused strategies in PE and health education. In addition, learners will articulate plans for advocating for physical and health education in their school and community. Finally, the module introduces the concept of "lifetime sports" and promotes the adoption of healthy, active lifestyles, highlighting the role of educators as wellness role models.

Outcomes:

Participants will be able to:

1. Implement SEL strategies within physical and health education contexts to cultivate kindness between students.
2. Articulate advocacy plans to promote physical and health education within school and community settings.
3. Encourage student participation in lifetime sports for lifelong healthy habits.
4. Explore the impact of social health determinants on children's health and understand the role of educators as positive health role models.
5. Apply the Keep-Stop-Start framework to refine current teaching practices, and develop a plan for professional growth.

Assignments

- 2.1 Social-Emotional Learning + Physical and Health Education
- 2.2 Physical and Health Education Advocacy
- 2.3 The Positive Effects of Good Health
- 2.4 Fitness for Life!
- 2.5 Keep-Stop-Start
- Optional Discussion

Module 3

This module provides a culminating experience, requiring learners to synthesize knowledge from Modules 1 and 2. Participants apply their journaled insights to create a comprehensive assignment, choosing between a resource collection or a kindness event. This module emphasizes demonstrating mastery of the course content through practical application and critical self-evaluation. All assignments in Module 3 are the sole submissions for the course, demanding thorough engagement and thoughtful execution.

Outcomes:

Participants will be able to:

1. Synthesize knowledge and insights gained from Modules 1 and 2 to create a comprehensive culminating assignment that reflects their understanding of physical and health education principles.
2. Demonstrate the practical application of course concepts by developing either a resource collection or a kindness event aligned with course content.
3. Engage in reflective practice by evaluating personal and professional growth through a reflection, analyzing initial goals and the course's impact.
4. Evaluate teaching strategies and routines by finalizing the Keep-Stop-Start document, justifying your choices with detailed explanations.
5. Articulate how their learning will translate into meaningful changes within their professional roles and wider educational communities, demonstrating their commitment to ongoing professional development.

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:

(2025, March). Journal of School Health, 95(3). <https://doi.org/10.1111/josh.13334>

A Brief History of Physical Education Programs in the United States. (2024, June 30). Journal of Social Science Humanities and Literature, 7(3). <https://www.adwenpub.com/index.php/jssh/article/view/309>

Abel, L. et. al. (2024, May 22). Students' perspectives on racism and anti-racism in physical education: a systematic review. *Frontiers in Sociology*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11150530/>

Appropriate Instruction in Physical Education. (n.d.). SHAPE America. Retrieved March 7, 2025, from <https://www.shapeamerica.org/MemberPortal/publications/resources/teachingtools/teachertoolbox/appropriateinstruction.aspx>

Drury, S., et al. (2022, February 10). The transformative potential of trans*-inclusive PE: the experiences of PE teachers. *Sport, Education and Society*, 28(9), 1118-1131. <https://www.tandfonline.com/doi/full/10.1080/13573322.2022.2034142#abstract>

Physical Activity Facts | Healthy Schools | CDC. (n.d.). Centers for Disease Control and Prevention. Retrieved March 1, 2023, from <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>

Playground Experts on The History of Physical Education. (n.d.). https://www.aaastateofplay.com/the-history-of-physical-education/?srsltid=AfmBOookjMjz38GkbFLlhIX_gBf0eaPRVAGeVqknG6O5Y9feJW2R3Sdl

Thompson, Walter R. Ph.D., FACSM. (2023, January). Worldwide Survey of Fitness Trends for 2023. *American College of Sports Medicine Health and Fitness Journal*, 27, 9-18.

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**](#)

