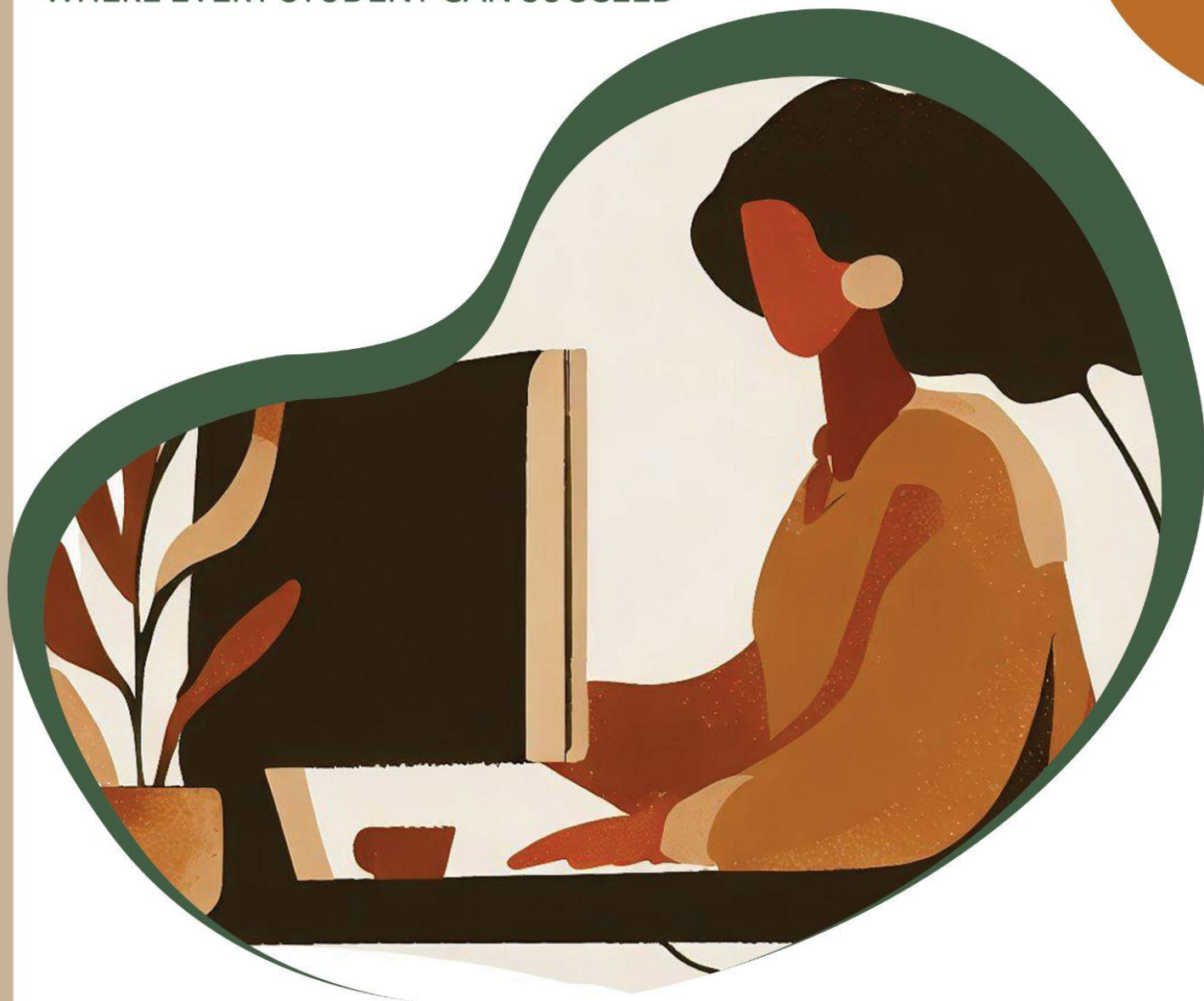




# Course Syllabus

CHOICE THEORY IN THE CLASSROOM:  
WHERE EVERY STUDENT CAN SUCCEED



**Choice Theory in the Classroom: Where Every Student Can Succeed**  
**45 Hours or 3 Graduate Credits**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

**Course Description:**

This course covers the theoretical underpinnings of choice theory as well as suggested strategies for teaching choice theory to students, integrating choice theory in the learning environment, and illustrating choice theory in lesson plans across subject areas. Choice theory in education provides an intrinsic model of teaching and learning that is focused on increasing students' self-understanding and their ability to evaluate their choices and schoolwork for quality and effectiveness. This course will invite participants to find and explore that space of choice and freedom.

**Course Objectives: By the end of the course, participants will:**

- Learn that choice theory is an intrinsic model of psychology and learning that is based on the premise that we can make effective choices that lead to happiness
- Understand the detriment of external control practices in relationships and schools
- Learn the 5 basic needs of choice theory and appreciate that students' behaviors reflect their attempts to satisfy one or more of these basic needs
- Appreciate that everyone has a quality world that contains pictures of what is most important to them and that degrees of happiness correspond with the ability to have quality world experiences
- Understand that all behavior is total behavior comprised of actions, thoughts, feelings, and physiology
- Learn that all total behavior is chosen and that self-understanding increases the likelihood of making more effective choices that contribute to happiness
- Discover that each individual has a unique creative system that is a reservoir of possibility and ingenuity
- Understand that the threat of failure has detrimental outcomes for students and that there are considerable benefits to creating a success-based learning environment
- Create classroom meetings plans that explore choice theory topics using the define, personalize, and challenge method of teaching
- Understand the meaning of quality in schools and how quality is reflected by leader teachers who expect competent schoolwork and encourage quality

- Learn how to use classroom meetings, choice theory language, connecting relationship habits, and solution-focused strategies to teach choice theory to students
- Know the value of providing students with meaningful, relevant educational experiences and how to embed choice theory in lesson plans

**Student Expectations:**

This online course is reflective and interactive. Participants will engage in a variety of critical thinking activities to learn, practice, and apply the skills outlined in the course. These will include journal exercises and forum exercises requiring short answers that are reviewed by a moderator. Each lesson is divided into multiples sections with an associated quiz. There is a midterm exam as well as a comprehensive final exam. Participants may reference course content and notes during quizzes and exams. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

**Instructor Description**

Dr. Glasser is an internationally recognized psychiatrist who is best known as the author of Reality Therapy, a method of psychotherapy he created in 1965 and that is now taught all over the world.

Born in 1925 and raised in Cleveland, Ohio, Dr. Glasser was initially a Chemical Engineer but went into psychiatry when it became apparent to him that this was his real interest in life. He attended medical school at Case Western Reserve University in Cleveland, and took his psychiatric training at the Veterans Administration Hospital in West Los Angeles and UCLA (1954-57). He became Board Certified in 1961 and was in private practice from 1957 to 1986. Glasser's path has been one of a continuing progression from private practice to lecturing and writing and ultimately culminating in the publication of over twenty books. After writing the counseling book, Reality Therapy (1965), he published his first book on education, Schools without Failure (1969). He went on to write four additional books related to education: Choice Theory in the Classroom (1986), The Quality School (1990), The Quality School Teacher (1993), and Every Student Can Succeed (2000). In the late 70's, Glasser was introduced to control theory systems through the writings of William T. Powers. In consultation with Powers, Dr. Glasser applied Powers' knowledge of how systems work to the field of human behavior. That theory of why and how we behave is now called Choice Theory.

In his next key book, Choice Theory (1998), Glasser greatly expanded the understanding of motivation and behavior. He then added, Warning: Psychiatry Can Be Hazardous to Your Mental Health (2003), to help people improve their mental health and happiness. In 2005 he produced a booklet, Defining Mental Health as a Public Health Issue to provide a new resource for mental

health professionals. Finally, in 2007, *Eight Lessons for a Happier Marriage*, which he co-authored with his wife, Carleen, became his third book to help couples learn important tools for improving their relationship.

Dr. Glasser's approach is non-traditional. He does not believe in the concept of mental illness unless there is something organically wrong with the brain that can be confirmed by a pathologist. Very early, he came to the conclusion that genetically we are social creatures and need each other and that the cause of almost all psychological symptoms is our inability to get along with the important people in our lives. He offers choice theory to replace external control and has dedicated the remainder of his life to teaching and supporting this idea.

In 1967, he founded The Institute for Reality Therapy. Since that time, over 75,000 people worldwide have taken Intensive Training to gain knowledge on how to apply his ideas in their professional life. They have discovered that by using choice theory, their personal relationships have improved as well.

Although Dr. Glasser is retired from the speaking circuit, he remains interested in all the Institute training that is occurring worldwide. Some of Dr. Glasser's many accomplishments are as follows:

- Listed in *Who's Who in America* since the 1970s;
- 1990 - awarded an honorary degree of Doctor of Humane Letters, *Honoris Causa* from the University of San Francisco;
- 2003 - presented with the ACA Professional Development Award recognizing the significant contributions made to the field of counseling;
- 2004 - presented with the "A Legend in Counseling Award" by the ACA;
- January - 2005 presented with the prestigious Master Therapist designation by the American Psychotherapy Association; and finally,
- 2005 - presented with the Life Achievement Award by the International Center for the Study of Psychiatry and Psychology for his enormous influence as a psychotherapist and author.

### **Curriculum Editors**

Terri Allen, M.S., has a license in mental health counseling, a certificate in school counseling, and is Choice Theory/Reality Therapy Certified through the William Glasser Institute. Using choice theory principles, Ms. Allen counsels children with autism and other special needs and provides consultation and supportive services to parents, educators, and community members. Carleen Glasser, M.S., is a retired school teacher and school counselor. She is a senior faculty member and instructor at the William Glasser Institute. Together with Dr. Glasser, Mrs. Glasser

has written several books and educational materials about choice theory and its application in relationships and education.

### Methods of Instruction

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction
- Illustrative video vignettes of interviews with administrators, teachers, and students at a Glasser Quality School
- Journal exercises that promote a personal understanding of the lesson topic
- An online forum where participants to post ideas about how they would apply choice theory in their classrooms
- Illustrative handouts are provided to serve as guides for teachers as they create their own curriculum supplements; they can also be used “as is” for instruction and exploration

### Grading Policy

**100%-90% = A**

**89%-80% = B**

**79% and below is Not Passing**

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%
Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

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[www.cecreditsonline.org](http://www.cecreditsonline.org)

**Class Outline:**

- Lesson 1
  - 1 - Introduction
  - 1.a Course Structure & Outline of the Online Course
  - 1.b An Introduction to Choice Theory
- Lesson 2
  - 2 - Choice Theory & Internal Motivation
  - 2.a Choice is an Internal Motivation Psychology
  - 2.b We Choose Everything We Do
  - 2.c Choice Theory is a Psychology of Hope
  - 2.d Choice Theory is a Psychology of Self-Discovery
- Lesson 3
  - 3 - External Control Psychology
  - 3.a Introduction
  - 3.b Internal Motivation vs. External Control
  - 3.c The Four Variations of External Control Psychology
  - 3.d The Three False Beliefs of External Control Psychology
  - 3.e The 7 Deadly and 7 Caring Relationship Habits
- Lesson 4
  - 4 - Our Basic Needs
  - 4.a The Needs That Drive Our Behavior
  - 4.b The Basic Needs: SURVIVAL
  - 4.c The Basic Needs: LOVE & BELONGING
  - 4.d The Basic Needs: POWER
  - 4.e The Basic Needs: FREEDOM
  - 4.f The Basic Needs: FUN
- Lesson 5
  - 5 - The Quality Word
  - 5.a From the Real World to the Perceived World
  - 5.b The Quality World
  - 5.c The Basic Needs and The Quality World
  - 5.d Discrepancies Between Reality and The Quality World
  - 5.e Dynamic Interactions When Quality Worlds Encounter One Another
  - 5.f Harmful Quality World Images
- Lesson 6
  - 6 - Total Behavior

- 6.a The Four Components of Total Behavior: Actions, Thoughts, Feelings, Physiology
  - 6.b All Total Behavior is Chosen
- Lesson 7
  - 7 - Creativity
  - 7.a Creativity and Learning
  - 7.b Two Part Behavioral System – Organized and Reorganizing Behaviors
  - 7.c Frustrated Creativity
  - 7.d Making Choices and Knowing When to Ask for Help
  - 7.f Supplementary Materials
- Lesson 8
  - 8 - No Failure in a Choice Theory Classroom
  - 8.a The Harm of Threatening Failure
  - 8.b The Benefit of Removing the Threat of Failure
  - 8.c The Value of Caring Relationships in Promoting Success
  - 8.d The Value of Student-Lead Homework
- Lesson 9
  - 9 - Quality in the Choice Theory Classroom
  - 9.a Expecting Competent Work from Students
  - 9.b Quality in a Choice Theory Learning Environment
  - 9.c Quality Schoolwork
  - 9.d Teachers as Lead Managers
- Lesson 10
  - 10 - Creating a Choice Theory Classroom
  - 10.a Using Class Meetings to Teach Choice Theory
  - 10.b Connecting Replaces Discipline
  - 10.c Problem Solving and Conflict Resolution with Choice Theory
  - 10.d The Language of Choice Theory
- Lesson 11
  - 11 - Integrating Choice Theory in Learning and Lesson Plans
  - 11 - Overview – Creating Lesson Plans
  - 11.a Lesson Plans that Increase Student Motivation to Learn
  - 11.c Lessons Plans that are Embedded with Choice Theory Principles
  - 11.d Lesson Plans that Use Choice Theory as a Tool for Investigation and Understanding
- Lesson 12
  - 12 - A Brief Introduction to Glasser Quality Schools
  - 12.a An Introduction to Glasser Quality Schools
  - 12.b Excerpt from the Ireland Convention Lecture (edited), 2005



- Resource Page
- Evaluation
- Final Exam

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.