

EDUC-919: Managing Students Without Coercion

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K- 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

This cognitive approach to managing human behavior can be taught to students and parents for life-long social and emotional learning, self-esteem development, and healthy lifestyle choices. Learning and using Choice Theory, students & teaching staff learn how to be fully responsible for making more effective decisions and choices in their academic and personal lives.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:

- Morse, J. F. & Morse, M. A. (2015). Light a Candle or Curse the Darkness: How to Connect with America's Youth ISBN 0-9725914-3-5 <https://www.amazon.com/Light-Candle-Curse-Darkness-Frederick/dp/0972591435>
- Glasser, W. & Mamary, A. (2006). Every Student Can Succeed. ISBN# 978-1-58275-051-4 <https://www.amazon.com/Every-Student-Can-Succeed-Explains/dp/1582750513>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Student will be able to apply Define, Personalize, & Challenge as the teaching method that has been utilized in choice theory.	1,2,3,4,5,6,7	CE 2
2. Student will be able to teach and model for his/her students the methods for evaluating their own personal choices of behavior that effect their health and emotional well-being	1,2,4,5,6,7	CE 2,3,4,5,6
3. Student will be able to guide and demonstrate for his/her students in learning how to communicate with peers using the Choice Theory model of "Class Meetings"	1,2,4,5,6,7	2,3,4,5,6
4. Student will be able to teach his/her students how to assess their own "need strengths" related to the 5 Basic Needs based on Pete's Pathogram assessment template	1,2,4,5,6,7	CE 2,3,4,5,6
5. Student will be able to model and demonstrate how the "Total Behavior" concept can be personally applied to their personal lives and the circumstances they face	1,2,4,5,6,7	CE 2,3,4,5,6
6. Student will be able to teach and model the specific process for dealing with student-student conflict and teacher-student conflicts	2	CE 2,3,4,5,6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures	
Module 0 – Orientation and Introductions	0.1 Class Introduction 0.2 Orientation Assignment 0.3 First Book to Read: Light a Candle or Curse the Darkness Assignment 1 0.4 Light a Candle Assignment 2 0.5 Light a Candle Assignment 3 0.6 Second Book: Every Student Can Succeed 1 0.7 Every Student Can Succeed 2 0.8 Every Student Can Succeed 3	20 pts 5 pts 10 pts 10 pts 10 pts 50 pts 50 pts 50 pts
Module 1 – Introduction to Choice Theory	- Course Structure & Outline of the Online Course 1.1 An Introduction to Choice Theory Reflections – 10 1.2 Forum - 15 1.3 Quiz - 10	10 pts 15 pts 5 pts
Module 2 – Choice Theory and Internal Motivation	2.1 Module Reflections 2a 2.2 Quiz 2a 2.3 Module 2b Reflections 2.4 Quiz 2b 2.5 Module Reflections 2c 2.6 Quiz 2c 2.7 Module Reflections 2d 2.8 Forum Exercise 2a-2d 2.9 Quiz 2d	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 25 pts 5 pts
Module 3 – External Control Psychology	3.1 Module Reflections 3a 3.2 Quiz 3a 3.3 Module Reflections 3b 3.4 Quiz 3c 3.5 Module Reflections 3c 3.6 Quiz 3c 3.7 Module Reflections 3d 3.8 Forum Exercise 3a-3c-3d 3.9 Quiz 3d	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 20 pts 5 pts
Module 4 – Our Basic Needs	4.1 Module Reflections 4a 4.2 Quiz 4a 4.3 Module Reflections 4b 4.4 Quiz 4b 4.5 Module Reflections 4c 4.6 Quiz 4c 4.7 Module Reflections 4d 4.8 Quiz 4d 4.9 Module Reflections 4e	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts

Module Title	Module Assignments and Activities	Points Possible
	• 4.10 Quiz 4e • 4.11 Module Reflections 4f • 4.12 Forum Exercise 4a-4f • 4.13 Quiz 4f	5 pts 10 pts 35 pts 5 pts
Module 5 – The Quality World	• 5.1 Module Reflections 5a • 5.2 Quiz 5a • 5.3 Module Reflections 5b • 5.4 Quiz 5b • 5.5 Module Reflections 5c • 5.6 Quiz 5c • 5.7 Module Reflections 5d • 5.8 Quiz 5d • 5.9 Module Reflections 5e • 5.10 Quiz 5e • 5.11 Module Reflections 5f • 5.12 Forum Exercise 5a-5f • 5.13 Quiz 5f	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 35 pts 5 pts
Module 6 – Total Behavior	• 6.1 Module Reflections 6a • 6.2 Quiz 6a • 6.3 Module Reflections 6b • 6.4 Quiz 6b • 6.5 Forum Exercise 6a-6b	10 pts 5 pts 10 pts 5 pts 15 pts
Module 7 - Creativity	• 7.1 Module Reflections 7a • 7.2 Quiz 7a • 7.3 Module Reflections 7b • 7.4 Quiz 7b • 7.5 Module Reflections 7c • 7.6 Quiz 7c • 7.7 Module Reflections 7d • 7.8 Forum Exercise 7a-7d • 7.9 Midterm Exam	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 25 pts 50 pts
Module 8 – No Failure in a Choice Theory School	• 8.1 Module Reflections 8a • 8.2 Quiz 8a • 8.3 Module Reflections 8b • 8.4 Quiz 8b • 8.5 Module Reflections 8c • 8.6 Quiz 8c • 8.7 Module Reflections 8d • 8.8 Forum Exercise 8a-8d • 8.9 Quiz 8d	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 25 pts 5 pts
Module 9 – Quality in the Choice Theory Classroom	• 9.1 Module Reflections 9a • 9.2 Quiz 9a • 9.3 Module Reflections 9b • 9.4 Quiz 9b • 9.5 Module Reflections 9c	10 pts 5 pts 10 pts 5 pts 10 pts

Module Title	Module Assignments and Activities	Points Possible
	9.6 Quiz 9c 9.7 Module Reflections 9d 9.8 Forum Exercise 9a-9d 9.9 Quiz 9d	5 pts 10 pts 5 pts
Module 10 – Creating a Choice Theory Classroom	10.1 Module Reflections 10a 10.2 Quiz 10a 10.3 Module Reflections 10b 10.4 Quiz 10b 10.5 Module Reflections 10c 10.6 Quiz 10c 10.7 Module Reflections 10d 10.8 Forum Exercise 10a-10d 10.9 Quiz 10d	10 pts 5 pts 10 pts 5 pts 10 pts 5 pts 10 pts 25 pts 5 pts
Module 11 – Integrating Choice Theory in Learning and Lesson Plans	11.1 Forum Exercise 11a-11d	25 pts
Module 12	12.1 Final Exam 12.2 Culminating Activity	100 pts 100 pts
Course Wrap-up – Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
	TOTAL POINTS	1280 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.