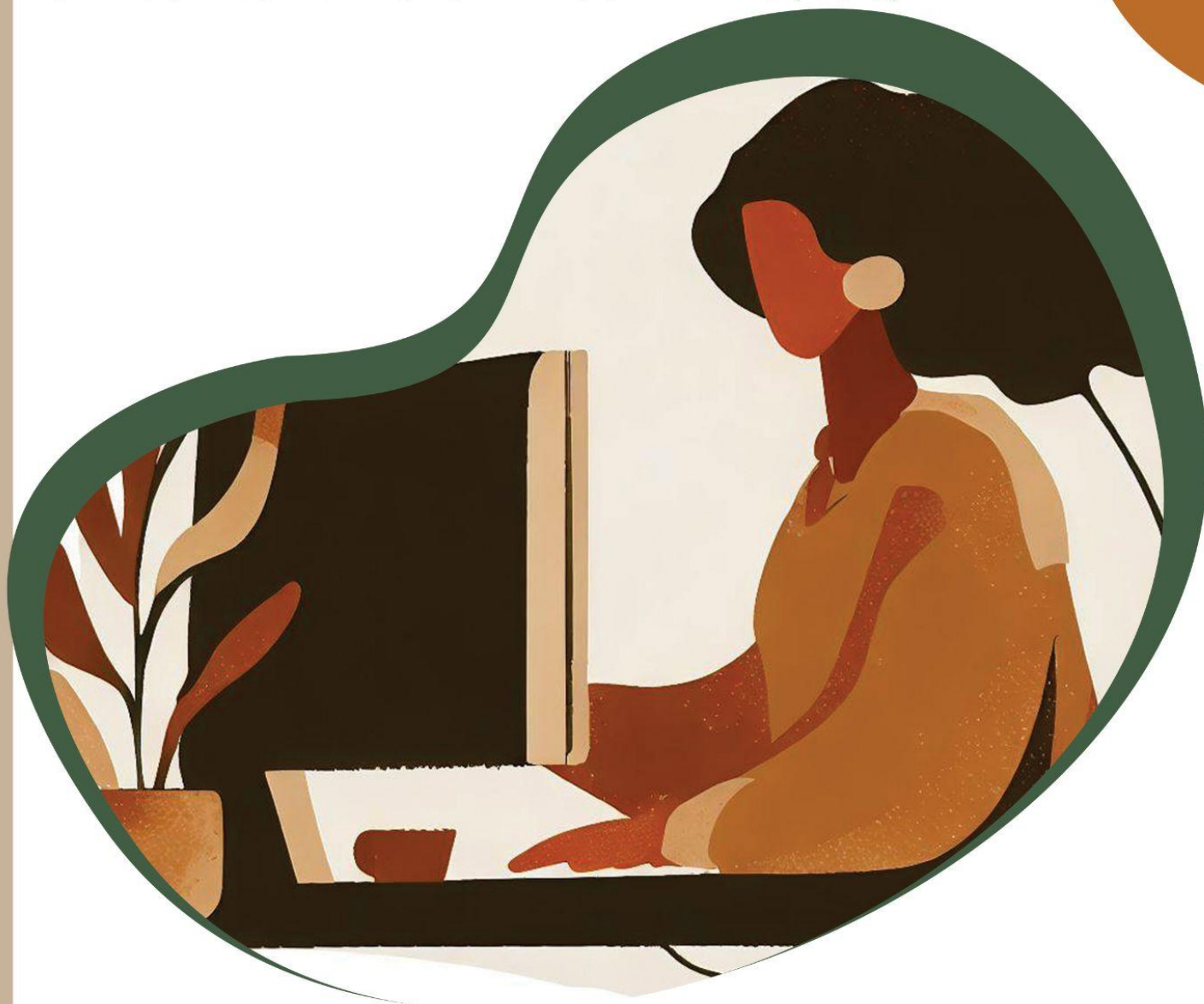# Course Syllabus

CREATING COMPASSIONATE CLASSROOMS: OVERCOMING ADVERSE CHILDHOOD EVENTS (ACES)

Creating Compassionate Classrooms: Overcoming Adverse Childhood Events (ACES)
112.5 Hours of Coursework
3 Salary Points

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, or call 425-788-7275 extension 104.

Course Description

Creating Compassionate Classrooms provides you with an understanding of how adverse childhood experiences (ACEs) and other barriers to learning can be overcome by the adoption of compassionate methodologies in the classroom and across the learning community.

There are a research-based and scientific rationale for compassionate schooling. Evidence from disciplines including social services, education, neurobiology and public health demonstrate the effectiveness of the compassionate approach. In this course, you will find tools, strategies and resources to create a compassionate classroom and to collaborate with your colleagues to create a school-wide culture of care.

Objectives
- Describe the impact and signs of adverse childhood experiences on learning.
- Identify alternatives to traditional methods of discipline.
- Summarize the scientific rationale for integrating compassion in school culture.
- Apply compassionate pedagogy to adjust instruction and all aspects of the school experience.
- Monitor the effectiveness of the compassionate approach to adjust as needed.
- Choose external resources to help overcome barriers to implementing compassion in order to meet the needs of complex students.

Alignment to the Charlotte Danielson Framework for Teaching

Domain 1: Planning and Preparation
- 1a Demonstrating Knowledge of Students

Domain 2 Classroom Environment
- 2a Creating an Environment of Respect and Report
- 2b Establishing a Culture for Learning
- 2d Managing Student Behavior

Domain 3: Instruction
- 3a Communicating With Students

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- 3e Demonstrating Flexibility and Responsiveness

Course Components

This course is comprised of text, videos, resources, assignments, discussion boards and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits. Your outline in the LMS will allow you to see your progress through the course.

Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- 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.

Course Outline

Module 1: What is Compassionate Schooling?
- What Does Compassionate Schooling Do?
- Changing Traditional Methods
- Positive Intervention and Support
- Traditional versus Compassionate Discipline

Module 2: ACEs and Their Effect on Learning
- Barriers to Student Achievement
- ACEs and School Performance
- How Trauma Interferes with Learning
- Behaviors as Coping Skills

Module 3: Complex Needs of Students
- Complex Needs and Complex Trauma
- ACE Scores and Truth in Labeling
- Emotional and Behavioral Disorders
- Social and Emotional Learning

Module 4: Compassion in Your Practice
- Teaching Standards Incorporate Compassion
- A Framework for Integration
- Manage and Monitor Learning

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- Wrestling with Isolation

Module 5: The Science Behind Compassion
- Brain Architecture
- Stress: The Good, The Bad, and The Tolerable
- Monitoring Stress
- Social Emotional Scaffolding

Module 6: Implementing Compassionate Schooling
- The Three Cs: Confidence, Consistency, Community
- Service to All, Service to Society
- School Culture
- Community Culture

Final Project: Creating Compassionate Schools Changing Culture Project
Learners will build their plan for creating a compassionate school culture as they move throughout this course. Learners will identify readings and videos during the course that contain relevant content for their personal educational context and/or their school's situation. Selections will be used in the learner's personal professional development plan, in their professional learning community plan for their district.

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%
Classroom Practice Analysis	15%
Discussion Boards (12)	20%
Final Project	35%

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

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

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their ability to complete this course, are encouraged to reach out to 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.

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