

New Proposal

Date Submitted: 11/21/23 8:48 am

Viewing: : Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online)

Last edit: 02/23/24 7:57 am

Changes proposed by: Lynn Burdick

In Workflow

1. U Program Review
2. 1613 Committee Chair
3. 1613 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 11/28/23 2:12 pm
Donna Butler
(dbutler):
Approved for U
Program Review
2. 11/29/23 12:09 pm
Emma Mercier
(mercier):
Approved for 1613
Committee Chair
3. 11/29/23 2:12 pm
Michaelene
Ostrosky
(ostrosky):
Approved for 1613
Head
4. 12/08/23 11:13 am

- Kary Zarate
(kzarat2):
Approved for KN
Committee Chair
- 5. 12/08/23 11:48
am
Karla Moller
(kjmoller):
Approved for KN
Dean
- 6. 12/15/23 4:08 pm
Claire Stewart
(clairst):
Approved for
University
Librarian
- 7. 02/07/24 3:23 pm
Allison McKinney
(agrindly):
Approved for
Grad_College
- 8. 02/07/24 3:32 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs
- 9. 02/08/24 3:23 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type:
Concentration (ex. Dietetics)

Administration Details

| | |
|--------------------------|--|
| Official Program Name | Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (on campus & online) |
| Diploma Title | N/A |
| Sponsor College | Education |
| Sponsor Department | Curriculum and Instruction |
| Sponsor Name | Sarah J. McCarthey |

Sponsor Email mccarthe@illinois.edu

College Contact Lori Fuller

College Contact

Email

harvey1@illinois.edu

College Budget Amanda Brown
Officer

College Budget acbrown1@illinois.edu
Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Initiator: Lynn Burdick (lburdick@illinois.edu)

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Fall 2024
Term

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Establish a Concentration in Trauma-Informed Practice and Pedagogy in the Master of Education in Curriculum and Instruction in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

This concentration proposal (key 1230) is related to EDM: Curriculum & Instr -UIUC & EDM: Curr & Inst Online - UIUC, key=201.

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The increasing incidence of trauma and its effects on mental and physical health among children/youth is significantly impacting both students and teachers in PreK-20 classrooms. Illinois law now requires training for practicing educators in trauma and trauma-informed education (TIE). Additionally, changes in educator licensure requirements in the area of trauma and TIE are being explored. This new proposed degree concentration in TIE provides the training required by Illinois law and meets an urgent and growing need in the local, national, and international education contexts. As a result of this concentration in trauma-informed practice and pedagogy, educators will realize the incidence and impact of trauma as well as the causes of trauma including systems of oppression, bias, and discrimination present in our education system; recognize the signs of trauma in their students and colleagues; apply trauma-informed practices and seek to eliminate the causes of trauma in their circle of influence and in the larger education system and seek to establish supportive relationships with students and create safe educational environments that do not contribute to re-traumatization. The degree concentration will be one of very few TIE degree programs available in Illinois and across the country.

Because CI 501 is a core course in the concentration and students are expected to take it, it was removed from the Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction list in the major coursework in this program of study table to avoid confusion.

This program will be delivered 100% online, but it will also be available to on-campus students.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments

SPED 525 - Seminar in TIE

SPED 585 - Individual Differences: B to 6

EPSY 409 - Mental Health for Teachers

EPOL 403 - Historical and Social Barriers

EPOL 557 - Education and Stratification

SPED 514 - Equity Issues in Spec Educ

Please attach any [Dept Program Approval.pdf](#)

letters of

support/acknowledgement

for any

Instructional

Resources

consider faculty,

students, and/or

other impacted

units as

appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

1. Students will acquire deep knowledge of content in the field of education.
2. Students will display a deep understanding of psychological foundations of learning.
3. Students will demonstrate a deep understanding of philosophical foundations of education.
4. Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
5. Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Each course has specific assignments aligned to the goals of the program. Students conduct projects that involve implementing classroom strategies.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Faculty members review learning outcomes each year. They use rubrics and guides for scoring assignments.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Each year the Director of Trauma-Informed Practice and Pedagogy and program faculty will review the program requirements and their alignment to learning outcomes and assessments to ensure students meet the program outcomes.

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Attach Program of
Study-related
information such
as sample
sequences (for
undergraduate
programs) or
college-level
forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

The master's concentration in Trauma-informed Practice and Pedagogy will introduce students to the incidence, impact, and causes of trauma in children including individual trauma and systems of oppression, bias, and discrimination present in our education system. Participants will learn to recognize the signs of trauma and how to use trauma-informed practices, while recognizing and seeking to eliminate the causes of trauma in their circle of influence and in the larger education system.

Statement for
Programs of
Study Catalog Requirements for the EdM in Curriculum and Instruction with a concentration in Trauma-
Informed Practice and Pedagogy

Course List

| Code | Title | Hours |
|--|-------------------------------|-------|
| Psychological Foundations Courses in Educational Psychology | | 4 |
| Select any 400 level EPSY course | | |
| OR | | |
| EPSY 553 | Global Issues in Learning | |
| Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership and Curriculum & Instruction | | 4 |
| Select one of the following: | | |
| EPOL 401 | History of American Education | |
| EPOL 402 | Asian American Education | |

| Code | Title | Hours |
|--------------------------|-----------------------------------|-------|
| EPOL 403 | Historical and Social Barriers | |
| EPOL 405 | School and Society | |
| EPOL 406 | Professional Ethics in Education | |
| EPOL 407 | Critical Thinking in Education | |
| EPOL 408 | Aesthetic Education | |
| EPOL 409 | Sociology of Education | |
| EPOL 410 | Racial and Ethnic Families | |
| EPOL 412 | Politics of Education | |
| EPOL 413 | Economics of Education | |
| EPOL 480 | Technology and Educational Reform | |
| EPOL 552 | Foundation of Higher Education | |
| CI 446 | Culture in the Classroom | |

Trauma-Informed Practice and Pedagogy concentration coursework

Course List

| Code | Title | Hours |
|---|---|-------|
| Core Courses | | 4 |
| CI 501 | Curriculum Development for the 21st Century | |
| Required Trauma Courses | | 10 |
| CI 455 | Fundamentals of Trauma-Informed Education | |
| SPED 525 | Seminar in Trauma-Informed Education | |
| SPED 585 | Individual Differences: B to 6 | |
| CI 456 | Classroom Structure | |
| Elective Trauma Courses (Students choose from the following list:) | | 10 |
| EPSY 409 | Mental Health and Ways of Coping for Teachers | |
| EPOL 403 | Historical and Social Barriers | |
| EPOL 557 | Education and Stratification | |
| SPED 514 | Equity Issues in Special Education | |
| Total Hours | | 32 |
| Other Requirements | | |
| Masters degree students must take a graduate level College of Education course outside their degree granting department | | |
| Grad Other Degree Requirements | | |
| Requirement | Description | |
| Minimum GPA | 3.0 | |
| 500-Level Hours Required in Education | 12 hours | |

Program Relationships

Corresponding

Program(s):

| |
|--------------------------|
| Corresponding Program(s) |
|--------------------------|

| |
|--|
| Curriculum and Instruction, EdM (on campus & online) |
|--|

Program Features

Academic Level Graduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

All courses will be taught online. However, the concentration will be available to both online and on-campus students.

Number of Students in Program (estimate)

Year One Estimate

25

5th Year Estimate (or when fully implemented)

50

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/describe:

The start-up of this program is funded by Investment for Growth campus funding. The award includes the hiring of two new faculty members and a Program Director.

Additional Budget Information

<https://provost.illinois.edu/about/initiatives/investment-for-growth-program/fy24-funded-programs/>

Good morning, Chrystalla,

I write to follow up on the FY24 Investment for Growth (IFG) proposals submitted by your college and to provide written confirmation that the following has been selected for funding:

Title: Proposal for the Creation of a New Online Master's Degree Concentration in Trauma-Informed Education (#9870)

Requested funds: Year 1 \$120,000; Year 2 \$268,000; Year 3 \$0 -- Total \$388,000

College contribution: Year 1 \$42,000; Year 2 \$42,000; Year 3 \$43,000 -- Total \$127,000

Central funds awarded: Year 1 \$120,000; Year 2 \$32,000; Year 3 \$0 -- Total \$152,000

We carefully reviewed the proposal budgets, comparing the projected expenditures to projected revenues to determine the central funds needed and adjusted the award amount accordingly. After you implement and spend this initial award, if you find the actual revenues earned to be less than budgeted, you are welcome to submit an updated budget request, including a brief justification for up to an additional \$236,000 to support this proposal.

Attach File(s)

[Application Preview 9870 - Corr-McCarthy-Burdick-Final.pdf](#)

Financial Resources

How does the unit intend to financially support this proposal?

The start-up of this program is funded by Investment for Growth campus funding which also required a College of Education commitment of financial support in years 1-3. The grant budget included the hiring of a Director of Trauma-Informed Education and two new faculty members. The budget has a projected 24.17% return on investment by year 5.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

A maximum of two additional faculty members will be hired in the Department of Curriculum and Instruction to teach into the master's concentration in Trauma-Informed Practice and Pedagogy. The program is projected to increase student enrollment in low-enrollment courses in SPED. Enrollment in the core course (CI 501) will increase by 25; enrollment increases in elective courses will be spread over multiple courses and is supported by department heads in EPOL, EPSY, SPED, and C&I.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources and services are sufficient to support this new concentration.

HLC Section

Credit Hours

| | | |
|---|------------------------------------|-------------------------|
| Existing or repackaged curricula (Courses from existing inventory of courses): | Number of Credit Hours: 62.5 | 20 Percent of Total: |
| Revised or redesigned curricula (Courses for which content has been revised for the new program): | Number of Credit Hours: 6.3 | 2 Percent of Total: |
| New curricula (Courses developed for the new program that have never been offered): | Number of Credit Hours: 31.2 | 10 Percent of Total: |
| Total Credit Hours of the Program: 100 | Number of Credit Hours: | 32 Percent of Total: |

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

Yes

Please explain new needs, indicating whether the institution will need to hire new faculty members for this program in order to secure appropriately credentialed people or to have enough faculty members to appropriately support the program.

The program will require that we hire 1-2 new faculty members in C&I with expertise in Trauma-Informed Education and/or related fields.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The funding for the start-up of this program is provided by an Investment for Growth grant award, with support from the College of Education as part of the award. The program will be self-sustaining by the end of the award period with 25 participants annually.

EP Documentation

Number

Attach
Rollback/Approval
Notices

This proposal No
requires HLC
inquiry

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

| | | | |
|---------------|--------------|----------------|---------------|
| Minor Code | Conc Code | Degree Code | Major Code |
|---------------|--------------|----------------|---------------|

Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer Comments **Mary Lowry (lowry) (11/20/23 2:32 pm):** Rollback: Please see email dated 11-20-23

Kary Zarate (kzarat2) (12/06/23 4:36 pm): APC approves this program and congratulates the authors for creating an important concentration for our college. If possible, APC would like to see "On Campus &" removed from the program title, as this is an on-line program and no portion of it will be offered on-campus.

RE: Program Support Request

😊 ⏪ ⏩ ↻



Lambert, Matt <matt5@illinois.edu>
To: Burdick, Lynn S

Today at 10:44 AM

Lynn,
The SPED department supports this proposal and commits to continuing to offer the SPED 514, 585, and 590 courses listed below.

Matt

MATT LAMBERT | Professor & Department Head | Special Education | University of Illinois Urbana-Champaign
[1310 South Sixth Street](#) | [288E Education Building](#) | [Champaign, IL 61820](#) | [217.244.5293](#) | matt5@illinois.edu



Under the Illinois Freedom of Information Act any written communication to or from university employees regarding university business is a public record and may be subject to public disclosure.

From: Burdick, Lynn S <lburdick@illinois.edu>
Sent: Thursday, October 5, 2023 8:14 AM
To: Lambert, Matt <matt5@illinois.edu>
Cc: Corr, Catherine <ccorr@illinois.edu>; Peach, Meghan E <schultze@illinois.edu>
Subject: Program Support Request

Dear Matt,

As part of a new interdisciplinary C&I online master's degree concentration in trauma-informed education, we would like to include the following SPED courses for the program. SPED 590 TI3 will be required; the others will be electives.

If you are willing to support this proposal, we need an email or letter from you indicating these courses will continue to be taught and you are in support of the inclusion of your courses in the online master's concentration. Our goal is annual cohorts of approximately 25 students beginning in the fall of 2024.

SPED 514: Equity Issues in Special Education
SPED 585: Individual Differences: B-6
SPED 590 TI3: Trauma Seminar (permanent number requested: SPED 525)

Thank you for your assistance. Please feel free to contact me or Catherine if you have questions.

Lynn Burdick
lburdick@illinois.edu

Catherine Corr
ccorr@illinois.edu

From: Ostrosky, Michaelene <ostrosky@illinois.edu>
Date: Tuesday, October 24, 2023 at 3:58 PM
To: Burdick, Lynn S <lburdick@illinois.edu>
Cc: McCarthy, Sarah Jane <mccarthe@illinois.edu>
Subject: Re: Program Support

Hi Lynn

I approve this set of courses as ones that will continue to be offered through the Department of Curriculum & Instruction.

Micki

Michaelene M. Ostrosky
Grayce Wicall Gauthier Professor of Education
Interim Head of Curriculum & Instruction
College of Education/University of Illinois
305 Education
1310 South Sixth Street
Champaign, IL 61820
(217) 300-6723

From: Burdick, Lynn S <lburdick@illinois.edu>
Date: Tuesday, October 24, 2023 at 3:48 PM
To: Ostrosky, Michaelene <ostrosky@illinois.edu>
Subject: Program Support

Dear Micki-

As part of a proposed interdisciplinary C&I online master's degree concentration in trauma-informed practice and pedagogy, we would like to include the C&I courses listed below in the program.

If you are willing to support this proposal, we need an email from you indicating these courses will continue to be taught (or will be taught beginning when the master's concentration in trauma-informed practice and pedagogy is approved), and you are in support of the inclusion of the C&I courses in the online master's concentration. Our goal is annual cohorts of approximately 25 students beginning in the fall of 2024.

CI 501: Curriculum Development for the 21st Century - required
CI 455: Fundamentals of Trauma-Informed Education (in CIM system for approval) - required
CI 456: Classroom Structures (in CIM system for approval) – elective

Thank you for your assistance. Please feel free to contact me or Catherine if you have questions.

Lynn Burdick
lburdick@illinois.edu

Catherine Corr
ccorr@illinois.edu

From: Pak, Yoon <yoopak@illinois.edu>
Date: Tuesday, October 10, 2023 at 8:50 AM
To: Burdick, Lynn S <lburdick@illinois.edu>
Cc: Corr, Catherine <ccorr@illinois.edu>, Ketchum, Laura A <ketchum@illinois.edu>
Subject: Re: Program Support Request
Sorry for the delay.
Yes, I support and approve!
Best,
Yoon



Yoon Pak | Professor and Head
Education Policy, Organization and Leadership
College of Education | University of Illinois
Core Faculty, Asian American Studies
1310 S. Sixth Street | Champaign, IL 61820
yoopak@illinois.edu

From: Burdick, Lynn S <lburdick@illinois.edu>
Date: Thursday, October 5, 2023 at 7:10 AM
To: Pak, Yoon <yoopak@illinois.edu>
Cc: Corr, Catherine <ccorr@illinois.edu>
Subject: Program Support Request

Dear Yoon,

As part of a new C&I online master's degree concentration in equity-centered trauma-informed education, we would like to include the following EPOL courses as electives for the program. If you are willing to support this proposal, we need an email or letter from you indicating these courses will continue to be taught and you are in support of the inclusion of your courses in the online master's concentration. Our goal is annual cohorts of approximately 25 students beginning in the fall of 2024.

EPOL 403: Historical and Social Barriers
EPOL 557: Education and Stratification

Thank you for your assistance. Please feel free to contact me or Catherine if you have questions.

Lynn Burdick
lburdick@illinois.edu

Catherine Corr
ccorr@illinois.edu

From: Christianson, Kiel <kiel@illinois.edu>
Date: Tuesday, October 24, 2023 at 3:22 PM
To: Burdick, Lynn S <lburdick@illinois.edu>
Cc: Corr, Catherine <ccorr@illinois.edu>
Subject: Re: Program Support Request

Hi Lynn,

I verify that I support the proposal for EPSY 409 to be taught, and that it can be included in the master's concentration in trauma-informed practice and pedagogy.

kiel

--

Kiel Christianson, Ph.D.
Professor & Chair
Department of Educational Psychology
University of Illinois, Urbana-Champaign

From: Burdick, Lynn S <lburdick@illinois.edu>
Date: Thursday, October 5, 2023 at 8:18 AM
To: Christianson, Kiel <kiel@illinois.edu>
Cc: Corr, Catherine <ccorr@illinois.edu>
Subject: Program Support Request

Dear Kiel,

As part of a new C&I online master's degree concentration in equity-centered trauma-informed education, we would like to include the EPSY course Anita developed (EPSY 409: Mental Health and Ways of Coping for Teachers) as an elective for the program. If you are willing to support this proposal, we need an email or letter from you indicating this course will be taught (upon approval through CIM) and you are in support of the inclusion of your course in the online master's concentration. Our goal is annual cohorts of approximately 25 students beginning in the fall of 2024.

Thank you for your assistance. Please feel free to contact me or Catherine if you have questions.

Lynn Burdick
lburdick@illinois.edu

Catherine Corr
ccorr@illinois.edu



**Provost
Office**
SPECIAL
PROGRAMS

**PROGRAM:
DEADLINE:**

Investment for Growth Proposals FY 2024
2/27/2023

#9870

APPLICANT

| Name | Department | Email | Phone |
|-------------|--------------------------|---------------------|------------|
| Toshua York | Education Administration | tmyork@illinois.edu | 2172441351 |

QUESTIONS

Application Title

Proposal for the Creation of a New Online Master's Degree Concentration in Trauma-Informed Education

Name of the college level unit submitting the proposal

College of Education Office of Online
Programs, Special Education, and
Curriculum and Instruction

Please list any colleges that are considered "co-submitters" on the proposal

N/A

Indicate the number of proposals being submitted for your college.

4

Indicate the college priority for this proposal (e.g. # of n).

1

Specify the total amount of funding requested (in dollars \$xxx,xxx)

\$388,000

Program Description and Objectives

Project Personnel

Dr. Catherine Corr, Associate Professor, Department of Special Education

Dr. Sarah McCarthy, Professor and Head, Department of Curriculum and Instruction

Lynn Burdick, Faculty Development Coordinator, Dept of Curriculum and Instruction; Graduate student, Dept of Special Education

Dr. Cherie Avent, Assistant Professor, Department of Educational Psychology

Dr. Sangeetha Gopalakrishnan, Assistant Dean for Online and Learning Innovation

Mia Chudzik, Doctoral Student, Department of Special Education

Brief Project Description

The College of Education (COE)'s Departments of Curriculum and Instruction (C&I) and Special Education (SPED) seek Investment for Growth funding to create a new cross-disciplinary concentration in Trauma-Informed Education (TIE). The new concentration in TIE will be offered as part of the existing online master's degree program (EdM) by C&I in collaboration with the Office of Online Programs (OOP). The new proposed degree concentration in TIE will allow for collaborations and synergies across three COE departments - C&I, SPED, and Educational Psychology

(EPSY).

Within the United States, trauma is wide-spread and pervasive. By age sixteen, two-thirds of students report having experienced at least one traumatic event (Substance Abuse and Mental Health Services Administration [SAMHSA], 2022). The impact of trauma on a student's cognitive, behavioral, emotional, and relational skills can result in poor academic performance, low attendance rates, increased suspensions and expulsions, and difficulty forming relationships (National Child Traumatic Stress Network, 2008). Certain populations are at greater risk of experiencing trauma including students with disabilities (Thomas-Skaf & Jenney, 2020) and students of color (Blitz et al., 2016; Helton, et al., 2019).

The incidence of trauma and its effects on mental and physical health have been discussed in other fields including medical, social work, child welfare, and juvenile justice contexts for many years (Jennings, 2007; Ko et al., 2008). However, the conversations within the education community are more recent, with the COVID-19 pandemic exacerbating these issues and bringing them to the forefront (Burdick & Corr, 2021). The American Academy of Pediatrics and the American Academy of Child and Adolescent Psychiatry called the mental health issues caused by the COVID-19 pandemic a national emergency, signaling how much of an impact the pandemic had on students' mental health. More than 140,000 children in the United States lost a primary and/or secondary caregiver, with youth of color disproportionately impacted. The results of such exposure to trauma are currently impacting both student and teacher success in classrooms.

In Illinois in 2021, the General Assembly passed House Bill 2170, which called for specific attention to the effects of trauma on students. Given this interest in how trauma intersects with educational experience, the University of Illinois System's Illinois Workforce and Education Research Collaborative (IWERC) at Discovery Partners Institute (DPI), was asked to produce research briefs on trauma and its implications for educational institutions in the state. These briefs are Illinois-specific; derived from rigorous scholarly research; and are focused on target populations that are more likely to experience trauma and may require distinct approaches in education. Dr. Meg Bates, the Director of IWERC, and her team have identified trauma-informed education as essential and supported at the highest levels of Illinois government, yet these efforts will also require new investments in TIE training opportunities. Dr. Bates and IWERC enthusiastically support this proposal. The new proposed degree concentration in TIE, intersects with DPI's existing portfolio of activities that include research and education on trauma.

Additionally, the Illinois School Code was amended to require that beginning in the 2023-2024 school year, licensed staff and administrators in schools that serve grades K-12 receive training at least every two years in identification and referral of, and intervention for, students who show warning signs of mental illness, suicidal behavior, or trauma (105 ILCS 5/10-22.39). TIE is an innovative approach to teaching that will explicitly address current mental health crises. Furthermore, the concentration in TIE has the potential to transform the university's response to the changing societal needs for educators.

Program Objectives

COE has a long history in online degree and non-degree programs and currently offers online doctorate, master's degree, and certificate programs. Nearly 50% of the College's student population is online and the online master's degree programs have consistently received high national rankings by US News and World Reports. The COE Online Programs students are supported by the College, departments, and the Office of Online Programs in a variety of ways. The Department of C&I offers online master's degrees and certificate programs and has seen significant enrollment growth in online programs. This would be SPED's first online master's degree program and this collaboration with C&I will enable SPED to draw on both C&I and the College's experience in establishing online programs. These existing programs and collaborations make the COE uniquely positioned to offer a new online master's degree concentration in TIE which will benefit students and potentially attract new students to the field of education.

The new online master's degree concentration in TIE expands on existing work in the COE.

- The new concentration in TIE expands and enhances a three-course online graduate Certificate of Specialization (COS) in TIE, which is currently offered, to degree and non-degree seeking students, through SPED.

- In 2022 Dr. Corr and Mrs. Burdick received a campus funded Provost's Initiative on Teaching Advancement (PITA) grant entitled Preparing Trauma-Informed Teachers and the College provided matching funding. With this funding Dr. Corr and Mrs. Burdick are supporting COE faculty to embed TIE content into existing teacher preparation classes while also examining their own course syllabi to consider implementation of TIE practices.

- Dr. Corr, in collaboration with the OOP and Center for Innovation in Teaching and Learning (CITL), is creating a Massive Open Online Course (MOOC) focused on TIE for delivery via Coursera. This MOOC will go live in May 2023 and will serve as a funnel to the degree option for learners interested in the topic.

- Related work on mental health and culturally sustaining pedagogy contributes to increasing awareness of mental health and trauma on campus. As a campus Mental Health Ambassador, Mrs. Burdick works with Elementary Education faculty to increase awareness of mental health issues among University of Illinois students. She is also facilitating the alignment of Culturally Sustaining Teaching and Leading Standards with faculty in the Elementary Education licensure program.

This established work in TIE within COE will contribute to the quality and success of the new master's degree concentration.

Proposed Plan of Study

C&I's existing online master's degree offers three concentrations; Perspectives and Practices, Digital Learning, and Bilingual/Bi-cultural Education. This new concentration in TIE would add a fourth concentration. With the high incidence of trauma impacting both students and teachers in PreK-20 classrooms, this new proposed degree concentration in TIE meets an urgent and growing need in the local, national, and

international education contexts. As a result of this concentration in TIE, educators will:

1. Realize the incidence and impact of trauma as well as the causes of trauma including systems of oppression, bias, and discrimination present in our education system.
2. Recognize the signs of trauma in their students and colleagues.
3. Apply trauma-informed practices and seek to eliminate the causes of trauma in their circle of influence and in the larger education system.
4. Seek to establish supportive relationships with students and create safe educational environments that do not contribute to re-traumatization

The new proposed TIE concentration requires three core courses, four elective courses in TIE education, and one foundational course in both Educational Psychology (EPSY) and Education Policy, Organization, and Leadership (EPOL) (see Table 1 for the Proposed Plan of Study). With the proposed funding, we will have the opportunity to update and modify existing courses in collaboration with CITL.

Table 1. Proposed Plan of Study (Included below: Course, Credit Hours, Length, Current Status)

Core Coursework (12 Credits)

CI 501: Curriculum Development for the 21st Century: 4 credit hours, 8 weeks, Online

CI 4XX: Foundations of Equity-Based Trauma-Informed Education: 4 credit hours, 8 weeks, In Development

SPED 514: Equity Issues in Special Education 4 credit hours, 8 weeks, Online

Elective Coursework (12 Credits)

CI 4XX: Classroom Organization for Supporting Student Learning and Behavior: 4 credit hours, 8 weeks, In Development; Pending Campus Approval

EPSYXXX: Mental Health and Self Care for Teachers: 4 credit hours, 8 weeks, In Development

EPOL 403: Historical and Social Barriers: 4 credit hours, 8 weeks, Online

SPED 590: Trauma Seminar: 4 credit hours, 8 weeks, Online

SPED 585: Individual Differences: B to 6: 4 credit hours, 16 weeks, Online

SOCW 503: Trauma-Informed Social Work with Children and Adolescents: 4 credit hours, 8 weeks, Pending Department Approval

Foundations Coursework (8 Credits)

Educational Psychology: 3-4 credit hours, 8 or 16 weeks, Online

Educational Policy, Organization, & Leadership: 3-4 credit hours, 8 or 16 weeks, Online

Once the courses for the new TIE online master's degree concentration are developed, further educational offerings can also be envisioned. For instance, the courses in this Plan of Study can also be used to develop a Campus Graduate Certificate (CERT) in Trauma-Informed Education. The 400-level courses can serve as course electives for COE undergraduate students in licensure programs. The online delivery would facilitate elective courses for undergraduate students who want to learn more about TIE but are restricted by the current structured course sequence for students seeking teaching licensure. Additionally, ISBE recently released new Illinois Professional Education Standards that address culturally sustaining and equitable practices for teachers and social emotional learning, pillars of equity-centered trauma-informed education. The TIE master's degree concentration shares these priorities. As a result, the courses in the TIE master's degree concentration may be used to meet changes in Illinois teacher licensure requirements.

Project Phases and Timeline

The proposed concentration in TIE will be implemented in three strategic phases (See Table 2 for the Proposed Activities by Budget Category). The requested funding will be used for activities related to project coordination, faculty support, expert consultation, formative evaluation efforts and embedded research activities. For consistency and continuity, some of the proposed activities will be carried out in multiple phases.

The goals shared below are not exhaustive but rather highlight how these specific activities are central to the success of the project.

Phase 1 - Academic Year, 2023-2024; During Phase 1, the major goal is to hire a Project Coordinator. The Project Coordinator will be responsible for coordinating hiring efforts (e.g., specialized faculty, graduate students, adjuncts, service in excess), course development, program approval at the campus level, and collaborating with OOP to recruit the first cohort of students, who will begin the program in 2024-2025.

Project Coordination

Hire Project Coordinator

Work with Office of Online Programs to create a student recruitment plan

Coordinate Degree Concentration in TIE approval process at the campus level

Recruit students to the master's degree concentration in TIE

Seek outreach and advocacy opportunities to share critical information about TIE

Faculty Support

Modify existing coursework to include TIE content

Conduct a search and hire specialized faculty

Expert Consultation

Consult with experts regarding effective TIE practices

Consult with experts regarding effective TIE in addressing systemic inequities (e.g., oppression, discrimination, and bias)

Consult with experts regarding TIE in higher education settings

Formative Evaluation

Design Formative Evaluation Plan

Conduct a Formative Program Evaluation

Phase 2 - Academic Year, 2024-2025; During Phase 2, the major goal is to offer the TIE concentration for the first cohort of students. The first cohort of approximately 20 students, will begin the Plan of Study for the TIE master's degree concentration; three core courses will be required during the first year and an elective or foundations course will complete the schedule for Year 1.

Project Coordination

Work with Office of Online Programs to create a student recruitment plan

Advise TIE student cohorts

Recruit students to the master's degree concentration in TIE

Develop a CERT in TIE at the Campus Level

Seek outreach and advocacy opportunities to share critical information about TIE

Assess the viability and sustainability of the concentration in TIE

Faculty Support

Offer online master's degree concentration in TIE to students

Expert Consultation

Consult with experts regarding effective TIE practices

Consult with experts regarding effective TIE in addressing systemic inequities (e.g., oppression, discrimination, and bias)

Consult with experts regarding TIE in higher education settings

Formative Evaluation

Conduct a Formative Program Evaluation

Research Activities

Measure students Trauma Informed Attitudes (Pre/Post) Concentration program

Conduct entrance interviews about the student experience in the TIE concentration

Disseminate research findings at national conferences

Phase 3 - Academic Year, 2025-2026; During Phase 3, the major goals are: 1) to offer the TIE concentration to a second cohort of students, 2) graduate the first cohort of students, and 3) complete the formative evaluation of the TIE master's degree concentration. The first and second cohorts combined will total approximately 46 students.

Project Coordination

- Advise TIE student cohorts
- Recruit students to the master's degree concentration in TIE
- Develop a CERT in TIE at the Campus Level
- Seek outreach and advocacy opportunities to share critical information about TIE
- Assess the viability and sustainability of the concentration in TIE

Faculty Support

- Offer online master's degree concentration in TIE to students

Expert Consultation

- Consult with experts regarding effective TIE practices
- Consult with experts regarding effective TIE in addressing systemic inequities (e.g., oppression, discrimination, and bias)
- Consult with experts regarding TIE in higher education settings

Formative Evaluation

- Conduct a Formative Program Evaluation

Research Activities

- Measure students Trauma Informed Attitudes (Pre/Post) Concentration program
- Conduct exit interviews about the student experience in the TIE concentration
- Disseminate research findings at national conferences
- Disseminate research findings in peer reviewed journals

The requested funding will also be used for research opportunities focused on TIE. We have requested funding to conduct a research study that spans Phases 2 and 3. The research study will examine students' trauma informed attitudes pre/post participation in the TIE concentration. This research study is innovative for two reasons. First, this research fills a critical gap in understanding the process of building teachers' trauma informed attitudes. Second, this will be a hands-on opportunity for graduate students to participate in the data collection and analysis process. Both the research and evaluation efforts related to the TIE master's degree concentration will be shared in peer reviewed publication outlets and presented at national conferences.

Need and Impacts

The new proposed degree concentration in TIE will have a multifaceted impact on students, the College, and the Illinois community. There is a well-documented need for a well-trained education workforce that meets the needs of today's students and families. To date, educators are not prepared to support students who have experienced trauma at the early childhood level, (Chudzik et al., 2022; Miller, 2018), the elementary school level (Anderson et al., 2015; Christian-Brandt et al., 2020), nor at the secondary level (Cohen & Barron, 2021). In higher education, faculty feel unprepared to support students with mental health concerns (Condra et al., 2015). Furthermore, educators are not prepared to recognize and address the systemic inequities in our schools which are both a cause of trauma and a factor that worsens the impact of trauma. The systems in our schools such as exclusionary discipline policies, rules and policies around bullying, and racism and oppression are some of the systemic causes of trauma (Venet, 2021). In addition to supporting students who have already experienced trauma, the proposed concentration in TIE uses an equity-centered lens to explore the ways educators can also recognize and address the systemic trauma in our schools and in society. Educators who respond to and prevent trauma at school are truly trauma informed.

The COE is committed to preparing educators to meet the challenges facing today's learners. The new proposed degree concentration in TIE will help to create a TIE trained workforce, which is central to the scholarly mission of the COE and campus. The proposed TIE concentration will train educators to use trauma-informed practices in their educational context while also helping them identify and interrupt ways the education system causes trauma to children and families. With the online format, the degree will be available to current and future educators in and outside the United States. The concentration in TIE will also address issues of self-care and secondary traumatic stress (STS) for teachers. These issues have the potential to impact the personal and professional lives of teachers, overall job satisfaction, and performance (Lawson et al., 2019).

The new proposed degree concentration in TIE also exemplifies the mission of University of Illinois' Office of the Vice Chancellor for Diversity, Equity, and Inclusion. This new proposed degree concentration will allow the COE to lead and foster collaborations that will increase inclusivity in educational spaces and facilitate access to TIE knowledge and resources that benefit both the local and statewide education community. Finally, the new proposed degree concentration in TIE will enhance our excellence in graduate education and has the potential to retain educators who might otherwise leave the field.

Sustainability

Revenue projections are based on the COE's current online tuition rate of \$500/credit hour for AY 2023-2024 and 32 credit hours for a master's degree program amounting to \$16,000 for an online master's degree in Education. Based on these revenue projections, the program is expected to be self-sustaining by Year 2. The total instructional cost for launching the online master's degree concentration in TIE is estimated at \$471,834. The projected revenue for the second year post launch, for campus/college is \$672,000, which exceeds the initial investment and contributes toward the university goal of mitigating reliance on state financial support.

The interdisciplinary collaboration across departments is also expected to contribute to sustaining this program after the initial investment period concludes. Specifically, the COE's Office of Online Programs will coordinate marketing, online course development, and student services to launch the program and thereafter.

Budget

Central investment requested for this program is \$388,000 over the first two years. The COE will invest an additional \$127,000 over the first three years. The planned start date for project activities is August 2023. All projections are based on a 10-year plan. The two-year master's degree concentration would accept its first students in AY24-25, with an initial enrollment of 20, at \$16,000 per year or \$500/ credit hour. The program anticipates an increase of 30% of students in year 4, to 26 new students enrolled, and in year 6, to 33 new students enrolled. The program's projections stay steady at 33 students in each cohort through year 10.

1. Specialized Faculty (2 new positions @ \$70,000/ year). The academic unit for these faculty will be C&I or SPED; they will be responsible for teaching courses in the program.

2. Project Coordinator (\$75,000/ year through year 5). This position will be responsible for activities related to the launching and preparation of the program as well as the day-to-day operations. The project coordinator will also be responsible for outreach efforts, working with campus-level and state agencies (e.g., ISBE) regarding program requirements. The program anticipates this person will present at national conferences on developing this type of program as well as the research conducted about the program itself and what type of impact it has on students' trauma informed attitudes.

3. Research Assistants and Graduate Hourly (varying). Students will assist the Project Coordinator and program leadership with instructional and research activities. The program anticipates a student at 50% FTE for 11 months each year of the project. One graduate hourly will be hired in year one at 12 hours per week.

4. Faculty Overload (\$15,000 / year). This includes summer salary funding for up to 5 faculty members and/or adjunct faculty to assist with curriculum development and provide expertise.

5. Expert Consultants (\$10,000/year). These funds will be used to consult with experts in TIE and TIE in higher education. Consultation will focus on course content, course sequencing, and potential ways to expand the program.

6. Evaluation Services/ Course Buyout (~\$12,000 / year). These funds will be used to buy out 15% of Educational Psychology Professor Cherie Avent's time for the first three years. Dr. Avent will provide evaluation services for the program.

7. Software, Equipment, and Travel (\$25,000 for first 3 years). These funds will cover conference and research travel for the Project Coordinator (\$3K / year) and both Specialized Faculty (\$2,500 / year each). These funds will also be used to provide computing equipment for the Project Coordinator and Specialized Faculty (\$3K/each). Arctic Survey software (\$2K) will be purchased in year one only.

8. Scholarships (\$15,000 / year in years 2 and 3). In the first two years of the offered program, new students will be offered recruitment scholarships.

Return on Investment

Return on Investment

The proposed budget assumes:

- Tuition generating instruction will begin FA24
- The program will consist of 32 credit hours
- The first group of students (2024-2025) is expected to be at the current COE online rate of \$500/ credit hour

If approved, the budget anticipates the online tuition rate to increase to \$525/ credit hour in 2025-2026. As shown in the Cash Flow spreadsheet, this will result in a strong revenue stream starting in Year 2 of the program with an anticipated net revenue of \$9,412 and year three net revenue of over \$362,000.

Return On Investment Projections:

Year 3 0

Year 5 24%

Year 10 29%

Proposal for the Creation of a New Master's Degree Concentration in Trauma-Informed Education

Assumptions:

Base Rate Year 1 for Two Year Online Masters Program will be \$16,000
 Program to start in 2nd year of funding with 20 student cohort
 Student Cohort increase by 30% in YR4 and YR 6, steady at 33 students per cohort after YR6
 Expenditure inflation of 3%

Investments:

| | Central (Pool) Funds | | |
|---------|----------------------|---------------|-------------|
| | Nonrecurring | College Funds | Other Units |
| Year 1 | \$ 120,000 | \$ 42,000 | \$ - |
| Year 2 | \$ 268,000 | \$ 42,000 | \$ - |
| Year 3 | \$ - | \$ 43,000 | \$ - |
| Year 4 | \$ - | \$ - | \$ - |
| Year 5 | \$ - | \$ - | \$ - |
| Year 6 | \$ - | \$ - | \$ - |
| Year 7 | \$ - | \$ - | \$ - |
| Year 8 | \$ - | \$ - | \$ - |
| Year 9 | \$ - | \$ - | \$ - |
| Year 10 | \$ - | \$ - | \$ - |

Revenues

Undergraduate Revenue: Range-Based

Rates shown are AY22-23 Rates, first time students. Adjust Tuition Rates as needed; Differential and International rates vary by program

| | | | |
|----------------------------------|-----------|--|--------|
| Base Rate Year 1 | \$ 12,474 | Rates including highest program differential | |
| Program Differential Rate Year 1 | \$ 5,186 | Illinois Residents | 17,660 |
| Non-resident + Base Rate Year 1 | \$ 30,446 | US: Out of state | 35,632 |
| International Base Rate Year 1 | \$ 32,262 | International | 37,448 |

| Number of Students | Illinois Residents | US: Out of state | International | Rate Increase | Cumulative Increase |
|--------------------|--------------------|------------------|---------------|---------------|---------------------|
| Year 1 | - | - | - | | |
| Year 2 | - | - | - | 2% | 2.0% |
| Year 3 | - | - | - | 0% | 2.0% |
| Year 4 | - | - | - | 0% | 2.0% |
| Year 5 | - | - | - | 0% | 2.0% |
| Year 6 | - | - | - | 0% | 2.0% |
| Year 7 | - | - | - | 0% | 2.0% |
| Year 8 | - | - | - | 0% | 2.0% |
| Year 9 | - | - | - | 0% | 2.0% |
| Year 10 | - | - | - | 0% | 2.0% |

Undergraduate Revenue: Per-Credit Hour

Rates shown are AY22-23 Rates. Adjust Tuition Rates as needed.

| | | | |
|-----------------------------|--------|--------------|-----|
| Per Credit Hour Rate Year 1 | \$ 416 | UG Base Rate | 416 |
|-----------------------------|--------|--------------|-----|

| Number of Credit Hours per year | Rate Increase | Cumulative Increase |
|---------------------------------|---------------|---------------------|
| Year 1 | - | |
| Year 2 | 2% | 2.0% |
| Year 3 | 0% | 2.0% |
| Year 4 | 0% | 2.0% |
| Year 5 | 0% | 2.0% |
| Year 6 | 0% | 2.0% |
| Year 7 | 0% | 2.0% |
| Year 8 | 0% | 2.0% |
| Year 9 | 0% | 2.0% |
| Year 10 | 0% | 2.0% |

Graduate, Professional, Certificate Revenue: Range-Based

Rates shown are AY22-23 Rates, first time students. Adjust Tuition Rates as needed; Differential and International rates vary by program

| | | | |
|----------------------------------|-----------|--|--------|
| Base Rate Year 1 | \$ 16,000 | Rates including highest program differential | |
| Program Differential Rate Year 1 | \$ - | Illinois Residents | 16,000 |
| Non-resident + Base Rate Year 1 | \$ - | US: Out of state | - |
| International Rate Year 1 | \$ - | International | - |

| Number of Students | Illinois Residents | US: Out of state | International | Rate Increase | Cumulative Increase |
|--------------------|--------------------|------------------|---------------|---------------|---------------------|
| Year 1 | - | - | - | | |
| Year 2 | 20 | - | - | 5% | 5.0% |
| Year 3 | 40 | - | - | 0% | 5.0% |
| Year 4 | 46 | - | - | 0% | 5.0% |
| Year 5 | 52 | - | - | 0% | 5.0% |
| Year 6 | 59 | - | - | 0% | 5.0% |
| Year 7 | 66 | - | - | 0% | 5.0% |
| Year 8 | 66 | - | - | 0% | 5.0% |
| Year 9 | 66 | - | - | 0% | 5.0% |
| Year 10 | 66 | - | - | 0% | 5.0% |

Rates shown are AY22-23 Rates. Adjust Tuition Rates as needed.

Graduate, Professional, Certificate Revenue: Per-Credit Hour

| | | | |
|-----------------------------|--------|---------------------|-----|
| Per Credit Hour Rate Year 1 | \$ 500 | Base Rate | 500 |
| | | Base + Differential | 726 |

Number of Credit Hours per year

| | |
|---------|---|
| Year 1 | - |
| Year 2 | - |
| Year 3 | - |
| Year 4 | - |
| Year 5 | - |
| Year 6 | - |
| Year 7 | - |
| Year 8 | - |
| Year 9 | - |
| Year 10 | - |

| | Rate Increase | Cumulative Increase |
|--|---------------|---------------------|
| | 2% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |
| | 0% | 2.0% |

Other Revenue:

| | Description 1: ICR, fees, etc. | Description 2: ICR, fees, etc. | Description 3: ICR, fees, etc. |
|---------|--------------------------------|--------------------------------|--------------------------------|
| Year 1 | - | - | - |
| Year 2 | - | - | - |
| Year 3 | - | - | - |
| Year 4 | - | - | - |
| Year 5 | - | - | - |
| Year 6 | - | - | - |
| Year 7 | - | - | - |
| Year 8 | - | - | - |
| Year 9 | - | - | - |
| Year 10 | - | - | - |

Expenditures

Inflation: 3%

| Year | Tenure System Faculty | | | Startup Transition Costs | |
|---------|-----------------------|-------------------------------------|--------------------------------|--------------------------|------|
| | # of new Faculty | Average Salary Cost/ new faculty | Startup Costs / new faculty | % | |
| Year 1 | - | 200,000 | 1,000,000 | Year 1 of hire | 30% |
| Year 2 | - | 206,000 | 1,030,000 | Year 2 of hire | 25% |
| Year 3 | - | 212,180 | 1,060,900 | Year 3 of hire | 20% |
| Year 4 | - | 218,545 | 1,092,727 | Year 4 of hire | 10% |
| Year 5 | - | 225,102 | 1,125,509 | Year 5 of hire | 10% |
| Year 6 | - | 231,855 | 1,159,274 | Year 6 of hire | 5% |
| Year 7 | - | 238,810 | 1,194,052 | Should total 100% | 100% |
| Year 8 | - | 245,975 | 1,229,874 | | |
| Year 9 | - | 253,354 | 1,266,770 | | |
| Year 10 | - | 260,955 | 1,304,773 | | |

Include only the change in the number from year to year

| Year | Specialized Faculty/Advisors/Lecturers, etc. | | IT/Programming/Operations/Support Staff | | Teaching & Graduate Research Assistants | |
|---------|--|------------------|---|------------------|---|------------------|
| | # | Average Cost per | # | Average Cost per | # | Average Cost per |
| Year 1 | - | \$ - | 1 | \$ 75,000.00 | 1 | \$ 41,146.00 |
| Year 2 | 2 | \$ 70,000.00 | - | \$ 77,250.00 | 1 | \$ 26,938.00 |
| Year 3 | - | \$ 72,100.00 | - | \$ 79,567.50 | - | \$ 27,746.14 |
| Year 4 | - | \$ 74,263.00 | - | \$ 81,954.53 | 1 | \$ 28,578.52 |
| Year 5 | - | \$ 76,490.89 | - | \$ 84,413.16 | - | \$ 29,435.88 |
| Year 6 | - | \$ 78,785.62 | - | \$ 86,945.56 | - | \$ 30,318.96 |
| Year 7 | - | \$ 81,149.19 | - | \$ 89,553.92 | - | \$ 31,228.53 |
| Year 8 | - | \$ 83,583.66 | - | \$ 92,240.54 | - | \$ 32,165.38 |
| Year 9 | - | \$ 86,091.17 | - | \$ 95,007.76 | - | \$ 33,130.34 |
| Year 10 | - | \$ 88,673.91 | - | \$ 97,857.99 | - | \$ 34,124.25 |

| Year | Infrastructure/ | | | | | Estimated Residual Value of Capital Expenditures |
|---------|----------------------|-------------------|-----------------------|------------------------|-----------------------|--|
| | Capital Expenditures | Maintenance Costs | Platform/Online Costs | Faculty Overload Costs | Other Operating Costs | |
| Year 1 | \$ - | \$ - | \$ - | \$ 27,100 | \$ 18,000 | \$ - |
| Year 2 | \$ - | \$ - | \$ - | \$ 27,400 | \$ 39,000 | \$ - |
| Year 3 | \$ - | \$ - | \$ - | \$ 27,772 | \$ 30,000 | \$ - |
| Year 4 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 5 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 6 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 7 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 8 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 9 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 10 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ | - | - | - | - | - | - |

Increased campus costs

| | Financial Aid | Teaching support Colleges | Other | Increased Research Support | Increased Tech Support | Increased Admin Support |
|---------|---------------|------------------------------|-------|----------------------------|------------------------|-------------------------|
| Year 1 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 2 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 3 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 4 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 5 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 6 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 7 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 8 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 9 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Year 10 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

Proposal for the Creation of a New Master's Degree Concentration in Trauma-Informe

| Revenue | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|-----------------------------------|---------------------|-------------------|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Undergraduate | | | | | | | | | | |
| Illinois residents | - | - | - | - | - | - | - | - | - | - |
| Nonresident | - | - | - | - | - | - | - | - | - | - |
| International | - | - | - | - | - | - | - | - | - | - |
| Subtotal: UG | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Graduate | | | | | | | | | | |
| Illinois residents | - | 320,000 | 672,000 | 772,800 | 873,600 | 991,200 | 1,108,800 | 1,108,800 | 1,108,800 | 1,108,800 |
| Nonresident | - | - | - | - | - | - | - | - | - | - |
| International | - | - | - | - | - | - | - | - | - | - |
| Subtotal: Graduate | \$ - | \$ 320,000 | \$ 672,000 | \$ 772,800 | \$ 873,600 | \$ 991,200 | \$ 1,108,800 | \$ 1,108,800 | \$ 1,108,800 | \$ 1,108,800 |
| Less: Financial Aid | - | - | - | - | - | - | - | - | - | - |
| Per Credit Hour | | | | | | | | | | |
| Total per credit hour | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | | | | | | | | | | |
| Description 1: ICR, fees, etc. | - | - | - | - | - | - | - | - | - | - |
| Description 2: ICR, fees, etc. | - | - | - | - | - | - | - | - | - | - |
| Description 3: ICR, fees, etc. | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | <u>\$ -</u> | <u>\$ 320,000</u> | <u>\$ 672,000</u> | <u>\$ 772,800</u> | <u>\$ 873,600</u> | <u>\$ 991,200</u> | <u>\$ 1,108,800</u> | <u>\$ 1,108,800</u> | <u>\$ 1,108,800</u> | <u>\$ 1,108,800</u> |
| Expenditures | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| Recurring | | | | | | | | | | |
| Faculty | - | - | - | - | - | - | - | - | - | - |
| Spec Faculty/Adv./Lect., | - | 140,000 | 144,200 | 148,526 | 152,982 | 157,571 | 162,298 | 167,167 | 172,182 | 177,348 |
| IT/Prog/Operation/Support Staff | 75,000 | 77,250 | 79,568 | 81,955 | 84,413 | - | - | - | - | - |
| TA/GRA | 41,146 | 26,938 | 27,746 | 28,579 | 29,436 | 30,319 | 31,229 | 32,165 | 33,130 | 34,124 |
| Total Recurring | 116,146 | 244,188 | 251,514 | 259,059 | 266,831 | 187,890 | 193,527 | 199,333 | 205,313 | 211,472 |
| Nonrecurring | | | | | | | | | | |
| Faculty Startups | - | - | - | - | - | - | - | - | - | - |
| Infrastructure/ Maintenance Costs | - | - | - | - | - | - | - | - | - | - |
| Platform/Online Costs | - | - | - | - | - | - | - | - | - | - |
| Faculty Overload Costs | 27,100 | 27,400 | 27,772 | - | - | - | - | - | - | - |
| Other Operating Costs | 18,000 | 39,000 | 30,000 | - | - | - | - | - | - | - |
| Other campus costs | | | | | | | | | | |
| Teaching support Other Colleges | - | - | - | - | - | - | - | - | - | - |
| Increased Research Support | - | - | - | - | - | - | - | - | - | - |
| Increased Tech Support | - | - | - | - | - | - | - | - | - | - |
| Increased Admin Support | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | <u>\$ 161,246</u> | <u>\$ 310,588</u> | <u>\$ 309,286</u> | <u>\$ 259,059</u> | <u>\$ 266,831</u> | <u>\$ 187,890</u> | <u>\$ 193,527</u> | <u>\$ 199,333</u> | <u>\$ 205,313</u> | <u>\$ 211,472</u> |
| Net Revenue | \$ (161,246) | \$ 9,412 | \$ 362,714 | \$ 513,741 | \$ 606,769 | \$ 803,310 | \$ 915,273 | \$ 909,467 | \$ 903,487 | \$ 897,328 |
| Cash Flow | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| Carryover Cash | - | 754 | 320,166 | 725,880 | 1,239,621 | 1,846,390 | 2,649,700 | 3,564,973 | 4,474,441 | 5,377,928 |
| Investment from unit | 42,000 | 42,000 | 43,000 | - | - | - | - | - | - | - |
| Investments from other units | - | - | - | - | - | - | - | - | - | - |
| Investment from central pool | 120,000 | 268,000 | - | - | - | - | - | - | - | - |
| Total Revenue | - | 320,000 | 672,000 | 772,800 | 873,600 | 991,200 | 1,108,800 | 1,108,800 | 1,108,800 | 1,108,800 |
| Total Expenses | 161,246 | 310,588 | 309,286 | 259,059 | 266,831 | 187,890 | 193,527 | 199,333 | 205,313 | 211,472 |
| Capital Expenditures | - | - | - | - | - | - | - | - | - | - |
| Surplus/Deficit | \$ 754 | \$ 320,166 | \$ 725,880 | \$ 1,239,621 | \$ 1,846,390 | \$ 2,649,700 | \$ 3,564,973 | \$ 4,474,441 | \$ 5,377,928 | \$ 6,275,256 |

| | |
|-----------------------------|---------|
| Return on Investment | |
| 3 year | -13.98% |
| 5 Year | 24.17% |
| 10 year | 29.36% |

P.I. / P.D.:
 Co-Investigators:
 AGENCY/SPONSOR:
 TITLE:
 BUDGET PERIOD:

Corr, McCarthy, Burdick, Gopalakrishnan

INDIRECT COST RATES:
 INDIRECT COST: 0.00%
 TUITION REMISSION: 3.00%
 ESCALATION RATE:

| CATEGORY | # of RAS | SALARY RATE | % / HRS | # mos | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | TOTAL |
|----------------------------|----------|-------------|---------|-------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| SALARIES and WAGES: | | | | | | | | | | | | | | |
| Faculty time, multiple | | \$0 | 0% | 0 | \$15,000 | \$15,000 | \$15,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$45,000 |
| Evaluation (Avert 15%) | | \$8,658 | 15% | 9 | \$12,039 | \$12,400 | \$12,772 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$37,210 |
| Specialized Faculty | 2 | \$7,778 | 100% | 9 | \$0 | \$140,000 | \$144,200 | \$148,526 | \$152,982 | \$157,571 | \$162,298 | \$167,167 | \$172,182 | \$1,244,927 |
| Project Coordinator | | \$6,250 | 100% | 12 | \$75,000 | \$77,250 | \$79,568 | \$81,955 | \$84,414 | \$0 | \$0 | \$0 | \$0 | \$398,187 |
| RSCH ASSTS (AY) | 1 | \$4,755 | 50% | 11 | \$26,153 | \$26,938 | \$27,746 | \$28,578 | \$29,435 | \$30,318 | \$31,228 | \$32,165 | \$33,130 | \$265,691 |
| Grad Student Hourly | 1 | \$27 | 100% | 563 | \$14,993 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$14,993 |
| TOTAL SALARIES | | | | | \$143,185 | \$271,587 | \$279,286 | \$259,059 | \$266,831 | \$187,889 | \$193,526 | \$199,332 | \$205,312 | \$2,006,008 |

OTHER DIRECT COSTS:

| | | | | | | | | | | | | | | |
|-----------------------------------|-----------------|-----------------|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------|
| Computers for Specialized Faculty | \$0 | \$6,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,000 |
| Computer for Project Coordinator | \$3,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,000 |
| Travel for Specialized Faculty | \$0 | \$5,000 | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$10,000 |
| Travel for Project Coordinator | \$3,000 | \$3,000 | \$3,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,000 |
| Services - Consultants | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$30,000 |
| Artic Survey | \$2,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,000 |
| Qualtrics subscription | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Scholarships | \$0 | \$15,000 | \$15,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$30,000 |
| TOTAL OTHER DIRECT COST: | \$18,000 | \$39,000 | \$30,000 | \$0 | \$87,000 |

TOTAL PROJECT COST:

| | | | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| | \$161,185 | \$310,587 | \$309,286 | \$259,059 | \$266,831 | \$187,889 | \$193,526 | \$199,332 | \$205,312 | \$2,093,008 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|