

Program Change Request

EP.26.104_FINAL

Approved by EP 02/16/2026

New Proposal

Date Submitted: 01/08/26 6:31 pm

Viewing: : **Trauma-Informed Education, GCRT (online)**

Last edit: 02/26/26 11:08 am

Changes proposed by: Lynn Burdick

In Workflow

1. U Program Review
2. 1613-CUR&I Committee Chair
3. 1613-CUR&I 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. Catalog Editor
18. DMI

Approval Path

1. 01/14/26 4:37 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U Program Review
2. 01/15/26 2:28 pm
Scott Filkins (filkins):
Approved for 1613-CUR&I Committee Chair
3. 01/15/26 2:38 pm
Joshua Danish

- (jdanish): Approved for 1613-CUR&I Head
- 4. 01/21/26 1:48 pm
Linda Herrera (lherrera): Approved for KN Committee Chair
- 5. 01/22/26 12:58 pm
Karla Moller (kjmoller): Approved for KN Dean
- 6. 01/22/26 1:35 pm
Tom Teper (tteper): Approved for University Librarian
- 7. 02/03/26 9:42 am
Allison McKinney (agrindly): Approved for Grad_College
- 8. 02/03/26 10:12 am
Suzanne Lee (suzannel): Approved for COTE Programs
- 9. 02/04/26 2:57 pm
Brooke Newell (bsnewell): Approved for Provost

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Trauma-Informed Education, GCRT (online)

Name

Diploma Title Graduate Certificate in Trauma-Informed Education

Sponsor College Education

Sponsor Department Curriculum and Instruction

Sponsor Name Joshua Danish

Sponsor Email jdanish@illinois.edu

College Contact Lori Fuller College Contact Email
harvey1@illinois.edu

College Budget Officer Erin Farrar

College Budget Officer Email efarrar2@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Lynn Burdick (lburdick@illinois.edu)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term Fall 2026

Effective Catalog 2026-2027

Proposal Title

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 Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Graduate Certificate in Trauma-Informed Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This Graduate Certificate in Trauma-Informed Education proposal (key 1360) is related to the Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EdM concentration revision (key 6194).

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.

Justification: The incidence of trauma impacting the teachers and students in our classrooms in the United States is increasing. Despite the increase, preK-12 teachers report having little or no training to support the students in their classrooms who are experiencing the impacts of trauma. In addition to the research that supports the critical need for trauma-informed educators, Illinois passed legislation (PA 103-0413) which states that all pre-service and practicing teachers will be required to participate in training on trauma and trauma-informed education.

Program Objectives:

The recipients of the graduate certificate in trauma-informed education will be prepared to plan, implement, and advocate for trauma-informed learning environments for all children and youth based on the participants' awareness of the impact of trauma on teaching and learning and their knowledge of effective trauma-informed principles and practices.

Careers and Occupations:

The Trauma-Informed Graduate Certificate is designed for practicing educators who work with children and youth in classrooms or other education contexts such as school counselors, administrators, and other related service providers (e.g., Speech/Language Pathologists). It addresses the six target content areas identified by the State of Illinois in PA 103-0413 which will require training in trauma and trauma-informed education for professionals holding a Professional Educator License in Illinois.

Further Educational Opportunities:

This graduate certificate will stack into the Curriculum and Instruction: Trauma-Informed Practice and Pedagogy, EDM (key 6194) if participants choose to pursue a master's degree and further study in trauma-informed education. The Graduate Certificate in Trauma-Informed Education is part of the College of Education's continuing efforts to provide training for practicing professionals in trauma-informed education.

Note: CI 524 has been approved, effective Fall 2026, and will show as Course not found until the Academic Catalog rolls to the next Academic Year, in early 2026. See CIM Course approval documents in the Program of Study section.

The Standard Occupational Code (SOC) for this CIP code and program is 25-3099.00.

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? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

SPED 525 - Seminar in TIE

Please attach any [Lambert_SPED_Support.docx](#)
 letters of support/
 acknowledgement
 for any
 Instructional
 Resources.
 Consider faculty,
 students, and/or
 other impacted
 units as
 appropriate.

Program Features

Academic Level Graduate

Does this major No
 have transcribed
 concentrations?

What is the longest/maximum time to completion of this program?

32 weeks

What are the minimum Total Credit Hours required for this program?

12

What is the
required GPA?

3.0

CIP Code 139999 - Education, Other.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Attach Program of Study related [CI 524 _ Supporting Students' Behavior.pdf](#) information here.

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Department of Curriculum and Instruction offers a Graduate Certificate in Trauma-Informed Education. The fully online certificate provides educators with foundational knowledge about trauma and its impact on teaching and learning. The Graduate Certificate introduces the principles and practices necessary for the support of children and youth impacted by trauma, and successful implementation of trauma-informed strategies in education contexts. The certificate can be stacked into the Curriculum and Instruction: Trauma-Informed Practice and Pedagogy Education Master's Degree (key 6194).

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum Required Cumulative GPA: 3.0

Minimum hours require for Graduate Certificate completion: 12

Students who have successfully complete this certificate may use the certificate courses to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

12 hours of coursework can apply to the EDM in Curriculum and Instruction, Trauma-Informed Practice and Pedagogy concentration.

No transfer credits can be used to satisfy Graduate Certificate requirements.

Required Courses (8 credits)

CI 455	Fundamentals of Trauma-Informed Education	4
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CI 456	Classroom Structure	4
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Elective Courses (choose 4 credits)

CI 523	Trauma, Learning & Development	2
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CI 524	Supporting Students' Behavior	4
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CI 527	Restorative Justice in Education	4
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SPED 525	Seminar in Trauma-Informed Education	2
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Corresponding Degree	GCRT Graduate Certificate
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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.

Student Learning Outcomes

Upon completion of the Trauma-Informed Education Graduate Certificate, recipients will be able to:

1. Recognize the needs of students impacted by trauma and the importance/role of trauma-informed educators.
2. Address the needs of children, youth, and educators impacted by trauma and chronic stress.
3. Structure trauma-informed learning environments for all children and youth.
4. Implement trauma-informed practices in the learning environment.
5. Apply the knowledge of trauma-informed education to serve as leaders of and advocates for trauma-informed education systems.

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

Describe here:

The learning outcomes of the Graduate Certificate in Trauma-Informed Education will be assessed through course-embedded assessments such as students' assignments and projects. We will also conduct an anonymous survey with students as a way to gather feedback on the program and its effectiveness in developing educators demonstrating a trauma-informed approach in education settings.

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.

Passing scores in each of the certificate courses and an overall GPA of 3.0 in the certificate courses will serve as evidence of students meeting the learning outcomes. Passing scores will be determined by each course instructor; the overall GPA requirement cannot be adjusted.

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

At the end of each academic year, the faculty involved in teaching the certificate courses will meet to analyze all of the assessment data and identify areas for expansion or improvement. Assessment and survey data will inform the need for revision of courses and/or the program to more effectively meet program outcomes.

The evaluation of the program will also be reviewed by the Assessment committee in Curriculum and Instruction to maintain its alignment with campus and department learning outcomes.

Program

Description and

Requirements

Attach Documents

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 required and elective courses in the Graduate Certificate in Trauma-Informed Education will be delivered online.

Admission Requirements

Desired Effective Fall 2026

Admissions Term

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The minimum grade point average required for admission is 3.0 (A = 4.0) for the last two years of undergraduate work and any graduate work completed. Official transcripts are required from a bachelor's degree granting institution from a regionally accredited college or recognized institution of higher learning abroad. Students are also required to provide an academic statement of purpose and three letters of reference.

No courses from another institution can be used to count toward the Graduate Certificate in Trauma-Informed Education.

International applicants must receive a minimum score on the TOEFL of 103 or a minimum score of 7.5 on the IELTS. The score must be reported within two years of the term of admission.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	1	5th Year Estimate (or when fully implemented)
5		
Estimated Annual Number of Degrees Awarded		
Year One Estimate	1	5th Year Estimate (or when fully implemented)
5		
What is the matriculation term for this program?		
Fall		

Budget

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

No

Additional Budget Information

No additional faculty or staffing will be needed for this Graduate Certificate.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The two required courses for the Graduate Certificate in Trauma-Informed Education (CI 455 and CI 456) and two of the elective courses for the GCRT (SPED 525 and CI 527) are currently being taught by faculty in the EDM in Curriculum and Instruction, Trauma-Informed Practice and Pedagogy program (key 6194). CI 523 and CI 524 are new (approved) courses that will be in the new catalog. CI 523, CI 524, and CI 527 are also included in a proposal for the revision of the electives in the EDM in Curriculum and Instruction, Trauma-Informed Practice and Pedagogy program (key 6194) currently in the CIM system for approval. The new elective courses (CI 523, CI 524, and CI 527) will also be taught by the TIPP faculty.

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

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Grad Online Base

Is this program requesting self-supporting status?

Yes

IBHE

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

The Department of Special Education created a Certificate of Study (COS) in Trauma-Informed Education as an additional certificate that is available to participants in the Office of Special Education Programs (OSEP) Ti3 grant project and other interested students. The certificate is not transcriptable and takes 2 years to complete. Additionally, there are courses in the certificate program that are taught during the school day at times that accommodate only on-campus students. The logistics of the program did not meet the needs of practicing professionals. There is currently no overlap in courses between the programs.

Through Investment for Growth funding from the University of Illinois, Office of the Provost, faculty and staff in the Departments of Curriculum & Instruction and Special Education collaborated to design and implement a Master's Concentration in Trauma-Informed Practice and Pedagogy (TIPP) taught entirely online that will accommodate the work schedules and professional development needs of practicing professionals interested in trauma-informed education. The program hosted the first students in the fall 2024 term.

The two required courses in the GCRT in Trauma-Informed Education are the same two required courses for the TIPP master's concentration (CI 455, CI 456). The additional four credits for the GCRT can be chosen from a list of four electives, one course that is required for the TIPP master's concentration (CI 525) and three other courses from a list of electives (CI 523, CI 524, CI 527) that are also electives for TIPP. The GCRT can be stacked into the master's concentration.

In response to feedback from participants and inquiries from the public during the program's first year of implementation, a need was identified to provide opportunities for additional academic credentials for professionals who already hold a master's degree, or who are not yet ready to commit to a full master's degree, but are interested in formal learning opportunities in trauma-informed education. As a result, we are proposing a 12 credit Graduate Certificate in Trauma-Informed Education that can be completed in two terms and will stack into the C&I Trauma-Informed Practice and Pedagogy EdM (key 6194).

The need for trauma-informed professionals in our schools is recognized by new Illinois legislation (PA 103-0413) that mandates professional development and course content for both initial and renewal of any Illinois Professional Educator License. The proposed GCRT expands the access to coursework on trauma-informed education to a wider audience of educators.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

This program responds directly to Campus Strategic Plan Pillar 1.2: "Reimagine student-focused teaching and learning," particularly the objective "Develop innovative strategies for online and hybrid learning that attract large numbers of new students who would not otherwise enroll." The Trauma-Informed Education graduate certificate is a fully online program that will attract teachers from across the local area, state, country and world who are interested in learning more about trauma-informed education.

This program also responds directly to Campus Strategic Plan Pillar 2.2: "Identify a set of significant sociotechnical problems that the System is particularly well suited to solve," particularly the objective "Addressing the root causes of disparities in health, education, economic opportunity, social justice, and civic participation." The Trauma-Informed Education graduate certificate prepares teachers to create trauma-informed classroom environments and work against practices and policies that cause harm for students in education settings including those whose root is systemic inequities.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

Illinois does not currently license or endorse "trauma-informed" educators. As a result, this GCRT will not address an existing quantifiable demand. However, new Illinois legislation (PA 103-0413) will require practicing teachers to demonstrate proficiency in Adverse Childhood Experiences, trauma, secondary traumatic stress, creating trauma-responsive learning environments or communities, restorative justice and restorative practices in order to renew their Professional Educator License as required by the Illinois State Board of Education. All these topics are addressed in the GCRT in Trauma-Informed Education.

Completion of this graduate certificate can contribute to educators' required professional development hours for renewal of their Professional Educator License (PEL), raises on the pay scale, and movement to an education position that focuses on supporting students who have experienced trauma. The GCRT in Trauma-Informed Education can also stack into the Trauma-Informed Practice and Pedagogy concentration on the EdM in Curriculum and Instruction. As such, it provides the ability to continue their education by earning a master's degree with 12-credits completed that apply to the master's degree.

What resources will be provided to assist students with job placement?

The targeted population for this graduate certificate is practicing education professionals. As a result, no assistance with job placement will be done with Trauma-Informed Education GCRT students. However, because the GCRT appears on U of I transcripts, it can be featured as an additional credential during a job search, should our students choose to change jobs.

If letters of support
are available attach
them here:

Comparable Programs in Illinois

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

As of this time, to our knowledge, U of I is the only public university in Illinois that offers a master's degree that focuses on trauma-informed education.

North Central College, a private university in northern Illinois, has recently added a Master of Arts in Trauma-Informed Practice (launched March, 2023) and also has a certificate program. The advertised online graduate tuition at North Central College is \$789 per credit for their 33-credit degree. At the time of the market analysis by the Office of Online programs, no data was available on CIP completers.

There are very few programs across the country that offer similar programs. Bellarmine University launched the first master's in Trauma-Informed Practices in March of 2020. At the time of the market analysis conducted by the Office of Online Programs in the College of Education, Bellarmine reported 53 CIP completions.

Columbia College (South Carolina) offers an online master's degree in Trauma-Informed Education. The program was launched in October of 2023 and reported 150 CIP completers at the time of the market analysis. Unlike the U of I master's program, the degree requires courses in both social work and education. Their tuition is similar to U of I at \$580 per credit hour for a 30-credit degree.

Dominican University offers a program in Trauma-Informed Leadership, but no program that focuses primarily on educators. No data was available on completers.

Graduate Certificates are offered in Illinois at North Central College and Concordia College in the Chicago area.

Concordia University in Chicago offers a Trauma and Resiliency in Teaching and Learning Certificate. The program is four courses (12 credits). Their published tuition for graduate certificates at Concordia is \$575 per credit hour.

The certificate offered by North Central College is also three courses, but is 9 credits. North Central College's graduate tuition is advertised as \$885 per credit hour.

Outside of Illinois, Hiram College offers a 12-credit (4-course) graduate certificate in Trauma-Informed Education. Their current online tuition is listed on their website as \$590 per credit hour.

In a report to the College budget office, the Office of Online programs indicated the master's concentration in Trauma-Informed Practice and Pedagogy was outpacing enrollment projections and was on pace to be a leader in the country. During the first year of the master's program, we received many inquiries about available programs in trauma-informed education for individuals who already hold a master's degree, or are not currently in a financial position to pursue a full degree. This GCRT would meet the needs of both populations.

Comparable

Programs in Illinois

Attach Documents

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

The UI System's Access 2030 Strategic Plan is a comprehensive initiative supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2. Access 2030 works to strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build upon ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Strategy #2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

In regards to campus climate, which promotes student progression and attainment, the Office of the Vice Chancellor for Diversity, Equity & Inclusion in collaboration with the Office of the Provost, Student Affairs, Illinois Human Resources, Office of the Vice Chancellor for Research & Innovation, and many other units, collaborated during 2023-2025 to assess the climate on campus. In Fall 2023, the institution administered a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. In the summer of 2024, the campus received preliminary reports from the survey. These reports and data were reviewed, delivered, and socialized to campus stakeholders in the fall of 2024. During the Spring 2025 semester, the campus hosted a series of critical discussions on the All-Campus Climate Survey data. The series included four sessions inviting campus leaders to explore specific findings in the climate data. In May 2025, the campus hosted a summit reflecting on the data analysis and looking towards strategies for addressing climate gaps at the University of Illinois Urbana-Champaign. Sessions were open to all members of the university community, including students, staff and faculty. Plans to continue working with academic and non-academic units to review and socialize additional data to address issues that affect the climate on campus are underway for the incoming academic year. The institution is committed to continuing to assess its values - collaboration, inclusion, and empowerment as described in the university's Boldly Illinois Strategic Framework - by conducting ongoing assessments on students' perceptions of the quality of their interactions with peers, faculty members, and administrators. including their sense of the campus as a place where they belong and are

treated with respect.

The program recruitment efforts are based in advertising done by the Office of Online Programs (OOP) in the College of Education and through social media. The OOP hosts informational sessions about the online programs. The registration asks the registered participants where they heard about the program. The data will be reviewed in SLATE as marketing plans are reviewed and revised.

Additional recruiting is done through outreach efforts and conference presentations. The current program faculty and administrative staff include our available learning opportunities as part of presentations at local, state, and national conferences and for disability advocacy groups, campus programs, and at meetings of faculty, graduate students, and currently enrolled students. Among the conferences last year were the American Association for Colleges of Teacher Education (AACTE), The Teacher Education Division (TED) of the Council for Exceptional Children, the Illinois Council for Exceptional Children (ICEC), and locally at the TEACH Academy. Additional recruiting was done as part of invited presentations at professional development sessions in school districts, and during introduction to trauma and trauma-informed education talks for students and program coordinators in teacher preparation programs across campus (e.g., Elementary Education, Middle Grades Education, Library Sciences).

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This plan includes an emphasis on proactive advising, and equitable access and success.

The Trauma-Informed Education GCRT will provide proactive advising with regular touchpoints each term. Weekly advising emails and customized Plans of Study (within the constraints of the program) will be available to our students. Virtual access to an academic advisor will be also be provided.

In alignment with the University of Illinois system's priority to close equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond, the GCRT in Trauma-Informed Education is offered fully online. Courses are taught during the evening to accommodate working professionals and those who live in areas without access to a university campus, closing equity gaps among citizens in all demographic areas.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices

support the ongoing learning renewal of students and systemic implementation of evidence-informed institutional strategies being implemented to increase and retain faculty, staff, and administrators of informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The color and the implications for the proposed program. Explain how progress will be monitored. Graduate Students Services Office in the College of Education is available to provide

information about all campus wrap-around student services available to online students including GCRT students. All students are encouraged to participate in workshops hosted by the programs. The Distinguished Faculty Recruitment Program is designed to enhance faculty university's Writer's Workshop and are eligible to receive assistance on writing projects excellence by supporting the recruitment of individuals who bring a range of perspectives, assigned in the GCRT program through their writing assistants. For students with disabilities, experiences, and backgrounds to the academic community. The Public Voices Fellowship is a Disability Resources & Educational Services (DRES) has helped thousands of students earn year-long program open to tenured faculty who join a cohort of leaders with the intent of college degrees and Urbana-Champaign has been recognized as a national leader in the area of improving representation in the field and providing them with extraordinary support, post-secondary education for persons with disabilities. Students in our program will have leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the access to these services as a means of support.

greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university's faculty recruitment plans which will also emphasize attracting candidates who contribute to the academic mission through diverse perspectives, experiences, and scholarly excellence. The President's Executive Leadership Program is a professional development opportunity and experience for senior-level faculty and administrators from across the UI System. Consisting of seminars held during the academic year, the objective of the leadership program is to broaden participants' understanding of higher education issues and strengthen their skill sets in leading and managing a public institution at the university or system level. The Board of Trustees supports the program as a mechanism for identifying and developing a diverse group of potential future university and system leaders.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to meet its land grant mission of enhancing the lives of citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement, and economic development. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus. especially at a time when the competition for top talent is intense. The University remains committed to investing in targeted initiatives to recruit faculty who will enhance our global reputation through their contributions to a wide spectrum of research and innovation and while meeting evolving academic interests and needs of students.

Retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units. The Office of the Provost also coordinates several leadership development programs to increase the pool of potential academic leaders on campus to explore campus leadership and administrative roles. The

university continues to be a strong partner in the Big Ten Academic Alliance's Academic Leadership Development Programs, with numerous faculty and staff from the university participating as fellows.

The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports a range of institutional memberships to external resources that provide faculty with access to high-quality professional development resources, tailored to support their individual career advancement goals. Through a partnership with the University System Office and departments, the Provost's Office also supports the Underrepresented Faculty Recruitment Program in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment were available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

To monitor progress of campus efforts to recruit and retain faculty members of color, the Provost's office collects, manages, and reports annual data through the Division of Management Information and Office for Access and Equity. Additionally, a yearly report on hiring and retention of faculty on campus is produced that includes women and faculty of color through the Faculty at Illinois report.

The faculty teaching and advising in the Trauma-Informed Education GCRT program will have access to the programs designed to support and retain a diverse faculty. The students in the Trauma-Informed Education GCRT program will benefit specifically from the experiences of a diverse faculty, who can provide broader perspectives on systemic and institutional sources of trauma and efforts to mitigate or manage the impacts.

Sustainability

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

While the College of Education offers two competitive \$500 scholarships each year to our online students, the GCRT students are not eligible for the scholarships. However, should the students choose to stack the GCRT into the Education Master's Degree (EdM) in Curriculum and Instruction, they would be eligible to compete for the scholarship.

Practicing teachers who serve as cooperating teachers for the University of Illinois teacher preparation programs are eligible for tuition waivers for courses included in the EdM degree and GCRT plans of study.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

The College of Education, University of Illinois proposed GCRT in Trauma-Informed Education is a 12 graduate credit (three course) certificate with a tuition rate of \$528 per credit hour. The certificate offered by North Central College is also three courses, but is 9 credits. North Central College's graduate tuition is advertised as \$885 per credit hour. Concordia University in Chicago offers a Trauma and Resiliency in Teaching and Learning Certificate. The program is four courses (12 credits). Their published tuition for graduate certificates at Concordia is \$575 per credit hour.

Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

Current enrollment trends in the Trauma-Informed Practice and Pedagogy Ed.M. Program put this concentration as the third-highest-enrolling online Ed.M. program currently, according to current Banner data. It is one of the two fastest-growing online concentrations right now, as is evident from current enrollment and application data.

Graduate Certificate students have the possibility to enroll in graduate programs after they complete or even while they are currently enrolled in a degree program, which also immediately makes this graduate certificate of potential interest to all currently enrolled graduate students in the College of Education. In addition, market research in the following CIP Codes 13.9999, 12.1005, 13.1016, 51.1508, and 51.1513 shows an overall positive completion trend, while the market for Trauma-Informed Practices and Pedagogy program is still an emerging field. Data also shows that this area of interest is starting to bleed over into more of the Education field.

With one of the key markets for this population being current Illinois Teachers, providing them with an additional certificate and graduate credit hours will assist them in meeting milestones for raises in their field, allowing them to continue as teachers in Illinois instead of changing careers or leaving the state. We have also reviewed similar certificate programs offered by Columbia College, which has reported 150 Completions since the program launched in 2023. We have also identified that Hiram College (Ohio), North Central and Concordia Colleges (private Illinois colleges) just recently launched certificate programs, but have not yet reported any completions. This shows that the field is still in an emerging stage, and we have an opportunity to be at the forefront of these offerings.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

The developers of the GCRT in Trauma-Informed Education worked with education and social work professionals responsible for the professional development of teachers in the area of trauma-informed education to develop the required courses in the Trauma-Informed Practice and Pedagogy master's concentration on the Curriculum and Instruction Education Master's Degree. Two of the courses in the GCRT proposal are the required courses from the master's concentration.

The elective courses in the Trauma-Informed Education GCRT proposal were developed based on the additional input of practicing educators and the requirements included in Illinois legislation (PA 103-0413) requiring educator proficiency in Adverse Childhood Experiences, trauma, secondary traumatic stress, creating trauma-responsive learning environments or communities, restorative justice and restorative practices. The content of the GCRT could provide the basis of partnerships with school districts, Regional Offices of Education, the Illinois State Board of Education and other entities responsible for teacher professional development to provide the required knowledge and skills for educators to support the needs of youth impacted by trauma.

Locally, the Campus-Community Compact (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of Illinois' Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between Illinois and the broader Champaign County community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next five to ten years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations.

An example of a professional development activity for teachers is the TEACH Academy, a three-day interactive experience designed to strengthen instructional practices using a lens that focuses on educational justice, equity, and inclusion. The developers of the GCRT have been presenters on trauma-informed education at the TEACH Academy for the past two years, with follow-up professional development activities throughout the year. The 500+ teachers who participate in TEACH are introduced to the educational opportunities being provided in the College of Education in trauma-informed education. Participants in the TEACH Academy have entered the master's program after their summer experience. It was their input, in part, that led to the development of the GCRT to make trauma-informed education learning opportunities available to teachers not yet committed to a master's program.

This program will continue to support the state's economy by offering opportunities to current

and future educators with a valuable certificate in a growing specialization that will allow them to achieve raises by enrolling in graduate-level courses and rewarding them with a high-value credential upon completion that can also be stacked into a graduate degree from the university.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The GCRT in Trauma-Informed Education does not require internships or apprenticeships, as the target audience is practicing educators. The educators are required, however, to use the high-impact practices with youth in their own educational context and reflect on their field experience. Additionally, one of the required courses in the GCRT and master's concentration requires students to conduct an introductory-level action research study on the trauma-informed practices to which they are introduced.

The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

The Office of Online Programs (OOP) in the College of Education facilitated collaboration between the developers of the GCRT in Trauma-Informed Education and the Center for Innovation in Teaching and Learning for support in instructional design and effective technology use and integration in online learning. The result is the introduction of one asynchronous course as an elective in the GCRT proposal (CI 523). The use of technology tools in the GCRT courses provides a model for practicing teachers on effective integration of technology in teaching in classroom, a skill they can take back to their own education contexts.

The content included in the GCRT courses provides skills and knowledge necessary to support youth impacted by trauma. Research indicates that when teachers understand and create trauma-informed learning environments, there is a reduction in the number of special education and discipline referrals, and a lower rate of burnout among teachers. This information is provided in the GCRT courses. In addition, EdM/GCRT faculty have provided training for educators in schools in Illinois, through invitations from participants in the master's and other outreach programs like the TEACH Academy.

The participants in the required courses in the GCRT are asked to participate in research each year to inform the expansion and improvement of the program and analyze the effectiveness of the required courses. The results of the research will be presented at conferences this year with a target audience of educators. The resulting knowledge can support teacher success in efforts to implement trauma-informed practices in their educational contexts.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

The Trauma-Informed Education GCRT promotes lifelong learning of Illinois residents, namely educators. The incidence of trauma among children and youth has been steadily increasing, with COVID a major contributor to the incidence of potentially traumatic experiences among all members of society. Additionally, the statistics on mental health challenges among students in higher education institutions continues to rise.

The Trauma-Informed Education GCRT provides knowledge that can be applied to learning environments, but also to parenting, coaching, and other interpersonal relationships to improve mental health; and empathy, relationship and self-regulation skills that can address and reduce the impacts of trauma. These skills are essential in the current state of our country and world.

A Thriving Illinois:

Higher Education
Paths to Equity,
Sustainability, and
Growth - Attach
Documents

Program Description and Requirements

Illinois Administrative Code:

1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The Department of Curriculum and Instruction proposes a Graduate Certificate in Trauma-Informed Education. The fully online certificate will provide educators with foundational knowledge about trauma and its impact on teaching and learning. The Graduate Certificate introduces the principles and practices necessary for the support of children and youth impacted by trauma, and successful implementation of trauma-informed strategies in education contexts.

The certificate requires the successful completion of 12 credits, a minimum of two required courses and one elective course. The courses are taught in the evenings to accommodate the schedules of working professionals. The courses are all delivered online, but are available to both online and on-campus students at the University of Illinois, Urbana-Champaign.

The Plan of Study is as follows:

Required Courses (8 credits):

CI 455: Fundamentals of Trauma-Informed Education (4 credits) examines the foundational information needed to understand and support individuals who are impacted by exposure to trauma and chronic stress and to interrupt systemic causes of trauma within our sphere of influence. The course will focus on the causes of trauma; the brain science that underlies trauma exposure; the potential manifestation of trauma in classrooms; equity-centered, trauma-informed practices; and self-care for educators.

CI 456: Classroom Structure (4 credits) examines systemic organization of a classroom to best support all types of learners. Students will focus on related topics, including personal and professional attributes of effective teachers, practices and procedures for safe and inclusive classrooms, systemic structures for behavior support including a trauma-responsive approach supporting both educators and students.

Elective Courses (choose 4 credits)

CI 523: Trauma, Learning and Development (2 credits) examines major developmental themes in children from birth to eighteen and how trauma can impact these developmental themes. The course will focus on individual differences resulting from environmental and biological factors that influence development, including those resulting from trauma. Students will examine the implications of developmental knowledge for making informed programmatic and instructional decisions for students who have experienced trauma.

CI 524: Supporting Students' Behavior (4 credits) examines trauma-informed approaches that educators can view and support student behavior. The course will focus on understanding the

influences on student behavior, differing perspectives on behavior, and the underlying causes of student behavior. Additionally, this course will emphasize understanding and implementing both proactive and reactive strategies to support student behavior, along with the role of education professionals in supporting student behavior.

CI 527: Restorative Justice in Education (4 credits) examines classroom community-building as well as restorative responses to conflicts and violations of school norms and rules through theoretical, empirical, and experiential writings and videos focusing on the pre-K-12 context. Opportunities to develop and practice applied "facilitation" skills may also be available. To the extent possible within the structure of the university system, the course itself will be guided by restorative principles, including power sharing.

SPED 525: Seminar in Trauma-Informed Education (2 credits) explores current issues in the education field (e.g., trauma caused by service systems, seclusion and restraint policies, special education services, etc.) and how they relate to trauma and trauma-informed education. Additionally, there will be a focus on identifying and discussing issues of practice and how to make practice more trauma-informed.

The Graduate Certificate in Trauma-Informed Education is one of a very few certificates offered in Illinois that has educators as the target audience in the area of trauma-informed education. The graduate certificate provides the knowledge and skills to understand and create a trauma-informed learning environments for both educators and students. The Graduate Certificate in Trauma-Informed Education can be stacked into the Trauma-Informed Practice and Pedagogy concentration on the EdM in Curriculum and Instruction.

Attach Program

Description Files if
needed

Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

The GCRT in Trauma-Informed Education requires the successful completion of 12 graduate credits, 8 credits earned in two required courses (CI 455 and CI 456), and 4 credits which can be chosen from a list of 4 elective courses (CI 523, CI 524, CI 527, SPED 525). Students must pass each course and have an overall grade point average of at least 3.0.

The program does not yield a degree and, as such, does not required a thesis or dissertation. While there are also no requirements for an internship, practicum, or clinical experiences, assignments in the required courses require access to a group of learners to practice and reflect on the trauma-informed strategies and their success with learners. This is consistent with our target audience of practicing education professionals.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The program's evaluation plan is multi-layered. At the course level, course assignments/projects will be assessed by the individual instructors of each course. In the required courses (CI 455 and CI 456), students are asked to participate in pre- or post-surveys to determine the effectiveness of the core curriculum in improving trauma-informed attitudes.

At the program level, student performance and feedback is reviewed annually. Feedback from students in the EdM Trauma-Informed Practice and Pedagogy program led to the development/addition of two new courses and proposed replacement of another. These are among the elective courses available to students completing the GCRT. Like feedback from the TIPP EdM candidates, feedback from GCRT students will also inform program needs. In addition to student feedback, the status of the implementation of new state legislation on professional development in the area of trauma is monitored to ensure program alignment to legislative requirements.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The unit's budget is supporting, and will continue to support the faculty required to teach the required courses for the GCERT.

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

The unit currently has the faculty required to teach the GCRT courses and will continue to staff those courses in the future.

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

There will be no change in the number of faculty teaching the courses included in the GCRT in Trauma-Informed Education; the courses are currently being taught for the TIPP program. The estimated increase in enrollment in the courses each year as a result of the new GCRT is an additional five students. This increase will not impact teaching loads and the change in student-faculty ratios or class size will not be significant.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

The advisor in the Office of Online Programs who supports the TIPP students will also do the GCRT advising. The students will receive Plans of Study and will be informed of the ability to stack the courses into the TIPP-Education Master's degree. Questions about registration will also be handled by the TIPP advisor.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

There will be no needs in the area of facilities. All Trauma-Informed Education GCRT courses are taught online. The required technology is in place for delivery of online programs.

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.

The proposal was shared with the Library's Education subject specialist, Nancy O'Brien, who indicated that because the Library is purchasing resources about trauma-informed education and restorative justice already, there is no current anticipated impact on the Library. Because this is an online course, however, the cost of online resources is higher than print material so instructors may need to be aware of limitations on the format and quantity of material requested through the Library. As enrollment increases, the demand for online resources and instructional sessions for the listed courses may affect the Library's budget in the future.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

Key Text Books:

1. Equity-Centered, Trauma-Informed Education (Alex Venet)
2. Building Trauma-Sensitive Schools (Jen Alexander)
3. Child Growth and Development (Open Textbook Library-ebook; Ed. Alexa Johnson)
4. Beyond Behaviors (Mona Delahooke)
5. The Little Book of Youth Engagement in Restorative Justice: Intergenerational Partnerships for Just and Equitable Schools (Aquino & Wadhwa)
6. The Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools (Evans & Vaandering)
7. Restorative Justice in Urban Schools (Wadhwa)
8. The Little Book of Restorative Justice: Revised and Updated (Zehr)

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

No sources of funding for the GCRT are temporary.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

Practicing teachers who host our pre-service teacher candidates are awarded tuition waivers for use in graduate courses. The waivers can be used for the required and elective courses in the proposed GCRT. To date the use of waivers in the Trauma-Informed Practice and Pedagogy concentration, which shares these courses, is approximately 30% of students. The tuition generated for non-waiver eligible students is sufficient to compensate for the lost tuition revenue of waiver-eligible students.

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

Personnel Budget

Category	Year One	Year Five	Notes
Faculty (FTE)			

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
1	1	GCRT courses are already being taught by current staff.

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
\$62,200	\$65,372	Additional faculty will not needed for GCRT courses; they are already taught by TIPP instructors. Year 5 calculated based on current salary and 1% raises each year.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
64,284	67,563	Office of Online Programs handles advising for all online programs; the advising salaries are not paid by the Department of C&I and are not GCRT costs.

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	No graduate students are or will be hired for the GCRT courses/TIPP program.

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	N/A

Budget Narrative

Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and

can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The courses for the GCRT are taught by faculty who have offices on campus. However, the classes are all taught online and delivered through the Canvas learning management system (LMS). The College of Education's Technology Services staff supports the LMS and the faculty teaching the courses.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and
Equipment
Attachments

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The current personnel includes Dr. Catherine Corr, Dr. Lynn Burdick, and Dr. Mia Chudzik. Dr. Corr is an Associate Professor with appointments in C&I and Special Education. Her primary line of research examines early childhood special education experiences for young children who have experienced trauma. Dr. Lynn Burdick is the Director of Trauma-Informed Education. She has a PhD in Special Education with a research focus in trauma-informed education. She is an Academic Professional who assisted in the development and implementation of the program, coordinates the program's initiatives, and assists with student support and advising. Dr. Mia Chudzik is a Postdoctoral Fellow who has a PhD in Special Education with a research focus in trauma-informed care in education settings. Dr. Chudzik currently teaches the courses in the Education Master's program (TIPP Concentration) which are the same courses that are included in the Trauma-Informed Education GCRT. Drs. Burdick and Chudzik are members of the Department of Curriculum and Instruction with evaluation of its members the responsibility of the the Department Head. Dr. Corr is evaluated by the leadership of the Department of Special Education.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

CVs of the faculty and staff currently teaching/involved in the TIPP program and GCRT courses are attached. Dr. Corr has more than 50 publications in the fields of early childhood, early intervention services, trauma, and informed care. She teaches courses in Special Education and mixed methods. She is the faculty lead on the Investment for Growth grant that funded the development of the Trauma-Informed Practices and Pedagogy concentration on the EdM degree in Curriculum and Instruction. She has other grants in early childhood and early intervention. Dr. Chudzik has 21 publications with additional manuscripts under review and in process in the areas of trauma, trauma-informed care, early interventions, early childhood, and early childhood special education. She has presented her work at local, state, national, and international conferences. Dr. Burdick's work centers around trauma-informed practices in preK-12 settings and the integration of trauma-informed education in pre-service teacher preparation. She worked with Dr. Corr to propose and develop the TIPP program, and was the author of the syllabi for the required courses. She is responsible for coordinating the TIPP outreach efforts and has presented her work at local, state, and national conferences. Dr. Burdick served on a state committee and chaired another exploring the implementation of the state laws and school code mandating the proficiency in six focus areas surrounding trauma for initial and renewal licensure.

Faculty and Staff

Attachments

[Burdick-CV.pdf](#)

[Chudzik CV.pdf](#)

[Corr_CV.pdf](#)

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses): 100	Number of Credit Hours: 20	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered): 0	Number of Credit Hours:	Percent of Total:
Total Credit Hours of the Program: 100	Number of Credit Hours: 12	Percent of Total:

New Faculty Required

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

No

Please explain

existing coverage:

Instructors for this program are currently included in, and will continue to be included in the budgets of the Department of Curriculum and Instruction (CI 455, CI 456, CI 523, CI 524, CI 527) and Special Education (SPED 525). The courses for the GCRT already exist as part of the Education Master's Trauma-Informed Practice and Pedagogy concentration.

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 University of Illinois allocates funds to the College of Education (COE). The Department of Curriculum and Instruction's budget is part of the COE budget.

EP Documentation

EP Control Number EP.26.104

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review [Re_Proposal to Establish a Graduate Certificate in Trauma-Informed](#)
Comments [Education.pdf](#)
[RE_Trauma-Informed Education, GCRT tuition rate 2_4_2026.pdf](#)

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices
Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

Comments

Brianna Vargas-Gonzalez (bv4) (01/14/26 4:37 pm): CI 524 is a new course approved for Fall 2026. Red box will clear once we roll to the 2026-2027 academic catalog.

Key: 1360