

# COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

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1. ADDITION \_\_\_ REVISION \_\_\_ TERMINATION \_\_\_

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2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description, etc.):

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3. COURSE NUMBER \_\_\_

4. COURSE TITLE \_\_\_\_\_

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5. IF REVISION: Previous Course No. \_\_\_\_\_ Previous Title \_\_\_\_\_

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6. FOR ADDITIONS AND REVISIONS -  
FIRST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

7. FOR TERMINATIONS ONLY -  
LAST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

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8. COLLEGE:

9. DEPARTMENT NAME:

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10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): \_\_\_\_\_

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11. FIXED CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Total Credit Hours

\_\_\_ Lec Contact Hours

\_\_\_ Lab Contact Hours

\_\_\_ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Min Total Credit Hours \_\_\_ Max Total Credit Hours

\_\_\_ Min Lec Contact Hours \_\_\_ Max Lec Contact Hours

\_\_\_ Min Lab Contact Hours \_\_\_ Max Lab Contact Hours

\_\_\_ Min Other Contact Hours \_\_\_ Max Other Contact Hours

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13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES\_\_\_ NO\_\_\_ If YES, total number of times course can be taken \_\_\_\_\_

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14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: \_\_\_\_\_ Justification of maximum enrollment:

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15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: \_\_\_\_\_

Class schedule type justification:

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16. COURSE LEVEL:

17. GRADE TYPE:

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18. DEVELOPMENTAL COURSE: YES\_\_\_ NO\_\_\_

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19. CROSS-LISTED COURSE:

YES\_\_\_ WITH \_\_\_\_\_ NO\_\_\_

20. SPECIAL COURSE FEE? (Must be Board approved)

YES\_\_\_ Amount \$ \_\_\_\_\_ NO\_\_\_

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21. Required faculty qualifications to teach this course:

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22. UNIVERSITY STUDIES COURSE: YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- \_\_\_ General Education Learning Goal 1: Ethical Reasoning
- \_\_\_ General Education Learning Goal 2: Global Learning
- \_\_\_ General Education Learning Goal 3: Information Literacy
- \_\_\_ General Education Learning Goal 4: Written Communication
- \_\_\_ General Education Learning Goal 5: Oral Communication
- \_\_\_ General Education Learning Goal 6: Critical Thinking
- \_\_\_ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education/University Studies course, please provide a short rationale why this course should be considered as a general education course.

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Attach the following:

- a) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) Class syllabus using the syllabus template.

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COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

University Studies Council

Graduate Council

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To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

**Registrar's Office Use Only**

SCACRSE \_\_\_\_\_ Bulletin \_\_\_\_\_ Degree Audit \_\_\_\_\_ SHATATR \_\_\_\_\_

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## Instructions for Completing Course Approval/Change Document

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1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. University Studies Course: Choose NO, or the category in which the course falls and the general learning goals.

## Class Syllabus

(1) Course Number: ED 535

(2) Course Title: The Trauma Informed Professional

(3) Catalog Description: Developing trauma knowledgeable professionals to foster resiliency building practices in children impacted by trauma. (3 credit hours).

(4) Prerequisites: None

(5) Co-requisites: None

(6) Credit Hours: 3

(7) Semester: Spring 2020

(8) Class Meeting Time(s), location and format: M/W/F 9:00 – 9:50 Scully 111 face-to-face

(9) Instructor: Dr. Tony Faber

(10) Instructor Contact Information: E: [afaber@semo.edu](mailto:afaber@semo.edu); P: 986-6814; Office: Scully 106B;

Office Hours: M/W/F 10-12 and T/H 1:00-2:00

(11) Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. Victor Wilburn [vwilburn@semo.edu](mailto:vwilburn@semo.edu)

(12) Course Learning Outcomes:

1. Students will be able to define trauma and adverse childhood experiences.
2. Students will be able to explain the potential impact childhood adversity has on social relationships and learning.
3. Students will be able to demonstrate a set of resiliency-based practices.

(13) Course-specific Required Materials:

Souers, K. and Hall, P. (2016). Fostering resilient learners: Strategies for creating a trauma-sensitive classroom.

(14) Course Content:

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|---|----------|
| A. Orientation to Trauma  | 8 hours  |
| 1. Course introduction, safety, campus support resources            |          |
| 2. What is trauma / ACE / chronic stress                            |          |
| 3. ACES study / prevalence rates                                    |          |
| 4. What is the trauma movement / paradigm shift                     |          |
| B. Theoretical Background   | 10 hours |
| 1. Neurobiology and epigenetics                                     |          |
| 2. Neurobiology and Attachment Theory / emotion regulation          |          |
| 3. Bioecology / Maslow's Hierarchy of Needs                         |          |
| 4. Neurobiology and health / mental health outcomes                 |          |
| 5. Impact of trauma on learning / memory, development, and behavior |          |

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|----|--|----------|
| C. | Trauma Responsive  | 8 hours  |
|    | <ol style="list-style-type: none"> <li>1. What are the signs of trauma exposure</li> <li>2. Fostering Resiliency / intrinsic motivation</li> <li>3. Building community</li> <li>4. Developing emotional intelligence</li> <li>5. Dweck's growth / fixed mindsets (cognitive restructuring)</li> <li>6. Trauma informed discipline</li> </ol>   |          |
| D. | Self-care  | 3 hours  |
|    | <ol style="list-style-type: none"> <li>1. Examples of trauma informed classrooms / schools / agencies (guest speakers)</li> <li>2. Secondary exposure to trauma (compassion fatigue)</li> </ol>  |          |
| E. | Resiliency Building Practices Experiential Lab   | 16 hours |
|    | <ol style="list-style-type: none"> <li>1. Mindfulness Exercises</li> <li>2. Restorative circles</li> <li>3. Goal setting</li> <li>4. Emotional regulation skills</li> <li>5. Growth mindset development</li> <li>6. Neuroplasticity exercises</li> <li>7. Self-care / stress management strategies</li> <li>8. Empathy</li> <li>9. Trigger identification</li> <li>10. Character building</li> </ol> |          |

#### TENTATIVE COURSE LECTURE SCHEDULE

Aug 19-21	Introduction to course syllabus, safety, campus support resources Read the forward and introduction of textbook
Aug 26-28	What is trauma / ACE / chronic stress – Read chapter 1 ACES study / prevalence rates– Read chapter 2
Sept 2-4	What is the trauma movement / paradigm shift – Read chapter 4
Sept 9-11	Brain development and epigenetics – Read chapter 5
Sept 16-18	<b>Exam 1</b> Neurobiology and Attachment / emotion regulation – Read chapter 6
Sept 23-25	Neurobiology and health / mental health outcomes - Read chapter 3
Sept 30 Oct 2	Bioecology - Bronfenbrenner Maslow Needs Theory – Read chapter 6
Oct 7-9	Impact of trauma on learning / memory, development, and behavior

	Read chapter 7
Oct 14-16	What are the signs of trauma exposure – Read chapter 8 <b>Exam 2</b>
Oct 21-23	Fostering Resiliency / intrinsic motivation / community building – Read chapters 9 & 10
Oct 28-30	Emotional intelligence – Read chapter 11
Nov 4-6	Dweck’s growth / fixed mindsets (cognitive restructuring) Read chapters 12 & 13
Nov 11-13	Trauma informed discipline – Read chapters 14 & 15 Trauma Treatment Approaches
Nov 18-22	No Class – Thanksgiving Break
Nov 25-27	Examples of trauma informed classrooms / schools / agencies (guest speaker) <b>Graduate research paper due – Nov 27</b>
Dec 2-4	Secondary exposure to trauma (compassion fatigue) Read chapter 16
Dec 11	<b>Final Exam</b>

#### TENTATIVE COURSE EXPERIENTIAL LEARNING LAB SCHEDULE

Aug 23	Introduction to lab, safety, campus support resources
Aug 30	Community building exercises <b>Lab assessments due</b>
Sept 6	Mindfulness exercises
Sept 13	Goal setting
Sept 20	Character building
Sept 27	Neuroplasticity exercises
Oct 4	Empathy

Oct 11	Growth mindset development
Oct 18	Trigger identification
Oct 25	Emotion regulation skills
Nov 1	Self-care
Nov 8	Stress management strategies
Nov 15	Restorative circles
Nov 18-22	No Class – Thanksgiving Break
Nov 29	Recognition of goal achievements <b>Self-reflection paper due</b>
Dec 6	Wrap up / sharing of experiences
Dec 1 1	<b>Final Exam</b>

**Assignments:**

Lecture Participation (30 points): You will receive points for participating in randomly assigned class activities over the semester. The course depends on your participation. In fact, the more you participate, the more you will learn. You are expected to **read before class**.

3 Exams (50 points each):

Moodle Quizzes (30 points): related to assigned readings

Lab Assessments (30 points):

Lab Participation (30 points):

Lab Self-Reflection Paper (20 points): Instructions will be handed out in class.

Additional assignment for graduate students:

Research / Application Paper (75 points / 20% of grade): Instructions will be handed out in class.

(15) Grading Scale and Policies:

**Grading:** I do not round grades

290 Total points undergraduate level

365 Total points graduate level

A → 90%-100%

B → 80%-89%

C → 70%-79%

D → 60%-69%

F → Below 60%

A → 90%-100%

B → 80%-89%

C → 70%-79%

F → Below 69%

Assignments will be graded within a week of the due date.

**Late Assignments:** Assignments are due in class on the due dates. **Assignments that are handed in late will not receive full credit.** You will lose one letter grade for every week that it is late.

**Assignments that are over 2 weeks late will not be accepted.** Extreme and unavoidable situations will be dealt with appropriately. **Assignments will NOT be accepted via email.**

(16) Final Exam Schedule: Wednesday May 6, 8:00 am

(17) [Optional Additional Course Information:]

The instructor will return emails within 24 hours unless sent on a weekend or holiday.

Assignments will be graded within a week of the due date.

**Cell Phone Use:**

Cell phones and electronic devices of all kinds, including ear buds are to be **turned off / removed** prior to entering the classroom / lab and left off the entire class period. During exams / quizzes, failure to follow this policy will result in an automatic **"F"** for the exam / quiz. Exceptions agreed upon are at the discretion of the professor. If a student fails to follow this policy, class participation points may also be deducted upon the professor's discretion.

If you are waiting for an emergency call, please notify the professor before class starts and you will be given instructions. A professor can instruct you to turn on your cell phones or electronic device for a specific teaching purpose.

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.



- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.