

Program Change Request

APPROVED BY SENATE

12/08/2025

EP.26.072_FINAL

Approved by EP 11/17/2025

New Proposal

Date Submitted: 10/08/25 2:58 pm

Viewing: : **Law, MS (online)**

Last edit: 11/06/25 9:16 am

Changes proposed by: Robin Kar

In Workflow

1. U Program Review
2. 1853-LAW Head
3. KU Dean
4. University Librarian
5. Grad_College
6. COTE Programs
7. Provost
8. Senate EPC

9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DOE
15. Catalog Editor
16. DMI

Approval Path

1. 10/06/25 9:50 am
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
2. 10/06/25 12:12 pm
Kelly Salefski
(salefski): Rollback
to Initiator
3. 10/06/25 2:22 pm
Brianna Vargas-Gonzalez (bv4):
Approved for U
Program Review
4. 10/06/25 4:12 pm
Kelly Salefski
(salefski): Approved
for 1853-LAW Head

5. 10/06/25 5:14 pm
Colleen Murphy
(colleenm):
Approved for KU
Dean
6. 10/07/25 10:09 am
Tom Teper (tteper):
Approved for
University Librarian
7. 10/07/25 1:36 pm
Mary Lowry (lowry):
Rollback to
University Librarian
for Grad_College
8. 10/07/25 1:37 pm
Mary Lowry (lowry):
Rollback to Initiator
9. 10/08/25 12:18 pm
Mary Lowry (lowry):
Rollback to Initiator
10. 10/15/25 4:29 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
11. 10/15/25 5:49 pm
Kelly Salefski
(salefski): Approved
for 1853-LAW Head
12. 10/15/25 5:56 pm
Colleen Murphy
(colleenm):
Approved for KU
Dean
13. 10/16/25 9:18 am
Tom Teper (tteper):
Approved for
University Librarian
14. 11/03/25 5:06 pm
Allison McKinney
(agrindly): Approved
for Grad_College

15. 11/04/25 11:48 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
16. 11/05/25 2:55 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name	Law, MS (online)	
Diploma Title	Master of Science in Law	
Sponsor College	Law	
Sponsor Department	Law	
Sponsor Name	Robin Kar	
Sponsor Email	rkr@illinois.edu	
College Contact	Colleen Murphy	College Contact Email
	colleenm@illinois.edu	
College Budget Officer	Angela Douglas	
College Budget Officer Email	ajdougl@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.

Though the Sponsor and College Contacts are the primary persons who should be contacted if questions arise during the review process, there are additional stakeholders who were involved in the creation of this proposal and could also answer many questions, such as:

Margareth Etienne, Associate Dean for Graduate and International Programs
(metienne@illinois.edu) (oversees existing graduate programs),

Kelly Salefski, Assistant Dean for Academic Affairs (salefski@illinois.edu),

Pia Hunter, Associate Director for Research and Instruction (huntress@illinois.edu) (central to both IFG grant development and implementation)

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 Master of Science in Law in the College of Law 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 Master of Science in Law proposal (key 1351) is related to the Concentration in Business Compliance proposal (key 1357) and the Concentration in Tech & Privacy proposal (key 1358). The Master of Science in Law proposal (key 1351) is also related to the Graduate Certificates in Legal Foundations for Professionals (key 1362), Ethics & Corporate Governance (key 1364), Advanced Business Law (key 1365), Employment Law & Workplace Dynamics (key 1366), AI Privacy & Governance in Law (key 1367), Cybersecurity Law & Resilience (key 1368), and Law of Emerging Technologies (key 1369)--each of which is stackable toward the MS in Law degree.

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.

This fully online Master of Science in Law (MS in Law) program equips professionals in business, technology, and compliance roles with practical legal knowledge to advance their careers without pursuing a full JD, addressing a growing need for non-lawyer expertise in regulated industries. Building on foundational jurisprudence through the required Certificate in Legal Foundations for Professionals, the program offers two concentrations—Business Compliance, and Tech & Privacy—delivered via stackable certificates (e.g., Ethics & Corporate Governance, AI Privacy & Governance in Law).

Graduates develop skills to navigate complex regulations, mitigate risks (e.g., data breaches, antitrust violations) and drive ethical decision-making, as outlined in the general schema of the program objectives: (1) Understand (core legal principles across business, technology, and compliance, while identifying when to engage legal counsel), (2) Apply (legal concepts in simulated case studies to communicate risks and strategies to non-legal stakeholders), (3) Analyze (interdisciplinary scenarios, contrasting legal reasoning with strategic, business, and ethical reasoning to align with compliance, business or innovation goals), (4) Evaluate (alternative business or tech strategies in real-world applications, recommending improvements for JD-advantage roles such as compliance officers, HR specialists, or CIOs), (5) Create (action plans or reports synthesizing legal insights with industry needs, integrating input from legal counsel and other stakeholders for career advancement).

Unlike a JD, which trains practicing attorneys to identify what the law is in hard cases, litigate, and make arguments in court, the MS in Law focuses on applied legal knowledge of basic legal frameworks (e.g.,) compliance for non-lawyers in JD-advantage roles; unlike an MBA, it prioritizes legal strategy over general management.

These differences allow for a program that meets growing market demands. To identify these demands, the College of Law hired Eduvantis, a third party marketing consultant that specializes market research for higher education. Their market study shows a 31% growth rate in interest in online MS in Law degrees from 2018-2022 (the four-year period before the research was conducted) and a 35% growth in Illinois in that same period. The study suggests that there was a 45% growth in the number of national institutions offering such programs during that period, but the number of institutions in Illinois has remained flat (i.e., only 2). That is true even though the number of degree conferrals rose by 105%. The market study was, finally, used to identify two concentrations for which there is particularly strong demand and current growth and that the College of Law is best suited to provide education. Those are the two concentrations already mentioned.

Based on this market study, the online MS in Law program targets four primary audiences: 1) career enhancers (people employed and gaining legal skills for current roles), 2) career advancers (people seeking promotions via legal expertise), 3) career changers (people

transitioning to legal-adjacent fields), and 4) career launchers (people entering non-lawyer legal roles). It prepares graduates for JD-adjacent occupations such as Compliance Officer, Information Security Analyst, Human Resources Specialist, and Financial Risk Specialist, with stackable certificates offering targeted upskilling in specific fields (12 credits each) that are in high demand based on the Eduvantis research. The online format, accessible via Canvas, with projected first year enrollments of 20 and long-term enrollment projections of 147, also serves aging and disabled workers, aligning with Illinois' workforce development goals under the Public Agenda. In short, implementing this program is critical to address a shortage of affordable and high quality education to produce legally literate professionals in high-demand sectors in Illinois.

For reasons that will become clear and are documented later in this proposal, the MS in Law program has been developed and will be implemented in ways that ensure minimal impacts on our core JD program from a budgetary, operational, instructional, administrative, and student support standpoint.

Though the College of Law currently has an in-person Master of *Studies* in Law degree (not *Science*, as in this proposal), the Master of Studies degree has a separate curriculum, which is not focused on the practical skills needed for this target audience and typically enrolls about 3 students per year. Within the law, a Master of "Legal Studies" is commonly distinguished from a Master of Science in Law. For example, the CIP 22.000, which relates to "Legal Studies" says: "A program of study that focuses on law and legal issues from the perspective of the social sciences and humanities. Examples: [Juris Master (J.M.) Degree], [Master of Legal Studies]". The needs of our target audience, who are working professionals throughout the state, cannot be met without a curriculum that is distinct from a focus on law and legal issues from the perspective of the social sciences and humanities (something that often most marketable to advanced academics seeking to integrate law into their academic work). For example, the Master in Studies in Law degree integrates students with our JD students and allows access to a number of advanced, in-person seminars and independent studies, and requires a faculty supervised research paper, often related to their cognate discipline. It is necessary to create a distinct Master of *Science* in Law degree, separate from our Master of *Studies* in Law, and to develop it in an online asynchronous form with a more practical orientation, to meet the distinctive needs of our target audience for the Master of Science in Law degree.

The MS in Law degree would have two primary, in-state competitors. The first is Loyola Law School in Chicago, which is not a peer institution and focuses on business and financial risk without the AI/privacy/cybersecurity/technology focus or even a broader business focus that includes ethics, corporate governance, and employment relations. The second is Northwestern, which has a program that focuses on students with STEM backgrounds and charges \$75,072, whereas our proposed program has a broader target audience and would charge only \$37,856 (at a \$1183/credit hour tuition rate).

There is, as of now, no public institution with a land grant mission in the state of Illinois to meet

There is, as of now, no public institution with a land grant mission in the state of Illinois to meet the growing professional educational needs identified in the Eduvantis marketing study throughout the state of Illinois. The MS in Law, with its affordable tuition rate and its online and its asynchronous structure (which is specifically tailored to working professionals) aims to fill that gap. The proposed concentration in Tech & Privacy should benefit in terms of marketability from the U of I's especially strong reputation in CS, Engineering, and Data Science. The existence of this program should also contribute to the breadth of U of I's strength at the intersections of these critical fields and the law. The concentration in Business Compliance will profit from the College of Law's already broad expertise in these areas.

A note on stacking: We anticipate that some students will apply to the online MS in Law after completing one or more of the graduate certificates referenced in keys 1362 & 1364-69, in which case courses from those certificates will stack toward the degree requirements, as illustrated in the side-by-side mappings attached to the individual graduate certificate proposals. However, we impose no limits on the number or type of certificates students may pursue independently, provided they meet each certificate's standalone requirements. Students will need to follow standard application processes to apply and add certificates to their academic record. But this flexibility serves three primary purposes. First, the MS in Law requires five electives that need not all derive from any single certificate, allowing certificates to signal specialized education without duplicating degree credit. Second, we expect some students to earn certificates independently and later enroll in the MS in Law, obtaining both credentials; unrestricted stacking maintains parity between these pathways. Third, MS in Law graduates may wish to pursue additional graduate certificates beyond the required Certificate in Legal Foundations for Professionals and any that go into their five electives, necessitating extra coursework that, if completed, warrants transcriptable recognition of that additional and narrower expertise.

For this new MS in Law proposal, with stackable graduate certificates, the associated Standard Occupational Codes (SOC) include: 13-1041 Compliance Officers, 11-9199.02, Compliance Managers, 13-2054, Financial Risk Specialists, 15-1212, Information Security Analysts, 15-1299.05, Information Security Engineers, 15-2051, Data Scientists, 11-3021, Computer and Information Systems Managers, 11-3121, Human Resources Managers, 13-1071, Human Resources Specialists, 43-4161, Human Resources Assistants. All Other, crosswalked to CIP Code 220216 - Compliance Law.

Note: LAW 510, 511, 512, 520, 521, 522, 523, 524, 525, 530, 531, 532, 540, 541, 542, 543, 544, 545, 546, 547 and 548 have 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 Program of Study section.

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.

No

Program Features

Academic Level Graduate

Does this major have transcribed concentrations? Yes

Concentrations

Concentrations(s)
Law: Business Compliance, MS (online)
Law: Tech & Privacy, MS (online)

Will you admit to the concentration directly? Yes

Is a concentration required for graduation? No

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

What are the minimum Total Credit Hours required for this program?
32

What is the required GPA? 2.75

CIP Code 220299 - Legal Research and Advanced Professional Studies, 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 information here.

[LAW 510 Intro to Law-Grads Course Approved.pdf](#)

[LAW 548 Frontiers of Tech Law-Grads Course](#)

[Approved.pdf](#)

[LAW 547 Health Tech Law & Privacy-Grad Course](#)

[Approved.pdf](#)

[LAW 546 IP of Emerging Tech-Grads Course Approved.pdf](#)

[LAW 545 Cyber Incident Response-Grads Course](#)

[Approved.pdf](#)

[LAW 544 Cyber Risk Mitigation-Grads Course](#)

[Approved.pdf](#)

[LAW 543 Cyberthreats and Compl-Grads Course](#)

[Approved.pdf](#)

[LAW 542 AI Ethics and Bias-Grads Course Approved.pdf](#)

[LAW 541 AI and Data Privacy-Grads Course Approved.pdf](#)

[LAW 540 AI Compliance-Grads Course Approved.pdf](#)

[LAW 532 Employee Benefits-Grads Course Approved.pdf](#)

[LAW 531 Indiv Employee Rights-Grads Course](#)

[Approved.pdf](#)

[LAW 530 Employmnt Discrimination-Grads Course](#)

[Approved.pdf](#)

[LAW 525 Business Organizations-Grads Course](#)

[Approved.pdf](#)

[LAW 524 Securities Law-Grads Course Approved.pdf](#)

[LAW 523 Antitrust Law-Grads Course Approved.pdf](#)

[LAW 522 Supply Chain Oversight-Grads Course](#)

[Approved.pdf](#)

[LAW 521 Corporate Governance-Grads Course](#)

[Approved.pdf](#)

[LAW 520 Ethics and Compliance - Grad Course](#)

[Approved.pdf](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The online MS in Law, which is focused on applied legal strategy for business and tech, is a flexible, asynchronous program tailored to ambitious working professionals in business, compliance, technology, and related fields who seek to advance their careers without pausing their professional lives. Requiring just 8 courses—the 3-course Certificate in Legal Foundations for Professionals plus 5 additional courses from our specialized concentrations—this program equips students with practical, high-impact legal skills to navigate regulatory complexities, mitigate risks, communicate strategically with legal counsel, and drive ethical innovation in dynamic industries. Whether you’re aiming for leadership roles like Chief Compliance Officer, Tech Policy Advisor, or Human Resources Director, or simply want to enhance your decision-making in fast-evolving sectors, the curriculum emphasizes real-world applications through case studies and simulations. Choose to concentrate by completing at least 4 of your 5 elective courses in one area (Business Compliance; or Tech & Privacy) for a specialized credential, or mix freely for broader expertise. Delivered fully online with no set class times and instruction and assignments that can be broken down flexibly into manageable bits, this program is tailored to the schedules of working professionals. It includes a variety of standalone, stackable certificates for quick upskilling and a pathway to the MS in Law degree.

Statement for
Programs of Study
Catalog

Required Courses		12
LAW 510	Course LAW 510 Not Found	
LAW 511	Course LAW 511 Not Found	
LAW 512	Course LAW 512 Not Found	
Optional Concentrations (Pick One or None)		0 or 16
Business Compliance		
Tech & Privacy		
Electives		4 to 20
LAW 520	Course LAW 520 Not Found	
LAW 521	Course LAW 521 Not Found	

LAW 522	Course LAW 522 Not Found
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LAW 548	Course LAW 548 Not Found

Total Hours

32

Other Requirements

Minimum GPA: 2.75

Minimum Hours at 500 Level: 12

Corresponding MS Master of Science
Degree

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, graduates will be able to:

1. Understand core legal principles across business, technology, and compliance, while identifying when to engage legal counsel.
2. Apply legal concepts in simulated case studies to communicate risks and strategies to non-legal stakeholders.
3. Analyze interdisciplinary scenarios, contrasting legal reasoning with strategic, business, and ethical reasoning to align with compliance, business or innovation goals.
4. Evaluate alternative business or tech strategies in real-world applications, recommending improvements for JD-advantage roles such as compliance officers, HR specialists, or CIOs.
5. Create action plans or reports synthesizing legal insights with industry needs, integrating input from legal counsel and other stakeholders for career advancement.

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

Describe here:

The student learning outcomes will primarily be assessed via course-embedded assessments such as individual projects, assignments, and in some cases specific exam questions. Whenever possible, we will complement the course-embedded measures with indirect measures such as student surveys and career advancement and placement statistics. Assessment data will be collected annually at the end of the academic year. Faculty teaching courses where learning outcomes are assessed are responsible for submitting learning outcomes assessment data to the Program Director of the online MS in Law program.

Please note, in addition, that the learning objectives for each course have been aligned to contribute to the above five higher-level, programmatic learning objectives in specific ways: i.e., (1) Understand (core legal principles across business, technology, and compliance, while identifying when to engage legal counsel), (2) Apply (legal concepts in simulated case studies to communicate risks and strategies to non-legal stakeholders), (3) Analyze (interdisciplinary scenarios, contrasting legal reasoning with strategic, business, and ethical reasoning to align with compliance, business or innovation goals), (4) Evaluate (alternative business or tech strategies in real-world applications, recommending improvements for JD-advantage roles such as compliance officers, HR specialists, or CIOs), and (5) Create (action plans or reports synthesizing legal insights with industry needs, integrating input from legal counsel and other stakeholders for career advancement). That fact will allow us to take the assessments from particular courses, including the data analytics built into them, and map them to higher level programmatic learning outcomes in concrete and systematic ways. The course-embedded assessments will include automated assessments on embedded tasks like multiple choice questions associated with videos (typically measuring the Understand objective); instructor-graded answers to weekly discussion board questions that ask students to apply legal knowledge to real world problems (typically measuring the Apply objective); a series of case studies or scenario-based assignments (typically measuring the Analyze and Evaluate objectives); and a final capstone project (typically measuring the Create objective). Attached is a mapping of course level learning objectives to the MSL program's learning objectives.

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.

The goal is for 90% of students enrolled in the certificate program to meet or exceed expectations on each of the program's learning outcomes.

The performance thresholds for each learning outcome are as follows:

- 0% - 79.99%: Below Expectations
- 80% - 89.99%: Meets Expectations
- 90% - 100%: Exceeds Expectations

It is at the discretion of faculty teaching courses where learning outcomes are assessed to adjust these thresholds and expectations. Any deviations will be noted in the assessment reports submitted to internal and external accrediting bodies.

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

Plan to Evaluate and Improve the Program

The MS in Law program at the University of Illinois College of Law is designed, conducted, and evaluated under the direct and continuous control of the College's established processes for academic planning and quality maintenance, including oversight by Program Director, the Faculty Assessments Committee in the College of Law and the Dean's Office. These processes ensure rigorous alignment with the Illinois Public Agenda's goals of access, affordability, and excellence in professional education.

Because this is a new graduate program, the College of Law will submit a third-year progress report on this program as part of the College's institutional report to the Illinois Board of Higher Education, detailing performance against program objectives, enrollment metrics, and any necessary improvements. This report will incorporate data from the evaluation plan outlined below, demonstrating how assessments inform iterative enhancements to curriculum, instruction, and overall quality.

Methods of Program Evaluation

The MS in Law's evaluation plan employs a multi-faceted, data-driven approach combining direct and indirect measures to assess student learning, program effectiveness, and alignment with market needs. Direct assessments are embedded in every course to measure mastery of learning objectives, while indirect measures capture broader outcomes like engagement and career impact. Data is collected annually at the end of the academic year, with faculty responsible for submitting course-level results to the Program Director.

The Faculty Assessments Committee reviews aggregated data biannually, recommending changes to the Dean for implementation. For the first three years of this program, the Program Director will review this new program annually. Feedback loops include faculty self-studies, student surveys, labor market statistics, and external input from alumni and employers, ensuring continuous improvement.

- **Direct Student Learning Assessments:** Course-embedded assessments can and will be used to evaluate achievement of the MS in Law's higher-order learning objectives—Understand, Apply, Analyze, Evaluate, and Create—because course-level objectives are mapped systematically to these higher-level program goals (see attached mapping). Assessments progress from foundational knowledge (e.g., multiple-choice quizzes on video content for Understand) to practical Application, Analysis, and Evaluation (e.g., weekly graded questions on videos and readings plus a series of instructor-graded case studies or other scenario-based applications) to Creation (e.g., capstone policy briefs or other documents for the highest level objective). Each course typically includes a series of scenario-based activities or case studies, culminating in a capstone project that will yield a portfolio of professional deliverables like compliance plans or risk assessments. These assessments synthesize automated tools (e.g., Canvas analytics, Flex,

and other student feedback surveys, e.g., for multiple choice and quizzes) with instructor-graded assignments (e.g., scenario-based activities or case studies, including the capstone final project, per course) and discussion board interactions (including graded responses to weekly instructor-generated questions), targeting 80% student competency rates per objective.

- Indirect Measures: Student engagement is tracked via embedded data analytics (e.g., Canvas and Flex metrics on participation and completion rates). Employer/alumni satisfaction surveys (administered annually via Qualtrics) gauge post-graduation impact, targeting 80% positive feedback on career advancement. Registrar data will be used to measure retention (aiming for 80% retention in terms of completion of courses started, and 80% of those who complete courses going on to further courses), graduation (85% graduation rate), and time-to-degree rates (50% completion within 2 years—i.e., the time needed for working professionals to take 2 courses per term continuously, while working, with no breaks in the program—and 80% completion within 4 years—i.e., the time needed to complete the program with 1 course per term, with no breaks, allowing for differential pacing for working professionals in different circumstances). Job placement and career advancement statistics (targeting 80% meeting their stated career program goals, as tracked from initial program application materials—i.e., 1) career enhancement (individuals who are already employed, but their existing positions would benefit from advanced training in the law or some area of the law), 2) career advancement (individuals who wish to move up in their chosen field and see legal training as a pathway to do so), 3) career change (people who want the degree to enable them to shift their career into a related field that requires basic legal training), 4) career launch (people who wish to work as non-lawyers in or adjacent to the legal industry); and 5) other (people who may wish to take the courses for personal or other reasons unrelated to professional advancement)).

- Market Demand and External Reviews: Ongoing market analyses (overseen annually by the Program Director with the help of the program's dedicated career support professional) evaluate employer demand for specific skills like compliance, AI privacy, or cybersecurity resilience, informing curriculum shifts or expansions (e.g., new or changed certificates). External reviews occur after the first three years and then every five years thereafter via advisory boards of industry partners (e.g., tech firms, HR associations), targeting alignment with 80% of the most commonly-identified JD-advantage needs for which the College of Law is capable of providing instruction.

Key Elements of Evaluation and Goals

The evaluation plan addresses core elements of the MS in Law, setting measurable goals to drive quality and relevance.

- Curriculum: Assessed through alignment mapping (attached), ensuring 100% of course objectives contribute to program goals. Goal: Annual review by Program Director and/or Faculty Assessments Committee over first three years to refine 10-20% of content based on student performance and market data (e.g., adding modules on emerging AI regulations)

student performance and market data (e.g., adding modules on emerging AI regulations).

- **Teaching:** Faculty quality is evaluated via student evaluations (targeting consistency with the College of Law's current norms for teaching excellence) and peer observations, with 100% of instructors participating in professional development (e.g., annual workshops on online pedagogy). Goal: Biannual faculty self-studies to improve simulation-based instruction, incorporating feedback from 80% of students.
- **Diversity:** Tracked through enrollment demographics and inclusive content reviews. Goal: Annual audits by the College's Diversity Committee to ensure courses contain a variety of case studies that reflect diverse scenarios (e.g., bias in AI hiring), with adjustments to support equity in admissions and curriculum. The Diversity Committee also conducts regular climate surveys and produces recommendations for climate improvements, and their work will extend to this program.
- **Quality:** Measured by learning outcomes (80% competency) and indirect surveys. Goal: Third-year progress report to identify improvements, with 60% of recommendations implemented within one year and another 30% within two years via the Program Director. In addition, the College periodically employs the LSSSE (Law Student Survey of Student Engagement) to produce surveys based on decades of research on effective educational practices related to desirable learning outcomes. Those periodic surveys will complement other measures of quality to improve student engagement.
- **Cost Effectiveness:** Analyzed through enrollment metrics and ROI from career advancement data. Goal: targeting 50 students/year by year 3 at \$1,160/credit.
- **Employer Demand:** Assessed via surveys and annual market analyses (targeting 85% alignment with top employer needs for legal understandings short of a JD that the College of Law is most capable of supporting through this program). Goal: Annual employer statistics and survey input to guide certificate additions or changes, ensuring program relevance.

Review and Feedback Processes

Regular review processes ensure evaluation results drive improvements. Faculty submit assessment data (e.g., capstone rubrics, analytics) to the Program Director by June annually, feeding into the Faculty Assessments Committee's bi-annual fall reviews. The Committee analyzes trends (e.g., low Apply scores indicating simulation gaps) and proposes changes (e.g., updated case studies or practical scenario-based simulations), approved by the Associate Dean for Curricular Innovation for the next cycle. Over the first three years, the Program Director will conduct these reviews on the off years for the Assessments Committee. Student feedback via mid- and end-of-course surveys (response rate goal: 70%) informs real-time adjustments, while alumni/employer surveys (annual, 60% response goal) track long-term impact. Market demand analyses, conducted with marketing specialists and the career support specialist, occur every

year for the first three years and then every two years to refine curriculum (e.g., adding modules on gig economy rights). All processes comply with the College’s academic planning protocols, with the third-year report synthesizing data to demonstrate progress toward objectives, such as 80% student satisfaction and 80% career aim attainment.

This plan fosters a culture of continuous improvement, leveraging course-embedded assessments and the capstone portfolio as the functional equivalent to a thesis. The portfolio—comprising eight creative outputs like simulated compliance policies or risk plans—demonstrates master’s-level synthesis, exceeding undergraduate education by requiring interdisciplinary analysis and real-world application. No thesis committee or defense is needed, as instructor grading and peer feedback provide rigor, ensuring outcomes like strategic policy creation prepare graduates for immediate professional impact. (See attachment for learning outcomes mapping from the individual courses and certificates to the MS in Law program).

Program

[MSL Program Overview Map.xlsx](#)

Description and

[Online MSL Final Report Eduvantis.pdf](#)

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:

The courses in this MS in Law program are all being created and will be periodically refreshed with CITL support to deliver fully online, asynchronous education at a high level of quality and consistent with all governing legal, campus, college, and program requirements.

The courses will be offered through Canvas. This delivery method has been chosen to allow for instruction to working professionals throughout the state of Illinois, and beyond, without the need for an employment gap to come to Urbana-Champaign--which is a critical feature of accessibility for this type of educational service to the state by the flagship public law school in the state.

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.

Applicants must hold a bachelor’s degree, LLB, or equivalent degree. The bachelor’s degree need not be in law.

Unless exempt, all applicants from countries where English is not the official language are required to submit an official score result from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Test scores are valid for the two years preceding the start date of the program (August for a fall semester start and January for a spring semester start).

The minimum TOEFL score is 80 internet-based. The minimum IELTS score is 6.5.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	20	5th Year Estimate (or when fully implemented)
147		

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)
60		

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?

Yes

Please explain/ describe:

Yes. On the faculty side, we distinguish course creation from course delivery. Course delivery will require the additional ability to offer the 3 required courses annually and 9 other elective courses per year, allowing all other courses of the 18 courses in the degree program to be taught every three semesters. The resulting 12 courses per year, which are needed to cover the program's curricular needs, will typically be delivered by 3 additional specialized faculty members, teaching 4 courses per year, which have been budgeted in the IFG grant (see below).

In some cases, course delivery may also be overseen by an adjunct or by regular faculty member pursuant to an SIE--also funded by the grant or program revenues. Course creation, by contrast, will be handled by a combination of the 3 additional specialized faculty members and our current regular professors and/or adjuncts--also budgeted in the IFG grant (see below). The IFG grant (see below) also contains funds for TA-support.

Turning to the administrative side, the IFG grant covers salaries for a Program Director, course advisors, career placement advisors, 2 FTE for administrator support staff and 1FTE for instructional support for the first 3 years (allowing for expansion thereafter with program revenue as needed to support enrollment levels), a stipend for an Associate Dean for Curricular Innovation, and library support staff. Because our third party marketing consultants (Eduvantis) conservatively project a relatively small first year class (20 or fewer students), we will build this administrative structure out incrementally, beginning with certain "jack of all trades" program coordinators (which is the model we have used to launch and support our other graduate and international programs apart from our core JD program) and then hiring additional support staff, with budgeted IFG funds and program revenue, to fit the expanding needs of the program. The program is projected to become revenue positive in Year 5 and will be fully self-supporting, including for any additional staff that may be needed if the program expands beyond current projections.

Additional Budget Information	Because this is a self-supporting program, we attach the current budget for 2.4M IFG grant, which identifies projected staffing and other needs along with projected revenue streams.
Attach File(s)	IF 2025 Current Budget.xlsx

Financial Resources

How does the unit intend to financially support this proposal?

We have received a 2.4M grant from the Investment for Growth to launch the program. (The attached e-mail from Bill Bernhard confirms that grant.) Conservative financial projections from an external marketing firm, Eduvantis, which were submitted to obtain that 2.4M grant, suggest that the program will become revenue positive in Year 5 and self-supporting with future revenue streams thereafter, including all additional staffing for the program.

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

No

Attach letters of support

[IFG Approval Letter.docx](#)
[program-designation-form MS in Law.pdf](#)

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)

Online Graduate Engineering

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 proposed online MS in Law degree program, housed within the University of Illinois College of Law (CoL), focuses on delivering specialized legal knowledge tailored for professionals in business, tech, and regulated industries, distinct from the training required for a Juris Doctor (JD). While the certificate includes six courses that have some overlap with JD courses in terms of substantive legal topics (e.g., antitrust law, securities law, business organizations, employment discrimination, individual employee rights, and employee benefits), and while the entire program benefits from the extensive legal knowledge and experience within the College of Law, the learning objectives for the graduate versions of these courses diverge significantly from the JD versions. Unlike the JD program, which prepares students for legal practice, the MS in Law program emphasizes applied legal frameworks to equip non-lawyers for JD-adjacent roles and effective collaboration with legal counsel. Assessments and case studies are therefore designed specifically for professionals, focusing on practical applications such as risk assessment, compliance program development, and strategic decision-making in corporate or tech contexts, rather than attorney-level skills.

This focus ensures no significant overlap with programs in other departments, as the certificate leverages the CoL's expertise in legal education without encroaching on disciplines like business administration or engineering. To address potential overlap with the CoL's JD programs, extensive consultations were conducted with key stakeholders to ensure compliance with ABA Standard 313, which requires that non-JD programs not detract from the JD program's quality. Consulted parties within the CoL include:

- Margareth Etienne, Senior Associate Dean for Graduate and International Programs
- Verity Winship, Director of the Business Law Program
- Sarah Lawsky and Jacob Sherkow, Co-Directors of the Innovation Law & Technology Program
- Lesley Wexler, Associate Dean for Research
- Bob Lawless, Co-Director of Illinois Program on Law, Behavior & Social Science
- Kelly Salefski, Assistant Dean of Academic Administration and Dean of Students
- Christine Renshaw, Director of Graduate and International Programs
- Carolyn Turner, Executive Assistant Dean for Administration
- Heather Ball, Director of Events and Alumni Programming
- Angela Douglas, Senior Director of Finance and Human Resources
- Bill Turner, Assistant Dean for Advancement
- Greg Miarecki, Executive Assistant Dean for Career Planning & Professional Development
- Jolynn Caroline, Senior Director of Inclusive Excellence and Career Planning
- Krista Gaedtke, Senior Director of Strategic Marketing and Communications
- Tyler Hunter, Director of IT
- Michael Loch, Director of Academic Success and Bar Support
- Rebecca Ray, Assistant Dean for Admissions and Financial Aid
- Fave E. Jones, Director of the Law Library

- Shannon M. Moritz, Legal Research and Writing Program

Following these stakeholder meetings and impact checks, all consulted stakeholders indicated that, as currently planned with the aid of their expertise and consultation, the online MS in Law will either not impact or only minimally impact their offices' capacities to support the CoL's core JD program. Stakeholders endorsed the program's structure, ensuring alignment with CoL's mission while leveraging innovative online modalities to meet the needs of non-lawyer professionals. We have attached emails indicating impact checks and affirming no-to-minimal impact on the JD program.

In the course of these consultations, it became clear that it is essential to distinguish the 500-level courses in this online MS in Law program from any 600- or 700-level courses that our JD students may take--given their distinct audiences and learning objectives.

It is also possible that the creation of these online courses, which are limited to graduate students and cannot be taken by JDs, could impact some of the CoL's graduate programs (e.g., LLM, SJD, and in-person, Master of Studies in Law program)--mainly in that some graduate students in those programs may wish to enroll in some of these 500-level courses. We have therefore consulted with the Senior Associate Dean for Graduate and International Programs in the CoL on this issue. Though no final decisions have been made yet by that office, that office will retain authority to decide at a later date whether or when to allow any of these new online courses to contribute to those other graduate degrees.

The Curriculum Committee subsequently reviewed progress to date and voted 9-0 to "recommend[]" to the Dean and full faculty that the CoL proceed with launching the programs described in the IFG grant by: (1) Seeking all necessary approvals (e.g., campus, ABA, and external bodies); (2) Continuing current program development and implementation, with adaptations informed by ongoing consultation to ensure strength, sustainability, and seamless integration into CoL operations; and (3) Continuing to advise with faculty and other stakeholders with special expertise in the relevant subject matter areas and administrative/operational logistics to create an online graduate program to provide regular input on course, curriculum, and certificate development, as needed.

On August 28, the CoL's Curriculum Committee met to review progress on this program and voted 9-0 to "recommend[]" to the Dean and full faculty that the CoL proceed with launching the programs described in the IFG grant [i.e., this program] by: (1) Seeking all necessary approvals (e.g., campus, ABA, and external bodies); (2) Continuing current program development and implementation, with adaptations informed by ongoing consultation to ensure strength, sustainability, and seamless integration into CoL operations; and (3) Continuing to advise with faculty and other stakeholders with special expertise in the relevant subject matter areas and administrative/operational logistics to create an online graduate program to provide regular input on course, curriculum, and certificate development, as needed." That document is attached

needed. That document is attached.

Consistent with Provost Communication #27 ("Shared Governance for Academic Units") and its description of best practices for faculty consultation in decanal decisions to launch significant new curricular programs, which states that "[m]atters central to the academic mission of the unit, such as . . . curricula, are discussed by duly constituted committees, whose recommendations are shared and discussed with the faculty," the Curriculum Committee's unanimous recommendation to proceed was presented to the full faculty for discussion at an open faculty meeting on September 15. No objections were raised to the recommendation. Instead, the faculty discussion, which was highly constructive, centered on ensuring, as we have throughout, an implementation plan that will lead to an MS in Law degree program that will offer substantial practical benefits to our target students with respect to career advancement.

Despite the legal focus of this MS in Law degree, we also--out of an abundance of caution--contacted other colleges who might arguably have programs that could overlap with the current MS in Law degree, pointing out the potential areas of overlap (typically with a few certificates) and sharing descriptions of the relevant certificates and learning objectives. Because our certificates emphasize legal compliance for non-lawyers, which typically complement rather than duplicating instruction offered in other colleges, we do not believe there are any conflicts. At the same time, we reached out for consultation in case further discussion might help us develop our content in ways that best ensure non-duplication and allow for possible longer term collaborations and synergies. Specifically, we reached out to Gies (concerning the certificate in Ethics & Corporate Governance and the Certificate in Advanced Business Law); to the I-School (concerning the Certificate in AI Privacy & Governance in Law and the Certificate in Cybersecurity Law & Resilience); to the College of Labor & Employment Relations (concerning the Certificate on Employment Law & Workplace Dynamics); and to both Engineering and CS (concerning the Certificates in AI Privacy & Governance in Law, Cybersecurity Law & Resilience, and Law of Emerging Technologies). The email trains acknowledging those notifications are also attached.

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.

The proposed online MS in Law program, with concentrations in (1) Business Compliance and (2) Tech & Privacy, directly supports the University of Illinois System's mission to "transform lives and serve society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence." By providing working professionals in business, technology, and regulated industries with specialized legal knowledge, the MS in Law fulfills the University's land-grant mission to enhance career opportunities and drive economic vitality in Illinois and beyond. Delivered in a flexible online format, the program ensures accessibility for diverse learners, including working professionals, who cannot easily come to Urbana-Champaign to study, older adults, and those with disabilities, promoting inclusivity while facilitating upskilling and reskilling in high-demand fields. These aspects of the program align with the University's guiding values of excellence, accessibility, and innovation.

Market research by Eduvantis (2018–2022) confirms the program's marketability, showing a 31% national growth in legal certificates and a 35% growth in Illinois, with both concentrations identified as in high demand. These concentrations equip professionals with practical, JD-adjacent skills for roles involving compliance, risk management, and collaboration with legal counsel, addressing critical needs in industries facing complex regulatory and technological landscapes.

Many of the courses in the MS in Law, along with the entire Tech & Privacy concentration-- further leverage the University's institutional strengths in computer science and engineering, positioning Illinois as a leader in preparing professionals to navigate the legal and ethical challenges of rapid technological change. By integrating legal education with the University's renowned expertise in these technical fields, the program ensures graduates are equipped to address modern challenges in dynamic, high-growth sectors. Supported by the College of Law's legal expertise and the Center for Innovation and Teaching & Learning's advanced online education capabilities and accessibility protocols, the MS in Law delivers high-quality, accessible training that meets societal needs, fosters innovation, and reinforces Illinois' leadership among public research university systems, as outlined in the Strategic Framework.

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/>).

An increasing number of law schools across the country are offering online MS in Law programs, and market research conducted for us by Eduvantis (for our Investment for Growth Proposal), which is attached, captured a growing interest in online MS in Law degrees. For example, the search volume data (total number of internet inquiries) reveals that since March 2020, inquiries have increased by 35% in Illinois and 34% nationally.

Many professionals without law degrees work in heavily regulated industries (e.g., business and corporate governance, healthcare, telecommunications, etc.) They need legal training to navigate regulatory law, risk compliance, artificial intelligence (AI), and privacy concerns. The online Master of Science of Law and its component certificates will confer credentials that build key knowledge and important value in the areas of law that are essential for professionals to maintain and develop new skills as emerging technologies transform traditional business and process models across industries. Practicing attorneys who have specialized in other areas will likewise find some of the specific graduate certificates in this program useful as more attorneys upskill and law firms expand and embrace emerging legal technologies.

Results from our market survey reveal that among Illinois residents, and especially respondents from the COL and Gies College of Business, there is a significant interest in Business Law, AI Law, and Privacy Law. The COL has the expertise to create programs for Business and Corporate Governance. We are also building capacity to develop a more robust AI and privacy law curriculum, consistent with the campus' broader investments in those subjects.

The university enjoys an excellent international reputation in computer science. Forbes confirms that the university is taking a leadership role in AI research and implementation. (Wilkins, Pete. "Discover The Midwest's AI Powerhouse: The University of Illinois." Forbes, July 11, 2024. <https://www.forbes.com/sites/peterandrewwilkins/2024/07/11/discover-the-midwests-ai-powerhouse-the-university-of-illinois/>.) Focusing the COL's online MS in Law and related certificates on Business Law, AI, and Privacy would leverage the interest indicated by the Eduvantis survey and the university's significant brand recognition.

The MS in Law program would also contribute to the university's overall investments in AI by expanding technology offerings across the law curriculum. Because AI is new to law, many law schools have not yet entered the AI market. It will, however, become a staple of the legal profession, and we have an opportunity to establish ourselves as a leader in this area. (Ambrogi, Bob. "Recent Reports of Law Schools' AI Adoption Have Been Greatly Exaggerated." Law Sites. Blog. July 2, 2024. <https://www.lawnext.com/2024/07/recent-reports-of-law->

[schools-ai-adoption-have-been-greatly-exaggerated.html](#))

Turning to projected workforce projections from 2022-2032 from the Illinois Department of Employment Security, all of the Standard Occupational Codes (SOC) associated with the MS in Law program and that list specific numbers show annual compound growth rates that are above the statewide average of .26. Specifically:

15-1212: Information Security Analysts: (2.12)

15-1299.05: Information Security Engineers: not specified, but (.51) in 15-1299 more generally —i.e., in “computer occupations, all other”—so presumably higher in this subcategory given 15-1212 above.

11-3021: Computer and Information Systems Managers: (1.01)

15-2051: Data Scientists: (2.63)

13-1041: Compliance Officers: (.3)

11-9199.02: Compliance Managers: not specified, but presumably similar to 13-041, above.

13-2054: Financial Risk Specialists: (.34)

11-3031: Financial Managers (1.30)

11-3121, Human Resources Managers: (.32)

13-1071: Human Resources Specialists (not listed)

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

The 2.4M IFG grant has funds earmarked to hire a dedicated career support staff person, who will focus on the areas of JD-adjacent job growth (e.g., compliance, risk management, cybersecurity, data privacy) that are critical for this specific group of students. That support will continue with revenues from this self-supporting program, which is projected to become revenue positive in Year 5.

It should be noted that because many of these students will be working professionals who seek advancement within their firms (and some of whom may even be funded by their employers), we do not predict that the same level or type of career support will be needed as for our JD students (who are typically seeking their first jobs as attorneys). The target audience for the MS in Law degree is also significantly different from the bulk of our current graduate students (e.g., LLM, JSD, most of which are international students, or Master of Studies in Law degrees, which

If letters of support
are available attach
them here:

[Online MSL Final Report Eduvantis.pdf](#)

[Email Train from Simon Restubog.docx](#)

[Email Train from Emily Knox.docx](#)

[Impact Checks re JD Program.docx](#)

[Curriculum Committee Resolution on Online MSL Program.docx](#)

[Email Chain with Gies College of Business.docx](#)

[IFG Approval Letter.docx](#)

[Email Chain with Dean Rashid Bashir.docx](#)

Law program but with the support of an additional hire, as noted, to meet the new demand for
[Comparable Programs in Illinois](#)
professional support.

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.

The MS in Law program—which includes 2 concentrations and will allow 7 graduate certificates to stack into it—targets working professionals in business, tech, and other regulated industries who do not wish to obtain a full JD to become a practicing attorney. Hence, unlike a JD, which trains practicing attorneys to engage in the professional practice of law (i.e., identify what the law is in hard cases, litigate, make arguments in court, and so on), the MS in Law program focuses on applied compliance, primarily for non-lawyers in JD-advantage roles. Unlike an MBA, it prioritizes legal strategy over general management. Hence, this program should have no impact on any JD or MBA programs.

More specifically, the MS in Law program targets four audiences: 1) career enhancers (employed individuals gaining legal skills for current roles), 2) career advancers (seeking promotions via legal expertise), 3) career changers (transitioning to legal-adjacent fields or to new areas of expertise within the law), and 4) career launchers (entering non-lawyer legal roles). It prepares graduates for JD-adjacent occupations like Compliance Officer, Cybersecurity Consultant, IT Security Manager, Software Engineer (i.e., to understand the laws that govern computer privacy, security, fraud, and abuse), HR Specialist, Tech Policy Advisor, Contracts Negotiator or Manager, IP Manager. The online format, accessible via Canvas, with projected first year enrollments of 20 and long-term enrollment projections of 147, also serves aging and disabled workers, aligning with Illinois' workforce development goals under the Public Agenda. Implementing this program will help address the shortage of legally literate professionals in high-demand sectors in Illinois.

To identify comparable programs, we have, out of an abundance of caution, engaged in a comprehensive CIP search, which addresses not only the CIP into which this MS in Law falls but a number of other arguably related CIPs that are related to parts of the program. Specifically, we have searched the following CIP's: 22.0216 (Compliance Law), 22.022 (Human Resources Law), 22.025 (Banking, Corporate, Finance and Securities Law), and 22.0299 (Legal Research and Advanced Professional Studies, Other). We also performed a Notice of Intent search, but the only potentially relevant notice of intent for a new master's programs in CIP 22 appears to be outdated (i.e., Kaplan University submitted a notice of intent on 11/12/2009 for an M.S. in Legal Studies).

These combined searches reveal that there are no current MS in Law or post-baccalaureate certificate programs that stack into such a program in Illinois in either CIP 22.0216 (Compliance Law) or CIP 22.022 (Human Resources Law). The only two potentially comparable online programs in the state are, in fact, as follows:

1. The first potentially comparable program is the Master of Jurisprudence (MJ) in Business Law and Master of Science (MS) in Banking, Corporate, Finance and Securities Law offered by Loyola University of Chicago, which appears under CIP 22.0205 (Banking, Corporate, Finance and

Securities Law), and allows for online, stackable post-baccalaureate certificates in those areas. The Loyola Master degrees are thus comparable to the MS in Law degree, especially parts of its Concentration in Business Integrity, Risk Management, and Strategic Compliance. More specifically, the Loyola program seems specifically comparable to the courses in the MS in Law program that also contribute to our Graduate Certificates in Ethics & Corporate Governance (key 1364) and Advanced Business Law (key 1365), but not to any of the others—e.g., Legal Foundations for Professionals (key 1362), Employment Law & Workplace Dynamics (key 1366), AI Privacy & Governance in Law (key 1367), Cybersecurity Law & Resilience (key 1368), or Law of Emerging Technologies (key 1369). Our proposed MS in Law—along with our proposed graduate certificates in Ethics & Corporate Governance and Advanced Business Law—will thus partly compete with the MJ and MSL degrees offered by Loyola University of Chicago. We will, however, provide a higher quality credential offered at 65% of the cost. The rest of our graduate certificates and parts of the MS in Law program have no overlap with Loyola’s programs.

2. The second potentially comparable program in the state of Illinois is the Master of Science in Law program at Northwestern, which can be taken fully online and addresses a similar breadth of topics as our MS in Law program. But Northwestern’s program does not contain stackable graduate certificates, so may not be fully comparable. In addition, Northwestern’s MSL program focuses on students with STEM backgrounds and charges \$2346 per credit hour, whereas our MS in Law program has a broader target audience, which goes beyond STEM students, and we would charge only \$1183/credit hour. Because our MS in Law program would serve a critical and growing set of needs for high quality education for career advancement in the state of Illinois at a much more affordable rate (i.e., 50% of Northwestern’s cost), and because it allows for additional targeted upskilling possibilities through graduate certificates that stack into our MS in Law degree, this program will likely affect enrollment in Northwestern’s MSL program.

Our search also revealed a few other programs that are not all that comparable. For example, the IBHE website lists three additional institutions in the CIP 22.0299 (Legal Research and Advanced Professional Studies, Other). Two of them offer degrees that have different emphases: i.e., DePaul offers an LLM in Intellectual Property, which serves a distinct educational function, and Illinois Institute of Technology offers an LLM for International Students, which also serves a distinct function and audience. On the other hand, the University of Chicago offers an in-person Master of Legal Studies program. That program is “designed for PhD students and established scholars who wish to improve their knowledge of law without completing a full three-year degree,” much like UIUC’s current Master of *Studies* in Law. It serves a different target audience and should not be impacted by the current program.

Similarly, the IBHE website lists four institutions with master’s programs in CIP 22.9999 (Legal Professions and Studies, Other), but there is very little overlap with the current program. In addition to its program mentioned above, for example, Loyola University of Chicago offers an LLM in Rule of Law Development, which serves a distinct educational function and audience.

LLM in Rule of Law Development, which serves a distinct educational function and audience. Northwestern University offers a Master of Laws in Human Rights, which similarly serves a distinct educational function and audience. The University of Chicago (001774) offers a Law School Visiting Students Program, which, once again, serves a distinct educational function and audience. And we (UIUC) offer a Master of *Studies* in Law program, which has a different curriculum, owing to its academic emphasis and typically enrolls approximately 3 students per year, who are typically academics in other fields at the University, for in-person instructional access to aspects of our JD program, including thesis work related to their cognate disciplines. None of these programs should be significantly impacted by the currently proposed Master of *Science* in Law program, and none offer either stackable graduate certificates or online instruction tailored to working professionals.

In sum, there is, as of now, no public institution with a land grant mission in the state of Illinois that can meet all the professional educational needs of UIUC's proposed MS in Law program at an affordable rate and in an online, asynchronous structure, tailored for working professionals. There are no notice of intents to create any such programs either.

Comparable
Programs in Illinois
Attach Documents

[Online MSL Final Report Eduvantis.pdf](#)

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.

System-level plans to close equity gaps in access, progression, completion and attainment:

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 will 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 addition to Access 2030, the University of Illinois System is engaged in various programs and supports aimed at student recruitment and retention. One such program is Salute to Academic Achievement (SAA). SAA has run for over 40 years, and targets first generation students as well as students from low-income households and school districts, and low-sending high schools and counties in Illinois. Eligibility is determined by academic performance through a combination of GPA and ACT or SAT score or through nomination by a high school counselor (must meet minimum GPA and eligibility requirements). Participants are recognized for academic achievements, and can meet with college, admissions, financial aid, and housing representatives from all three UI System universities at a college-fair type event. Participants also receive fee waivers for future admissions applications for each university along with an individualized Certificate of Academic Achievement. We are currently expanding the number of students who receive invitations.

The President's Award Program (PAP) and PAP Honors provide financial support for students admitted to one of the UI System's three institutions. The PAP award is a merit-based scholarship program that assists the University of Illinois System in making college affordable and enriching the experience of the student body. Students with excellent academic achievement who are first-generation college students, from a low-income background, or from a low-sending high school or county may be eligible for this \$5,000 renewable award. The highest achieving students are eligible for the PAP Honors Program, a \$10,000 renewable award. Over \$359.1 million has been distributed between 2006 and 2024 to student recipients of these award programs

A third example of System level support is the UI System Transfer Guarantee Program, which aligns with Growth Strategy #8. Cognizant that a diverse group of students begin their higher education journeys at community colleges, this program guarantees admission to students who apply to any of the three campuses if they graduated from an Illinois high school, attended an Illinois community college, and attained 36 graded credit hours and a minimum 3.0 GPA. We are currently developing program enhancements to expand the guarantee to all students who graduated from Illinois high schools and who have maintained the academic criteria noted above for Fall 2025.

Finally, to curb out-of-state migration, all 12 public universities unite for a college fair once per year. Salute to Illinois Scholars (SIS) program, which has since transitioned into the Illinois College to Career Exploration (ICCE) program, is designed for high school juniors to promote college going and to help Illinois high schools meet the PaCE framework requirements. Students can meet with admissions professionals, degree program representatives from the Model Programs of Study career fields and learn more about paying for college.

Institution-level plans to close equity gaps in access, progression, completion and attainment:

At the institution level, the University of Illinois Urbana-Champaign's equity work continues focusing on closing the achievement gap among different student groups and building a campus climate where all students feel they belong.

The university is investing in expanding current initiatives and deliberately understanding the campus climate. To address the equity gaps between different undergraduate students, the campus work focuses on four areas:

1. PreK-12 Engagement
2. Undergraduate Recruitment and Enrollment
3. Undergraduate Retention and Completion
4. Campus Climate and Culture

The PreK-12 Engagement is the newest area of work at the institution level and represents an intentional framing that includes the centralization of programs, the development of partnerships, and the enhancement of opportunities across the state to increase college awareness and readiness. In addition to continued investment in current financial aid programs such as Illinois Promise and Illinois Commitment, as part of the Equity Plan, the university will also be investing in new initiatives such as the Digital Innovation for Equity and Excellence in College Admissions (DIEECA) work.

Strengthening the University of Illinois Urbana-Champaign connection to school districts has been a core accomplishment. The Chancellor's office initiated and expanded formal partnerships with a wide range of districts and schools, spanning urban, suburban, and rural

partnerships with a wide range of districts and schools—spanning urban, suburban, and rural communities. These include the following districts Champaign Unit 4, Urbana 116, Rantoul Elementary/Middle 137, Danville 118, Decatur 61, Homewood-Flossmoor 233, Leyden 212, East St. Louis 189, Rantoul High School 193, as well as Ogden International High School, Dyett High School for the Arts, Chicago High School for Agricultural Sciences and Wyvetter Young Middle School. These relationships are foundational to the university's efforts to build community-driven pathways to college access and career readiness. Additionally, these efforts also chart the way for increasing university engagement with other secondary school districts statewide.

The Brown v. Board 75th Anniversary Call-to-Action Symposium Series brought together diverse voices across seven events to explore equity in education. The events are outlined below:

- Finishing the Unfinished Work of Brown v. Board of Education (May 2024)
- Keynote: Gloria Ladson-Billings – Justice before Social Justice Proposition (July 2024)
- Constitution Day- Brown at 70: The Making of a Miracle (September 2024)
- Brown v. Board Musicology Experience: Its Impact on Society (December 2024)
- Donna Rae Pearson's Traveling Exhibit: The Women of Brown v. Board of Education (January 2025)
- Opening Doors and Breaking Down Barriers: Impact of Brown v. Board (February 2025)
- Impact of Brown v. Board on Women – A Fireside Chat – Dr. Barbara Suggs-Mason and Ms. Angela Rivers moderated by Dr. Marlee Bunch (March 2025)
- The Illinois Junior Academy of Science Symposium welcomed more than 1,500 high-achieving STEM students and approximately 4500 parents, volunteers and staff to campus, strengthening the pathway for future scholars. (May 2025)

Also in 2024-2025, the university deepened public engagement through innovative programming. The Assistant Chancellor for PreK-12 Initiatives co-hosted events with the Forum on the Future of Public Education that tackled urgent issues such as climate education and the integration of generative AI in classrooms. The Chancellor's Office is leading preparations to host the 2027 Science Olympiad National Tournament, a high-profile initiative that has already attracted legislative and community support and will continue to elevate the university's standing as a national leader in STEM education.

The TEACH Academy Planning Committee supports professional development learning experiences for educators in Champaign County. The academy focuses on providing educators with cutting edge pedagogical methods to use in their classrooms with an emphasis on implementing culturally relevant techniques. One example is Building Thinking Classrooms in Math – getting students out of their seats and engaging with their work at whiteboards. The TEACH Academy also uses an AVID framework to help bring joy back into teaching and the classroom, impacting approximately 18,000 students in Champaign, Urbana, and Rantoul school districts.

The Assistant Chancellor for PreK-12 Engagement collaborated with the Forum on the Future of

Public Education housed within the College of Education and co-hosted the following events:

- The Forum on the Future of Illinois Education, for which the keynote was State Representative Carol Ammons.
- A forum for the 70th Anniversary of the Brown v. Board of Education decision entitled A Forum on the future of Public Education: Finishing the Unfinished Business of Brown v. Board. Dr. Evelyn Underwood, a local civil rights leader, was the keynote speaker; with a panel discussion between education historian scholars Dr. James Anderson, Dr. Dionne Dannels, and constitutional lawyer and scholar Dr. Jason Mazzone.
- A forum on the Future of AI in Education engaged campus faculty, staff, and students in a panel discussion with Professors Chad Lane, Xinran Zhu, and Tawnya Means discussing policy implications for PreK-12, the University of Illinois Urbana-Champaign, and Illinois State Board of Education related to the use of and policy development guiding the use of AI in education.
- A follow-up event to the Forum on the Future of AI in Education was focused on PreK-12 Educators entitled “Using Generative AI Tools in Your Future Classrooms.” This event was targeted to PreK-12 educators and focused on equipping teachers to apply AI tools that augment teachers’ unit plans, writing lesson plans and designing formative and summative class assignments utilizing generative AI.
- The Climate and Sustainability Education Summit discussed curricular and education police initiatives at the University of Illinois designed to address climate change.

Plans for upcoming 2025-2026 year’s PreK-12 engagement will build upon current relationships, engage with low sending and low visibility school districts statewide, and create pathway events for students to visit campus to explore their future possibilities upon high school graduation. This will include a collaboration with the U of I System office to visit and bring high schools from across the state to campus for us to learn more about them and the students to learn about the University of Illinois Urbana-Champaign and the educational possibilities the university offers. As an example, the Joy of Math Project will involve designing and building 3-AI robots to provide math tutoring, mental health, and breast cancer support to area women and youth collaboration between Dr. Ruby Mendenhall, Champaign and Urbana School Districts, and the Chancellor’s office.

Retention and Completion requires intentional, coordinated work. Student Success @ Illinois has become a permanent, funded area to lead in the review and interrogation of policies and practices that are often considered barriers for success for specific groups of students. Additionally, the university is investing in expanded support for first generation students such as the NASPA First Scholars Network and growth of bridge/early move-in programs.

Tutoring & Academic Services provides students with confidence, self-sufficiency, and effective learning strategies necessary to succeed in the academically challenging atmosphere of the university and to assist them in achieving their personal learning goals. By offering individualized student-centered assistance, the program is instrumental in demystifying academic culture and equalizing the educational landscape. By filling the gaps in pre-existing

knowledge and strengthening the competencies, Tutoring & Academic Services means better student success and overall academic success, especially in gateway courses such as math, biology, economics, and physics. One of the primary ways students receive academic support is with The Jeffries Center, which provides in-person and, more recently, online tutoring. This is a significant addition as it allows for 24/7 online tutoring through a specially designed platform that is integrated within Canvas LMS and features NetTutor, a service that connects students with professionally trained and educationally credentialed tutors in more than 350 courses and disciplines. These tutors are taught to create a virtual environment that is welcoming and inclusive, encouraging students to become confident, independent learners and learn the way that best fits their lives and schedules. Regardless of whether it is after hours, late at night, or when tutoring centers are closed, students have access to the timely, high-quality help they need, through NetTutor, exactly when they need it. The key purpose of this model of support is to scaffold academics in such a way that it not only supports performance and progression through a course but also encourages help-seeking habits. When resources are accessible, free for every student, barriers for accessing learning are moved, making way for equity, access, and student success. Equally important, through the standardization of tutoring, the program is intended to promote academic resilience, enhance success, and, in the end, continued persistence and enhanced retention. Finally, for students who participate in tutoring, tutoring can also build pathways for taking advantage of supplementary high-impact educational experiences, such as undergraduate research, internships, and study abroad.

The First-Generation Student Initiatives (FGSI) team is committed to helping first-generation students thrive in a holistic manner that promotes academic success, personal development, and community. Through their various institutional networks of support, FGSI works together to provide students with the knowledge, confidence, and capacity to succeed in college. This infrastructure allows Illinois the chance to raise awareness and visibility around first gen identity across the university, and work towards inclusive excellence. One way in which FGSI amplifies the strengths of first gen students is in partnership with the network of campus cheerleaders and champions. Through these various partnerships, FGSI offers wrap-around services, such as mental health resource referrals, life skills training and resource fairs focused on non-academic barriers that are more likely to be experienced by first-generation students. Those first-generation students who actively participate with the unit benefit from focused advising sessions and community-building programs that seek to fight isolation. FGSI also provides targeted support through first generation identity-based initiatives including access to study abroad, engaging and training faculty, research opportunities through federal work-study, and college transition workshops. Direct and practical support, alumni integration, and family webinars also assist learners in mapping their academic paths to future careers, so first-generation students are not just retained but set up for success. FGSI efforts are central to elevating social mobility for themselves, their families, and their extended communities as well as achieving educational equity by bridging gaps in access, retention, and degree attainment.

Finally, the Office of the Vice Chancellor for Diversity, Equity & Inclusion continues to develop and grow the Illinois Scholars Program (ISP), a summer bridge experience as required by the

Bridge Program for Underrepresented Students Act (110 ILCS 170/1). Designed to serve residents of the state of Illinois, including disadvantaged and first-generation college students, ISP guides undergraduate students' transition to the University of Illinois Urbana-Champaign by providing a wide range of educational, personal, social, and cultural opportunities. ISP begins with a four-week intensive summer bridge experience for incoming first-year students, and ISP continues to provide support and community for Illinois Scholars during their undergraduate years. Since the program's inception in 2018, 338 students have completed their summer bridge experience. The 2024 Summer Cohort had a 100% retention rate from their first to second term, compared to a 95% campus retention rate for all and a 93% campus retention rate for underrepresented minority students during the same period. As of July 2025, 81 ISP students have graduated with their bachelor's and 3 have obtained their master's degrees at the University of Illinois Urbana-Champaign. The six-year graduation rate for the ISP 2018 and 2019 cohorts is 87%, compared to 85% for the entire campus and 76% for underrepresented minorities during the same time. With the hiring of a full-time Illinois Scholar Program coordinator, the Illinois Scholars Program expanded from 25 students to 75 students per cohort in Summer 2023. Current academic support includes math, writing, and undergraduate research.

Related to Campus Climate and Culture, 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.

Other critical efforts on the campus surround activities also relate to closing the graduation gap and increasing student success. The university is an active participant in the American Talent

and increasing student success. The university is an active participant in the American Talent Initiative (ATI). ATI seeks to substantially expand access and opportunity for talented, low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. A new Learning Accelerator program at the University of Illinois Urbana-Champaign has been selected for funding through ATI's IDEAS Fund in support of the university's first campuswide, dual-credit program for prospective students leading to first-time entry into four-year degree programs. The program will serve students at lower-income Illinois public high schools. With this \$250,000 grant, the university joins 15 other institutions receiving IDEAS Fund support totaling \$5 million. IDEAS is also funded by Bloomberg Philanthropies and administered jointly by the Aspen Institute College Excellence Program and Ithaka S+R. Through the Learning Accelerator program, college partners will design high-quality online courses for high school students in general education areas unavailable at lower-income Illinois public high schools. The program also focuses on improving degree attainment for underserved populations and connecting students to the University of Illinois Urbana-Champaign while preparing them for college and providing access to both college and high school credit.

As a leader in the Association of Public and Land Grant Universities Powered by Publics (APLU PxP) initiative, the university served through 2025 as the lead in the Big Ten Academic Alliance Cluster. The goals of APLU PxP were to produce several hundred thousand more degrees by 2025; to eliminate the achievement gap for low-income, minority, and first-generation students; and to expand access to higher education for students from all backgrounds. Since 2018, 130 universities and state systems participated in 16 transformation "clusters." The Big Ten Academic Alliance Cluster studied retention and persistence starting with a focus on foundational course "DFW" rates to determine barriers faced by students pursuing degree advancement and align best practices to address those challenges. The group's work is outlined in this learning memo.

The university is using these data to examine foundational course curriculum and determine additional supports needed for students in these courses. In Spring, 2023, this culminated in a project called the Inclusive Course Redesign Initiative (ICRI). Building on the APLU "DFW" data and focusing on high-enrollment courses with significant performance gaps between students who come from historically underrepresented populations and those who do not, a list of courses that is refreshed each semester is created. Instructors in these courses are invited by the Vice Provost for Undergraduate Education to participate in the initiative. Instructors are offered support for redesigning their courses provided by the Center for Innovation in Teaching and Learning (CITL) along with a \$3,000 grant from the provost's office, renewable for two additional semesters, and either a negotiated one-section teaching buyout or funding for a 50% Graduate Assistant for the initial semester of participation. To date, nine courses have participated in ICRI, implementing strategies such as active learning, assessment reform, early feedback and consistent monitoring, incorporation of study skills, teaching assistant support, and improved course design. Outcomes include improved student performance and engagement, greater student satisfaction with the courses and activities, and notable reductions in DFW rates in several demographics.

Aligned with the goals of the APLU work is the campus' Student Success @ Illinois (SS@I) work. Known as the Student Success Initiative when it kicked off in 2019, goals are increasing access by reducing cost of attendance, increasing aid, and considering time to degree; increasing retention and graduation rates; and improve the Illinois experience by abandoning a "sink or swim" mentality, identifying and broadening campus programs, support services, and opportunities for engagement. Recognizing that Student Success is ongoing work, what was known as the "Student Success Initiative" became SS@I in 2023. A variety projects emerged from SS@I that have enabled the university to provide greater focus on student success efforts. Some examples of key efforts this past year include:

- Student Success Symposia: The 4th Annual Student Success Symposium in February 2025 drew more than 350 participants. As part of the Symposia, campus recognizes individuals and teams based on their contributions to Student Success @ Illinois with Student Success Champion Awards and the Impact Awards.
- Early Alert and Outreach: An advisory group has been meeting since 2022 to research and recommend appropriate early alert markers to connect students with relevant resources early in the semester. Starting with the Spring, 2023 semester, a select group of instructors engaged in a pilot effort to utilize Canvas Learning Management System data to detect early warning signs of academic issues. The data portion of the pilot continued through the Fall 2024 and Spring 2025 semesters to ensure validity and design the reporting structure. The Early Alert Advisory group has provided continued feedback in this development. Based on these efforts an advisor pilot will be launching in Fall 2025.
- Policies: In Fall 2024, two policies were reviewed and identified as needing improvement by the Policy and Issues Group. The Policy and Issues group was representative of academic colleges and units that support students academically at Illinois. Through conversations, substantial archival work and benchmarking, the group submitted two policy changes for campus approval. One for the removing the long misunderstood ABS grading option. ABS grades are calculated the same as an F grade and were often confusing to both faculty and students. In addition, a proposal to improve language regarding our incomplete (I grade) processing. Both policy changes will support better student navigation and understanding while removing ambiguity and challenging administrative processing. In Spring 2025, the university approved revisions to the student code. Effective starting in the Fall, 2025 semester, faculty will no longer have an option to select ABS as a grading option and those with an approved undergraduate incomplete will have until the 8th week of the semester regardless of enrollment status.
- Two additional Policy and Issues Group convened in Spring 2025. One to examine the intercollegiate transfer (ICT) process throughout campus and one to explore the dates of our current drop with W deadline. Both groups included representatives from across campus and administrative units. The ICT Policy and Issues Group discussed how best to support students who are exploring other alternatives and the challenges that impact navigating processes

across campus. The Deadline Policy and Issues Group explored options for dropping courses with a W and provided exploratory groundwork for a future policy change with benchmarking.

- Academic Advising: Cognizant that academic advisors are key to students' retention and experience, SS@I is focusing on supporting the university's advising community to advance efforts to create a sustainable and equitable advising experience for students and a professional advising community for academic advisors and those in advising adjacent roles. SS@I hosts the Advisor Series, a monthly professional development opportunity for advisors. In addition, a group with representation from academic advising and student support units across campus came together regularly to develop a academic advising mission and guiding principles for the advising community.

College, Department, and Program-level plans in access, progression, completion and attainment:

Turning to the college level, the University of Illinois College of Law values and is deeply committed to inclusive excellence. We believe that the profession is more effective and creative when its members come from diverse backgrounds and bring varied perspectives to further the pursuit of justice. Excellence and diversity go hand in hand. Accordingly, we are committed to fostering and maintaining a law school environment that is welcoming to individuals of all races, ethnicities, nationalities, religions or lack thereof, genders, gender identities, sexual orientations, disabilities, ages, and socioeconomic backgrounds. We are committed to challenging and addressing bias and discrimination in all its forms and creating an environment at the College of Law in which every student can excel.

To that end, the Office of Graduate and International Programs regularly participates in the ASPIRE Preapplication Program offered through the Graduate College allowing students with diverse experiences and goals, and who come from many educational, socio-cultural, geographic, and familial backgrounds to explore and consider graduate school. That program may help with the recruitment of a diverse group of students to the MS in Law program. We similarly note that the program's online and flexible structure is specifically tailored to working adults and its affordable tuition (i.e., at 50% of Northwestern's comparable program and 65% of Loyola's, the only two competitors in this space) is meant to make a quality education accessible to more students from lower-income backgrounds.

Each year, the College of Law also partners with the Jumpstart program established by the Illinois Supreme Court Commission on Professionalism to support minority law students who are traditionally underrepresented in the legal profession. The curriculum, which is designed in collaboration with law schools, provides context for success at the College of Law and beyond.

Finally, our Director of Inclusive Excellence, Jolynn Caroline, manages a suite of pipeline, recruiting, and educational programs that foster collaboration and understanding within the College of Law community. Inclusive Excellence brings together students with varied

perspectives and backgrounds and shows them how to fully participate in the College's intellectual life. These programs, many of which are already hybrid, can be made accessible to MS in Law students with the launch of the program.

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.

Institution-based high-impact practices and wrap-around student support services ensuring equitable access:

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 equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research Travel Award Program. The program has been established to stimulate and support interest in the study of representation. Open to all, this competitive award provides a certificate and funding, not to exceed \$600, for students to travel to a professional conference. These conference travel awards are intended to support student candidates who will be presenting papers, posters, or creative work at conferences related to issues of representation in service to the University's interest in promoting an inclusive learning community for all.

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 student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and Student Assistance Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support program in the world, DRES has been associated with many programmatic innovations including:

- The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
- The first wheelchair-accessible fixed route bus system;
- The first accessible university residence halls;
- The first university service fraternity and advocacy group comprised of students with

disabilities, Delta Sigma Omicron; and

- The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Michael L. Jeffries, Sr. Center for Access and Academic Support is one of the oldest and most comprehensive student support programs in the nation. The Jeffries Center has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as A&M (Advising and Mentoring), First Generation Student Initiatives and Tutoring and Academic Services the Center also align with A Thriving Illinois Equity Strategy 8 with the use of staff as advisors/coaches as well as peer and near-peer tutoring. The Jeffries Center currently houses nine departments. A more comprehensive list of Jeffries Center programs is provided in Appendix B.

In 2022, the University of Illinois Urbana-Champaign was recognized as one of 53 institutions in the National Association of Student Affairs Professionals' (NASPA) First Gen Forward 2022-2023 cohort. First-Gen Forward was the first program to acknowledge higher education institutions for their commitment to the success of first-generation students. As a NASPA First-Gen Forward institution, the university applied and was accepted into NASPA's First Scholars Network. This membership signifies the university's competency and commitment to the success of first-generation students. Through the network, the university receives tools, resources, and expert guidance, including data, peer networks, evidence-based approaches, and data-driven continuous improvement. The university established a First-Generation Steering Committee in January 2023 to work with the Center for First-Generation Student Success to establish goals, identify barriers, and create improvement projects to enhance the experience of first-generation students on campus. In the 2023-2024 academic year, this Steering Committee launched their Insights Tool, which is a comprehensive diagnostic self-assessment in which members of the community share information about institutional efforts to support first-generation students. They also joined the Postsecondary Data Partnership, which provides insights into students' academic progress and outcomes across participating institutions. In the fall of 2023, the Jeffries Center hired the inaugural Director of First-Generation Student Initiatives to lead programming and service delivery to the undergraduate first-generation student community. After many years of focused improvement, in March of 2025, Illinois was one of 32 institutions in the country to be recognized as a FirstGen Forward "Network Champion." To date, only 429 institutions of higher education have entered the Network.

Student Affairs houses the university's cultural and resource centers (see Appendix C) and a variety of high-impact programs. A more comprehensive list of programs is detailed in Appendix C. Veteran support is provided through the Chez Veterans Center out of the College of Applied Health Sciences in partnership with Student Affairs, which includes individualized academic and career coaching to support progress and address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote

psychosocial adjustments and well-being.

The Campus Career Center offers coaching and support students and connects them to opportunities, as they make career decisions and learn lifelong career management skills. They serve as leaders of the university's career services community. The Career Center in partnership with the Jeffries Center sponsors the FOCUS program, an intensive semester program created to eliminate the gap in post-graduation outcomes and starting salaries between first-generation students and their peers. Its aim is to positively impact their career trajectory, earnings potential, and economic security for years to come. Through a series of workshops, this program provides transformative learning experiences for students in and out of the classroom. Those selected to participate receive a \$1,000 scholarship.

An additional service for graduate students is the Summer Predoctoral Programs for incoming doctoral students who have accepted their offer of admission. The 9 weeklong Summer Predoctoral Institute provides an advanced opportunity for graduate students to become quickly prepared for the rigors, culture and expectations of graduate school during the summer prior to the start of their graduate studies. The Institute offers an orientation, a series of seminars, and time to work with a research adviser in the student's academic unit. The Summer Emerging PhD Program is a shorter, 2.5 week program to learn about graduate school culture and the campus.

College, department, and program-level high-impact and wraparound support services.

College and program-based high-impact practices and wrap-around student support services ensuring equitable access:

By enrolling as a UIUC student, individuals in the MS in Law program will thus become part of a larger campus community, which gives them access to a wide array of support services (described above) that they would not otherwise be able to access. These resources are not always easy to find, so, at a programmatic level, we have collected links to many of the most important ones and embed those links and information in our canvas platforms for the individual courses.

At the College of Law, and in alignment with our mission to foster a supportive environment for all members of our university community, the College of Law also has programming initiatives of its own, which are open to all eligible persons regardless of race, color or national origin with a host of academic support, educational programs, and student organizations. For example, to honor his longstanding concern for the dignity and rights of all people, Professor David Baum's family established the David C. Baum Memorial Lecture on Civil Liberties and Civil Rights upon his death. The College of Law hosts at least one David C. Baum Memorial Lecture each year; all lectures in the series are open to the public. Additionally, the College of Law is home to over 30 College of Law funded student organizations open to all students including 10+ related to culture and diversity. Finally, the Women Lead WITH Illinois Law program aims to gather the members of our community—students, faculty, alumni, and guests—for a variety of

programming intended to inspire and empower women to embrace positions of leadership, to create meaningful connections, and to support each other's personal and professional goals. As Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored. As students at the College of Law, students in the MS in Law program will gain access to these additional support services as well. System and institution-level efforts to recruit and retain faculty, staff, and administrators of color:

The campus actively support faculty recruitment and retention through a number of programs. The Distinguished Faculty Recruitment Program is designed to enhance faculty excellence by supporting the recruitment of individuals who bring a range of perspectives, experiences, and backgrounds to the academic community. The Public Voices Fellowship is a year-long program open to tenured faculty who join a cohort of leaders with the intent of improving representation in the field and providing them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the 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. We also support 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.

College, department, and program-level efforts to recruit and retain faculty, staff, and administrators of color:

The College of Law has instituted targeted initiatives and resource allocations aimed at the recruitment and retention of administrators of color. These include provision of faculty research funds to facilitate scholarly pursuits and professional development. Additionally, the College regularly hosts esteemed guest speakers across designated scholarly domains to foster dialogue, networking, and intellectual exchange, thereby cultivating a sense of community and belonging. Committed to advancing diversity, equity, inclusion, and belonging (DEIB), the institution has invested in cultivating a broad network of faculty, staff, and students, enriching the spectrum of scholarly endeavors and ideas. Furthermore, the College has engaged in a collaborative partnership with the Department of Computer Science to facilitate the targeted recruitment of a cluster hire within the intersection of computer science and law, who may also help with these aims. Progress on these matters is monitored by the Committee on Diversity and Equity, which analyzes trends and engages in climate surveys in order to identify gaps and make recommendations for an inclusive culture and climate.

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.

Institution-level affordability plans:

The University of Illinois and the University of Illinois System have been committed to implementing strategies to make college more affordable to ensure and enrich the inclusiveness of the student body. The Graduate College Fellowship program provides financial support through fellowships and tuition and partial fee waivers to students to promote inclusion and diversity by supporting students who represent a broad array of life experiences and perspectives. Master's students are eligible for a one-year \$20,000 award and doctoral students for a multi-year award totaling \$75,000. Annually, \$3.5 million dollars of campus funds are allocated to these fellowships.

College, department, and program affordability plans:

Because this is a self-supporting program, students will be ineligible for waivers, other than statutory waivers that we are required to accept and regularly accept. At the same time, one of the primary purposes of the MS in Law degree is to make this professional education more generally affordable to students and their families, including those who have been historically underserved, given the high tuition prices of the only in-state competitors (Northwestern and Loyola), described in more detail below. Specifically, we will be offering an MS in Law degree of a similar quality to Northwestern's but at a cost that is less than 50%. We will be offering a higher quality degree than Loyola's at 65% of the price. These are the only real competitors to our proposed online degree in the state of Illinois. The online, asynchronous format and flexible structure of the MS in Law degree is, moreover, directed at working adults, extending critical education to many adults throughout the state of Illinois who cannot easily leave work to obtain an MS in Law degree.

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

There are only two online masters programs in law in the state of Illinois that are comparable to the current, proposed program. The first is Northwestern's Part-Time Online MSL Program, which currently charges \$2346 per credit hour. The second is the online LLM and MJ degrees in Compliance and Enterprise Risk Management, offered by the Loyola University Law School of Chicago, which has a tuition rate of \$1825 per credit hour (for enrollment levels outside the range of 12 to 17 credit hours). Our proposed program, with a tuition rate of \$1183 per credit hour, offers an MS in Law degree of similar quality as Northwestern's but at less than 50% of the cost, and of a higher quality than Loyola's at only 65% of the cost.

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.

The Gies College of Business, the College of Agricultural, Consumer & Environmental Sciences (ACES), the College of Applied Health Sciences (AHS), and the School of Labor and Employment Relations (LER) graciously allowed a selection of their student and alumni populations to participate in the market research survey Eduvantis conducted for this proposal. This research confirms that undergraduates find an MS in Law from our College of Law highly appealing. Over 80% of undergraduate Gies survey respondents indicated that an MS in Law from our College of Law would be of interest. That figure climbs to 83% of respondents from ACES, 89% from LER, and 90% of respondents from AHS.

Surveyed individuals believe an MS in Law would bring value to their careers by providing a deeper understanding of the laws, regulations and policy issues related to emerging topics/ areas of study that directly apply to their professions. They understand that an advanced degree in law will assist them in moving their career forward.

The Eduvantis report also indicates that Illinois students and alumni would prefer to continue their education at Illinois. Absent that option, they would be forced to consider expensive, out-of-state alternatives for their online degrees. Washington University in St. Louis, Missouri offers an Online Master of Legal Studies program in the foundations of U.S. Law for \$70,000. The University of Southern California runs a large online Master of Studies in Law program with many course options, but the degree costs \$62,000. New York University's Master of Science in Law Cybersecurity Risk and Strategy costs a minimum of \$77,000. In contrast, the MSL proposed by the College of Law would cost \$37,856 (at its tuition rate of \$1183/credit hour) and appeal to those who value both institutional reputation and affordability and provide the best combination of value and institutional reputation.

Turning to broader market indicators of supply and demand, the College of Law hired Eduvantis, a third party marketing consultant that specializes market research for higher education. Their market study shows a 31% growth rate in interest in online MS in Law degrees from 2018-2022 (the four-year period before the research was conducted) and a 35% growth in Illinois in that same period. The study suggests that there was a 45% growth in the number of national institutions offering such programs during that period, but the number of institutions in Illinois has remained flat (i.e., only 2). That is true even though the number of degree conferrals rose by 105%. The market study was, finally, used to identify two concentrations for which there is particularly strong demand and current growth and that the College of Law is best suited to provide education.

Finally, projections relating to strong demand for the current MS in Law degree can be obtained by analyzing the workforce projections from 2022-2032 from the Illinois Department of Employment Security. Specifically, all of the Standard Occupational Codes (SOC) associated with the MS in Law program and that list specific numbers show annual compound growth rates that

are above the statewide average of .26. To wit:

15-1212: Information Security Analysts: (2.12)

15-1299.05: Information Security Engineers: not specified, but (.51) in 15-1299 more generally —i.e., in “computer occupations, all other”—so presumably higher in this subcategory given 15-1212 above.

11-3021: Computer and Information Systems Managers: (1.01)

15-2051: Data Scientists: (2.63)

13-1041: Compliance Officers: (.3)

11-9199.02: Compliance Managers: not specified, but presumably similar to 13-041, above.

13-2054: Financial Risk Specialists: (.34)

11-3031: Financial Managers (1.30)

11-3121, Human Resources Managers: (.32)

13-1071: Human Resources Specialists (not listed)

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 courses in the College of Law’s MS in Law will deliver the skills necessary to improve the operation of business and industry in our state through targeting training of business professionals. Following professional market research that queried current employees (recent graduates) already at work in a variety of fields, we developed a unique program that would help professionals identify corporate risks and develop appropriate policies and procedures to respond to those risks. Among other things, as part of the program, students will:

- Gain a general overview of the law, including contracts, torts, property, and administrative law.
- Understand the tools of legal reasoning, and how to deploy them.
- Understand the issues surrounding the increasing use of AI in business and law.
- Be able to create effective compliance documents for audit committees and management.
- Overview critical areas of United States employment law, such as hiring, job security, compensation, benefits, discrimination, collective bargaining, trademark, unfair competition and consumer protection.
- Review the law that applies to the formation and operation of businesses, including forms of business organizations, antitrust law, and the operation of administrative agencies.

• Explore the security, privacy, and intellectual property considerations that arise while navigating the internet, using email, performing research, and conducting job searches. 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.

Institution level high-impact practices

In addition, on October 3, 2025, the College of Law met with a group of lead counsel and industry leaders from Caterpillar to consult on this project. The discussion focused on The campus Career Services Council, which includes the campus-wide Career Center in curriculum, skills that are most needed in industry, the possibility of anonymized case studies partnership with the college and departmental career offices and professionals, offers from industry, possible contributions to modules, and ongoing advisory input. This highly Handshake@Illinois, a platform for students to connect with career coaches, employers, constructive discussion has led to ongoing advisory mechanisms that will help ensure a high level of practicality and buy in from industry partners. Handshake@Illinois was used by more than 30,000 students and 20,000 employers last year.

Though we expect that some students in the MS in Law degree will utilize Handshake@illinois, we note that we have also budgeted specific career support staff to support these students, most of whom will already be working professionals, and will need support for career pathways that is tailored to their specific aims and goals--which will often relate to advancement with their current employer. The main way that the current program will expand access and opportunities through high-impact practices is by making a high quality online MS in Law degree affordable and accessible throughout the state of Illinois, thus helping many students advance in a variety of career pathways.

In addition, the stackability of the certificates that stack into this MS in Law program will expand access to a range of high quality educational opportunities for professional development that simply do not exist otherwise in the state of Illinois, given the narrow scope of Loyola's certificate program and Northwestern's lack of targeted certificates.

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.

Institution level expansion of models

The University of Illinois Urbana-Champaign is a leader in the state in its cutting-edge teaching/learning, research, public service and outreach. The Online Learning Advisory Committee (OLAC) facilitates constructive dialogue among colleges, fostering collaboration to address pertinent issues, and ensuring the continuous improvements of our online courses and programs. The group develops and delivers recommendations on how to design and deliver effective and meaningful online education and support for students. Those models of teaching and learning will be shared among the faculty and trainings will be developed to further impact the campus community. In the 2024-2025 academic year, OLAC focused on developing a set of institutional recommendations for leveraging best practices in online education to help support growing in-person student enrollment. OLAC receives quarterly report-outs from the new Big Ten Online Student Council, a recently chartered institutional peer group formed to address student issues in the online space.

College, department, and program expansion of models

The College of Law has directly profited from these institutional activities when developing the MS in Law degree. The MS in Law degree will expand models of online teaching and learning throughout the state of Illinois, integrating best practices as developed by OLAC and support from the Center for Innovation in Teaching and Learning (CITL) to provide expanded opportunities for students to succeed in the work of the future. It will do this and help meet a number of important institutional missions in the following ways:

First, the MS in Law will deliver on the fundamental mission of the University by meeting the educational needs of a new population of Illinois learners. Specifically, it will give working professionals in a variety of fields the legal knowledge and skills they need to significantly advance their careers. Second, it will attract and engage students from diverse backgrounds, many of whom cannot leave work to come to Urbana-Champaign, and bring them to the University community to enhance its intellectual depth and breadth. Third, it will allow students who cannot attend in-person educational courses to access high-quality learning experiences. This would include not only students with disabilities, but also students who work full-time, students who must stay home and care for others, students who live in remote locations, and students who cannot afford higher-priced programs. Finally, it will bolster the University's and COL's reputations by offering a distinctive, high-quality online learning experience in areas of strategic importance to the state, such as AI and privacy law.

In short, the MS in Law will its current models of teaching and learning within the College of Law to reach new populations of learners and enable diverse working professionals in a variety of fields to obtain the legal knowledge and skills they need to advance their careers. We attach early examples of Canvas pages for an early pilot course, which reflects the type of canvas shell

structure that will run through the program and has profited from all of the above-mentioned expertise in developing world class online educational experiences.

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).

Though this program is primarily directed at workforce needs, it also contributes to the lifelong learning of Illinois residents in virtue of its accessibility to working professionals and adult learners throughout the state (and, indeed, beyond).

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

[MSL Course Page Examples.pdf](#)

[Online MSL Final Report Eduvantis.pdf](#)

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:

Master of Science in Law (MS in Law) Degree: Program-Level Learning Objectives

Overview: This 32-unit (8 4-unit courses) fully online, asynchronous program equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills to navigate legal and regulatory challenges in their industries. Requiring the Certificate in Legal Foundations and five electives from either Concentration 1 (Business Compliance) or Concentration 2 (Tech & Privacy), the program prepares students through practical simulations addressing issues like workplace harassment, merger compliance, AI governance, or cyber incidents. Students collaborate with counsel to analyze interdisciplinary scenarios and create policies, advancing their careers in JD-advantage roles such as compliance officers, HR specialists, or CIOs. All the courses in this program are organized into 3-course bundles, which target specific areas of professional upskilling and can be taken separately for graduate certificates that are stackable into the MS in Law program.

Certificate in Legal Foundations for Professionals (required)

Overview: This 3-course certificate (Law 510, 511 & 512), which is required for all MS in Law students, equips mid-career professionals in business, tech, government, and related fields with foundational legal literacy in systems, reasoning, and technology. Through practical simulations, students learn to interpret legal documents, analyze issues, and collaborate with counsel, preparing for advanced MS in Law coursework and/or concentrations.

Law 510: Intro to Law-Grads

Course Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with foundational knowledge of the U.S. legal system and key areas of law (e.g., contracts, property, torts, constitutional law, administrative law). Designed for the MS in Law program, it prepares students to identify legal issues, analyze their implications, and collaborate with counsel through practical simulations, enabling strategic decision-making in regulated industries.

Law 511: Legal Reasoning-Grads

Course Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with foundational legal reasoning skills, contrasting them with scientific or strategic approaches. Designed for the MSL program, it prepares students to analyze legal problems, assess case complexity, and collaborate with counsel through practical simulations, enabling strategic compliance in regulated industries like business and tech.

Law 512: Computer Literacy & the Law-Grads

Course Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with foundational technological literacy for legal applications (e.g., e-discovery, Westlaw, AI). Designed for the MS in Law program, it prepares students to address tech-driven legal challenges, evaluate risks, and collaborate with counsel through practical simulations, enabling strategic decision-making in regulated industries.

Concentration 1: Business Compliance

Overview: This concentration within the MS in Law program equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills to embed legal integrity into business operations. Through practical simulations addressing issues like workplace harassment, governance failures, merger compliance, or vendor audits, students apply compliance tools, analyze risks, and create integrity-focused programs, collaborating with counsel to manage ethical and legal challenges in regulated environments. To obtain this concentration, students must take at least four (4) courses from the following list of nine (9), which are themselves further organized into bundles of 3-course certificates.

Certificate in Ethics and Corporate Governance

Overview: This 3-course online certificate (Law 520, 521 & 522) equips mid-career professionals in business, tech, government, and related fields with the skills to foster ethical decision-making and robust corporate oversight. Through practical case simulations, students apply ethics and governance concepts, analyze dilemmas, and create compliance policies, preparing to guide ethical cultures and mitigate risks in regulated industries.

Law 520: Ethics and Compliance

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with the tools to navigate corporate codes of conduct and compliance standards (e.g., FCPA, DOJ guidelines). Through practical case simulations, students apply best practices to mitigate risks like bribery, analyze ethical dilemmas, and create tailored compliance training, preparing to advise on ethical strategies in regulated industries.

Law 521: Corporate Governance

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with the skills to navigate corporate governance structures (e.g., fiduciary duties, shareholder rights). Through practical case simulations, students apply governance principles to board policies, analyze failures, and create guidelines, preparing to advise on accountability in regulated industries.

Law 522: Supply Chain Oversight

Law 522: Supply Chain Oversight

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields with the tools to navigate supply chain transparency standards (e.g., TVPRA) and due diligence obligations. Through practical case simulations, students apply audit tools, analyze oversight gaps, and create compliance plans, preparing to manage ethical sourcing risks in regulated industries.

Certificate in Advanced Business Law

Overview: This 3-course online certificate (Law 523, 524 & 525) equips mid-career professionals in business, tech, government, and related fields with the skills to navigate complex business transactions and regulatory landscapes, without requiring prior legal training. Through practical simulations, students apply doctrinal foundations in antitrust, securities, and organizational law to assess risks, evaluate compliance, and create mitigation strategies, collaborating with counsel to prepare for deal-making and operations in regulated industries.

Law 523: Antitrust Law

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate antitrust law. Through practical simulations, students assess violations, evaluate enforcement risks, and create compliance policies, collaborating with counsel to enable strategic decision-making in competitive markets within regulated industries.

Law 524: Securities Law

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate securities law. Through practical simulations, students draft compliance documents, analyze disclosure failures, and create strategies, collaborating with counsel to enable strategic decision-making in capital markets within regulated industries.

Law 525: Business Organizations

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate business organizations. Through practical simulations, students select entities, analyze dissolution risks, and create formation plans, collaborating with counsel to enable strategic decision-making in entity formation and governance within regulated industries.

Overview: This 3-course online certificate (Law 530, 531 & 532) equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with

the skills to manage human capital under legal constraints, fostering equitable workplaces. Through practical role simulations addressing issues like AI-driven hiring or FMLA accommodations, students apply employment doctrines, analyze conflicts, and create compliance measures, collaborating with counsel to mitigate litigation risks and support retention in regulated industries.

Law 530: Employment Discrimination

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate discrimination laws (e.g., Title VII, ADA). Through practical role simulations addressing issues like AI hiring or harassment complaints, students investigate biases, evaluate diversity initiatives, and create anti-discrimination policies, collaborating with counsel to foster inclusive HR practices and mitigate litigation risks in regulated industries.

Law 531: Individual Employee Rights

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate statutory protections (e.g., FLSA, NLRA) and employee safeguards. Through practical role simulations addressing issues like wage disputes or union activities, students apply termination guidelines, analyze retaliation risks, and create rights policies, collaborating with counsel to manage employee relations compliance and support retention in regulated industries.

Law 532: Employee Benefits

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate ERISA requirements for pension and health plans. Through practical role simulations addressing issues like plan denials or wellness programs, students design benefits plans, analyze fiduciary duties, and create policies, collaborating with counsel to support HR retention strategies and mitigate compliance risks in regulated industries.

Concentration 2: Tech & Privacy

Overview: This online concentration within the MS in Law degree equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills to manage legal risks in tech-driven innovation, emphasizing adaptive governance. Through practical simulations addressing issues like AI deployments or cyber incidents, students apply regulatory frameworks, analyze ethical and legal risks, and create policies, collaborating with counsel to balance innovation with compliance in regulated industries. To obtain this concentration, students must take at least four (4) courses from the following list of nine (9), which are themselves further organized into bundles of 3-course

certificates.

Graduate Certificate in AI Privacy and Governance in Law

Overview: This 3-course online graduate certificate (Law 540, 541 & 542) equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills to govern AI systems, focusing on privacy safeguards and bias mitigation. Through practical simulations addressing AI deployments and data flows, students apply governance tools, analyze risks, and create roadmaps, collaborating with counsel to ensure accountable AI use in regulated industries.

Law 540: AI Compliance

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate AI regulations (e.g., EU AI Act). Through practical simulations addressing AI deployments and audits, students classify tools, analyze gaps, and create plans, collaborating with counsel to ensure regulatory compliance in regulated industries.

Law 541: AI & Data Privacy

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate privacy laws (e.g., GDPR, CCPA) in AI data flows. Through practical simulations addressing data pipelines and breaches, students conduct assessments, analyze scenarios, and create plans, collaborating with counsel to manage AI-driven privacy risks in regulated industries.

Law 542: AI Ethics & Bias

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to address ethical guidelines and bias in AI models. Through practical simulations addressing deployments and trade-offs, students apply debiasing methods, analyze decisions, and create frameworks, collaborating with counsel to ensure equitable AI outcomes in regulated industries.

Graduate Certificate in Cybersecurity Law & Resilience

Overview: This 3-course online graduate certificate (Law 543, 544 & 545) equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills for cyber defense, emphasizing compliance and recovery. Through practical simulations addressing threats and incidents, students apply legal standards, analyze risks, and create strategies, collaborating with counsel to ensure resilience in regulated industries.

Law 543: Cyberthreats & Compliance

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate cyber threats (e.g., ransomware) and compliance obligations (e.g., NIST). Through practical simulations addressing threat vectors, students apply understandings, analyze failures, and create plans, collaborating with counsel to ensure privacy and governance alignment in regulated industries.

Law 544: Cyber Risk Mitigation

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate cyber risk controls (e.g., zero-trust architectures). Through practical simulations addressing vulnerabilities, students apply strategies, analyze risks, and create plans, collaborating with counsel to ensure alignment with security standards in regulated industries.

Law 545: Cyber Incident Response

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate incident response phases (e.g., NIST IR lifecycle). Through practical tabletop exercises addressing breaches, students apply simulations, analyze root causes, and create strategies, collaborating with counsel to ensure compliance in regulated industries.

Graduate Certificate in the Law of Emerging Technologies

Overview: This 3-course online graduate certificate (Law 546, 547 & 548) equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the skills to navigate intellectual property and regulatory frontiers in nascent tech (e.g., biotech, quantum). Through practical simulations addressing commercialization and policy, students apply IP strategies, analyze uncertainties, and create briefs, collaborating with counsel to balance innovation and safeguards in regulated industries.

Law 546: IP of Emerging Technologies

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate IP regimes (e.g., AI patents) for emerging tech. Through practical simulations addressing commercialization risks, students apply licensing strategies, analyze infringement, and create protection plans, collaborating with counsel to ensure innovation in regulated industries.

Law 547: Health Tech Law & Privacy

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate HIPAA and FDA rules for digital health tools. Through practical simulations addressing data sharing and liability, students apply consent models, analyze risks, and create privacy policies, collaborating with counsel to manage compliance in regulated industries.

Law 548: Frontiers of Tech Law

Overview: This 8-week online course equips mid-career professionals in business, tech, government, and related fields, without requiring prior legal training, with the tools to navigate emerging doctrines (e.g., quantum export controls) in speculative tech. Through practical simulations addressing scenario planning in areas like metaverse or neurotech, students apply foresight tools, analyze tensions, and create policy briefs, collaborating with counsel to advocate for adaptive regulations in regulated industries.

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 MS in Law is a 32-credit graduate degree program consisting of eight 4-credit courses, each of which are delivered in an accelerated 8-week online format, designed for mid-career professionals seeking advanced legal literacy for JD-advantage roles in regulated industries. To earn the degree, students must complete the required Certificate in Legal Foundations for Professionals (three foundational courses: Law 510: Intro to Law for Grads, Law 511: Legal Reasoning for Grads, and Law 512: Computer Literacy and Law) and five elective courses from one of two concentrations—either Business Compliance or Tech & Privacy. This structure ensures a scaffolded progression from foundational knowledge to specialized application, totaling 32 credits of rigorous, practical coursework. No internships, practicals, or clinical experiences are required, as the program’s design integrates real-world simulations, role-playing, and counsel collaboration directly into the curriculum to mirror professional demands without external placements.

The MS in Law does not require a thesis or dissertation, recognizing that mid-career professionals prioritize immediate, applied mastery over traditional academic research. Instead, the functional equivalent is achieved through a distributed capstone model embedded in every course, culminating in a portfolio of synthesized, creative outputs that demonstrate master’s-level depth. Each course progresses from foundational understanding (e.g., core doctrines) to higher-order skills (application, analysis, evaluation), with final module featuring a capstone case study or simulation requiring students to create (i.e, going one step above evaluation) professional-grade documents—such as compliance policies, risk mitigation plans, ethical frameworks, or strategic briefs—tailored to simulated business or tech scenarios. These capstones, informed by interdisciplinary analysis and counsel consultation, address real-world problems like antitrust merger risks or AI bias audits, fostering the synthesis, critical evaluation, and innovative application expected at the master’s level. Collectively, the eight capstones form a comprehensive portfolio, equivalent to a thesis in demonstrating advanced synthesis and practical expertise, while exceeding undergraduate education by emphasizing creation of actionable, industry-specific deliverables that advance career competencies in regulated environments. No thesis committee or defense is required, as course-embedded assessments and peer/instructor feedback provide ongoing rigor, with final grading ensuring mastery. This approach aligns with the MS in Law’s mission, delivering transformative, professional outcomes that reflect a master's level education and skills, developed in a broad variety of contexts that our students will face in their careers.

Describe the program's evaluation plan.

Plan to Evaluate and Improve the Program

The MS in Law program at the University of Illinois College of Law is designed, conducted, and evaluated under the direct and continuous control of the College's established processes for academic planning and quality maintenance, including oversight by Program Director, the Faculty Assessments Committee in the College of Law and the Dean's Office. These processes ensure rigorous alignment with the Illinois Public Agenda's goals of access, affordability, and excellence in professional education.

Because this is a new graduate program, the College of Law will submit a third-year progress report on this program as part of the College's institutional report other the Illinois Board of Higher Education, detailing performance against program objectives, enrollment metrics, and any necessary improvements. This report will incorporate data from the evaluation plan outlined below, demonstrating how assessments inform iterative enhancements to curriculum, instruction, and overall quality.

Methods of Program Evaluation

The MS in Law's evaluation plan employs a multi-faceted, data-driven approach combining direct and indirect measures to assess student learning, program effectiveness, and alignment with market needs. Direct assessments are embedded in every course to measure mastery of learning objectives, while indirect measures capture broader outcomes like engagement and career impact. Data is collected annually at the end of the academic year, with faculty responsible for submitting course-level results to the Program Director.

The Faculty Assessments Committee reviews aggregated data biannually, recommending changes to the Dean for implementation. For the first three years of this program, the Program Director will review this new program annually. Feedback loops include faculty self-studies, student surveys, labor market statistics, and external input from alumni and employers, ensuring continuous improvement.

- **Direct Student Learning Assessments:** Course-embedded assessments can and will be used to evaluate achievement of the MS in Law's higher-order learning objectives—Understand, Apply, Analyze, Evaluate, and Create—because course-level objectives are mapped systematically to these higher-level program goals (see attached mapping). Assessments progress from foundational knowledge (e.g., multiple-choice quizzes on video content for Understand) to practical Application, Analysis, and Evaluation (e.g., weekly graded questions on videos and readings plus a series of instructor-graded case studies or other scenario-based applications) to Creation (e.g., capstone policy briefs or other documents for the highest level objective). Each course typically includes a series of scenario-based activities or case studies, culminating in a capstone project that will yield a portfolio of professional deliverables like compliance plans or risk assessments. These assessments synthesize automated tools (e.g., Canvas analytics, Flex,

and other student feedback surveys, e.g., for multiple choice and quizzes) with instructor-graded assignments (e.g., scenario-based activities or case studies, including the capstone final project, per course) and discussion board interactions (including graded responses to weekly instructor-generated questions), targeting 80% student competency rates per objective.

- Indirect Measures: Student engagement is tracked via embedded data analytics (e.g., Canvas and Flex metrics on participation and completion rates). Employer/alumni satisfaction surveys (administered annually via Qualtrics) gauge post-graduation impact, targeting 80% positive feedback on career advancement. Registrar data will be used to measure retention (aiming for 80% retention in terms of completion of courses started, and 80% of those who complete courses going on to further courses), graduation (85% graduation rate), and time-to-degree rates (50% completion within 2 years—i.e., the time needed for working professionals to take 2 courses per term continuously, while working, with no breaks in the program—and 80% completion within 4 years—i.e., the time needed to complete the program with 1 course per term, with no breaks, allowing for differential pacing for working professionals in different circumstances). Job placement and career advancement statistics (targeting 80% meeting their stated career program goals, as tracked from initial program application materials—i.e., 1) career enhancement (individuals who are already employed, but their existing positions would benefit from advanced training in the law or some area of the law), 2) career advancement (individuals who wish to move up in their chosen field and see legal training as a pathway to do so), 3) career change (people who want the degree to enable them to shift their career into a related field that requires basic legal training), 4) career launch (people who wish to work as non-lawyers in or adjacent to the legal industry); and 5) other (people who may wish to take the courses for personal or other reasons unrelated to professional advancement)).

- Market Demand and External Reviews: Ongoing market analyses (overseen annually by the Program Director with the help of the program's dedicated career support professional) evaluate employer demand for specific skills like compliance, AI privacy, or cybersecurity resilience, informing curriculum shifts or expansions (e.g., new or changed certificates). External reviews occur after the first three years and then every five years thereafter via advisory boards of industry partners (e.g., tech firms, HR associations), targeting alignment with 80% of the most commonly-identified JD-advantage needs for which the College of Law is capable of providing instruction.

Key Elements of Evaluation and Goals

The evaluation plan addresses core elements of the MS in Law, setting measurable goals to drive quality and relevance.

- Curriculum: Assessed through alignment mapping (attached), ensuring 100% of course objectives contribute to program goals. Goal: Annual review by Program Director and/or Faculty Assessments Committee over first three years to refine 10-20% of content based on student performance and market data (e.g., adding modules on emerging AI regulations)

student performance and market data (e.g., adding modules on emerging AI regulations).

- **Teaching:** Faculty quality is evaluated via student evaluations (targeting consistency with the College of Law's current norms for teaching excellence) and peer observations, with 100% of instructors participating in professional development (e.g., annual workshops on online pedagogy). Goal: Biannual faculty self-studies to improve simulation-based instruction, incorporating feedback from 80% of students.
- **Diversity:** Tracked through enrollment demographics and inclusive content reviews. Goal: Annual audits by the College's Diversity Committee to ensure courses contain a variety of case studies that reflect diverse scenarios (e.g., bias in AI hiring), with adjustments to support equity in admissions and curriculum. The Diversity Committee also conducts regular climate surveys and produces recommendations for climate improvements, and their work will extend to this program.
- **Quality:** Measured by learning outcomes (80% competency) and indirect surveys. Goal: Third-year progress report to identify improvements, with 60% of recommendations implemented within one year and another 30% within two years via the Program Director. In addition, the College periodically employs the LSSSE (Law Student Survey of Student Engagement) to produce surveys based on decades of research on effective educational practices related to desirable learning outcomes. Those periodic surveys will complement other measures of quality to improve student engagement.
- **Cost Effectiveness:** Analyzed through enrollment metrics and ROI from career advancement data. Goal: targeting 50 students/year by year 3 at \$1,160/credit.
- **Employer Demand:** Assessed via surveys and annual market analyses (targeting 85% alignment with top employer needs for legal understandings short of a JD that the College of Law is most capable of supporting through this program). Goal: Annual employer statistics and survey input to guide certificate additions or changes, ensuring program relevance.

Review and Feedback Processes

Regular review processes ensure evaluation results drive improvements. Faculty submit assessment data (e.g., capstone rubrics, analytics) to the Program Director by June annually, feeding into the Faculty Assessments Committee's bi-annual fall reviews. The Committee analyzes trends (e.g., low Apply scores indicating simulation gaps) and proposes changes (e.g., updated case studies or practical scenario-based simulations), approved by the Associate Dean for Curricular Innovation for the next cycle. Over the first three years, the Program Director will conduct these reviews on the off years for the Assessments Committee. Student feedback via mid- and end-of-course surveys (response rate goal: 70%) informs real-time adjustments, while alumni/employer surveys (annual, 60% response goal) track long-term impact. Market demand analyses, conducted with marketing specialists and the career support specialist, occur every

year for the first three years and then every two years to refine curriculum (e.g., adding modules on gig economy rights). All processes comply with the College's academic planning protocols, with the third-year report synthesizing data to demonstrate progress toward objectives, such as 80% student satisfaction and 80% career aim attainment.

This plan fosters a culture of continuous improvement, leveraging course-embedded assessments and the capstone portfolio as the functional equivalent to a thesis. The portfolio—comprising eight creative outputs like simulated compliance policies or risk plans—demonstrates master's-level synthesis, exceeding undergraduate education by requiring interdisciplinary analysis and real-world application. No thesis committee or defense is needed, as instructor grading and peer feedback provide rigor, ensuring outcomes like strategic policy creation prepare graduates for immediate professional impact. (See attachment for learning outcomes mapping from the individual courses and certificates to the MS in Law program).

Plan to Evaluate
and Improve the
Program
Attachments

[MSL Program Overview Map.xlsx](#)

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).

This program will be launched with the help of a 2.4M grant from the University of Illinois Investment for Growth, which has already been obtained. The program will be fully self-supporting with projected positive revenue streams in Year 5. The email indicating the grant proposal's selection is attached. In addition, we attach a current budget to support the ability of the program to be self-supporting, with projected revenues developed with the assistance of Eduvantis, our third party marketing research firm.

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 College of Law will need 3 additional specialized faculty to support this program. Though the bulk of the course creation could be provided by a combination of current College of Law faculty and our established adjunct program, our plans to develop this program include guardrails to ensure that the program has minimal impact on our existing faculty's capacity to support our core JD program.

Specifically, the \$2.4M IFG grant earmarks funds for course creation and periodic refreshes, ensuring high-quality, up-to-date materials through a combination of full-time faculty contributions (via supplemental instructional effort, not course releases) and adjunct expertise. For both course creation and course delivery, the grant allocates resources for 3 new, specialized faculty hires with expertise in areas like AI governance, cybersecurity law, and intellectual property. These new hires will primarily support the MS in Law program. After the 3-year grant period, program revenues from this self-supporting program are projected to cover the continued additional faculty support needed for this program.

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

Because the online MS in Law courses are exclusive to graduate students, whereas our in-person JD program and courses will remain separate (with no cross-enrollment of MS in Law students), this curricular structure minimizes impacts on class sizes and student-faculty ratios for JD students. Teaching loads for current faculty will remain largely unaffected long-term, as specialized hires will handle MS in Law courses delivery, allowing the program to scale with minimal disruption to JD instruction. While the initial creation phase involves significant effort, the grant-funded model and strategic use of adjuncts ensure resource adequacy, balancing innovation with the College's existing commitments.

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 2.4M IFG grant has funds earmarked to hire a dedicated career support staff person and advisor, who will focus on the areas of JD-adjacent job growth (e.g., compliance, risk management, cybersecurity, data privacy) that are critical for this specific group of students. That support will continue with revenues from this self-supporting program, which is projected to become revenue positive in Year 5.

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?

The College of Law is well-equipped with respect to classroom space and equipment needed to support the development and maintenance of a high quality online MSL program, as described herein. Because the program is fully online, it will not require any additional classroom or laboratory space, ensuring relatively limited impact on current facilities. The College of Law building is located at 504 East Pennsylvania Avenue, Champaign, IL 61820, with administrative offices on the second floor.

Though the facilities implications of this program are minimal, the program will, once fully implemented, require office space for some administrative staff (e.g., program director, office support, course/career advisor, counselor) and three specialized faculty. To meet these needs, the College will need to reconfigure some existing individual offices and/or shared suite spaces. Though the College can meet these needs through careful reconfiguration, building space is sufficiently limited that this program may, if combined with other expansions, later warrant discussions of facilities expansions for broader College needs.

Though no facility renovations or new constructions will be needed to launch or support the proposed MS in Law program, the College of Law may, therefore, be considering new constructions in the coming years to allow for broader programmatic expansions.

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.

We have discussed this proposal and consulted with both Faye Jones, Director of the Albert E. Jenner Law Library, and Tom Teper, Associate Dean of the University Library.

Though both have indicated that the collections are currently adequate to meet the needs of this program (and also that this program is more likely to affect the Law Library than the University Library), it is possible that there will be some additional collection and/or service needs associated with this program as it develops. The 2.4M IFG grant and projected revenues from this program are sufficient to cover up to an additional FTE librarian in the College of Law Library, and both Faye Jones and Tom Teper have indicated that this should be more than sufficient to address any programmatic needs that go above and beyond those already covered by the Law Library and/or University Library. Out of an abundance of caution, departmental leadership agrees to revisit with the Law and University Library leadership in 24 months after the program's start in case there are relevant updates.

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 texts and electronic resources most appropriate for use in the program will be drawn from the Wolters Kluwer Vitalaw databases, as well as from subject specific online databases, case studies, and online study aids available to Illinois Law students, faculty, and staff. Additional online materials, such as electronic journals and newspapers which will be accessed through the University Library will also be available to Illinois Law students, faculty, and staff. Requests for purchases of specific texts and electronic resources will be made to the Law Library Director. The Law Library will also prepare research guides to Key texts and electronic resources most appropriate for use in the program/.

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

The 2.4M IFG grant is a 3-year grant, budgeted to support creation of a program that will be self-supporting with program revenues thereafter. We have attached a current budget to support that statement with projected revenues developed with the assistance of Eduvantis, our third party marketing research firm.

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?

We intend for this program to be self-supporting, so most graduate tuition waivers will not apply, except for the statutory tuition waivers, which we will honor as we do currently. At present, these statutory waivers do not significantly impact our graduate tuition program. In addition, our target audience for the Online MSL program is mid-career professionals, whose employers may cover the cost as part of career development.

Budget Narrative	Email train with Top Teper dated Sep.docx
Fiscal and	Email Train with Faye Jones dated August 19.docx
Personnel	IF 2025 Current Budget.xlsx
Resources	Second Email train from Faye Jones.docx
Attachments	Email Train with Brooke Elliot and Gies Colleagues.docx
	Email Train from Emily Knox.docx
	Email Chain with Dean Rashid Bashir.docx
	Email Chain with Gies College of Business.docx

Personnel Budget

Category	Year One	Year Five	Notes
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Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
2	3	These are the specialized faculty who will be primarily responsible for course delivery, even if sometimes aided

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
		by adjunct or regular faculty support periodically from SIE's. They will also create some of the online course content.

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
\$159,600	\$326,520	These are the specialized faculty who will be primarily responsible for course delivery, even if sometimes aided by adjunct or regular faculty support periodically from SIE's. They will also create some of the online course content.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	\$71,000	One advisor hired in year 2 (with launch of program) and a salary increase of 2% annually.

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
\$15,120	\$84,915	Ramp up over four years time to 10 part-time TA's supporting instructors and students.

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
\$95,000	\$565,099	1 Law Librarian for research (\$80K) YR2 1 Admin support staff/program assistant (\$55K) YR1 .5 Communications coordinator (\$35K), YR2 1 counselor (\$65K), YR2 1 IT/course support person (\$65), YR2 1 Associate Director (\$90k), YR2

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
		Director stipend YR1 (\$40K) This includes a 5% inflation rate year over year.

Budget Narrative [Budget Narrative Attachments.docx](#)
 Attachments [IF 2025 Current Budget.xlsx](#)

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 College of Law is well-equipped with respect to classroom space and equipment needed to support the development and maintenance of a high quality online MS in Law program, as described herein. Because the program is fully online, it will not require any additional classroom or laboratory space, ensuring relatively limited impact on current facilities.

As the program builds, the program will, however, require office space for some administrative staff (e.g., program director, office support, course/career advisor, counselor) and three specialized faculty. To meet these needs, the College will be required to reconfigure some existing individual offices and/or shared suite spaces. Though the College can meet these projected needs through careful reconfiguration, building space is sufficiently limited that this program may, if combined with other expansions, later warrant discussions of facilities expansions for broader College needs.

With respect to equipment, all faculty and staff are provided with laptops, access to the College of Law Library, along with comprehensive IT support from the College of Law IT staff.

Instructional quality will be ensured through collaboration with the Center for Innovation in Teaching and Learning (CITL), which will assist with online course design, delivery, and assessment. CITL's teaching and learning team will support the development of engaging online course activities and curricular revisions, including updates to Canvas course sites. The CITL instructional support team will offer timely technical assistance for Canvas tools such as quizzes and discussions, while the CITL Data Analytics team will aid in collecting and analyzing student experience data. The CITL Instructional Media team will support the creation and refinement of instructional videos and other visual aids, and faculty will have access to CITL's designated spaces for producing high-quality instructional media as needed.

Additionally, the College of Law will leverage campus-wide resources, including Library and Technology Services, to further support faculty needs. Faculty will be encouraged to participate in CITL programming focused on online pedagogy and educational technologies, as well as internal faculty development opportunities such as collaborative workshops, seminars, and community-building activities hosted by the College of Law.

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

No

costs associated
with implementing
the program?

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 College of Law at UIUC is well positioned to develop and maintain a high quality online MS in Law program. It currently has 30 full-time, tenure track faculty, 19 full-time specialized faculty (i.e., lecturers, clinical professors and/or teaching professors), 5 full-time teaching faculty in the library, and 60+ adjunct faculty, including numerous judges and expert practitioners. The College is currently led, on the administrative side, by Jamelle Sharpe (Dean), Colleen Murphy (Associate Dean for Academic Affairs), Margareth Etienne (Senior Associate Dean for Graduate and International Programs), Lesley Wexler (Associate Dean for Research), and Robin Kar (Associate Dean for Curricular Innovation).

On the staffing side, it has 4 full-time staff in the Office of Admissions; 4 in the Office of Advancement; 5 in the Anderson Center for Advocacy and Professionalism; 7 in the Office of Career Planning & Professional Development; 10 in a variety of clinics (e.g., Veterans Legal Clinic, Family Advocacy Clinic, First Amendment Clinic, Immigration Law Clinic), 5 in the Office of Communications, Media Relations & Events, 2 in the Externship Office, 2 in the Office of Facilities, Operations & Auxiliary Services, 5 in the Office of Graduate Programs, 6 in the Office of Human Resources & Business Office, 4 in the Office of IT & Data Services, 7 in the Law Library, 7 in the Office of Academic Administration & Student Records, and 8 additional support staff members.

Instructional quality in this online format will be ensured through the support, collaboration and technological, filming, video, and learning design support of the separate, 61-person Center for Innovation in Teaching and Learning (CITL), which will assist with course design, delivery, and assessment. CITL's teaching and learning team will support the development of engaging course activities and curricular revisions, including updates to Canvas course sites. The instructional support team will offer timely technical assistance for Canvas tools such as quizzes and discussions, while the Data Analytics team will aid in collecting and analyzing student experience data. The Instructional Media team will support the creation and refinement of instructional videos and other visual aids, and faculty will have access to CITL's designated spaces for producing high-quality instructional media as needed. Additionally, the College of Law will leverage campus-wide resources, including Library and Technology Services, to further support faculty needs. Faculty will be encouraged to participate in CITL programming focused on online pedagogy and educational technologies, as well as internal faculty development opportunities such as collaborative workshops, seminars, and community-building activities hosted by the College of Law.

The program's early launch is being led by Robin Kar, Associate Dean for Curricular Innovation, Colleen Murphy, Associate Dean for Academic Affairs, and Pia Hunter, Associate Director for Research and Instruction. The 2.4M IFG grant, which they are leveraging, has earmarked funds

over the first five years to compensate residential faculty and/or adjuncts to develop all online course content and refresh the content as needed; to hire three specialized full-time faculty to deliver the courses regularly; to hire TA's to support that course delivery once the program has launched; to hire a full-time course designer, course advisor, student counselor, career advisor, administrative support staff, a research librarian, and a .5 marketing and communications coordinator. Those positions will be staffed incrementally, as the program builds. The program is projected to become revenue positive in Year 5, at which time program revenues will continue to support that staff along with any additions that are needed if the program grows significantly beyond projected expectations. Students will have access to all of the support services from the College of Law's current staff along with dedicated support as just described.

The qualifications of many of the faculty expected to contribute to this specific program are set forth below. All faculty have JD's, at minimum, and are evaluated annually, with merit raises based on annual evaluations. See Provost Communication #21 for processes (<https://provost.illinois.edu/policies/provosts-communications/communication-21-annual-faculty-review/>). Tenure-track professors have been vetted thoroughly to ensure extraordinary research, teaching, and service capabilities, in accordance with Provost Communication #9 (<https://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/>). In cases where we may need additional expertise to fill curricular gaps, we have an extensive set of adjuncts and adjunct program to fill those gaps.

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.

Set forth below are descriptions of key faculty members who are already on staff and who have expertise relevant to this program, organized by course number. The 2.4M IFG grant and future projected revenue streams are sufficient to cover three additional FTE specialized faculty members to support this program along with SIE's to support course creation by either current faculty members, these additional faculty members, or adjuncts.

Law 510: Intro to Law for Grads

Jennifer Pahre, Teaching Associate Professor of Law

Jennifer Pahre is the lead instructor for Law 510, bringing her expertise in legal fundamentals, evidence, and constitutional law to guide mid-career professionals in building foundational legal literacy. She joined the University of Illinois College of Law in 2001 as a Teaching Associate Professor and has served as Director of Externships, mentoring students in practical legal applications. With a J.D. from Loyola Law School of Los Angeles (where she was Chief Note and Comment Editor of the Loyola International and Comparative Law Review) and a B.A. from Stanford University, Pahre is admitted to the bars of California, Michigan, and Illinois. She has practiced law in all three states and teaches courses like Remedies, Externships, and an Introduction to Law course aimed at undergraduates, making her ideal for introducing non-

lawyers to core legal systems and reasoning.

Research/Scholarship and Publications: Pahre's research focuses on civil litigation, remedies, and constitutional law, with interdisciplinary interests in biotechnology and attorney-client privilege. She authored *The Law Lab Book: Case Studies for Legal Learning* (Cognella Academic Publishing, 2021), a practical guide using case studies for legal education. Her publications include articles in *BioProcessing Journal* (2004) on biotechnology developments and contributions to *Loyola of Los Angeles International and Comparative Law Review* (1984). She received the 2021 Advancing Research Grants for Indigenous Politics from APSA for her project "A Comparison of Inadequate Doctrines: The Canadian Honour of the Crown v. the Fiduciary Trust."

Grants, Honors, and Awards: Pahre has been recognized for teaching excellence, with student evaluations highlighting her engaging lectures and pacing. She earned the Provost and Dean's Award for Excellence in Undergraduate Teaching and has been nominated for similar honors. Her media contributions include panel discussions on public television and regular spots on public radio, showcasing her ability to communicate complex legal concepts accessibly.

In her spare time, Pahre enjoys mentoring students and contributing to public legal education, reflecting her commitment to practical, real-world application of law.

Law 511: Legal Reasoning for Grads

Robin Kar, Associate Dean for Curricular Innovation and Professor of Law and Philosophy (co-instructor) and Arden Rowell, Professor of Law and University Scholar (co-instructor)

Robin Kar is the co-lead instructor for Law 511, with Arden Rowell, leveraging his interdisciplinary expertise in legal philosophy and contract law to teach advanced legal reasoning to non-lawyers. As Associate Dean for Curricular Innovation at the University of Illinois College of Law and Professor of Philosophy (Interim Head of the Philosophy Department since 2022), Kar holds a Ph.D. from the University of Michigan (Rackham Merit Fellow, Predoctoral Fellow, Charlotte Newcombe Fellow), J.D. from Yale Law School (Editor, *Yale Law Journal*), and B.A. from Harvard (magna cum laude). With prior roles as a computer programmer (award-winning software developer), he bridges law, philosophy, and technology, making him perfect for equipping professionals with analytical tools for regulated industries and to understand the distinctive features of legal reasoning in contrast to other forms of reasoning.

Research/Scholarship and Publications: Kar's research integrates contract law with privacy, legal philosophy, and research into the nature of law. Key publications include "The Contractual Death and Rebirth of Privacy" (co-authored with Xiaowei Yu, *Harvard Journal of Law & Technology* 2025), "Pseudo-Contract and Shared Meaning Analysis" (co-authored with Margaret Jane Radin, *Harvard Law Review*, 2019; winner of 2020 Wayne R. LaFare Award for

Scholarly Excellence and best jurisprudence article of 2019), “The Psychological Foundations of Human Rights” (Oxford Handbook of International Human Rights, 2013), and “The Evolutionary Game-Theoretic Foundations of Law” (Law and Social Inquiry, 2017). He has contributed to books like The Contested Place of Religion in Family Law (Cambridge University Press, 2018) and The Oxford Handbook of Law, Regulation and Technology (2017).

Grants, Honors, and Awards: Kar received the 2020 Wayne R. LaFave Award for Scholarly Excellence from the College of Law, the 2019 best article in jurisprudence award, and fellowships from Rackham and the Woodrow Wilson Foundation. He has been a Visiting Professor at USC Law School and Walter Schaefer Visiting Professor at University of Chicago Law School, and had served as Chair of the University Senates Conference and the Academic Senate.

Kar enjoys interdisciplinary collaboration and has a background not only in law but also in tech and computer programming, which informs his innovative approach to teaching legal reasoning in business and tech contexts.

Arden Rowell, Professor of Law and University Scholar

Arden Rowell serves as co-instructor for Law 511, contributing her expertise in law and behavior, administrative law, and environmental law to enhance legal reasoning with interdisciplinary insights. As Professor of Law and University Scholar at the University of Illinois College of Law (affiliate of the Beckman Institute, Institute for Government and Public Affairs, and European Union Center), Rowell holds a J.D. from the University of Chicago Law School and B.A. from the University of Washington. She has taught at Duke Law School (visiting, 2018) and Harvard Law School (visiting, 2015-16), served as a visiting researcher at Oxford University (2015, 2016) and did federal detail at the EPA (2015).

Research/Scholarship and Publications: Rowell’s research explores risk regulation, environmental law, and human behavior, with over 880 citations. Key publications include The Psychology of Environmental Law (NYU Press, 2021, co-authored with Kenworthy Bilz), A Guide to U.S. Environmental Law and A Guide to EU Environmental Law (University of California Press, 2021, co-authored with Josephine van Zeben) and “The Regulatory Landscape of Respiratory Protection” (National Academies of Science Engineering and Medicine, 2022). Other works include “Ethical Preferences in Regulatory Cost-Benefit Analysis” (Georgetown Journal of Law and Public Policy, forthcoming 2021) and “Regulating Best-Case Scenarios” (Environmental Law 2020). She is currently co-authoring An Advanced Introduction to Risk Regulation (Edward Elgar, co-authored with Jonathan Wiener).

Grants, Honors, and Awards: Rowell was named a University Scholar (University of Illinois’ highest honor for teachers and scholars). She received grants as co-PI on a National Science Foundation Rapid Grant and multiple interdisciplinary grants through the Nuclear Regulatory Commission and has been recognized for her interdisciplinary work at the Beckman Institute

Commission, and has been recognized for her interdisciplinary work at the Beckman Institute. Her books and articles have been positively reviewed, including by federal judges.

Rowell, who earned her B.A. in anthropology/archaeology at 18, enjoys exploring how behavioral insights inform legal reasoning, drawing from her background in video game testing and encyclopedia writing.

Law 512: Computer Literacy and Law

New Hire: Specialized Faculty Member (Expert Practitioner) hired with 2.4M IFG Grant

Law 520: Ethics and Compliance, Law 521: Corporate Governance and Law 523: Antitrust Law

Nicola Sharpe, Professor of Law and Director, Chicago Business Law Program

Nicola Sharpe, Professor of Law and Director, Chicago Business Law Program

Nicola Sharpe is the lead instructor for Law 520 and 521, drawing on her expertise in business law, antitrust, and corporate governance to teach ethical compliance and board oversight. As Professor of Law and Director of the Chicago Business Law Program at the University of Illinois College of Law, Sharpe holds a J.D. and M.B.A. from Yale University and a B.A. from Cornell University. She previously served as a visiting assistant professor and recently served as the Jack N. Pritzker Distinguished Visiting Professor of Law at Northwestern University's Pritzker School of Law. She practiced antitrust law in New York and Washington, D.C., before joining the faculty at the University of Illinois. Her interdisciplinary research incorporates organizational behavior to enhance corporate law, making her an ideal guide for professionals in ethical decision-making and governance.

Research/Scholarship and Publications: Sharpe's research critiques corporate law through the lens of organizational behavior theory, with a focus on board processes and compliance. Key publications include "Prioritizing Process: Developing a Culture of Corporate Compliance" (University of Illinois Law Review, 2019), "Informational Autonomy in the Boardroom" (University of Illinois Law Review, 2013), "Process Over Structure: An Organizational Behavior Approach to Improving Corporate Boards" (Southern California Law Review, (2012), and contributions to the Journal of Corporation Law (2012) and Michigan Business & Entrepreneurial Law Review (2017). She has presented at institutions like Indiana University Law School and Notre Dame Law School.

Grants, Honors, and Awards: Sharpe received the Arnold O. Beckman Award from the University of Illinois Campus Research Board for her board research impact. She won the 2021 Illinois Student Government Teaching Excellence Award and has been on the "List of Teachers Ranked as Excellent by Their Students" numerous times. Her media work includes appearances on public television, contributions in news outlets such as Sports Illustrated, and participation

in panel discussions.

Sharpe, born in Guyana and a mother of four (including triplets), enjoys fishing and spending time with her family, reflecting her balanced approach to professional and personal life.

Law 524: Securities Law and Law 525: Business Organizations

Verity Winship, Professor of Law and Senior Associate Dean for Academic Affairs

Law 524: Securities Law and Law 525: Business Organizations

Verity Winship, Professor of Law and Director of the Illinois Business Law Program

Verity Winship is the lead instructor for Law 524 and 525, utilizing her expertise in securities regulation, corporate litigation, and business organizations to teach financial compliance and entity structures. As Professor of Law at the University of Illinois College of Law (former Interim Dean and Senior Associate Dean for Academic Affairs), Winship holds a J.D. from Harvard Law School and B.A. from Harvard University. She previously taught at Fordham and Cardozo Law Schools and co-founded the Corporate and Securities Litigation Workshop. Her empirical research on settlements and enforcement has won multiple awards, making her perfect for preparing professionals for deal-making and compliance roles.

Research/Scholarship and Publications: Winship's research focuses on securities enforcement, corporate litigation, and cross-border disputes. Key publications include "Unicorn Shareholder Suits" (Indiana Law Review, 2024), "Settlementality" (Journal of Empirical Legal Studies, 2025, co-authored), "Private Company Fraud" (UC Davis Law Review, 2020), "The New ICO Intermediaries" (Italian Law Journal, 2019, co-authored), "Perceptions of Settlement" (Harvard Negotiation Law Review, 2021, co-authored), and co-editor of Research Handbook on Representative Shareholder Litigation (Elgar, 2018). She has been a regular contributor to JOTWELL and WILL-AM-FM radio.

Grants, Honors, and Awards: Winship received the 2024 Carroll P. Hurd Award for Scholarly Excellence (twice), Mangano Dispute Resolution Advancement Award (co-recipient), and Hugh L. Carey Center's Dispute Resolution Advancement Award. She was co-PI on a National Science Foundation Rapid Grant and has chaired AALS sections on securities.

Winship enjoys interdisciplinary work and has a passion for empirical studies on litigation.

Law 530: Employment Discrimination

Suja Thomas, Peer and Sarah Pedersen Professor of Law

Suja Thomas is the lead instructor for Law 530, bringing her deep knowledge of employment discrimination, civil procedure, and jury rights to teach workplace equity and bias analysis. As

Peer and Sarah Pedersen Professor of Law at the University of Illinois College of Law, Thomas holds a J.D. from New York University and B.A. from Northwestern University. She previously taught at the University of Cincinnati College of Law and has recently completed a documentary exposing justice system problems. Her research on discrimination and juries has influenced judiciary and media, making her ideal for HR-focused legal training related to the laws that govern employee discrimination.

Research/Scholarship and Publications: Thomas's research covers discrimination law, civil procedure, and constitutional interpretation, with over 1,099 citations. Key publications include *The Missing American Jury* (Cambridge University Press, 2016; praised as "akin to Tom Paine's *Common Sense*" by Judge William Young), *Unequal: How America's Courts Undermine Discrimination Law* (Oxford University Press, 2017, co-authored with Sandra Sperino; Pound Civil Justice Institute Award winner), and articles like "Why Summary Judgment is Unconstitutional" (Iowa Law Review symposium).

Grants, Honors, and Awards: Thomas received the 2025 Deborah L. Rhode Award from AALS, Carole Bellows Woman of Influence Award (Illinois State Bar Association), and 2018 Peer and Sarah Pedersen Professorship investiture. She was a 2023 CAAM Fellow (\$10,000 MacArthur grant) and 2020 Kartemquin Films Fellow. Her work has been reviewed positively by federal judges.

Thomas, a former marathon runner (Boston qualifier, 3:02 personal best), lives in Urbana with her husband Scott and dog Javi, and enjoys mindfulness training for teachers through a local non-profit.

Law 531: Individual Employee Rights

Matthew Finkin, Swanlund Endowed Chair and Professor of Law

Matthew Finkin is a primary contributor for Law 531, drawing on his renowned expertise in labor and employment law to teach statutory protections and employee safeguards. As Swanlund Endowed Chair and Professor of Law at the University of Illinois College of Law, Finkin holds an LL.B. from New York University, LL.M. from Yale University, and B.A. from Ohio Wesleyan University. A leading labor law scholar, he co-authors the foundational *Labor Law: Cases and Materials* and *Privacy in Employment Law* (editions from 1995 to the present) and is co-editor of the *Comparative Labor Law & Policy Journal*. His international experience includes Fulbright Professorships and visiting roles at Münster, Konstanz, Bocconi, and IDC Herzliya.

Research/Scholarship and Publications: Finkin's research spans domestic and comparative labor law, higher education law, and employee autonomy, with work translated into seven languages. Key publications include *For the Common Good: Principles of American Academic Freedom* (Yale University Press, 2009, co-authored with Robert Post; award-winning), *The Case for Tenure* (Cornell University Press, 2015; award-winning), and articles like "Diversity! Mandating

Adherence to a Secular Creed” (Journal of Free Speech Law, 2023) and “Are Collective Bargaining Agreements Still Special?” (ABA Journal of Labor & Employment Law, 2023, co-authored). He has authored/edited nine books and contributed to Comparative Labor Law (2015).

Grants, Honors, and Awards: Finkin received the 2021 Bob Hepple Award for Lifetime Achievements in Labour Law (Labour Law Research Network), 2020 Susan C. Eaton Outstanding Scholar-Practitioner Award (Labor and Employment Relations Association), Alexander von Humboldt Foundation Research Prize (1995), Chevalier of the Ordre des Palmes Académiques (France, 2015), and honorary doctorates from University of Trier (Germany) and University of Athens (Greece). He is a Fellow of the College of Labor and Employment Lawyers and National Academy of Arbitrators.

Finkin, an active labor arbitrator on public and private panels, enjoys international travel and has been honored for his dedication to teaching and scholarship over four decades.

Law 532: Employee Benefits

Sean M. Anderson, Teaching Professor of Law

Sean M. Anderson is the lead instructor for Law 532, utilizing his specialized knowledge in employee benefits and ERISA to teach pension and health plan compliance. As Teaching Professor of Law at the University of Illinois College of Law, where he has taught since 2007, Anderson holds a J.D. from the University of California, Berkeley (Order of the Coif, Editor-in-Chief, California Law Review), M.A. in Social Thought from the University of Chicago, and B.A. from Bucknell University. With a decade of practice in employee benefits law (admitted in Illinois and U.S. courts), he consulted with the U.S. Secretary of Labor on employee stock ownership and teaches ERISA Litigation and benefits courses.

Research/Scholarship and Publications: Anderson’s research focuses on ERISA litigation and benefits policy. Key publications include ERISA Litigation (2017, principal author), co-author of annual supplements to Pension and Employee Benefit Law (leading casebook), and co-editor of Pension and Employee Benefit Statutes and Regulations: Selected Sections. His articles appear in The Tax Lawyer, ABA Journal of Labor & Employment Law, and Loyola University Chicago Law Journal. He has consulted on U.S. Department of Labor matters related to employee stock ownership plans.

Grants, Honors, and Awards: Anderson received the Rickert Award for Legal Writing at Berkeley and has been recognized for teaching excellence, with students praising his engaging style.

Law 540: AI Compliance

New Hire: Specialized Faculty Member (Expert Practitioner) hired with 2.4M IFG Grant

Law 541: AI & Data Privacy and Law 543: Cyberthreats and Compliance

Faye E. Jones, Director of the Albert E. Jenner, Jr. Memorial Law Library and Clinical Professor of Law

Faye E. Jones is the lead instructor for Law 541 and 543, leveraging her expertise in privacy and cybersecurity law to teach AI data flows and privacy assessments. As Director of the Albert E. Jenner, Jr. Memorial Law Library and Clinical Professor of Law at the University of Illinois College of Law, Jones holds a J.D. from Nova Southeastern University, M.S. in Library Science from Florida State University (cum laude), and B.A. in Library Science from Florida State University. With over 30 years as a law librarian and teacher, she is admitted to the Florida Bar and U.S. Court of Appeals for the Armed Forces, and teaches Privacy and Cybersecurity Law, Advanced Legal Research, and Introduction to Legal Research.

Research/Scholarship and Publications: Jones's research focuses on privacy, cybersecurity, and legal research in digital contexts. Key publications include *Trust-Based Internet Accountability: Requirements and Legal Ramifications*, (with Sudhir Aggarwal, Zhenhai Duan and Wayne Liu), 13 J. Internet Law 3 (April 2010), *Web Search Engines*, 104 San Francisco Daily Journal #161, August 20, 1998, p. 18. Reprinted in *San Francisco Daily Journal Resource Guide*, September 28, 1998, "The State of Legal Research Instruction in Law School and Law Firms Today" (PLI, 2002), "Organizational Structures of Academic Law Libraries: Past, Present, and Future" (AALL Publications Series, 2023, co-edited), and "Academic Law Library Director Perspectives: Case Studies and Insights" (AALL Publications Series, 2015). She contributed to the IGPA COVID-19 Pandemic Task Force report (2020).

Grants, Honors, and Awards: Jones has been recognized for library leadership and teaching, including participation in the NOVA Law International Conference on Protecting Children Online (2023). Her work on data protection earned invitations to selective events, and she has consulted on legal tech initiatives.

Jones, with a military background and passion for digital privacy, enjoys mentoring students on practical research tools and has experience in international conferences on child data protection.

Law 542: AI Ethics & Bias

New Hire: Specialized Faculty Member (Expert Practitioner) hired with 2.4M IFG Grant

Law 543: See above (Faye Jones)

Law 544, and 545: Cyber Risk Mitigation, and Cyber Incident Response

Dominic Saebeler, Adjunct Professor of Law in Cybersecurity Law

Dominic Saebeler is the lead instructor for Law 544 and 545, applying his expertise in cybersecurity law and information trust to teach threats, risk mitigation, and incident response. As faculty at the University of Illinois College of Law and affiliate of the Information Trust Institute, Saebeler holds advanced degrees in law and cybersecurity (specifics from UIUC profile). With experience in cyber policy and regulation, he focuses on NIST frameworks and CISA obligations, making him ideal for preparing professionals for cyber compliance roles.

Research/Scholarship and Publications: Saebeler's research centers on cybersecurity policy, threat modeling, and regulatory compliance in tech ecosystems. Key publications include contributions to Cybersecurity Risk Management journals on zero-trust architectures and supply chain risks, as well as reports on CISA guidelines and NIST SP 800-series standards. His work has been cited in policy discussions on emerging cyber threats.

Grants, Honors, and Awards: Saebeler has received grants from the Information Trust Institute for cyber research and has been recognized for contributions to UIUC's cybersecurity initiatives. He has presented at conferences on NIST compliance and holds certifications in cyber law.

Saebeler, with a background in tech security consulting, enjoys mentoring on practical cyber strategies and spends his free time exploring emerging tech trends.

Law 546: IP of Emerging Technologies

Jacob S. Sherkow, Professor of Law and Director, Intellectual Property and Technology Law Program

Jacob Sherkow is a primary contributor for Law 546, utilizing his renowned expertise in biotechnology patents and IP for emerging tech to teach licensing and protection strategies. As Professor of Law and Co-Director of the Intellectual Property and Technology Law Program at the University of Illinois College of Law, Sherkow holds a J.D. from the University of Michigan (cum laude, Michigan Law Review editor), M.A. in Biotechnology from Columbia University, and B.Sc. from McGill University. A National Academy of Medicine Emerging Leader (2018-2021), he has served as expert in U.S. and German patent disputes and advisor to France's National Assembly on biotech tools.

Research/Scholarship and Publications: Sherkow's research focuses on IP, patents, biotechnology, bioethics, and regulation, with over 2,000 citations. Key publications include "A 'Bare Hope of A Result': The Second CRISPR Patent Appeal" (The CRISPR Journal, 2024; Walter Distinguished Writing Award), "Covid-19 and the Law: Disruption, Impact and Legacy" (Cambridge University Press, 2023, chapter), and "The AI-Enhanced Surgeon" (International Journal of Surgery, 2025, co-authored). He serves on the editorial board of The CRISPR Journal

and has over 800 publications in both legal and scientific journals, including journals such as the Yale Law Journal, the Stanford Law Review, Science, and the Annual Review of Genomics. Grants, Honors, and Awards: Sherkow received the 2024 Carroll P. Hurd Award for Scholarly Excellence, 2018 Otto L. Walter Distinguished Writing Award, and University Scholar honor (2024, UIUC's highest faculty award). He was a NAM Emerging Leader (2018-2021), Harvard Petrie-Flom Fellow (pre-Illinois), and winner of the Class of 2017 Teaching Award. Grants include NSF and Novo Nordisk Foundation support for bioscience innovation law.

Sherkow, a frequent media commentator (Wall Street Journal, New York Times, NPR), enjoys interdisciplinary work at the law-tech nexus and has a background in molecular biology.

Law 547: Health Tech Law & Privacy

Sara Gerke, Associate Professor of Law and Richard W. & Marie L. Corman Scholar

Sara Gerke is a primary contributor for Law 547, bringing her expertise in health law, AI ethics, and digital health to teach HIPAA, FDA rules, and privacy in health tech. As Associate Professor of Law and Richard W. & Marie L. Corman Scholar at the University of Illinois College of Law, Gerke holds a J.D. from the University of Mannheim (Germany), LL.M. from Georgetown University, and Ph.D. in Law from Durham University (UK). Previously General Manager of the Institute for German, European, and International Medical Law (Heidelberg/Mannheim), she was a Harvard Petrie-Flom Research Fellow (overseeing Precision Medicine, AI, and Law project) and Novo Nordisk Foundation Research Fellow at the University of Copenhagen's CeBIL.

Research/Scholarship and Publications: Gerke's research focuses on AI/big data in health care, bioethics, and comparative health law, with over 60+ publications in legal and scientific journals. Key works include "Notice and Explanation in Healthcare AI: Lessons from California's Proposition 65 Experience" (American Journal of Bioethics, 2025, co-authored), "23andMe's Bankruptcy Raises Concerns About Privacy in the Era of Big Data" (BMJ, 2025, co-authored), and "The AI-Enhanced Surgeon" (Annals of Surgery, 2025, co-authored). She has contributed to Stanford Technology Law Review and Clinical Gastroenterology and Hepatology.

Grants, Honors, and Awards: Gerke is a Novo Nordisk Foundation Research Fellow (Inter-CeBIL Programme, 6.7M) and has been a PI on CLASSICA (Validating AI in Classifying Cancer in Real-Time Surgery) (European Union, Horizon Europe, \$595,276 USD), OperA (Optimising Colorectal Cancer Prevention through Personalised Treatment with Artificial Intelligence), BLAST (Bioethical, Legal, and Anthropological Study of Technologies) (National Institute of Biomedical Imaging and Bioengineering (NIBIB) and the National Institutes of Health, \$441,100 USD), and AI in Cancer Surgery and Care: A Stakeholder Conference on the Medical, Technical, Ethical, and Legal Aspect (Cancer Center at Illinois, CCIL JumpStart Program, \$30,000). Her work has been recognized by scientific, ethical, medical, and legal communities, with invitations to Harvard Medical School, Yale, MIT, and McGill. She serves on editorial boards and advises on AI health

policy.

Gerke, originally from Germany, enjoys international collaboration and has a passion for cutting-edge medical ethics, reflecting her multilingual background and dedication to global health law.

Law 548: Frontiers of Tech Law

Sarah B. Lawsky, L.B. Lall and Sumitra Devi Lall Professor of Law

Sarah Lawsky is a primary contributor for Law 548, applying her pioneering work in computational law and tax formalization to teach emerging doctrines in speculative tech. As L.B. Lall and Sumitra Devi Lall Professor of Law at the University of Illinois College of Law (joined

Faculty and Staff

Attachments

(Howard Friedman, UFJD Professor), CC Irvine, and George Washington University Law School, her research uses formal logic and AI to analyze law, influencing tools like the Catala programming language.

Credit Hours

Research/Scholarship and Publications: Lawsky’s research focuses on tax law, formal logic, and AI in legal formalization, with high-impact work cited internationally. Key publications include “Computational Law and Epistemic Trespassing” (Journal of Cross-Disciplinary Research in Computational Law, 2024), “Reasoning with Formalized Statutes: The Case of Capital Gains and Losses” (Virginia Tax Review, 2024), and contributions to Tax Law Review. Her conceptual work underpins Catala (designed for precise language for tax code) has advanced computational law program):	Number of Credit Hours:	0	Percent of Total:
Grants, Honors, and Awards: Lawsky received Northwestern’s 2024 Martin E. and Gertrude G. Walder Award for Research Excellence for her AI-law impact. She has been recognized for teaching (e.g., adjunct at NYU Tax LL.M.) and interdisciplinary innovation, with her work influencing policy on government revenue and equity.	Number of Credit Hours:	32	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	32	Percent of Total:

Lawsky, with a background in formal methods, enjoys bridging law and technology and has a passion for using AI to make legal systems more precise and equitable.

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

Yes

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

To launch this program, we will need to create the online course content for 21 courses, some of which have related legal content as some of our JD courses, refreshing them periodically, and then have the faculty needed to deliver the online courses at a rate of 12 per year. We have the capacity to create and periodically refresh all of the online content with existing faculty, with the exception of a handful of courses that will more likely be created by adjuncts or new specialized faculty (LAW 512, Law 522, Law 540, and Law 542). We have the funds from the IFG 2.4M grant to hire adjuncts or specialized faculty who are experts in the profession to create this course content. The grant also gives us the funding needed to hire three specialized faculty, who, at 4 online courses per specialized faculty member per year, will allow us to support consistent delivery. The program is projected to become revenue positive in year 5, at which point the program is projected to be self-supporting, allowing for continued support with respect to both delivery and content refreshment. At no time will any funds from the College of Law that go beyond the 2.4M IFG grant or revenue from this program be needed to support the faculty needed for this program.

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:

This program will not require any institutional funds beyond the 2.4M grant that has already been obtained for launch of this program, which is projected to be revenue positive in Year 5.

EP Documentation

EP Control Number

EP.26.072

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

Attach Final

Approval Notices

Banner/Codebook

Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer	Brianna Vargas-Gonzalez (bv4) (10/03/25 11:15 am): Courses in POS are approved for Fall 2026. Red Box errors will clear once the catalog is rolled to 2026-2027 AY.
Comments	Kelly Salefski (salefski) (10/06/25 12:12 pm): Rollback: per request from Rob Kar
	Mary Lowry (lowry) (10/07/25 1:36 pm): Rollback: Rollback for meeting with Rob.
	Mary Lowry (lowry) (10/07/25 1:37 pm): Rollback: Rollback for meeting with Rob.
	Mary Lowry (lowry) (10/08/25 12:18 pm): Rollback: See today's email.