

Program Change Request

APPROVED BY SENATE
12/08/2025

EP.26.073_FINAL
Approved by EP 11/17/2025

New Proposal

Date Submitted: 10/08/25 2:59 pm

Viewing: : **Law: Business Compliance, 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 9:56 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 2:39 pm
Mary Lowry (lowry):
Rollback to Initiator
8. 10/08/25 12:18 pm
Mary Lowry (lowry):
Rollback to Initiator
9. 10/15/25 4:29 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
10. 10/15/25 5:49 pm
Kelly Salefski
(salefski): Approved
for 1853-LAW Head
11. 10/15/25 5:57 pm
Colleen Murphy
(colleenm):
Approved for KU
Dean
12. 10/16/25 9:18 am
Tom Teper (tteper):
Approved for
University Librarian
13. 11/03/25 5:12 pm
Allison McKinney
(agrindly): Approved
for Grad_College
14. 11/04/25 11:48 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs

15. 11/05/25 2:55 pm

Brooke Newell

(bsnewell):

Approved for

Provost

16. 11/20/25 2:31 pm

Barbara Lehman

(bjlehman):

Approved for

Senate EPC

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name Law: Business Compliance, 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

colleenm@illinois.edu

College Budget Officer Angela Douglas

College Budget Officer Email ajdougla@illinois.edu

College Contact Email

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), Kelly Salefski, Assistant Dean for Academic Affairs (salefski@illinois.edu), Pia Hunter, Associate Director for Research and Instruction (huntress@illinois.edu).

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

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

Establish the Concentration in Business Compliance in 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 concentration in Business Compliance proposal (key 1357) is related to the Master of Science in Law (key 1351) and the concentration in Tech & Privacy (key 1358).

It is also is also related to the Graduate Certificates in Legal Foundations for Professionals (key 1362), Ethics & Corporate Governance (key 1364), Advanced Business Law (key 1365), and Employment Law & Workplace Dynamics (key 1366)--each of which is stackable toward this concentration within 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 concentration is part of the fully online Master of Science in Law (MS in Law) program, which 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).

The Master of Science in Law program requires two concentrations to provide focused expertise, while also allowing students to opt for no concentration by mixing electives for broader customization. The current concentration--Business Compliance--targets professionals in corporate, HR, and regulatory roles, addressing markets like compliance officers and managers. The second--Tech & Privacy appeals to tech and innovation sectors, targeting roles like information security analysts and data scientists.

Eduvantis market research (attached) identified distinct demand for these two areas: business/compliance searches grew 31% online nationally (35% in Illinois), while AI/tech queries surged 34% nationally (35% in Illinois), with overlapping audiences in regulated industries needing both ethical governance and tech risk skills. Separate branding allows targeted marketing (e.g., “Strategic Compliance” for corporate pros, “Emerging Technology” for innovators), enhancing appeal without dilution.

Differences are essential: the first emphasizes organizational ethics and HR law, the second tech-specific privacy and IP, ensuring non-overlapping, comprehensive training for JD-advantage careers.

For this concentration within the MS in Law degree, which will have stackable graduate certificates, the associated Standard Occupational Codes (SOC) include: 13-1041 Compliance Officers, 11-9199.02, Compliance Managers, 13-2054, Financial Risk Specialists, 11-3121, Human Resources Managers, 13-1071, Human Resources Specialists, 43-4161, Human Resources Assistants.

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.

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

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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

We estimate an initial class of 20, long-term 60 for this Concentration.

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](#)
- [LAW 512 Computer Literacy for Grads Course Approved.pdf](#)
- [LAW 511 Legal Reasoning for Grads Course Approved.pdf](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

This concentration equips working professionals in business, HR, and compliance roles with practical legal skills to foster ethical workplaces and manage regulatory risks. Through an online, asynchronous format, you'll explore corporate governance, antitrust law, and employment dynamics via case studies and simulations, preparing you for leadership roles like Chief Compliance Officer or HR Director. Tailored for mid-career professionals seeking to advance within their organizations, it offers stackable certificates for targeted expertise.

Statement for
Programs of Study
Catalog

Degree Requirements for MS in Law with a Concentration in Business Compliance

Required Courses		12
LAW 510	Course LAW 510 Not Found	
LAW 511	Course LAW 511 Not Found	

LAW 512	Course LAW 512 Not Found	
Concentration Electives (Choose Any 4)		16
LAW 520	Course LAW 520 Not Found	
LAW 521	Course LAW 521 Not Found	
LAW 522	Course LAW 522 Not Found	
LAW 523	Course LAW 523 Not Found	
LAW 524	Course LAW 524 Not Found	
LAW 525	Course LAW 525 Not Found	
LAW 530	Course LAW 530 Not Found	
LAW 531	Course LAW 531 Not Found	
LAW 532	Course LAW 532 Not Found	
Final Elective (Choose Any 1 Additional Course from the List Above or Below)		4
LAW 540	Course LAW 540 Not Found	
LAW 541	Course LAW 541 Not Found	
LAW 542	Course LAW 542 Not Found	
LAW 543	Course LAW 543 Not Found	
LAW 544	Course LAW 544 Not Found	
LAW 545	Course LAW 545 Not Found	
LAW 546	Course LAW 546 Not Found	
LAW 547	Course LAW 547 Not Found	
LAW 548	Course LAW 548 Not Found	
Total		32

Other Requirements

Minimum GPA: 2.75
Minimum Hours at 500 Level: 12

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)

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 legal frameworks for business integrity, including ethical standards and governance.
2. Apply compliance tools to assess risks in corporate, supply chain, and employment contexts.
3. Analyze the interplay between legal requirements and business decisions, identifying vulnerabilities.
4. Evaluate integrity-focused initiatives (e.g., corporate governance reforms or other corporate decisions) for strategic impact.
5. Create integrated compliance programs aligning legal obligations with business goals.

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, concentration learning objectives in specific ways: i.e., (1) Understand (legal frameworks for business integrity, including ethical standards and governance), (2) Apply (compliance tools to assess risks in corporate, supply chain, and employment contexts), (3) Analyze (the interplay between legal requirements and business decisions, identifying vulnerabilities), (4) Evaluate (integrity-focused initiatives (e.g., corporate governance reforms or other corporate decisions) for strategic impact), and (5) Create (integrated compliance programs aligning legal obligations with business goals). 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 concentration 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 this MS in Law concentration'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 both the MS in Law program and this specific concentration.)

Program	Concentration 1 Business Map.xlsx
Description and Requirements	MSL Program Overview Map.xlsx
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, including in this concentration, 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.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

20

5th Year Estimate (or when fully

Budget

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

No

Additional Budget Information This concentration will not require any staffing above and beyond that budgeted and described for implementation of the MS in Law proposal (key 1351). We refer you to all questions relating to the budget of the MS in Law proposal to that key.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

This concentration will not require any staffing above and beyond that budgeted and described for implementation of the MS in Law proposal (key 1351). We refer you to all questions relating to the budget of the MS in Law proposal to that key.

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

No

Attach letters of support

Is this program requesting self-supporting status?

Yes

Faculty Resources

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

This concentration will not have any such impacts above and beyond those budgeted and described for implementation of the MS in Law proposal (key 1351). We refer you to all questions relating impacts of the MS in Law proposal to that key.

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.

This concentration will not have any library impacts above and beyond those budgeted and described for implementation of the MS in Law proposal (key 1351). We refer you to all questions relating library impacts of the MS in Law proposal to that key.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	0 0	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	36 100	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	36 100	Percent of Total:

New Faculty Required

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

No

Please explain existing coverage: This concentration will not require any faculty expertise or new faculty above and beyond those budgeted and described in the MS in Law proposal (key 1351). We refer you to that proposal for all questions relating to needs for faculty expertise and/or new faculty.

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 concentration will not have require any new institutional or other funding beyond that already budgeted and described in the MS in Law proposal (key 1351). We refer you to that proposal for all questions relating to funding--but remind you that this will be a self-supporting program, launched initially with the aid of a 2.4M IFG grant and then supported fully through its own tuition and revenue streams.

EP Documentation

EP Control Number EP.26.073

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name

Program Code:

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

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date
Effective Date:

Program Reviewer	Brianna Vargas-Gonzalez (bv4) (10/03/25 11:09 am): Courses in POS are approved for Fall
Comments	2026. Red Box errors will clear once the catalog is rolled to 2026-2027 AY. Kelly Salefski (salefski) (10/06/25 12:12 pm): Rollback: per request from Rob Kar Mary Lowry (lowry) (10/07/25 2:39 pm): Rollback: Rollback for meeting with Rob. Mary Lowry (lowry) (10/08/25 12:18 pm): Rollback: See today's email.