# Program Change Request

## New Proposal

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

Viewing: **: Law: Tech & Privacy, MS (online)**

Last edit: 11/06/25 9:17 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 9:57 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 10:10 am Tom Teper (tteper): Approved for University Librarian
7. 10/07/25 1:37 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 5:57 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 5:11 pm Allison McKinney (agrindly): Approved for Grad_College

# Proposal Type

Proposal Type:          Concentration (ex. Dietetics)

# Administration Details

| | |
|---|---|
| Official Program Name | Law: Tech & Privacy, 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 | ajdougla@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), 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 Tech & Privacy 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 Tech & Privacy proposal (key 1358) is related to the Master of Science in Law (key 1351) and the concentration in Business Compliance (key 1357).

It is also related to the proposals for the Certificates in Legal Foundations for Professionals (key 1362), AI Privacy & Governance in Law (key 1367), Cybersecurity Law & Resiliance (key 1368), and Law of Emerging Technologies (key 1369)--each of which is stackable toward the MS in Law degree (key 1351) with this concentration.

## 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.

Designed for tech professionals and innovators, this concentration delivers specialized legal knowledge to navigate AI, privacy, and cybersecurity challenges in a dynamic digital landscape. Delivered online and asynchronously, it features practical simulations on data privacy, cyber risk mitigation, and emerging tech law, preparing you for roles like Information Security Analyst or Tech Policy Advisor. Ideal for those advancing in tech-driven industries, it includes stackable certificates for focused upskilling.

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

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 27, long-term 87 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

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 Integrity, Risk Management, and Strategic Compliance; or AI, Privacy, Cybersecurity, and Emerging Technology) 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

## Degree Requirements for MS in Law with a Concentration in Tech & Privacy

### 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 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 | |
| **Final Elective (Choose Any 1 Additional Course from the List Above or Below)** | | **4** |
| 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 | |
| **Total Hours** | | **32** |

**Other Requirements**

Minimum GPA: 2.75

Minimum Hours at 500 Level: 12

# Program Relationships

Corresponding Program(s):

| Corresponding Program(s) |
|---|
| Law, MS (online) |

# 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 relevant to AI, privacy, cybersecurity, and other emerging technologies, including their role in managing risks in regulated industries.

2. Apply regulatory frameworks to internal policies and procedures, tech deployments, vendor reviews, and incident responses, addressing common scenarios like high-risk AI classifications or breach notifications.

3. Analyze the ethical and legal risks of decisions related to technology in business and tech, contrasting those risks with other business or strategic priorities.

4. Evaluate competing policies, procedures, and strategies to protect against legal risks relating to privacy, cybersecurity, intellectual property, and related tech regulations, incorporating counsel feedback.

5. Create internal policies and business strategies that balance innovation, compliance, privacy, and security aims, tailored to organizational goals in regulated environments.

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 relevant to AI, privacy, cybersecurity, and other emerging technologies, including their role in managing risks in regulated industries), (2) Apply (regulatory frameworks to internal policies and procedures, tech deployments, vendor reviews, and incident responses, addressing common scenarios like high-risk AI classifications or breach notifications), (3) Analyze (the ethical and legal risks of decisions related to technology in business and tech, contrasting those risks with other business or strategic priorities), (4) Evaluate (competing policies, procedures, and strategies to protect against legal risks relating to privacy, cybersecurity, intellectual property, and related tech regulations, incorporating counsel feedback), and (5) Create (internal policies and business strategies that balance innovation, compliance, privacy, and security aims, tailored to organizational goals in regulated environments). 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 MSL 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 this concentration and to the MS in Law program).

| | |
|---|---|
| Program Description and Requirements Attach Documents | Concentration 2 Tech Map.xlsx<br>MSL Program Overview Map.xlsx |

# 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 | 27 | 5th Year Estimate (or when fully |

implemented)                    87

# Budget

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

          No

Additional Budget        This concentration will not require any staffing above and beyond that budgeted and described
Information              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 of these impacts 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 this topic

# 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 impact on Library resources, collections or services 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 this topic--but remind you that both university and law library have indicated low impact, primarily on the law library, and that the funds for a full-time librarian will more than compensate for any such impacts.

## 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 36 | Percent of Total: |
| Total Credit Hours of the Program: | Number of Credit Hours: | 36 36 | 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 have 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.26.074

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 Comments | **Brianna Vargas-Gonzalez (bv4) (10/03/25 11:13 am):** Courses in POS are approved for Fall 2026. Red Box errors will clear once the catalog is rolled to 2026-2027 AY.<br>**Kelly Salefski (salefski) (10/06/25 12:12 pm):** Rollback: per request from Rob Kar<br>**Mary Lowry (lowry) (10/07/25 1:37 pm):** Rollback: Rollback for meeting with Rob.<br>**Mary Lowry (lowry) (10/07/25 1:37 pm):** Rollback: Rollback for meeting with Rob.<br>**Mary Lowry (lowry) (10/08/25 12:18 pm):** Rollback: See today's email. |

Key: 1358