

New Proposal

Date Submitted: 10/08/25 3:01 pm

Viewing: : **Cybersecurity Law & Resilience, GCRT**
(online)

Last edit: 11/06/25 10:35 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 9:58 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 2:16 pm
Mary Lowry (lowry):
Rollback to Initiator
8. 10/08/25 12:19 pm
Mary Lowry (lowry):
Rollback to Initiator
9. 10/15/25 4:28 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
10. 10/15/25 5:48 pm
Kelly Salefski
(salefski): Approved
for 1853-LAW Head
11. 10/15/25 5:56 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 5:11 pm
Allison McKinney
(agrindly): Approved
for Grad_College
14. 11/04/25 11:47 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name	Cybersecurity Law & Resilience, GCRT (online)	
Diploma Title	Graduate Certificate in Cybersecurity Law and Resilience	
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) (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 Graduate Certificate in Cybersecurity Law & Resilience 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 Graduate Certificate in Cybersecurity Law & Resilience (key 1368) is related to the MS in Law proposal (key 1351) and its Concentration in Tech & Privacy (key 1358). Specifically, this graduate certificate is stackable toward both.

Please note that this is 1 of 7 Graduate Certificates that are being proposed simultaneously along with the MS in Law proposal with its two proposed concentrations. For ease of reference, we list all 7 Graduate Certificate proposals here. They are the Graduate Certificate proposals in:

- (1) Legal Foundations for Professionals (key 1362),
- (2) Ethics & Corporate Governance (key 1364),
- (3) Advanced Business Law (key 1365),
- (4) Employment Law & Workplace Dynamics (key 1366),
- (5) AI Privacy & Governance in Law (key 1367),
- (6) Cybersecurity Law & Resilience (key 1368), and
- (7) Law of Emerging Technologies (key 1369).

[*** NOTE: In case it helps with review, we have added Notes to the Reviewer indicating instances where lengthy text is repeated verbatim for different Graduate Certificate proposals, allowing reviewers to consider the text once if preferable.]

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 certificate focuses on tech and security professionals, addressing a 34% national demand for cybersecurity expertise per Eduvantis, linked to the Tech & Privacy concentration. Offered online and asynchronously across three 8-week courses, it trains on cyber threats, risk mitigation, and incident response, targeting Cybersecurity Consultants (SOC 15-1299.05). Its stackable design supports targeted upskilling and MS in Law entry flexibility, while also appealing to attorneys aiming to specialize in cyber law without a full MS in Law, meeting high-growth industry demands.

Note: LAW 543, 544 and 545 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.

The Standard Occupational Code (SOC) for this CIP code and program is 23-1011.00 Lawyers and 25-1112.00 Law Teachers, Postsecondary.

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? No

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

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

12

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 543 Cyberthreats and Compl-Grads Course
Approved.pdf](#)

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

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

[Cybersecurity Law Resil Side by Side.xlsx](#)

[MS in Law-Internal Letters of Support.docx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Aimed at tech and security professionals, this certificate enhances cyber defense skills. Offered online and asynchronously across three 8-week courses, it features practical exercises on cyber threats, risk mitigation, and incident response, ideal for advancing to Cybersecurity Consultant or Compliance Analyst roles.

Statement for
Programs of Study
Catalog

Minimum Cumulative GPA: 2.75

Minimum Hours Required for Certificate: 12

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

- 12 hours of elective coursework requirements for the MS in Law degree program
- 12 hours of elective core coursework for the Concentration in Tech & Privacy in the MS in Law degree program
- 4 hours of elective non-core coursework for the Concentration in Business Compliance in the MS in Law degree program

Coursework Requirements 12

LAW 543	Course LAW 543 Not Found
LAW 544	Course LAW 544 Not Found
LAW 545	Course LAW 545 Not Found

Total Hours 12

Corresponding GCRT Graduate Certificate 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 cyber legal standards for threat identification, detection, and response, including their role in regulated industries.
2. Apply legal standards of risk awareness to common business threat scenarios.
3. Analyze cyber risk and vulnerabilities in relationship to business challenges, compliance requirements, and regulatory frameworks.
4. Evaluate threat intelligence, mitigation strategies, and response capabilities to align with regulatory requirements.
5. Create cybersecurity strategies that consider cyber threats and operationalize mitigation and response.

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

Describe here:

[*** Note to reviewer: Though the learning objectives for this certificate, listed above, are distinct to this certificate, the manners of assessment, described below, are the same for this and all other 6 certificates that are being submitted simultaneously. You may therefore wish to review the text below only once for all 7 graduate certificate proposals. I.e., 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 (key 1351). To help with review processes, we will add notes beginning with *** to alert you to lengthy responses throughout this proposal that are verbatim across the 7 certificates.]

The student learning outcomes for this Graduate Certificate 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, (2) Apply, (3) Analyze, (4) Evaluate, and (5) Create. 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 this Graduate Certificate's learning objectives. We also attach a mapping that shows how those course objectives map to the MS in Law degree program, to which this Graduate Certificate will be stackable.

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.

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

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.

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

Plan to Evaluate and Improve the Program

The MS in Law program at the University of Illinois College of Law (including all Graduate Certificates, like this, which are stackable to it and will also be evaluated independently in this same systematic way) 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 evaluation plan for this certificate, like that for the larger MS in Law degree, 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 Certificate'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 (60% completion within 1 year and 85% within 2 (thus 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 85% content alignment with the most commonly-identified JD-advantage needs for which the College of Law is capable of providing instruction through this Certificate.

Key Elements of Evaluation and Goals

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

- **Curriculum:** Assessed through alignment mapping (attached), ensuring 100% of course

- 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..
- 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, 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 20 students/year by year 3 at \$1,183/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, deletions, or modifications, 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 portfolio of capstone projects as the functional equivalent to a thesis. The portfolio—comprising three 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 to those of this Graduate Certificate. We have also attached mapping from the learning outcomes of the individual courses in all 7 graduate certificates that are being simultaneously proposed to the larger MS in Law program's learning outcomes, given that these Graduate Certificates will be stackable toward that MS in Law degree.)

Program	Certificate in Cybersecurity Map.xlsx
Description and	MSL Program Overview Map.xlsx
Requirements	Online MSL Final Report Eduvantis.pdf
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 Certificate 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 Admissions Term Fall 2026

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	5	5th Year Estimate (or when fully implemented)
20		
Estimated Annual Number of Degrees Awarded		
Year One Estimate	0	5th Year Estimate (or when fully implemented)
20		
What is the matriculation term for this program?		
Fall		

Budget

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

No

Additional Budget This Graduate Certificate program will require no additional staffing (or indeed even funding)

Information

beyond that required for the MS in Law degree into which it stacks. The full budget for the MS in Law degree, which exhibits projections for its self-supporting nature with the aid of the 2.4M IFG grant and revenue positivity in Year 5, has been attached in the proposal for that program (key 1351). We attach that budget here too, for ease of reference, but want to emphasize, again, that this graduate certificate proposal does not require any funding above and beyond that budgeted for the MS in Law degree with the 7 graduate certificates (including this one) that stack toward it.

Attach File(s)

[IF 2025 Current Budget.xlsx](#)

[Grad Cert Cybersecurity & Law Resilience program-designation-form 1.pdf](#)

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 larger MS in Law program, with this Certificate stacking into at no additional financial cost. (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 MS in Law program will become revenue positive in Year 5 and self-supporting with future revenue streams thereafter, including all additional staffing for the program. This graduate certificate is one of seven that will be stackable toward that MS in Law degree, and will require no separate or additional financial resources for its support.

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

No

Attach letters of support

[IFG Approval Letter.docx](#)

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).

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

The proposed online MS in Law degree program, to which this graduate certificate will stack, is housed within the University of Illinois College of Law (CoL) and 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 this Graduate 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 Gaedtko, 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
- Faye 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.

On August 28, the CoL's Curriculum Committee, which is the committee that has been duly appointed to consult on curricular proposals like this, met to review progress on the program proposal 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 graduate certificate along with the six others that re being simultaneously proposes along with the online MS in Law degree to which they each stack] 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, and those processes are being followed.

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

description of best practices for faculty consultation in decisional 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. You will see evidence of that continued commitment throughout this proposal.

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 the Gies College of Business (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 in Employment Law & Workplace Dynamics); and to both the College of Engineering and Department of Computer Science (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.

The courses in this program cannot be taken by students outside the College of Law, and no courses in other Colleges count toward this program. Hence, we do not predict any direct enrollment impacts on the programs in any other college or unit. Our consultations with other colleges have proven constructive but are probably not strictly required to address any actual conflicts or direct enrollment impacts.

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.

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

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, this Graduate Certificate 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. The Graduate Certificate in this proposal, which is stackable toward that MS in Law degree, is specifically tailored to allow for targeted upskilling and career development for working professionals in corporate, risk management, and ethical compliance related roles.

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. That market research was used to identify the 2 concentrations within the MS in Law degree proposal and 7 graduate certificates (including this one) that stack toward it, based on market demand trends and the professional and educational needs of the state of Illinois. These concentrations and graduate certificates 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.

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, this Graduate Certificate thus 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. By integrating legal education with the University's renowned expertise in corporate law and technical fields, these programs ensure graduates are equipped to address modern challenges in dynamic, high-growth sectors, positioning Illinois as a leader in preparing professionals to navigate the legal and ethical challenges of the corporate world and rapid technological change.

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/>).

On the demand side, workforce projections from 2022-2032 from the Illinois Department of Employment Security for the Standard Occupational Codes (SOC) associated with this Graduate Certificate 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), 13-1041: Compliance Officers: (.3), and 11-9199.02: Compliance Managers: not specified, but presumably similar to 13-041, above, 13-2054.

This Graduate Certificate also contributes to the university’s overall investments in AI by expanding technology offerings across the law curriculum, including at the intersections of AI and cybersecurity. Because AI is new to law, many law schools have not yet entered these markets. It will, however, become a staple of the legal profession, and we have an opportunity to establish ourselves as a leader in this area. (Ambrogio, 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>). The university already 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 MSL and related certificates on Business Law, AI, and Privacy would leverage the interest indicated by the Eduvantis survey (see attachment) and the university’s significant brand recognition.

[*** Note to reviewer: The rest of the text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

In part to meet the demands for legal knowledge for professional advancement in JD-adjacent roles, an increasing number of law schools across the country have begun to offer online MSL programs, with stackable graduate certificates. Market research conducted for us by Eduvantis (for our IFG proposal), which is attached, captured a growing interest in online MSL degrees and legal certificates. 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. Results from that market survey reveal that among Illinois residents, and especially

respondents from the College of Law and Gies College of Business (which already has 7000+ current graduate students enrolled in its online iMBA program), there is a significant interest the specific areas that this Graduate Certificate targets. This Graduate Certificate is, in fact, one of 7 that was specifically identifies from the Eduvantis marketing research as one that would meet critical demands within the state of Illinois while offering affordable and high quality education that would serve its students well through the Illinois's significant brand recognition.

That demand arises from the fact that 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. This Graduate Certificate will thus confer a targeted credential that builds key knowledge and important value in the areas of law that are essential for professionals to maintain and develop skills in these areas. In addition, some practicing attorneys who have specialized in other areas will profit from this specific graduate certificate for upskilling or to broaden or shift their areas of expertise as law firms expand and embrace emerging legal technologies and seek to meet evolving business challenges.

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

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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 is a very small program averaging 3 students per year), which explains why we have budgeted for additional career support professionals, with specializations in the targeted areas of professional development, for this new program.

At the same time, there may be some minor overlap between the needs of the MS in Law program and some of our current support services offered through the Office of Graduate and International Programs. For example, all graduate students attend the weekly Law 101 series, 6-8 sessions on topics ranging from resume writing, cover letters, career networking and job searching. These in-person sessions are usually held during the lunch hour or in the afternoon,

If letters of support
are available attach
them here:

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

[IFG Approval Letter.docx](#)

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

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

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

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

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

Comparable Programs in Illinois

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

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This Graduate Certificate, along with the MS in Law degree to which it will be stackable, 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), this Graduate Certificate focuses on applied compliance, primarily for non-lawyers in JD-advantage roles. Unlike an MBA, it prioritizes legal strategy over general management. Hence, although some practicing attorneys, who already have JD's, may seek the Graduate Certificate for targeted upskilling, this program should have no impact on any JD or MBA programs. The impacts should be concentrated on other similar Graduate Certificate programs, especially if they may stack into an MSL degree.

More specifically, this Graduate Certificate 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). This is one of seven Graduate Certificates that we are proposing simultaneously, which prepare 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 5 and long-term enrollment projections of 20, 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, especially 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 Graduate Program falls but a number of other arguably related CIPs. 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) and, in any event, that program does not describe stackable certificates and is not a comparable Master of Science program.

These combined searches reveal that there are no current Master or post-baccalaureate

certificate programs 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 post-baccalaureate certificate program of Loyola University of Chicago, which appears under CIP 22.0205 (Banking, Corporate, Finance and Securities Law) and is stackable to their Master of Jurisprudence (MJ) in Business Law and their Master of Science (MS) in Banking, Corporate, Finance and Securities Law. Those programs are comparable 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 graduate certificates in Ethics & Corporate Governance and Advanced Business Law will directly compete with that of Loyola University of Chicago and will provide a higher quality credential offered at 65% of the cost. The rest of our graduate certificates and programs 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, we note that the Northwestern MSL program focuses on students with STEM backgrounds and charges \$2346 per credit hour, whereas our 7 proposed certificates have a broader target audience, which goes beyond STEM students, and would charge only \$1183/credit hour. Because our 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%) than Northwestern's program, and because it allows for additional targeted upskilling possibilities that stack into our MS in Law degree, the current Graduate Certificate 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 program. That program is not, however, online and therefore does not meet all the current needs of working professionals within the state of Illinois.

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 certificate 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.

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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 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 Danks, 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

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 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 this Graduate Certificate and also to the larger MS in Law program to which it is stackable. 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 students in this Graduate Certificate program 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.

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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 this Graduate Certificate 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

[Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.] 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 students at the College of Law, students in this Graduate Certificate program will gain access to System and Institution-level efforts to recruit and retain faculty, staff, and administrators of color.

The campus actively supports 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.

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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 this Graduate Certificate, along with the MS in Law degree to which it will be stackable, is to make this professional education more generally available and affordable to students and their families, including those who have been historically underserved. Specifically, we will be offering a broader range of online graduate certificates that allow for targeted professional upskilling than Loyola University of Chicago—where the only overlaps will be in relation to our Certificates in Ethics & Corporate Governance and Advanced Business Law—but at 65% of the price. The education and credentials will also be of higher quality. Northwestern offers an online MSL, but it does not have stackable Graduate Certificates, which makes targeted upskilling cost-prohibitive for many students in Illinois. That lack of access is only exacerbated by the fact that Northwestern charges more than double for its MS in Law in terms of tuition per credit hour than will be charged for both our Graduate Certificate and the MS in Law to which is is stackable.

These are the only real competitors to our proposed online Graduate Certificate in the state of Illinois. The online, asynchronous format and flexible structure of this certificate is directed at working adults. It thus extends critical and affordable education to many adults throughout the state of Illinois who cannot easily leave work to obtain this professional upskilling. For all of these reasons, the current program will make access to higher education more affordable for students and their families, including those who have been historically underserved.

Provide tuition cost analysis for comparable

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programs and institutions in Illinois.

There are only two graduate programs in law in the state of Illinois that are comparable to the current, proposed program, which has a tuition rate of \$1183 per credit hour (or \$14,196 total). The first is Northwestern's Part-Time Online MSL Program, which currently charges \$2346 per credit hour, and does not contain targeted graduate certificates, like the current one, that stack toward that degree—which means that students seeking a high quality education and credential in this area must pay \$75,072 for the full MSL. The second is the online Master of Science in Law and Master of Jurisprudence 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), and allows a more limited number of stackable, 12-credit certificates in those areas for \$21,900.

Hence, the graduate certificate we are proposing would offer an education of similar quality as Northwestern's graduate program, but at less than 50% of the cost. The stackability of this 12-credit certificate further allows for narrow upskilling without having to obtain a full MS in Law degree, thus making this professional development much more affordable than what is required by Northwestern's 32-credit online MSL program. Our proposed graduate certificate also offers a higher quality education and credential than Loyola's graduate certificate program at only 65% of the cost.

Growth

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

On the demand side, workforce projections from 2022-2032 from the Illinois Department of Employment Security for the Standard Occupational Codes (SOC) associated with this Graduate Certificate 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), 13-1041: Compliance Officers: (.3), 11-9199.02: Compliance Managers: not specified, but presumably similar to 13-041, above.

[*** Note to reviewer: The remainder of the text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

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.

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 this graduate certificate 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:

- Understand the issues surrounding the increasing use of AI and how it intersects with issues of cyber security in business and law.
- Explore the security, privacy, and intellectual property considerations that arise while navigating the internet, using email, performing research, and conducting job searches.
- Be able to create effective compliance documents for audit committees and management.

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 curriculum, skills that are most needed in industry, the possibility of anonymized case studies from industry, possible contributions to modules, and ongoing advisory input. This highly constructive discussion has led to ongoing advisory mechanisms that will help ensure a high level of practicality and buy in from industry partners.

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.

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The campus Career Services Council, which includes the campus-wide Career Center in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with career coaches, employers, internship opportunities and job postings. Handshake@Illinois was used by more than 30,000 students and 20,000 employers last year.

Though we expect that some students in this Graduate Certificate program 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 degree affordable and accessible throughout the state of Illinois, thus helping many students advance in a variety of career pathways.

Please note that the stackability of this certificate into the MS in Law program will also 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 that stack into its MSL degree.

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.

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., keys 1362, 1364, 1365, 1366, 1367, 1368, and 1369.]

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 both the current Graduate Certificate and the MS in Law degree to which it is stackable. This certificate expands new 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 Graduate Certificate will deliver on the fundamental mission of the University by meeting the educational needs of a new population of Illinois learners. Specifically, the certificate will give working professionals in a variety of fields the legal knowledge and skills they need to significantly advance their careers. Second, the certificate will attract and engage students from diverse backgrounds, many of whom cannot leave work to come to Urbana-Champaign, and bring them into the University community to enhance its intellectual depth and breadth. Third, the certificate will allow students who cannot attend in-person educational courses to access high-quality learning experiences. This will include expanded access not only by 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, the certificate 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, this Graduate Certificate will expand 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

[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:

[Note to reviewer: There are 21 new courses, in total, that contribute either to this Graduate Certificate or one of the other 6 that are being simultaneously proposed. As of 9/26/2025, all 21 have been submitted and are in workflow. 3 have been fully approved and the other 18 should be fully approved long before November 3. The text below references only those courses that are relevant to the current Graduate Certificate.]

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.

Required Courses:

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.

Delivery and Alignment: The fully online, asynchronous format, supported by the Center for Innovation in Teaching and Learning (CITL), ensures accessibility for working professionals. The curriculum aligns with ABA non-JD guidelines, emphasizing practical governance skills to meet industry needs.

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.

This Graduate Certificate requires 12 credits, completed through three 4-credit courses (Law 543, 544 & 545) delivered in an 8-week online, asynchronous format. Designed for mid-career professionals, it emphasizes practical legal literacy for JD-advantage roles, with no internships, practicals, or clinicals needed—real-world simulations and counsel collaboration are integrated into the curriculum instead. All three courses are required.

A thesis or dissertation is not required, reflecting the program’s focus on applied mastery. The functional equivalent is achieved through a capstone model, where each course culminates in a professional-grade deliverable (e.g., compliance policy, risk plan) via case studies, progressing from understanding to creation. These three capstones form a portfolio demonstrating master’s-level synthesis and practical expertise, assessed through peer/instructor feedback and final grading, aligning with this Graduate Certificate's mission to deliver career-ready skills.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

[*** Note to reviewer: The text below is identical for all 7 certificates that are being submitted simultaneously with this one: i.e., 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 (key 1351).]

Plan to Evaluate and Improve the Program

The MS in Law program at the University of Illinois College of Law (including all Graduate Certificates, like this, which are stackable to it and will also be evaluated independently in this same systematic way) 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 evaluation plan for this certificate, like that for the larger MS in Law degree, 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 Certificate'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 (60% completion within 1 year and 85% within 2 (thus 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 85% content alignment with the most commonly-identified JD-advantage needs for which the College of Law is capable of providing instruction through this Certificate.

Key Elements of Evaluation and Goals

The evaluation plan addresses core elements of the Certificate, 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..
- 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, 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 20 students/year by year 3 at \$1,183/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, deletions, or modifications, 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 portfolio of capstone projects as the functional equivalent to a thesis. The portfolio—comprising three 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 to those of this Graduate Certificate. We have also attached mapping from the learning outcomes of the individual courses in all 7 graduate certificates that are being simultaneously proposed to the larger MS in Law program's learning outcomes, given that these Graduate Certificates will be stackable toward that MS in Law degree.)

Plan to Evaluate
and Improve the
Program
Attachments

[MSL Program Overview Map.xlsx](#)
[Certificate in Cybersecurity 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 MS in Law program, to which this Graduate Certificate will be stackable, 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 MS in Law degree, including this Graduate Certificate and all other graduate certificates that will stack toward that degree, 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.

There will be no need for any additional hires to support this Graduate Certificate that go beyond those described as needed to support the MS in Law program, to which this Graduate Certificate will be stackable.

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

This Graduate Certificate will not have any impacts on number of faculty, teaching loads, or student-faculty ratios, above and beyond those addressed in the MS in Law proposal. Because students in this certificate program will not be allowed to take courses in any existing programs, like the JD program, this graduate certificate will not change the class sizes or student-faculty ratios in any existing program either.

On the other hand, adding this Graduate Certificate to the MS in Law program will increase the enrollment in three courses that contribute to the MS in Law program. We predict that increase may be on the order of 10-20%. Those numbers have, however, been factored into the initial budgeting for this program, thus requiring no additional faculty from those required for the MS in Law program and not changing the expected enrollments, class sizes, or student-faculty ratios in ways that would detract from the high quality education we are planning to provide our students.

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 for the MS in Law program, to which this Graduate Certificate will be stackable. That person 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, including those who enroll only in this Graduate Certificate. 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 Graduate Certificate, 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.

There will be no facilities needs to support this Graduate Certificate that go above and beyond those needed to support the MS in Law program.

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.

There will be no impact on either the University Library or the Law Library that arises from this Graduate Certificate that goes above and beyond any arising from the MS in Law program, which is supported by a 2.4M IFG grant and is projected to become self-supporting in Year 5.

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 the MS in Law program, to which this Graduate Certificate will stack as part of that budget, 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 this Graduate Certificate is mid-career professionals, whose employers may cover the cost as part of career development.

Budget Narrative
Fiscal and
Personnel
Resources
Attachments

Personnel Budget

Category Year One Year Five Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
0	0	No expenses above and beyond those already budgeted to support the MS in Law program.

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
0	0	No expenses above and beyond those already budgeted to support the MS in Law program.

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	No expenses above and beyond those already budgeted to support the MS in Law program. (Note that the MS in Law program is projected to have 147 students, which means that even though there will likely be some

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
		additional students who only obtain this graduate certificate, we have budgeted for sufficient advising staff to cover those additional students as well)

Graduate Students

(\$)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	No expenses above and beyond those already budgeted to support the MS in Law program.

Other Personnel

Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	No expenses above and beyond those already budgeted to support the MS in Law program.

Budget Narrative

Attachments

Facilities and Equipment

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

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

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

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

The 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. In addition, this graduate certificate does not create any needs for facilities or equipment that go beyond those needed to support the MS in Law program, to which it stacks.

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 costs associated with implementing the program?

No

Facilities and Equipment

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 graduate certificate, as described in this proposal, and which will be stackable toward its online MS in Law program. The College of Law 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 for the MS in Law degree, including the three courses in this Graduate Certificate, and refresh the content as needed; to hire three specialized full-time faculty to deliver all the courses in the MS in Law program 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 MS in Law program as a whole, which includes this Graduate Certificate as one of seven that is stackable toward that degree, 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 Graduate Certificate, 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 the larger online MS in Law program—to which this Graduate Certificate will stack—along with SIE's to support course creation by either current faculty members, these additional faculty members, or adjuncts.

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 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.

Faculty and Staff
Attachments

Dominic Saebeler, Adjunct Professor of Law in Cybersecurity Law
HLC Section

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.

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours: 12	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 100	Percent of Total:
New curricula (Courses developed for the first time):	Number of Credit Hours: 0	Percent of Total:

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.	Number of Credit Hours: 12	Percent of Total:
Total Credit Hours of the Program:	100	

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.

New Faculty Required

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

No

Saebeler, with a background in tech security consulting, enjoys mentoring on practical cyber Please explain. This certificate will not require any institutional funds beyond the 2.4M grant that has already strategies and spends his free time exploring emerging tech trends. been obtained for launch of the MS in Law program, which is projected to be revenue positive existing coverage: in Year 5. Please note that while launch of the MS in Law program will require the creation of new online courses, as described in the proposal for that larger program, the creation this graduate certificate--which bundles three of those courses--will not require the creation of any additional courses and will merely bundle and hence repackage part of that other curriculum (thus explaining why we are indicating no new courses or faculty required in this proposal).

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.26.077

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 11:39 am): Courses in POS are approved for Fall 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 2:16 pm): Rollback: Rollback for meeting with Rob.
Mary Lowry (lowry) (10/08/25 12:19 pm): Rollback: See today's email.