10KS0281LLM: LAW, LLM

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1853 Head (salefski@illinois.edu)
3. KU Dean (lmwexler@illinois.edu)
4. University Librarian (jpwilkin@illinois.edu)
5. Grad_College (agrindly@illinois.edu; jch@illinois.edu; lowry@illinois.edu)
6. Provost (kmartens@illinois.edu)
7. Senate EPC (bjlehman@illinois.edu)
8. Senate (jtempel@illinois.edu)
9. U Senate Conf (none)
10. Board of Trustees (none)
11. IBHE (none)
12. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

Approval Path

1. Fri, 24 Apr 2020 21:18:49 GMT
   Deb Forgacs (dforgacs): Approved for U Program Review
2. Fri, 24 Apr 2020 21:21:48 GMT
   Kelly Salefski (salefski): Approved for 1853 Head
3. Sat, 25 Apr 2020 12:49:07 GMT
   Lesley Wexler (lmwexler): Approved for KU Dean
4. Sat, 25 Apr 2020 13:14:50 GMT
   John Wilkin (jpwilkin): Approved for University Librarian
5. Tue, 28 Apr 2020 16:46:22 GMT
   Allison McKinney (agrindly): Approved for Grad_College
6. Tue, 28 Apr 2020 17:01:42 GMT
   Kathy Martensen (kmartens): Approved for Provost

Date Submitted:Thu, 23 Apr 2020 20:40:40 GMT

Viewing:10KS0281LLM : Law, LLM

Changes proposed by: Kelly Salefski

Proposal Type

Proposal Type:

Major (ex. Special Education)

This proposal is for a:

Revision

Proposal Title:

if this proposal is one piece of a multi-element change please include the other impacted programs here.*example: A BS revision with multiple concentration revisions*

Establish online delivery mode of instruction for Law, LLM program

EP Control Number

EP.20.178

Official Program Name

Law, LLM

Effective Catalog Term

Fall 2020

Sponsor College

Law

Sponsor Department

Law

Sponsor Name

Margareth Etienne

Sponsor Email

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Program Description and Justification

Justification for proposal change:

In the midst of the disruption caused by COVID-19 and the resulting possibility that students will not be able to come to campus to begin their program in Fall 2020, we need to make the Law, LLM program available to students in an online format.

Corresponding Degree

LLM Master of Laws

Is this program interdisciplinary?

No

Academic Level

Graduate

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

CIP Code

220201 - Advanced Legal Research/Studies, General.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Admission Requirements

Desired Effective Admissions Term

Fall 2020

Is this revision a change to the admission status of the program?

No

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.

No change to existing admission requirements.

Describe how critical academic functions such as admissions and student advising are managed.

No change to admissions. Student advising will be completed by online meeting. This has been successful during the spring 2020 semester.

Enrollment

Describe how this revision will impact enrollment and degrees awarded.

Revision will allow the Law, LLM program to maintain current enrollment levels as well as offering a potential for increased enrollment in the future.

Estimated Annual Number of Degrees Awarded

What is the matriculation term for this program?

Fall

Delivery Method

Is this program available on campus and online?

No

This program is available:

On Campus and Online

Describe the use of this delivery method:

In the midst of the disruption caused by COVID-19 and the resulting possibility that students will not be able to come to campus to begin their program in Fall 2020, we need to make the Law, LLM program available to students in an online format.

Budget

Are there budgetary implications for this revision?

No

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

No

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

No impact on faculty. We expect class size to remain similar - although numbers will be split between on campus and online LLM students. Student advising will remain online as during the spring 2020 semester. Career services resources will remain the same as currently. Admission to advanced studies will have no impact as students will receive the same degree and receive the same amount of continuing education support.

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.

Online LLM program delivery will have no impact on University library's resources, collections or services. Students will not be on campus but will still have access to online library resources.

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 impacted by the creation/revision of this program?

No

Financial Resources

How does the unit intend to financially support this proposal?

Using resources currently available to the LLM program, there will be no increased financial burden on the unit.

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

No

Attach letters of support

Online Delivery of Programs Supplemental Questions LLM 042320.docx

Will an existing tuition rate be used or continue to be used for this program?

Yes

Is this program requesting self-supporting status?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

Assessment of most law classes consists of a final exam at the end of the semester, and occasionally midterm exam. The College of Law already uses a secure exam software which allows the method of assessment to duplicate the assessment for on campus students. In addition, the software platforms used for remote communication (Zoom, Skype, Compass) have been used effectively in skills courses that require participation and collaboration as part of the assessment. In some instances, a TA may be used to facilitate student questions and assist with technology in larger classes.

Additionally, the College of Law have adopted Learning Outcomes complying with both University and American Bar Association requirements that are currently being assessed and analyzed by the Assessments Faculty Committee. This can be easily achieved with exams completed during the course of online education.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

Catalog Page Text

Statement for Programs of Study Catalog

Code	Title	Hours
LAW 500	LLM Legal Writing and Research	2
LAW 501	Professional Responsibility	3 or 4
Total Hours		**32**

Other Requirements [1]

Requirement	Description
Other requirements may overlap	
Minimum 500-level (or higher) Hours Required Overall:	12
One academic year in residence	
Minimum GPA:	2.75

[1] *For additional details and requirements refer to the College of Law's graduate degree requirements* (http://www.law.illinois.edu/admissions/llm-program-overview) *and the Graduate College Handbook* (http://www.grad.illinois.edu/gradhandbook).

EP Documentation

DMI Documentation

Banner/Codebook Name

LLM:Law -UIUC

Program Code:

10KS0281LLM

Degree Code

LLM

Major Code

0281

Key: 350

Please include this completed form in the CIM-P system with proposals for online delivery of academic programs.

1. What steps are being taken and what commitments are being made to ensure that online delivery supplements rather than replaces face-to-face delivery? The College of Law remains committed to offering in-person education for this degree program in addition to online delivery. Therefore, students will have the benefit of both formats and of a blended-delivery format based on their needs. This need preceded the recent pandemic but the realities of COVID-19 have made the necessity for multiple delivery platforms more immediate. In light of the disruption caused by COVID-19 (and its unforeseeable aftermath), online instruction will enable us to continue delivering a high-quality educational program to a broader audience without sacrificing the in-person programs.

2. Assessment can be one of the most challenging points of designing a course. How will assessment change from what is employed in face-to-face delivery? How will online courses measurably fulfill the designated learning outcomes of the same face-to-face courses? Assessment of most law classes consists of a final exam at the end of the semester, and occasionally midterm exam. The College of Law already uses a secure exam software which allows the method of assessment to duplicate the assessment for on campus students. In addition, the software platforms used for remote communication (Zoom, Skype, Compass) have been used effectively in skills courses that require participation and collaboration as part of the assessment. In some instances, a TA may be used to facilitate student questions and assist with technology in larger classes.

3. Will online courses contain synchronous activities, asynchronous activities, or a combination? How might this differ from face-to-face courses? What are the pedagogical aims in making any activity changes? Do technological considerations limit the pedagogical choices? Online courses will contain a combination of synchronous and asynchronous activities to facilitate learning in different time zones around the world. While the College of Law uses the Socratic method in many classes, recorded classes with question and answer sessions has been successfully used. The spring 2020 semester moving to online delivery of course material has shown the feasibility of online study. All law courses, whether on-line or in-person, are regulated by standards set Curriculum Committee or the Associate Dean for Academic Affairs. In addition, all law degree programs must follow guidelines set by professional or accrediting organizations to warrant that pedagogical goals are being met.

4. Which faculty (tenure-stream, specialized, visiting, adjunct, emeriti, graduate assistants, etc.) will be involved in course design and ongoing instruction? If teaching assistants and other graders are employed, will sufficient numbers be available, and will they be required to hold the degree for which they grade? Will instructors of record for online versions of courses have generally the same level of faculty status as do instructors in face-to-face versions of the courses? Similarly, online courses often are appealing because they are easier to scale up. Will the same level of access to faculty members per student be available in each online version of a course as is available in each face-to-face version? Currently, law courses are taught by a wide range of faculty categories, but no courses are taught solely by graduate assistants. Nor do law

courses rely on graders. Although some course have teaching assistants, instructors do all the grading and have primary responsibility for assigning final grades and assessments. College of Law Bylaws require that all instructors of record be appointed only after a recommendation of the Appointments Committee and a vote by two-thirds of the permanent faculty.   This will continue to be true of online instructors. We do not anticipate a material alteration of the student-to-faculty ratio for online courses.

5. When relevant, how will problem-solving in teams and experiential learning be replicated or replaced in online versions of courses, and will faculty continue to play the same role in supervising online work of this nature as they do in face-to-face courses? Some team or group work can be done using online software. Faculty will continue to play a role in supervision of such work. Some faculty have reported they were able to monitor group-based work more effectively online in some cases.

6. Many services that support student and instructor success — copyright clearance, assistance for students with disabilities, laboratory facilities, exam proctoring, physical library resources, referrals for academic support, other student support services, etc. — are readily accessible through campus resources for face-to-face courses but are not easily available for online courses. How will these be addressed for online courses? The suspension of in-person education has forced our department to confront many of these issues already and we have done so successfully. Arrangements have been made for exams, counseling, academic support, library access and other concerns.   Accommodations for students with disabilities have been successfully managed in consultation with DRES for delivery of content, learning materials, and assessments. Student issues have been confronted and addressed on a case by case basis to make this possible. To date, technology has been more a feature than a flaw in resolving student issues.

7. Development of a single online course can require far more time and university resources than remote delivery of face-to-face courses. How will this challenge be met? What tradeoffs might occur? The College's administrative leadership is prepared to commit a limited amount of resources to faculty course development—particularly in the form of temporary course load reductions or SIE payments. In addition, funding from grants applications and tuition revenue from enrollment can be used to further invest in program development beyond coursework. This would include student support and technology.