

4/13/26

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via Zoom Videoconference

Monday, April 20, 2026

9:00 a.m. – 10:00 a.m.

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the Minutes of the March 5, 2026 Meeting of the Education Committee
 - 2. UW-Madison: Approval of a Doctor of Audiology
 - 3. UW-Stevens Point: Approval of a Doctor of Audiology
 - 4. UW-Madison: Approval of a Doctor of Philosophy in Wisconsin Idea Executive Educational Leadership Preparation Program
 - 5. UW-Superior: Approval of a Bachelor of Fine Arts in Graphic Design
 - 6. Approval of UW-Stout Faculty Policies and Procedures Related to Faculty Appointments and Promotion in UW-Stout's Faculty, Academic Staff, and Limited Appointees Handbook
- D. Approval of Continued Test Optional Admission Process in Regent Policy Document 7-3, UW System Freshman Admissions Policy

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF AUDIOLOGY IN
AUDIOLOGY,
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Doctor of Audiology in Audiology at the University of Wisconsin-Madison.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Audiology in Audiology program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Doctor of Audiology (Au.D.) degree program. Currently, the Universities of Wisconsin offers an Audiology Collaborative Program that is jointly administered by UW-Madison and UW-Stevens Point. This program was established in 2006 when the collaborative approach was necessary to meet the courses/credits required by the governing professional organization to offer the newly established Doctor of Audiology degree. The landscape has changed since the Audiology Collaborative Program was established, and together, UW-Madison and UW-Stevens Point have determined that offering independent programs will enhance the student experience and increase efficiency at both institutions. Following authorization of this program, admissions to the current Au.D. in Audiology Collaborative will be suspended, with the final cohort matriculating in Fall 2026. The Doctor of Audiology program at UW-Madison will train professional audiologists through a firm foundation in science and technology. It is expected to enroll 10-15 new students per year, consistent with historical enrollment data for students in the Audiology Collaborative Program who identify UW-Madison as their home institution. The program will consist of 92 credits to be completed across four years of study. Graduates will be fully prepared to enter the audiology profession across a wide range of settings, including medical centers, schools, private

practice, and research environments, and to meet all requirements for professional certification and licensure. Standard graduate per-credit tuition rates will apply.

Presenters

- John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Information on recent academic program changes is available on the program monitoring dashboard at <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF AUDIOLOGY
AT THE UNIVERSITY OF WISCONSIN–MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Doctor of Audiology (Au.D.) degree program. Currently, the Universities of Wisconsin offer an Audiology Collaborative Program that is jointly administered by UW-Madison and UW-Stevens Point. This program was established in 2006 when the collaborative approach was necessary to meet the courses/credits required by the governing professional organization to offer the newly established Doctor of Audiology degree. The landscape has changed since the Audiology Collaborative Program was established, and together, UW-Madison and UW-Stevens Point have determined that offering independent programs will enhance the student experience and increase efficiency at both institutions. Following authorization of this program, admissions to the current Au.D. in Audiology Collaborative will be suspended, with the final cohort matriculating in Fall 2026. The Doctor of Audiology program at UW-Madison will train professional audiologists through a firm foundation in science and technology. It is expected to enroll 10-15 new students per year, consistent with historical enrollment data for students in the Audiology Collaborative Program who identify UW-Madison as their home institution. The program will consist of 92 credits to be completed across four years of study. Graduates will be fully prepared to enter the audiology profession across a wide range of settings, including medical centers, schools, private practice, and research environments, and to meet all requirements for professional certification and licensure. Standard graduate per-credit tuition rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

Title of Proposed Academic Program

Audiology

Degree Designation

Doctor of Audiology (Au.D.)

Proposed Classification of Instructional Program (CIP) Code

51.0202 Audiology/Audiologist

Mode of Delivery

Single Institution, In Person

Department

Department of Communication Sciences and Disorders

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

September 2027

PROGRAM INFORMATION**Overview of the Program**

The proposed Doctor of Audiology program would be an independently administered audiology program offered by UW-Madison. The program requirements are expected to match the previous collaborative program, as the standards for accreditation through the Council on Academic Accreditation (CAA) in Audiology and Speech-Language-Pathology offer a very prescribed path to certification and licensure. The degree program will feature a minimum of 92 credits completed over four years. A clinical clerkship will be completed in each of the first three years, with a full-time externship completed in the fourth year. A capstone research project will also be required.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The program is projected to enroll 10–15 new students per year and operate under a fixed-cohort model. This projection is based on previous enrollments in the collaborative Au.D. program, national trends, and data from comparable programs. Given workforce demand for audiologists and UW-Madison's strong reputation in health sciences, the program anticipates consistent applicant interest.

Retention rates in the Au.D. collaborative program are high, between 90-100%. Based on this and national data, the program projects a 90% retention rate. Any attrition is primarily driven by students changing their career direction early in training. The program will support persistence through a cohort-based structure, close faculty mentoring, progressive clinical experiences, and access to university-wide student services. These strategies are designed to ensure that most students who begin the program successfully

complete it on time. By the end of Year 5, it is expected that 60 new students will have enrolled in the program and 18 will have graduated.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	10	12	13	15
Continuing Students	0	9	18	29	31
Total Enrollment	10	20	32	45	50
Graduating Students	0	0	0	9	9

Tuition Structure

For students enrolled in the Doctor of Audiology program, the graduate tuition and fee rates will apply. Students will enroll in 23 credits each year, over four years, including the summer term. Based on the published FY 2025-2026 standard graduate student tuition rates, Wisconsin residents enrolled in 8+ credits per semester will pay \$6,193.75 per semester, of which \$5,363.76 is attributable to tuition; nonresidents will pay \$12,857.19, of which \$12,027.20 is attributable to tuition. The balance of \$829.99 is attributable to segregated fees. During the summer semester, students will enroll in the 4-7 credit plateau. Based on summer 2025 rates, residents will pay \$3,081, of which \$2,681.88 is attributable to tuition. Nonresidents will pay \$6,412.76, of which \$6,013.60 is attributable to tuition. Students will incur additional fees for textbook rental or purchase.

Student Learning Outcomes and Program Objectives

Graduates of the Doctor of Audiology program will demonstrate the knowledge, skills, and professional dispositions required for independent practice as audiologists. Student learning outcomes are aligned with the CAA in Audiology and Speech-Language-Pathology accreditation standards and licensing requirements. The program’s student learning outcomes will remain the same as the current collaborative program and include the following:

1. (Foundations of Practice) Possess knowledge of normal aspects of auditory physiology and behavior over the life span and normal development of speech and language.
2. (Foundations of Practice) Demonstrate an understanding of the effects of hearing loss on communication and educational, vocational, social, and psychological functioning.
3. (Foundations of Practice) Possess knowledge of pathologies related to hearing and balance and their medical diagnosis and treatment.
4. (Foundations of Practice) Demonstrate clinically appropriate oral and written communication skills.
5. (Foundations of Practice) Recognize principles and practices of research, including experimental design, statistical methods, and application to clinical populations.

6. (Prevention, Identification, and Assessment) Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
7. (Prevention, Identification, and Assessment) Demonstrate abilities to assess individuals with suspected disorders of hearing, communication, balance, and related systems.
8. (Prevention, Identification, and Assessment) Evaluate information from appropriate sources and obtaining a case history to facilitate assessment planning.
9. (Prevention, Identification, and Assessment) Conduct and interpret behavioral and/or electrophysiologic methods to assess hearing thresholds, auditory neural function, balance and related systems.
10. (Prevention, Identification, and Assessment) Prepare reports, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.
11. (Intervention) Provide intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.
12. (Intervention) Develop culturally appropriate, audiologic rehabilitative management plans.
13. (Intervention) Evaluate the efficacy of intervention (treatment) services.
14. (Professional Conduct) Recognize and apply principles of ethical and professional conduct.
15. (Professional Conduct) Apply skills for life-long learning.
16. (Professional Conduct) Demonstrate teamwork and problem solving.
17. (Professional Conduct) Possess knowledge of contemporary professional issues and advocacy.
18. (Professional Conduct) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.
19. (Professional Conduct) Provide counseling and supportive guidance on hearing and balance disorders to patients, family, caregivers, and other relevant individuals.

These outcomes ensure graduates are fully prepared to enter the profession of audiology in a wide range of settings, including medical centers, schools, private practice, and research environments. The program will prepare students to meet all requirements for professional certification and licensure. This includes eligibility for the Certificate of Clinical Competence in Audiology (CCC-A), awarded by the American Speech-Language-Hearing Association (ASHA), and for state licensure across the United States. Students will be specifically prepared to pass the Praxis Examination in Audiology, required for certification and licensure. By aligning learning outcomes with CAA standards and ASHA certification requirements, the program ensures that graduates are well positioned for professional success and leadership in the evolving field of audiology.

Program Requirements and Curriculum

The Au.D. curriculum provides a comprehensive foundation in the science and practice of audiology. For admission to the program, an undergraduate bachelor's degree is required. An undergraduate degree in communication sciences and disorders is strongly recommended but not required. The program is slated to be delivered in a fixed-cohort model, which promotes collaboration and peer support as students progress together. A hallmark of the curriculum is its emphasis on high-impact educational practices. Students begin clinical practice early in their training, advancing through progressively complex placements in hospitals, schools, clinics, and private practices. These experiences culminate in a full-time externship, ensuring readiness for independent practice. Students also complete a capstone or research project that integrates evidence-based inquiry with clinical application. Table 2 summarizes the curriculum plan.

Table 2: Doctor of Audiology (Au.D.) Program Curriculum

Academic degree program or major course requirements:	
CS&D 850: Hearing Science	3 credits
CS&D 854: Electroacoustics and Instrument Calibration	2 credits
CS&D 855: Electroacoustics and Instrument Calibration Lab	1 credit
CS&D 852: Hearing Assessment	3 credits
CS&D 853: Hearing Assessment Lab	1 credit
CS&D 800: Clinical Methods	*8 credits
CS&D 891: Clerkship in Audiology 1	*4 credits
CS&D 891: Clerkship in Audiology 2	*6 credits
CS&D 893: Clerkship in Audiology 3	*8 credits
CS&D 894: Externship in Audiology	*12 credits
CS&D 856: Amplification Systems 1	3 credits
CS&D 857: Amplification Systems 1 Lab	1 credit
CS&D 858: Physiological Assessment of the Auditory System	2 credits
CS&D 859: Physiological Assessment of the Auditory System Lab	1 credit
CS&D 810: Audiology Across the Lifespan	2 credits
CS&D 835: Research Methods	3 credits
CS&D 832: Pediatric Audiology	3 credits
CS&D 845: The Human Balance System	3 credits
CS&D 846: The Human Balance System Lab	1 credit
CS&D 836: Pediatric Habilitation/Rehabilitation	3 credits
CS&D 862: Auditory and Vestibular Pathologies	3 credits
CS&D 866: Amplification Systems 2	2 credits
CS&D 865: Practice Management	2 credits
CS&D 863: Implantable Auditory Prostheses	3 credits
CS&D 834: Counseling in Audiology	2 credits
CS&D 820: Advanced Evaluation and Treatment in Audiology	3 credits
CS&D 899: Capstone in Audiology	*7 credits
Total Credits	92 credits

* Students will take multiple semesters of the starred courses.

Collaborative Nature of the Program

The Doctor of Audiology program will leverage strong interdisciplinary collaborations across campus, including the existing programs within the Department of Communication Sciences and Disorders, the Waisman Center (UW-Madison's research center dedicated to advancing knowledge about human development, developmental disabilities, and neurodegenerative diseases), and other university departments. Externally, students will engage in clinical partnerships with hospitals, clinics, schools, and community agencies across Wisconsin, including UW Health, the William S. Middleton Memorial Veterans Hospital and Clinics, Reach Dane (early childhood services), and the Madison Metropolitan School District. These placements ensure exposure to diverse populations and practice settings.

Projected Time to Degree

The Doctor of Audiology program is designed to be completed in four years, including three summers. This is the same duration as the existing Audiology Collaborative Program.

Accreditation

The Doctor of Audiology program will seek accreditation from the CAA in Audiology and Speech-Language-Pathology. The existing Audiology Collaborative Program is accredited by the CAA through February 2031. The Audiology Collaborative Program leadership is currently working with CAA to understand the process for accrediting the proposed individual UW-Madison and UW-Stevens Point programs outside the collaborative. CAA has not yet issued final guidance, but UW-Madison is proceeding under the assumption that it will need to complete the full accreditation process as a new graduate degree program. This would include a candidacy (i.e., pre-accreditation) application submitted to the CAA at least 18 months in advance of the proposed student enrollment date. The program would then have up to five years to meet all CAA Standards for Accreditation and subsequently receive the full accreditation status.

PROGRAM JUSTIFICATION

Rationale

UW-Madison currently offers a Doctor of Audiology program as part of the Audiology Collaborative Program with UW-Stevens Point. This program was established in 2006, when a collaborative approach was necessary to meet the governing professional organization's course and credit requirements for offering the newly established Doctor of Audiology degree. In this collaborative model, students identify which institution will serve as their academic home during the application process. That institution then manages the students' enrollment records, financial aid, tuition payments, advising, clinical placements, etc., for the duration of the four-year program. The unified curriculum is delivered by

faculty from both institutions, with distance learning technology used to bridge the geographic gap.

The landscape has changed since the Audiology Collaborative Program was established, and together, UW-Madison and UW-Stevens Point have determined that offering independent programs will enhance the student experience and increase efficiencies at both institutions. Stated differently, each campus has unique strengths that can be more fully realized in independent programs. Specific to UW-Madison's perspective, offering an independent program will open new opportunities for students. A key tenet of the current collaborative model is that both campuses must provide identical programs of study and student experiences. As an independent program, UW-Madison believes its students will benefit fully from local research and teaching resources, including active learning opportunities, hands-on laboratory activities, local outreach, capstone research activities, and greater integration across other clinical graduate programs.

A request to dissolve the Audiology Collaborative Program was submitted simultaneously with the UW-Madison and UW-Stevens Point's Notices of Intent for the independent Au.D. programs in July 2025. If the independent programs are authorized, admission to the existing Audiology Collaborative Program will be suspended, effective Spring 2026, with the final incoming collaborative cohort beginning studies in Fall 2026. The collaborative will be eliminated effective Summer 2030, with the final term to earn the degree being Spring 2030.

Institution and Universities of Wisconsin Program Array

The proposed program is anticipated to carry the Classification of Instructional Programs (CIP) code 51.0202 Audiology/Audiologist. This is the same CIP as the existing Audiology Collaborative Program. In terms of aligned programs at UW-Madison, the Department of Communication Sciences and Disorders offers a bachelor's, master's, and Ph.D. degree in Communication Sciences and Disorders. The undergraduate program serves as a feeder into the existing Audiology Collaborative Program and other graduate programs. The graduate-level Communication Sciences and Disorders programs provide a broad education in the science of human communication, including speech, language, and hearing. The proposed Doctor of Audiology program focuses on the assessment, diagnosis, and treatment of hearing disorders and balance issues, preparing students to practice as audiologists. Additionally, six UW universities, including UW-Eau Claire, UW-Madison, UW-Milwaukee, UW-River Falls, UW-Stevens Point, and UW-Whitewater, offer master's degrees in speech language pathology within the curricular area of Communication Disorders Sciences and Services (i.e., CIP 51.02).

Need as Suggested by Student Demand

The analysis of student demand is based on admission data for students who applied to UW-Madison as their home campus as part of the existing Audiology Collaborative Program. UW-Madison has averaged 72 applications per year, admitted approximately 47% of those applicants, and enrolled an average of 10 students. The Department of Communication Sciences and Disorders intends to grow the average incoming class size to 15 students when the efficiencies of the independent program model are fully realized.

Need as Suggested by Market Demand


According to the U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook*, employment of audiologists is projected to grow 11% from 2023 to 2033, much faster than the average for all occupations.¹ Approximately 800 audiologist openings are projected each year on average over the decade. Many of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as through retirement. In Wisconsin, according to O*NET OnLine, there were 260 audiologists working in the state in 2020, with 280 projected in 2030, representing 8% job growth over that ten-year period.²

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Audiologists. Retrieved at <https://www.bls.gov/ooh/healthcare/audiologists.htm#tab-1> (February 2025)

² O*NET OnLine, *Wisconsin Employment Trends*, Audiologists. Retrieved at <https://www.onetonline.org/link/localtrends/29-1181.00?st=W> (February 2025)

University of Wisconsin-Madison						
Cost and Revenue Projections For Doctor of Audiology						
	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	10	12	13	15
	Enrollment (Continuing Student) Headcount	0	9	18	29	31
	Enrollment (New Student) FTE	10	10	12	13	15
	Enrollment (Continuing Student) FTE	0	9	18	29	31
II	Total New Credit Hours	60	114	180	252	276
	Existing Credit Hours	170	323	510	714	782
III	FTE of Current Faculty	1.2	1.2	1.3	2.1	2.1
	FTE of Current Clinical Professors	3	3	3	3.5	3.5
	FTE Current Administrative Staff	1	1	1	1	1
IV	Revenues					
	Tuition	\$ 217,387	\$ 404,706	\$ 652,161	\$ 913,025	\$ 999,980
	GPR (re)allocation	\$437,623	\$265,744	\$50,301	\$16,995	\$0
	Total Revenue	\$655,010	\$670,450	\$702,462	\$930,020	\$999,980
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary (\$120,000)	\$144,000	\$146,880	\$162,302	\$267,424	\$295,504
	Clinical Professor Salary (\$90,000)	\$270,000	\$275,400	\$280,908	\$334,281	\$340,966
	Administrative Staff (\$60,000)	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
	Fringe Faculty and Academic Staff (36.5%)	\$173,010	\$176,470	\$184,557	\$242,863	\$256,017
	Facilities and Capital Equipment					
	University buildings and space	\$0	\$0	\$0	\$0	\$0
	Capital Equipment	\$0	\$0	\$0	\$0	\$0
	Operations	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Annual Scholarship Funding	\$5,000	\$7,000	\$8,271	\$17,280	\$37,547
	Student Hourly Positions	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
Total Expenses	\$655,010	\$670,450	\$702,462	\$930,020	\$999,980	
Net Revenue	\$0	\$0	\$0	\$0	\$0	

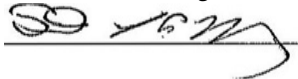
Provost's Signature:



Date:

3/9/2026

Chief Business Officer's Signature:



Date:

3/9/2026

COST AND REVENUE PROJECTIONS NARRATIVE DOCTOR OF AUDIOLOGY UNIVERSITY OF WISCONSIN–MADISON

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Madison proposes to establish a Doctor of Audiology (Au.D.) program. The proposed program is designed to prepare highly qualified clinical audiologists who can meet the growing demand for hearing and balance health services. This professional doctorate emphasizes evidence-based clinical training, interprofessional collaboration, and community engagement, with graduates prepared to enter diverse practice settings, including hospitals, private practices, educational environments, and research-focused institutions. The curriculum integrates rigorous academic coursework with hands-on clinical experiences, producing graduates who are both competent practitioners and leaders in the field.

From a budgeting perspective, the program will operate on a cohort model, admitting a set number of students each year and moving them through the four-year curriculum in sequence. This design allows for predictable course offerings and faculty workloads, which in turn support reliable budget forecasting. In addition, the program's collaborative nature, which leverages existing faculty and clinical infrastructure across related health programs, reduces the need for duplicative resources and helps contain costs. Faculty lines, clinical supervision needs, and facility utilization are projected and budgeted in alignment with anticipated cohort sizes, ensuring a balanced and sustainable financial model.

At the institutional level, the budget reflects the university's pooled tuition structure, in which tuition revenue flows centrally rather than directly to individual programs. This model enables strategic resource allocation across units and provides stability as student enrollment fluctuates. In practice, this means that while the Doctor of Audiology program generates new tuition revenue, its operational expenses (e.g., faculty, staff, and clinical resources) are funded through centrally allocated budgets.

COST REVENUE NARRATIVE

Section I – Enrollment

The program is projected to enroll 10–15 new students per year, operating under a fixed-cohort model. This projection is based on previous enrollments in the Audiology Collaborative Program, as well as national trends and data from comparable programs.

Given the workforce demand for audiologists and UW-Madison's strong reputation in health sciences, consistent applicant interest is anticipated. The proposed Doctor of Audiology program is a 4-year graduate degree.

The Audiology Collaborative Program typically had high retention and completion rates of 90-100%. Based on this and national data, the program projects a retention rate of 90-95%, with limited attrition, primarily due to students changing their career direction early in training. The five-year enrollment and completion projections are for 10 students enrolled in the new program in Year 1, 19 in Year 2, 30 in Year 3, 42 in Year 4, and 46 in Year 5. With this projection, 60 students will have entered the program, and 18 will have graduated within the first five years. Students will enroll full-time so that student FTEs match student headcounts.

Section II – Credit Hours

The proposed Doctor of Audiology program consists of 92 graduate credit hours and aligns with national accreditation requirements and licensure standards. These credit hours reflect only program-specific coursework and exclude credits attributable to the general education program. Every course within the curriculum is necessary to meet professional and accreditation standards, with the program of study carefully structured to ensure comprehensive preparation across academic, clinical, and research domains. For purposes of this proposal, new credit hours are defined as those associated with courses that must be newly developed or substantially revised to meet updated professional standards or to reflect current best practices in audiology. Existing credit hours are those already offered by the collaborative program and carried forward, either unchanged or with minor modifications, into the new program. The total program credit hours have been calculated by summing all required courses in the curriculum, excluding general education or elective coursework, consistent with the program's professional doctorate structure.

The overall number of required credits for the new program is the same as the Audiology Collaborative Program. The new program curriculum has eliminated courses that are no longer relevant and integrated select didactic courses with their associated laboratories. In some cases, the core content from eliminated courses has been redistributed across the curriculum to ensure students continue to receive the necessary instruction while avoiding duplication. Similarly, combining lecture and lab components into single course offerings reduces redundancy without eliminating essential content. These changes represent a consolidation and streamlining of delivery.

The proposed program will include several newly developed courses classified as "new" credit hours. These additions are essential for compliance and for ensuring that graduates are prepared to meet the demands of contemporary practice. The cohort-based design of the program ensures that enrollment in each course remains consistent and predictable,

supporting efficient use of faculty resources and minimizing the need for additional course sections beyond those required by the new content.

For the purpose of the budget, the 92 total credits are distributed equally over the four years (including three summers) of program enrollment, for 23 credits per year. For budget projection purposes, of these 23 credits, 17 are shown as existing credit hours and six (6) as new credit hours. The program enrollment will generate approximately 230 credit hours in Year 1, growing to 1,058 credit hours in Year 5.

Section III – Faculty and Staff Appointments

The academic and clinical teaching/research will be provided by 1.2 FTE of current faculty and 3.0 FTE of current clinical professors in Year 1. The Au.D. program will also utilize 1.0 FTE of the existing program manager. The program will be fully supported by existing faculty and staff. The Cost and Revenue Projection shows how the existing FTE will be distributed as the program is implemented and grows.

Section IV – Program Revenues

Students in the proposed Doctor of Audiology program will pay standard graduate tuition and segregated fees. The program's costs and revenues will be managed within the UW-Madison instructional/tuition pool (i.e., Fund 101). Tuition revenues will be allocated from the pool to the College of Letters & Science to support faculty and staff for instructional, advising, and administrative purposes within the regular budget allocation process. The UW Speech and Hearing Clinic will provide support to the program in the form of equipment, lab supplies, and continuing education for faculty.

Tuition

Tuition revenues are estimated, assuming the headcount enrollments represent approximately one-half Wisconsin residents and one-half non-resident students. Based on the published FY 2025-2026 standard graduate student tuition rates, Wisconsin residents enrolled in 8+ credits per semester will pay \$6,193.75 per semester, of which 5,363.76 is attributable to tuition; nonresidents will pay \$12,857.19, of which \$12,027.20 is attributable to tuition. The balance of \$829.99 is attributable to segregated fees. During the summer semester, students will enroll in the 4-7 credit plateau. Based on summer 2025 rates, residents will pay \$3,081, of which \$2,681.88 is attributable to tuition. Nonresidents will pay \$6,412.76, of which \$6,013.60 is attributable to tuition. In Year 1, \$217,387 in tuition will be generated. By Year 5, annual tuition revenues are expected to yield \$999,980.

Fees

Students will pay segregated fees; however, these fees are not included in the cost and revenue estimates, as they are not accessible to the program.

Program Revenues and GPR

As illustrated in the Cost and Revenue Projections spreadsheet, the program is projected to be revenue-positive in Year 5.

Section V – Program Expenses

Program expenses will include salary and fringe, and other expenses, including annual scholarship funding and student hourly positions. This is similar to the current collaborative program funding.

Salary and Fringe

The proposed Doctor of Audiology program will be staffed by existing program faculty and staff. No new salary and fringe expenses will be incurred. All salaries are assumed to have a 2% inflation rate applied. A fringe rate of 36.5% is utilized and incorporated into the expenses illustrated in this section. By Year 5, the total expense for salaries plus fringe will be \$1,167,241.

Facilities and Capital Equipment

The program will utilize the existing facilities and capital equipment for instruction, which are operated and maintained through the department's budget and the UW Speech and Hearing Clinic's revenue. The UW Speech and Hearing Clinic will provide support to the program in maintaining and replacing capital equipment as needed.

Other Expenses

Expenditures such as the annual scholarship funding and student hourly positions are projected to remain at the program's current level.

Section VI – Net Revenue

The Doctor of Audiology program is a traditional pooled tuition program. As such, tuition revenues from students in this program will be pooled at the institution level and used to support student instruction and services.



Date: 18 December 2025

To: Jay O. Rothman, President, Universities of Wisconsin

CC: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs
Diane Treis, Director of Academic Programs and Student Learning Assessment *JZ*

From: John Zumbrunnen, Interim Provost and Vice Chancellor for Academic Affairs

Subject: Request for Authorization to Implement: Doctor of Audiology (Au.D.)

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new Doctor of Audiology (Au.D.) program at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and will make a meaningful contribution to the university’s mission, overall academic plan, and academic degree program array. There is university-wide support for the program, and all relevant and required governance bodies have completed their review processes. In addition, the necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the program. I thus send the proposal forward with broad university-wide support, governance approval, and my endorsement.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with first enrollments in the fall of 2027. We are requesting that this proposal be scheduled for consideration at the April 2026 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

Attachments: Request for Authorization to Implement (Parts A and B), Cost and Revenue Projections, Cost and Revenue Projections Narrative

Copies:

- Jennifer L. Mnookin, Chancellor, UW–Madison
- Eric Wilcots, Dean, College of Letters & Science
- Ruth Litovsky, Associate Dean, College of Letters & Science
- Kim Grocholski, Academic Planner, College of Letters & Science
- Rob Cramer, Vice Chancellor for Finance and Administration
- David Murphy, Associate Vice Chancellor for Finance and Administration
- Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
- Michelle Young, Associate Vice Provost for Academic Planning
- Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF AUDIOLOGY
IN AUDIOLOGY,
UNIVERSITY OF WISCONSIN–STEVENS POINT**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Doctor of Audiology in Audiology at the University of Wisconsin–Stevens Point

Resolution C.3. That, upon the recommendation of the Chancellor of the University of Wisconsin–Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Audiology in Audiology program at the University of Wisconsin–Stevens Point.

SUMMARY

The University of Wisconsin–Stevens Point proposes to establish an independent Doctor of Audiology (Au.D.) degree program. The Universities of Wisconsin currently offers a Doctor of Audiology (Au.D.) Collaborative Program that is jointly administered by UW-Stevens Point and UW-Madison. Prior to the establishment of the collaborative program in 2006, UW-Stevens Point offered an independent, accredited Master of Science audiology program from 1973-2006. This program combined with the program at UW-Madison to offer a collaborative Au.D. degree due to the revised accreditation standards required by the professional organization. The proposed independent Doctor of Audiology (Au.D.) program at UW-Stevens Point will continue to serve the central and northern regions of Wisconsin by training clinical audiologists to serve people of all ages with suspected and documented hearing loss via an evidenced-based approach to graduate education. The program will require a total of 96 graduate credits, comprised of 52 credits of didactic coursework and 44 credits of practicum courses. Coursework and practicums are aligned with both the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards and the American Speech-Language-Hearing Association (ASHA) knowledge and skill outcomes, ensuring graduates are fully prepared for clinical practice and ASHA certification. The program will utilize a service-based pricing tuition model and expects to enroll 15 new students per year. With career opportunities for audiologists expected to

grow nationally over the next decade, the program at UW-Stevens Point will educate future audiologists to meet the demand of both the regional and national workforce needs.

Presenters

- Marty Loy, Interim Provost and Vice Chancellor of Academic Affairs, UW-Stevens Point

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Information on recent academic program changes is available on the program monitoring dashboard at <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF AUDIOLOGY (Au.D.)
AT THE UNIVERSITY OF WISCONSIN-STEVENSON POINT
PREPARED BY UW-STEVENSON POINT**

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish an independent Doctor of Audiology (Au.D.) degree program. The Universities of Wisconsin currently offers a Doctor of Audiology (Au.D.) Collaborative Program that is jointly administered by UW-Stevens Point and UW-Madison. Prior to the establishment of the collaborative program in 2006, UW-Stevens Point offered an independent, accredited Master of Science Audiology program from 1973-2006. This program combined with the program at UW-Madison to offer a collaborative Au.D. degree due to the revised accreditation standards required by the professional organization. The proposed independent Doctor of Audiology (Au.D.) program at UW-Stevens Point will continue to serve the central and northern regions of Wisconsin by training clinical audiologists to serve people of all ages with suspected and documented hearing loss via an evidenced-based approach to graduate education. The program will require a total of 96 graduate credits, comprised of 52 credits of didactic coursework and 44 credits of practicum courses. Coursework and practicums are aligned with both the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards and the American Speech-Language-Hearing Association (ASHA) knowledge and skill outcomes, ensuring graduates are fully prepared for clinical practice and ASHA certification. The program will utilize a service-based pricing tuition model and expects to enroll 15 new students per year. With career opportunities for audiologists expected to grow nationally over the next decade, the program at UW-Stevens Point will educate future audiologists to meet the demand of both the regional and national workforce needs.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Stevens Point

Title of Proposed Academic Program

Doctor of Audiology (Au.D.)

Degree Designation

Doctor of Audiology (Au.D.)

Proposed Classification of Instructional Programs (CIP) Code

51.0202 Audiology/Audiologist

Mode of Delivery

Single Institution, Mixed Modality

Department

Communication Sciences and Disorders

College, School, or Functional Equivalent

School of Health Sciences and Wellness; College of Professional Studies

Proposed Date of Authorization

April 2026

Proposed Date of Implementation

August 2027

PROGRAM INFORMATION**Overview of the Program**

The UW-Stevens Point Department of Communication Sciences and Disorders (CSD) in the School of Health Sciences and Wellness proposes a Doctor of Audiology (Au.D.) program designed for students to complete in three years. The program requires a total of 96 graduate credits and will be comprised of 52 credits of didactic coursework and 44 credits of practicum experiences. Courses and practicums are aligned with both the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards and the American Speech-Language-Hearing Association (ASHA) knowledge and skill outcomes, ensuring graduates are fully prepared for clinical practice and ASHA certification.

The curriculum will integrate rigorous academic coursework with extensive hands-on clinical/practicum education. Students will complete a minimum of 1,820 hours of supervised practicum with licensed audiologists holding ASHA certification (CCC-A). Clinical education will include diverse experiences, practicing in Ear, Nose, and Throat (ENT) offices, private audiology clinics, hospital and medical settings, educational audiology placements in schools, as well as community service opportunities such as hearing screenings at Special Olympics games, the Aging and Disability Resource Center of Portage County, and surrounding childcare centers. Students will begin with an on-campus clinical practicum and simulation labs in their first year, followed by on-and off-campus clinical placements in their second year. A formal clinical/practicum assessment will be conducted at the end of

the first year to ensure a students' readiness for both off-campus clinical placements and for mentoring new, incoming students. The third and final year of the program will include a full-time externship, offering immersion in advanced clinical practice, and one online didactic course every semester. The program emphasizes high impact practices (HIPs), including simulation-based learning, service-learning through community screenings, interprofessional collaboration across healthcare disciplines, and structured mentoring. A rural health emphasis and strong community partnerships will broaden student opportunities, while the program's accelerated three-year format allows for efficient entry into the profession.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The first year of admission will be summer of 2028. Students will complete the program in three years.

Table 1: Doctor of Audiology (Au.D.) Projected Enrollments and Graduates

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	15	15	15	15
Continuing Students	0	14	28	28	28
Total Enrollment	15	29	43	43	43
Graduating Students	0	0	14	14	14

Enrollment projections are based on the current number of applicants and students enrolled in the collaborative Au.D. program with UW-Madison as well as data from the national Communication Sciences and Disorders Centralized Application Service (CSDCAS). Enrollment will be capped at 15 new students each year to ensure clinical placements for all students in both on- and off-campus locations. The projected enrollment will not impact any other programs at UW-Stevens Point. Based on the current UW-Stevens Point Au.D. retention rate of 100% for the past five years, it is not anticipated that there will be much attrition in the new UW-Stevens Point program. However, for budgeting purposes, the attrition rate for the independent program has been conservatively set to 9% for first-year students and to 0% for second and third-year students (see Table 1). Retention for the Au.D. program on the UW-Stevens Point campus is currently supported through regular meetings with students, graduate assistantships and stipends, school and university-level scholarships, counseling and mental health service access, and competency-based remediation.

By the end of Year 5, a total of 75 students will have enrolled in the program, and 42 students are projected to have graduated from the program. There is confidence in the ability to enroll cohorts of 15 students annually in the new Doctor of Audiology (Au.D.) program. Admission into Au.D. programs is highly competitive nationwide, with more

qualified applicants than available seats and an average acceptance rate of just 51.5%¹. Regional availability is limited – there is currently only one Au.D. program in Wisconsin and one each in Minnesota, Iowa, and South Dakota. There are currently no audiology programs in North Dakota, Montana, Wyoming, Maine, New Hampshire, Vermont, or Rhode Island. This positions UW-Stevens Point to attract a strong applicant pool. The confidence in the projected enrollment is further supported by growing workforce demand for audiologists, the program’s service-based pricing model that offers the same tuition for nonresident and resident students, and the program’s emphasis on preparing graduates to serve rural communities – addressing a critical need in states without Au.D. programs.

Tuition Structure

As a service-based pricing program in accordance with SYS 805, *Tuition and Fee Policies for Credit Instruction*², the Au.D. program will charge a tuition of \$890 per credit. Based on this budget model, tuition is expected to provide revenue to support all program operations. There will be no difference in resident versus non-resident tuition which will appeal to prospective non-resident students. Students will be assessed segregated fees during years 1 and 2 of approximately \$865 per academic semester and \$546 for summer. During year 3, students will be charged 50% of student segregated fees as they will be off campus and may not reside in the state.

Student Learning and Program Outcomes

The Doctor of Audiology (Au.D.) learning outcomes will ensure that graduates acquire the competencies, knowledge, and professional behaviors necessary for independent practice as licensed audiologists. They will align with the standards set forth by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and reflect the expectations of national professional organizations including the American Speech Language Hearing Association (ASHA), the American Academy of Audiology (AAA), and state professional organizations, such as Wisconsin Speech-Language Pathology (WSHA) and Audiology Association and Wisconsin Academy of Audiology (WAAA). These learning outcomes will position graduates to meet all licensure requirements in the United States as well as prepare them to pass the Praxis Examination in Audiology.

The proposed Au.D. program will have the following program outcomes which match the current collaborative Au.D. program.

1. *Foundations of Practice*: Possess knowledge of normal aspects of auditory physiology and behavior over the life span and normal development of speech and language.
2. *Foundations of Practice*: Demonstrate an understanding of the effects of hearing loss on communication and educational, vocational, social, and psychological

¹ CSD Education Survey: Communication Sciences and Disorders Education Trend Data

² <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/>

functioning.

3. *Foundations of Practice*: Possess knowledge of pathologies related to hearing and balance and their medical diagnosis and treatment.
4. *Foundations of Practice*: Demonstrate clinically appropriate oral and written communication skills.
5. *Foundations of Practice*: Recognize principles and practices of research, including experimental design, statistical methods, and application to clinical populations.
6. *Prevention, Identification, and Assessment*: Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
7. *Prevention, Identification, and Assessment*: Demonstrate abilities to assess individuals with suspected disorders of hearing, communication, balance, and related systems.
8. *Prevention, Identification, and Assessment*: Evaluate information from appropriate sources and obtaining a case history to facilitate assessment planning.
9. *Prevention, Identification, and Assessment*: Conduct and interpret behavioral and/or electrophysiologic methods to assess hearing thresholds, auditory neural function, balance and related systems.
10. *Prevention, Identification, and Assessment*: Prepare reports, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.
11. *Intervention*: Provide intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.
12. *Intervention*: Develop culturally appropriate, audiologic rehabilitative management plans.
13. *Intervention*: Evaluate the efficacy of intervention (treatment) services.
14. *Professional Conduct*: Recognize and apply principles of ethical and professional conduct.
15. *Professional Conduct*: Apply skills for life-long learning.
16. *Professional Conduct*: Demonstrate teamwork and problem solving.
17. *Professional Conduct*: Possess knowledge of contemporary professional issues and advocacy.
18. *Professional Conduct*: Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.
19. *Professional Conduct*: Provide counseling and supportive guidance regarding hearing and balance disorders to patients, family, caregivers, and relevant others.

Program Curriculum

In Table 2 below, the specific coursework and credit load are listed for the proposed three-year, year-round, Au.D. graduate program. The academic coursework is offered over nine total terms. Students will also enroll in practicum courses (e.g., CSD 991-993 Clerkship

in Audiology) each term. All knowledge and skill standards for accreditation are covered in this array of courses. Students will begin their practicum learning on campus in the Speech, Language and Hearing Clinic for three terms. Students will be placed in part-time off-campus rotations for practicum during their fourth through sixth terms during the second year. Students will complete the program with a full-time externship during terms seven through nine. The students will use knowledge learned in the classroom at each clinical practicum experience for applied hands-on learning each term. In addition, clinical experiences during the second-year summer term involves mentoring students in the first year. Each student will receive individualized advising each term of the program.

Table 2: Doctor of Audiology (Au.D.) Program Curriculum

General education courses required for graduation:

N/A

Program prerequisites or support courses:

Basic American Sign Language	2 credits
Language Development	3 credits

Academic degree program or major course requirements:

CSD 952 Hearing Assessment Lecture	3 credit(s)
CSD 953 Hearing Assessment Lab	1 credit(s)
CSD 950 Hearing Science	3 credit(s)
CSD 954 Electroacoustics and Instrument Calibration Lecture	2 credit(s)
CSD 955 Electroacoustics and Instrument Calibration Lab	1 credit(s)
CSD 956 Amplification Systems 1 Lecture	3 credit(s)
CSD 957 Amplifications Systems 1 Lab	1 credit(s)
CSD 962 Pathologies and tinnitus	2 credit(s)
CSD 958 Clinical Physiological Assessment Lecture	3 credit(s)
CSD 959 Clinical Physiological Assessment Lab	1 credit(s)
CSD 966 Amplification Systems 2	3 credit(s)
CSD 945 The Human Balance System: Structure, Assessment and Rehabilitation Lecture	2 credit(s)
CSD 946 The Human Balance System: Structure, Assessment and Rehabilitation Lab	1 credit(s)
CSD 960 Clinical Physiological Assessment 2	2 credit(s)
CSD 963 Implantable Auditory Protheses	3 credit(s)
CSD 934 Counseling in Audiology	2 credit(s)
CSD 932 Pediatric Audiology	3 credit(s)
CSD 936 Pediatric Habilitation and Rehabilitation	4 credit(s)
CSD 965 Practice Management	3 credit(s)
CSD 935 Research Methods	3 credit(s)
CSD 933 Occupational Audiology	2 credit(s)
CSD 929 Seminar: Problems in Audiology*	4 credit(s) (Total)
CSD 990 Clinical Practicum Assessment	1 credit(s)
CSD 991 Clerkship in Audiology**	12 credit(s) (Total)

CSD 992 Clerkship in Audiology***	13 credit(s) (Total)
CSD 993 Externship in Audiology****	18 credit(s) (Total)
Total Credits	96 credit(s)

*CSD 929 taken for 2 credits over two semesters for a total of 4 credits

**CSD 991 taken for 4 credits over three semesters for a total of 12 credits

***CSD 992 taken for 5 credits in one semester & 4 credits over 2 semesters for a total of 13 credits

****CSD 993 taken for 6 credits over three semesters for a total of 18 credits

Collaborative Nature of the Program

The UW-Stevens Point Au.D. Program will continue to collaborate with the UW-Stevens Point Department of Communication Sciences and Disorders Speech, Language and Hearing Clinic, and other graduate programs on campus (e.g., speech-language pathology, athletic training, physical therapy). The program collaborates with community partners to provide hearing screenings at the Aging and Disability Resource Center of Portage County, Gesell Institute 4K and Preschool, and campus day care center. The UW-Stevens Point School of Health Sciences and Wellness Health Advisory Council, an external community group comprised of leaders from K-12, healthcare, and health non-profit organizations in the region, are also collaborative partners for the program.

Projected Time to Degree

The projected time for degree completion is three years based on full-time enrollment across nine terms (three terms per year: summer, fall, and spring).

Accreditation

The existing Au.D. collaborative program between UW-Stevens Point and UW-Madison is accredited by the Council on Academic Accreditation in Audiology and Speech-Language-Pathology (CAA) through February 2031. Additionally, UW-Stevens Point is currently authorized by the Higher Learning Commission to award the Doctor of Audiology degree. The UW-Stevens Point Au.D. program proposed here will apply for independent accreditation status in the summer of 2026. According to staff at the Council on Academic Accreditation in Audiology and Speech-Language-Pathology (CAA), a program that applies for accreditation in 2026 will have a decision communicated on August 1, 2027. If successful, the program will enroll students to begin in the summer 2028 term.

JUSTIFICATION

Rationale

UW-Stevens Point has a rich long-standing history of offering an audiology educational program since 1966 when the bachelor's degree (and then the master's degree) was required to practice audiology. Cumulatively, from 1966 through 1995, UW-Stevens Point graduated over 250 students. Since 2006, the collaborative program between UW-Stevens Point and UW-Madison has offered a four-year doctoral (Au.D.) pathway for

students. Due to growth and changes on both campuses over the last 20 years, UW-Stevens Point is seeking authorization for an independent program to capitalize on the university's strengths and resources. The UW-Stevens Point independent program will allow students to complete the program in three years.

The UW-Stevens Point campus and community have been, and continue to be, committed to providing outstanding clinical education to students and providing clinical services to people of central and northern Wisconsin. In addition, the clinical doctoral program in audiology directly supports the UW-Stevens Point Select Mission³ in providing programs that help communities become more vibrant, healthy, prosperous, and sustainable. Lastly, UW-Stevens Point trains a diverse healthcare pipeline, fostering rural partnerships, and creating initiatives that directly address the unique needs of rural populations, ensuring accessible, patient-centered care. Continuing to train audiologists in central and northern Wisconsin is imperative to the health of our communities.

Institution and Universities of Wisconsin Program Array

There is currently only one graduate program in audiology offered in the Universities of Wisconsin system of universities – the current collaborative program between UW-Stevens Point and UW-Madison. Both universities are proposing to offer independent graduate programs in audiology. The program proposed here by UW-Stevens Point will function as an independent program beginning in the summer of 2028. The collaborative graduate program in audiology between UW-Stevens Point and UW-Madison will continue teaching enrolled students through May of 2030 and then will dissolve.

The current and proposed audiology programs are sponsored by the Department of Communication Sciences and Disorders (CSD) in the School of Health Sciences and Wellness at UW-Stevens Point. The CIP code for the current collaborative program and proposed independent program is 51.0202 (Audiology/Audiologist). The CSD department also offers a Master of Science in Speech-Language Pathology, and an undergraduate degree in Communication Sciences and Disorders (CIP code 51.0201) which prepares students to apply for graduate school in the area of audiology or speech-language pathology. In addition to the UW-Stevens Point undergraduate program in Communication Sciences and Disorders, there are three other UW universities with an undergraduate and master's program in this field in CIP code 51.0201. These include UW-Eau Claire, UW-River Falls, and UW-Whitewater. UW-Madison and UW-Milwaukee offer undergraduate and graduate programs in Communication Sciences and Disorders in CIP code 51.0204.

Need as Suggested by Current Student Demand

According to the Communication Sciences and Disorders Centralized Application Service (CSDCAS) 2023-2024 Applicant Data Report, 3113 verified audiology applications

³ <https://www3.UW-Stevens Point.edu/about/Pages/missionStatement.aspx>

were received with a mean of 51 applicants per program nationwide⁴. With a growing demand for audiologists in the U.S., student demand for audiology programs will likely increase as well. The collaborative Au.D. program has a 20-year history of student demand for the program. Using the UW-Madison application only, the collaborative program averaged approximately 70 applications annually over the last five years to produce a cohort of 15 students (five at UW-Stevens Point and 10 at UW-Madison). The proposed UW-Stevens Point Au.D. program will utilize the national Communication Sciences and Disorders Centralized Application Service (CSDCAS) – an online portal managed by the Council of Academic Programs in Communication Science and Disorders. By utilizing the national CSDCAS while concomitantly promoting the shortened program time frame (i.e., three years instead of four), we confidently predict enrollment in the independent graduate program in audiology at UW-Stevens Point will produce new student cohorts of 15 students per year. The new degree program will also provide additional opportunities for students in the B.S. in Communication Sciences & Disorders program at UW-Stevens Point who would like to remain in central and northern Wisconsin. It is anticipated that a majority of the graduates will remain in the region and neighboring states based on recent UW-Stevens Point Au.D. graduate data.

Need as Suggested by Market Demand

Employment growth of audiologists is projected to be 9% between 2024 and 2034, which is much faster than average for all occupations according to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook⁵. There is also a market demand for audiology services in the region. According to the Wisconsin Department of Health Services (2025), the percentage of people ages 60 and older is projected to grow approximately 7% in central Wisconsin by 2050⁶.

⁴ capcsd.org/assets/pdf/2023-2024-CSDCAS-Applicant-Data-Report/

⁵ <https://www.bls.gov/ooh/healthcare/audiologists.htm>

⁶ [Aging: Demographics in Wisconsin | Wisconsin Department of Health Services](#)

University of Wisconsin - Stevens Point						
Cost and Revenue Projections For Newly Proposed Doctor of Audiology						
	Items	Projections				
		2028-29	2029-30	2030-31	2031-32	2032-33
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	15	15	15	15
	Enrollment (Continuing Student) Headcount	0	14	28	28	28
	Enrollment (New Student) FTE	15	15	15	15	15
	Enrollment (Continuing Student) FTE	0	14	28	28	28
II	Total New Credit Hours	585	1047	1383	1383	1383
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	0	0.547	0.917	0.917	0.917
	FTE of Current Fac/IAS	2.79	3.083	3.083	3.083	3.083
	FTE of New Admin Staff	0.75	0.75	0.75	0.75	0.75
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	Revenues					
	Tuition	\$520,650	\$931,830	\$1,230,870	\$1,230,870	\$1,230,870
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation - From Workforce Development					
	Total Revenue	\$520,650	\$931,830	\$1,230,870	\$1,230,870	\$1,230,870
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$146,880	\$228,413	\$235,265	\$242,323	\$249,593
	Instructional Academic Staff	\$120,960	\$130,522	\$172,120	\$177,284	\$182,603
	Administrative and Student Support Staff	\$81,616	\$84,064	\$86,586	\$89,184	\$91,860
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$162,260	\$206,830	\$231,048	\$237,979	\$245,118
	Fringe University Staff	\$6,020	\$6,201	\$6,387	\$6,578	\$6,776
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
Supplies & Expenses	\$157,950	\$248,792	\$319,609	\$319,610	\$319,611	
Other (please list)						
Total Expenses	\$675,686	\$904,822	\$1,051,015	\$1,072,958	\$1,095,561	
Net Revenue	-\$155,036	\$27,008	\$179,855	\$157,912	\$135,309	

Provost's Signature:

Date:

3/10/2026

Chief Business Officer's Signature:

Date:

3/11/2026

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN–STEVENS POINT DOCTOR OF AUDIOLOGY (AU.D.)

PROGRAM INTRODUCTION

UW-Stevens Point proposes to establish an independent Doctor of Audiology (Au.D.) degree program. The program will require a total of 96 graduate credits, comprised of 52 credits of didactic coursework and 44 credits of practicum courses. Coursework and practicums are aligned with both the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards and the American Speech-Language-Hearing Association (ASHA) knowledge and skill outcomes, ensuring graduates are fully prepared for clinical practice and ASHA certification. This program will utilize a service-based pricing tuition model and is structured as a cohort model, with students graduating in three years.

Section I – Enrollment

Table 1 below represents enrollment and program completion projections for the first five years of the program. The proposed Doctor of Audiology program will enroll a cohort of 15 new students each year. The retention rate is conservatively projected at 91% for first-year students and 100% for second and third-year students. These retention percentages are based on student retention rates in the current collaborative Au.D. program with UW-Madison. The collaborative program has sustained 100% retention over the last five years on the UW-Stevens Point campus.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	15	15	15	15	15
Enrollment (Continuing Student) Headcount	0	14	28	28	28
Total Enrollment	15	29	43	43	43
Graduating	0	0	14	14	14
Attrition	1	1	1	1	1

Section II – Credit Hour

Table 2 below represents credit hour projections for the first five years of the proposed Au.D. program. New courses will be developed and taught by faculty at UW-Stevens Point for the proposed independent three-year Au.D. program. For the purpose of distinguishing the independent UW-Stevens Point Au.D. program proposed here from the current collaborative program, student credit hours for the new program are all listed in

Table 2 as new student credit hours since the revenue generated by these credit hours will be derived from instruction of the new students in the independent program.

Table 2: Five-Year Credit Hours

Credit Hours	Year 1	Year 2	Year 3	Year 4	Year 5
New Credit Hours	585	1047	1383	1383	1383
Existing Credit Hours					
Total Credit Hours	585	1047	1383	1383	1383

Section III – Faculty and Staff Appointments

Table 3 below represents new faculty and staff appointments for the proposed independent Au.D. program. The projections in Years 1 through 5 reflect faculty and academic staff teaching loads necessary for instruction of the proposed program. UW-Stevens Point has 3.083 FTE assigned to teach in the current collaborative Au.D. program with UW-Madison. This current UW-Stevens Point FTE will be assigned in Year 1 to teach in both the collaborative Au.D. program and the proposed UW-Stevens Point Au.D as courses are phased out of the collaborative program. When cohorts are fully enrolled in the proposed independent program at UW-Stevens Point in Year 3, UW-Stevens Point will require a total of 5.0 FTE of faculty and staff.

Table 3: Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of Existing Faculty/Instructional Staff	2.79	3.083	3.083	3.083	3.083
FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
FTE of New Faculty/Instructional Staff	0	0.547	0.917	0.917	0.917
FTE of New Admin Staff	0.75	0.75	0.75	0.75	0.75

Section IV – Program Revenues

Table 4 below includes projected revenues for the proposed Au.D. in the first five years of the program. The projection in Year 1 reflects only the contribution of tuition revenue of new students, and the projections for Years 2 through 5 reflect the contributions of tuition revenue from both new and continuing students. Annual tuition revenues are calculated by multiplying total credit hours by \$890 a credit for each year.

Table 4: Program Revenues

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
From Tuition	\$520,650	\$931,830	\$1,230,870	\$1,230,870	\$1,230,870
Total Revenue	\$520,650	\$931,830	\$1,230,870	\$1,230,870	\$1,230,870

Tuition

The Au.D. program will operate on service-based pricing under a cost recovery model that provides revenues for the total operational costs of the program. As a service-based pricing program, tuition will be \$890 per credit. There will be no difference between resident and non-resident tuition which will appeal to non-residents. In compliance with SYS 130¹, *Programming for the Non-traditional Market in the UW System*, service-based pricing for the proposed program is appropriate because it is a customized graduate degree program that offers flexible course delivery options in Years 2 and 3. This flexibility in Years 2 and 3 will also promote a greater geographic dispersion of students.

Program Revenues and GPR

No GPR is budgeted to support this service-based pricing program.

Section V – Program Expenses

Table 5 below details the budgeted expenses relevant to the proposed Au.D. program for the first five years. Year 1 projections reflect the staffing costs associated with teaching first-year courses. Additional FTE will be required only for the first year of clinic as there will not yet be a cohort of second-year students to help balance the clinic load.

Table 5: Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries plus Fringes					
Faculty Salary	\$146,880	\$228,413	\$235,265	\$242,323	\$249,593
Instructional Academic Staff Salary	\$120,960	\$130,522	\$172,120	\$177,284	\$182,603
University and Student Support Staff Salary	\$81,616	\$84,064	\$86,586	\$89,184	\$91,860
Other Staff Salary	\$0	\$0	\$0	\$0	\$0
Faculty and Instructional Academic Staff Fringe	\$162,260	\$206,830	\$231,048	\$237,979	\$245,118
University and Student Support Staff Fringe	\$6,020	\$6,201	\$6,387	\$6,578	\$6,776
Other Staff Fringe	\$0	\$0	\$0	\$0	\$0
Other Expenses					
Facilities					
Equipment					
Operations and Supplies	\$157,950	\$248,792	\$319,609	\$319,610	\$319,611
Total Expenses	\$675,686	\$904,822	\$1,051,015	\$1,072,958	\$1,095,561

¹ SYS 130: Programming for the Non-Traditional Market in the UW System - <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/>

Salary and Fringe

The proposed program will be staffed by the three tenured faculty in the existing program and a new instructional academic staff member. Additional instructional academic staff will be contracted to teach summer clinical courses.

Facilities and Capital Equipment

The proposed program will be housed in the Department of Communication Sciences and Disorders in the College of Professional Studies at UW-Stevens Point. The current audiology program has sufficient facilities and equipment for the new program. Maintenance of equipment is funded by the program revenue generated by the Speech, Language and Hearing Clinic on campus.

Operations and Supplies

Non-personnel operational and supply expenses are provided as a total in Table 5. Total annual operation and supply expenses are based on the annual institutional overhead support charge assessed to all service-based pricing programs, program expenses for supplies, student scholarships, communication, marketing, faculty professional development, travel, and accreditation.

Section VI – Net Revenue

Table 6 below illustrates net revenues derived from the independent Doctor in Audiology program for the first five years.

Table 6: Net Revenue

Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	-\$155,036	\$27,008	\$179,855	\$157,912	\$135,309

The program is expected to return net positive revenue beginning in Year 2. Positive net revenues are projected to be \$27,008 at the end of Year 2 and increase to \$179,855 in Year 3 before slightly declining in Years 4 and 5 to \$135,309 at the end of Year 5. This modest decline in annual net revenues (relative to Year 3) in Years 4 and 5 is a result of conservative budgeting for annual instructional salary increases while holding annual tuition revenues constant. Generally, positive net revenues will be used to replace, upgrade, and fund additional equipment, purchase additional simulation tools, fund additional scholarships, and support research and professional development activities of the faculty.



University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Jay Rothman, President, University of Wisconsin System
From: Marty Loy, Interim Provost & Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Doctor of Audiology
Date: February 16, 2026

Marty

I am pleased to express the strong institutional support of the University of Wisconsin–Stevens Point for our proposed Doctor of Audiology (Au.D.) program, for which we are seeking authorization. This program aligns directly with UW–Stevens Point’s select mission and longstanding commitment to training healthcare professionals who contribute to vibrant, healthy, and resilient communities across central and northern Wisconsin. With more than five decades of history providing audiology education on our campus, the proposed independent Au.D. program represents both a natural evolution and an important expansion of our clinical training capacity.

As outlined in the proposal, the UW–Stevens Point Au.D. program will provide an accelerated three-year doctoral pathway built on rigorous academic instruction and extensive clinical education. The 96-credit curriculum integrates didactic coursework aligned with Council on Academic Accreditation (CAA) standards, more than 1,820 hours of supervised clinical practicum, and a full-time third-year externship. Students will engage in a broad range of clinical experiences, including placements in ENT practices, private clinics, hospitals, educational settings, and community service partners such as Special Olympics and the Aging and Disability Resource Center of Portage County. The program’s emphasis on rural health, high-impact practices, and interprofessional collaboration will prepare graduates to meet the needs of communities throughout Wisconsin and the region.

Enrollment projections indicate strong and stable demand, with 15 students admitted annually and cohort enrollments capped at that level to ensure high-quality practicum placements. UW–Stevens Point has historically maintained a 100% retention rate among its Au.D. students in the current collaborative program shared with UW-Madison, and national applicant data show that interest in audiology programs exceeds available seats. The Universities of Wisconsin currently hosts only one program in this field—the existing collaborative program with UW–Madison—positioning the proposed independent UW–Stevens Point program to meet a critical educational and workforce need. Nationally, many states in our region do not have a single audiology doctoral program, creating additional recruitment opportunities and fulfilling a pressing need for audiologists prepared to serve rural and underserved communities.

Labor-market indicators reinforce the importance of this program. According to the U.S. Bureau of Labor Statistics, employment of audiologists is projected to grow by 11% from 2023 to 2033, much faster than the average for all occupations. Regional demographics further point to increasing need for hearing and balance services as the population of older adults rises across central and northern Wisconsin. The program’s service-based pricing model, with no distinction between resident and nonresident tuition, positions UW–Stevens Point to attract a strong applicant pool while ensuring financial sustainability.

The independent Au.D. program will build on the strengths of our Department of Communication Sciences and Disorders, our accredited clinical training infrastructure, and our strong network of community partners. It complements our existing undergraduate and graduate programs in communication sciences and disorders.

We are confident that this program will enhance our academic portfolio, strengthen healthcare access in our region, and prepare graduates for meaningful clinical careers. Please let me know if you need any additional information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF PHILOSOPHY IN
WISCONSIN IDEA EXECUTIVE EDUCATIONAL LEADERSHIP
PREPARATION PROGRAM,
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Doctor of Philosophy in Wisconsin Idea Executive Educational Leadership Preparation Program at the University of Wisconsin-Madison.

Resolution C.4. That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Philosophy in Wisconsin Idea Executive Educational Leadership Preparation Program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Doctor of Philosophy (Ph.D.) in Wisconsin Idea Executive Educational Leadership Preparation Program. The proposed program will replace and elevate the existing Ph.D. in Educational Leadership and Policy Analysis subplan/named option titled Wisconsin Idea Executive Ph.D. Cohort to a standalone degree program. Updated and unique program learning outcomes will better reflect the curriculum's goals and priorities. Graduates will be prepared to enter jobs working as superintendents and other district-level leadership roles in school districts. The proposed program meets the requirements for WI-5003 District Administrator license (formerly Superintendent) through the Wisconsin Department of Public Instruction. The 60-credit program will be offered in person and will include 75 hours in field placement(s) and a culminating dissertation. Industry data reflects substantial demand for superintendents in Wisconsin and persistent vacancies among Wisconsin school districts. Service-based tuition pricing will be applied to this program.

Presenters

- John Zumbrunnen, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Information on recent academic program changes is available on the program monitoring dashboard at <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF PHILOSOPHY IN
WISCONSIN IDEA EXECUTIVE EDUCATIONAL LEADERSHIP
PREPARATION PROGRAM
AT THE UNIVERSITY OF WISCONSIN–MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)–Madison proposes to establish a Doctor of Philosophy (Ph.D.) in Wisconsin Idea Executive Educational Leadership Preparation Program. The proposed program will replace and elevate the existing Ph.D. in Educational Leadership and Policy Analysis subplan/named option titled Wisconsin Idea Executive Ph.D. Cohort to a standalone degree program. Updated and unique program learning outcomes will better reflect the curriculum’s goals and priorities. Graduates will be prepared to enter jobs working as superintendents and other district-level leadership roles in school districts. The proposed program meets the requirements for WI-5003 District Administrator license (formerly Superintendent) through the Wisconsin Department of Public Instruction. The 60-credit program will be offered in person and will include 75 hours in field placement(s) and a culminating dissertation. Industry data reflects substantial demand for superintendents in Wisconsin and persistent vacancies among Wisconsin school districts. Service-based tuition pricing will be applied to this program.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Madison

Title of Proposed Academic Program

Wisconsin Idea Executive Educational Leadership Preparation Program

Degree Designation(s)

Doctor of Philosophy (Ph.D.)

Proposed Classification of Instructional Program (CIP) Code

13.0411 Superintendency and Educational System Administration

Mode of Delivery

Single Institution; In Person

Department or Functional Equivalent

Department of Educational Leadership and Policy Analysis

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

September 2026

PROGRAM INFORMATION**Overview of the Program**

The proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program will be an in-person 60-credit program completed over three to four academic years. Students will engage in courses over seven consecutive semesters. The Ph.D. program curriculum matches the existing Ph.D. in Educational Leadership and Policy Analysis subplan/option in Wisconsin Idea Executive Ph.D. Cohort. Elevating the current subplan/option to a standalone program will enable the proposed program to maintain a unique set of requirements, which is not possible as a subplan/option. The program is designed for students who plan to pursue careers as superintendents and/or other district-level leadership roles in K-12 school districts.

The Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program focuses explicitly on K-12 school district-level leadership. Graduates will be prepared to lead and implement strategies to dramatically improve student performance and close achievement gaps. The program provides a coordinated plan that allows students to defend their dissertations within three to five years. The dissertations focus on relevant issues in K-12 leadership at the school, district, or community level, as well as on efforts to improve performance for all students. Cohort students receive training in qualitative and quantitative inquiry and analysis and are expected to develop a dissertation study design appropriate to address their research questions. Students complement their dissertation with a 75-hour practicum to obtain hands-on knowledge in the field under the guidance of department faculty in order to meet the Wisconsin Department of Public Instruction (DPI) requirements for licensure for any or all of the following: Director of Instruction, Director of Special Education and Pupil Services, and Superintendent.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. In Year 1, 40 continuing students are expected to move from the existing Ph.D. in Educational Leadership and Policy Analysis subplan/option in Wisconsin Idea Executive Ph.D. Cohort into the new program. Over the first five years of the program, the average student retention rate is projected to be 82.5 percent, which is based on the UW-Madison Graduate School's average completion rate for doctoral degrees. The proposed program will admit new cohorts every other fall semester, which is reflected in new cohorts entering the program in years 1, 3, and 5. By the end of Year 5, it is expected that 54 new students (excluding students moving from the subplan/option) will have enrolled in the program and 49 students will have graduated.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	17	0	18	0	19
Continuing Students	40	36	19	24	10
Total Enrollment	57	36	37	24	29
Graduating Students	13	13	13	14	0

Tuition Structure

The tuition structure for the proposed program will be based on service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. Enrolled students will pay \$670.47 per credit. This rate is equitable to the per-credit standard tuition for FY 2025-26. In addition, students will pay segregated fees. The FY 2025-26 segregated fee rate is \$143.92 per credit. The proposed program will follow the same financial model as the current subplan, because the university's budget model/approach is currently under revision. Leadership in the School of Education and the department will continue to analyze and evaluate the program's finances moving forward to ensure the appropriate budget model is in place.

Student Learning Outcomes and Program Objectives

The learning outcomes of the proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program are:

1. Articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the study of educational leadership.
2. Formulate ideas, concepts, designs, and/or techniques beyond the boundaries of knowledge within the study of educational leadership.
3. Create research or scholarship that makes a substantive contribution to the field of practice.
4. Demonstrate breadth within their learning experiences through experiences and artifacts in curriculum and instruction, leadership, personnel, and knowledge and skill development gained through field placements.
5. Advance contributions to society in the study and practice of educational leadership.

6. Communicate complex ideas in a clear and understandable manner.
7. Understand the role of the Superintendent as the district's "first" educational leader.
8. Identify and view the issues and decisions inherent in district leadership through a social justice lens leading to the elimination of inequity for both students and staff.
9. Explore the many roles and perspectives of the Superintendent as educator, corporate leader and community leader.
10. Develop an understanding of the fundamental personal leadership skills necessary to lead an organization.
11. Recognize the impact that local, state, national and international events/trends (both actual and perceived) have on the office of the Superintendent.
12. Recognize the difference between leadership and management.

Program Requirements and Curriculum

Table 2 illustrates the proposed program's curriculum. The program requirements total 60 credits, and the curriculum matches the existing Wisconsin Idea Executive subplan/named option in the Ph.D. in Educational Leadership and Policy Analysis, except that 15 elective credits have been eliminated. In the current subplan/option, students "transferred" these 15 elective credits from their master's degree to the Ph.D. To simplify that process and comply with the graduate school's updated credit transfer policy, those 15 credits are now an admission requirement satisfied by the master's degree; thus, the change is a process update and not a substantive change to program requirements.

Table 2: Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program Curriculum

Required Courses:		36 credits
ELPA 810	Doctoral Inquiry in Educational Leadership and Policy Analysis	3 credits
ELPA 822	Introduction to Quantitative Inquiry in Education	3 credits
ELPA 824	Introduction to Qualitative Inquiry in ELPA	3 credits
ELPA 825	Dissertation Proposal Writing in ELPA	3 credits
ELPA/RP & SE 835	Leadership for Inclusive Schooling	3 credits
ELPA 846	The School Superintendency	3 credits
ELPA 860	Seminar in Educational Finance	3 credits
ELPA 870	The Politics of Education	3 credits
ELPA 875	Theory and Practice of Educational Planning	3 credits
ELPA 910	Seminar in Educational Law	3 credits
ELPA 911	Authentic Pedagogy and Achievement	3 credits
ELPA 960	Seminar in Educational Finance	3 credits
Special Topics		6 credits
ELPA 940	Special Topics Seminar in Educational Leadership	3 credits
ELPA 940	Special Topics Seminar in Educational Leadership	3 credits

Research or Thesis	9 credits
ELPA 990 Research or Thesis	
Breadth	9 credits
Total Credits	60 credits

The Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program will most often be awarded to students interested in pursuing an educational administrator license through DPI. To be eligible for a superintendent license in Wisconsin, applicants must be enrolled in a Ph.D. program and have completed preliminary exams (i.e., dissertation proposal) or hold an Educational Specialist (Ed.S. degree). While enrolled, they must complete 75 hours in fieldwork placement. The field experience includes specific activities in leadership, curriculum and instruction, personnel, and skill development. Upon completion of the Ph.D. program, the transcript will reflect the degree credential and certify the graduate's eligibility to apply for an initial educational administrator license through DPI. Students in this program are also eligible for two additional district-level licenses: Director of Instruction and Director of Special Education and Pupil Services, which requires an additional 75 hours of fieldwork.

Projected Time to Degree

The projected time-to-degree for the proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program is 48 months or 12 terms, including summers; this equates to four calendar years. Students will complete an average of 18 credits per year in their first three years in the program, and an average of 6 credits in their final year in dissertator status. The program is designed for working professionals, so the time-to-degree may vary due to a combination of factors consistent with the complex needs of adult students. These factors might include shifts in expectations at work and changes in personal obligations. Should a student need to temporarily leave the program, they will submit an official Leave of Absence request and will return to the next course sequence in their cohort or with a future cohort, depending on the length of time on leave from the program.

Accreditation

The proposed program will not require additional programmatic accreditation. The program will be included under UW-Madison's institutional accreditation through the Higher Learning Commission. As well, the proposed degree program is expected to retain the necessary approvals to endorse graduates to apply for educational administrator licenses through DPI. The curriculum has been reviewed and approved by DPI. The UW-Madison School of Education is authorized to award educational administrator certifications on graduates' transcripts. DPI will periodically review the new degree program to ensure it continues to meet licensing requirements.

PROGRAM JUSTIFICATION

Rationale

There is a substantial need to prepare educational leaders in Wisconsin. The Wisconsin DPI requires individuals to hold a Ph.D. or an Educational Specialist (Ed.S.) to qualify for a license as a superintendent. This proposed degree program, like the current subplan/option, meets this requirement. Among Wisconsin's 421 school districts, more than 10 percent appoint a new superintendent annually. For the 2025-26 school year, Wisconsin school districts will have experienced 59 leadership changes at the superintendent level, and 43 districts will be led by new superintendents.

This proposal seeks to elevate the existing Ph.D. in Educational Leadership and Policy Analysis subplan/option in Wisconsin Idea Executive Ph.D. Cohort into a unique, standalone degree program. The proposed new program will benefit from having a unique degree name and set of requirements, something that is not possible as a subplan/option. In addition, updated and unique program learning outcomes will better reflect the curriculum's goals and priorities. Graduates will be prepared to enter jobs working as superintendents and other district-level leadership roles in school districts. This program meets the requirements for the WI-5003 District Administrator license (formerly Superintendent) through the Wisconsin Department of Public Instruction. The new standalone degree remains a rigorous program that is designed to allow students to work full-time while pursuing their degree. Classes meet on weekends during the fall and spring semesters, and students attend classes full-time one week per month during the summer. The projected time-to-degree is 48 months or 12 terms, including summers; this equates to four calendar years.

The name of the standalone Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program reflects a combination of the existing subplan/option and a vision for the program's future. Current students resonate deeply with the use of *Wisconsin Idea* in the name of the program, and many share that it was part of what drew them to this program over others offered in the state. The philosophy of the Wisconsin Idea embodies the nature of this program, evidenced by its role in addressing the needs of the state government and its citizens. Many past and current leaders in Wisconsin K-12 education have completed degree programs in the Department of Educational Leadership and Policy Analysis.

A significant focus of this program is training not just superintendents but also other district-level leaders in roles such as directors of instruction, directors of special education and pupil services, and teacher leaders. Articulating that the program trains educational leaders helps encapsulate the variety of district-level leadership opportunities available to students pursuing this program. The use of the word "executive" aligns with the concept of the superintendent as chief executive officer of the school district. Peer institutions offering executive educational leadership doctoral programs include Boston College, Harvard

University, the University of Minnesota, the University of Pennsylvania, the University of Southern California, and the University of Texas at Austin, among others.

Institution and Universities of Wisconsin Program Array

UW-Madison's Department of Educational Leadership and Policy Analysis currently offers two options for students interested in applying for an administrative license through DPI. The first is the Ph.D. in Educational Leadership and Policy Analysis subplan/option titled the Wisconsin Idea Executive Ph.D. Cohort. The second is the Educational Specialist (Ed.S.) degree in Educational Leadership and Policy Analysis, which serves as a non-admitting off-ramp for students who have completed the required Ph.D. coursework but choose to complete a specialist paper instead of a dissertation.

The proposed new degree program will carry a Classification of Instructional Program (CIP) code of 13.0411 Superintendency and Educational System Administration. This CIP is for programs that focus on leading and managing multi-school educational systems and school districts and prepare individuals to serve as systems administrators and district superintendents. UW-Whitewater offers a master's degree program with this CIP, the M.S. in School Business Management and Leadership.

The existing Wisconsin Idea Executive Ph.D. Cohort subplan/option carries the CIP Code of 13.0401 Educational Leadership and Administration, General. Four UW universities offer specialist or doctoral degrees in the CIP area 13.04 (Educational Administration and Supervision). UW-Madison offers an Ed.S. and Ph.D. in Educational Leadership and Policy Analysis; UW-Milwaukee offers a Ph.D. in Urban Education; UW-Oshkosh offers an Ed.D. in Educational Leadership and Policy; and UW-Superior offers an Ed.S. in Educational Administration. In addition, several UW universities offer graduate-level preparation for the DPI Licensure for Superintendent, Director of Instruction, or Director of Special Education Pupil Services.

Need as Suggested by Student Demand

The proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program will continue to provide an opportunity for administrators working in K-12 schools in Wisconsin to pursue the district-level leadership licenses, including the superintendent license. The existing subplan/option program has consistently attracted a strong cohort of professionals on a three-year admissions cycle. Due to increased demand, a two-year admissions cycle will be implemented, moving new cohort admissions to every other year. Fourteen students joined the cohort in fall 2018, 22 in fall 2021, and 16 in fall 2024. The program received 17, 34, and 26 applications for seats in the cohorts, respectively. The goal for the new standalone degree program is to admit similar cohorts; thus, the projection is 17 new students for the 2026-27 cohort.

Need as Suggested by Market Demand

The proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program meets a significant need for educational leadership in Wisconsin. Generally, the education sector has experienced significant turnover and exodus from the profession over the past several years, impacting educational leadership roles nationally and in the state. Over the next decade, the U.S. Bureau of Labor Statistics anticipates an average 4 percent growth rate¹ for executive roles, which include education executives. However, the occupational projection does not disaggregate by industry or sector. Furthermore, in the education sector, additional factors have also contributed to substantial vacancies among the superintendent ranks in Wisconsin. In Wisconsin, for the decade 2022-2032, long-term occupational projections indicate 5.2-7.1% growth for K-12 Education Administrators, representing average annual openings of 340 positions.²

Industry data best reflects demand for superintendents in Wisconsin and the nation. In April 2022, the Wisconsin Association of School Boards (WASB) reported that the average tenure of school superintendents in Wisconsin was three years.³ According to the American Association of School Administrators (AASA), the annual turnover rate for superintendents nationally is 14-16 percent.⁴ Between 2009 and 2021, 16.2 percent of districts in Wisconsin changed superintendents.⁵ Between the 2022-23 and 2023-24 school years, more than 18 percent of districts changed superintendents. That number remained steady between 2023-24 and 2024-25 with 17.6 percent turnover. Since 2019, 65 percent of school districts in Wisconsin have experienced at least one superintendent transition.⁶

Over the past five years, the number of retirements, the number of new superintendents without previous experience, and the number of changes in the superintendency annually, have affirmed the need for programs that lead to superintendent licensure. According to AASA, the mean age of a school superintendent is 54-55 years of age.⁷ In Wisconsin, during the 2017-18 school year, 20 superintendents

¹ U.S. Bureau of Labor Statistics. (2025). Occupational Outlook Handbook: Top Executives. <https://www.bls.gov/ooh/management/top-executives.htm#tab-1>

² U.S. Department of Labor. (2025). Projections Central. State Employment Long-term Projections for Wisconsin. Education Administrators. Retrieved at <https://projectionscentral.org/longterm>

³ Wisconsin Association of School District Administrators. (2022). <https://www.wasda.org/>

⁴ American Association of School Administrators. (2022). Superintendent and district data. <https://www.aasa.org/content.aspx?id=740>

⁵ Wisconsin Policy Forum. (2002). Follow the leaders: recent trends in Wisconsin's principal and superintendent turnover. <https://wispolicyforum.org/research/follow-the-leaders-recent-trends-in-wisconsins-principal-and-superintendent-turnover/>

⁶ National Longitudinal Superintendent Database (NLSD) Data Visualization Platform. <https://thesuperintendentlab.com/communicating-our-work/nlsd-data-visualizations/>

⁷ American Association of School Administrators. (2022). Superintendent and district data. <https://www.aasa.org/content.aspx?id=740>

retired. There were 32 new superintendents and 58 changes in superintendents. The number of superintendent retirements continues to trend upward, with 27 superintendent retirements in 2018-19, 20 retirements in 2019-20, and 29 retirements in 2020-21. At the end of the 2021-22 school year, 37 superintendents retired. The 2022-23 school year saw 42 superintendents retire, while in the 2023-24 school year 30 superintendents retired. And last year, in the 2024-25 school year, 22 superintendents retired. In sum, over the past five years, 160 of 421 superintendents in Wisconsin, or 38 percent, retired from district leadership.

University of Wisconsin-Madison Cost and Revenue Projections For PhD-Wisconsin Idea Executive Educational Leadership Preparation Program						
Items		Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New) Headcount	17	0	18	0	19
	Enrollment (Continuing) Headcount	40	36	19	24	10
	Enrollment (New Student) FTE	8.5	0	9	0	9.5
	Enrollment (Continuing Student) FTE	20	18	9.5	12	5
II						
	Existing Credit Hours	855	540	555	360	435
III						
	FTE of Faculty	1	1	1	1	1
	FTE of Instructional Staff	1	1	1	1	1
	FTE of Program Support	0.5	0.5	0.5	0.5	0.5
IV						
	Revenues					
	Tuition (based on \$670.47/credit)	\$573,252	\$362,054	\$372,111	\$241,369	\$291,654
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$573,252	\$362,054	\$372,111	\$241,369	\$291,654
V						
	Expenses					
	Salaries plus Fringes					
	Faculty (\$100,000)	\$100,000	\$102,000	\$104,040	\$106,121	\$108,243
	Instructional Staff (\$60,000)	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
	Program Support (\$45,000)	\$22,500	\$22,950	\$23,409	\$23,877	\$24,355
	Fringe (34.7%)	\$63,328	\$64,594	\$65,886	\$67,204	\$68,548
	Other Expenses					
	Marketing	\$500	\$510	\$520	\$531	\$541
	Dissertation Coaches	\$4,000	\$4,080	\$4,162	\$4,245	\$4,330
	Conference Travel Expenses	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
	Total Expenses	\$252,328	\$257,374	\$262,522	\$267,772	\$273,127
	Net Revenue - Reinvestment Margin	\$320,924	\$104,680	\$109,589	-\$26,403	\$18,527

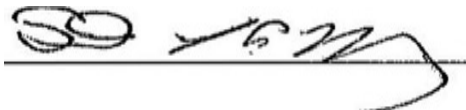
Provost's Signature:



Date:

1/8/2026

Chief Business Officer's Signature:



Date:

1/8/2026

**COST AND REVENUE PROJECTIONS NARRATIVE
DOCTOR OF PHILOSOPHY IN WISCONSIN IDEA EXECUTIVE
EDUCATIONAL LEADERSHIP PREPARATION PROGRAM
UNIVERSITY OF WISCONSIN–MADISON**

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Madison proposes to establish a Doctor of Philosophy (Ph.D.) in Wisconsin Idea Executive Educational Leadership Preparation Program, offered by the Department of Educational Leadership and Policy Analysis in the School of Education. The proposed program elevates the existing Ph.D. in Educational Leadership and Policy Analysis subplan/option of the Wisconsin Idea Executive Ph.D. Cohort to a standalone degree. The existing subplan/option and the proposed standalone degree are designed to meet the Wisconsin Department of Public Instruction (DPI) requirements for the following licenses: Director of Instruction, Director of Special Education and Pupil Services, and Superintendent. Graduates will be prepared to enter jobs working as superintendents and other district-level leadership roles in school districts. The in-person 60-credit program requires 75 additional hours of fieldwork and a dissertation. Most students in the program will be working full-time as principals in Wisconsin while enrolling part-time. The projected time-to-degree is 48 months or 12 terms, including summers; this equates to four calendar years. Service-based pricing will apply.

COST REVENUE NARRATIVE**Section I – Enrollment**

Primarily, working professionals will enroll in the Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program. As such, they will enroll part-time and are expected to complete the program in 48 months or 12 terms, including summers; this equates to four calendar years. The proposed program will admit new cohorts every other fall semester. The goal is to increase incoming cohorts from 17 to 19 new enrollments by the Year 5 admissions cycle. In Year 1, it is expected that 40 continuing students will move from the existing Ph.D. in Educational Leadership and Policy Analysis subplan/option in Wisconsin Idea Executive Ph.D. Cohort into the new program.

Enrollment estimates are based on enrollment patterns in the existing subplan/option in Wisconsin Idea Executive Ph.D. Cohort, which has an almost identical curriculum to that of the proposed Ph.D. in the Wisconsin Idea Executive Educational Leadership Preparation Program. For planning purposes, the average student retention rate is projected at 82.5%, based on the UW–Madison Graduate School’s average completion rate for doctoral degrees. By the end of Year 5, it is expected that 54 new

students (excluding students moving from the subplan/option) will have enrolled in the program and 49 students will have graduated.

Section II – Credit Hours

The program will require 60 credit hours. The projected time-to-degree for the proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program is 48 months or 12 terms, including summers; this equates to four calendar years. Students will complete an average of 18 credits per year in their first three years in the program, and an average of six (6) credits in their final year in dissertator status. For ease of calculation in the Cost and Revenue Projections spreadsheet, this is averaged out to 15 credits per year over four years. The program is designed for working professionals, so the time-to-degree may vary due to a combination of factors consistent with the complex needs of adult students. These factors might include shifts in workplace expectations and changes in personal obligations. Should a student temporarily leave the program, they will submit an official Leave of Absence request and return to the next course sequence in their cohort or to a future cohort, depending on the length of the leave from the program. Because the program and all required courses are currently being offered as a subplan/option, no new courses/credits will be required; coursework will be drawn from existing courses.

Section III – Faculty and Staff Appointments

The proposed Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program will continue to be staffed as it is in the existing subplan/option program. This includes a faculty program director, program support, and several instructional staff members serving in instructional roles. No new staff or faculty hires will be required to offer the program. The program will be implemented with one faculty member (1.0 FTE), one instructional staff member (1.0 FTE), and a half-time program staff member (0.5 FTE). These staffing levels will persist through the first five years of the program.

Section IV – Program Revenues

This program will operate on the tuition revenue generated by the credits taught in the degree program. With current projected tuition revenue and expenses, the program will be sustainable with the planned new and shared resources over its first five years.

Tuition

The tuition structure for the proposed program will be based on service-based pricing principles as articulated in SYS 130: Programming for the Non-Traditional Market in the UW System. Enrolled students will pay \$670.47 per credit. The proposed program will follow the same financial model as the current subplan. Anticipated tuition revenues are calculated by multiplying the per-credit tuition rate of \$670.47 by total credit hours. The program is expected to produce \$573,252 in tuition revenue in the first year and \$291,654 in the fifth year.

Fees

While students will pay segregated fees, these revenues are not available to the proposed program.

Program Revenues and GPR

The program will be funded from tuition. Revenue realized from the existing subplan/option will transition to the new standalone degree program. Per the Cost and Revenue Projection spreadsheet, the program will generate revenue to support itself over its first five years with some year-to-year fluctuations. The budget shows the program will have a net positive revenue of \$527,318 at the end of Year 5.

Section V – Program Expenses

Current expenses associated with administering the subplan/option will transition to the new standalone Ph.D. program. This includes \$500 for marketing, \$4,000 for dissertation coaches, and \$2,000 in conference travel expenses to promote the program. No new expenses are anticipated. These expenses are expected to increase by 2% per year and are detailed in the Cost and Revenue Projection spreadsheet.

Salary and Fringe

Instructional and non-instructional expenses, including salaries and fringe benefits for faculty, instructional staff, and program staff, are projected to total \$245,828 in Year 1. Salaries are projected to increase by 2% annually. All fringe benefits are set at 34.7%, applied to the total of faculty and staff salaries. By Year 5, the total expense for salaries plus fringe will be \$266,092.

Facilities and Capital Equipment

No new costs are anticipated in this category. The current infrastructure within the Department of Educational Leadership and Policy Analysis is sufficient to serve the degree program.

Other Expenses

There are no other expenses beyond those outlined above.

Section VI – Net Revenue


Revenue from the Ph.D. in Wisconsin Idea Executive Educational Leadership Preparation Program will be reinvested in the program itself, other academic programs in the department and, as appropriate and feasible, other programs in the School of Education. Leadership in the School of Education and the department will continue to analyze and evaluate the program's finances to ensure an appropriate budget model is in place, acknowledging that the program's existing financial model will not remain self-sustaining beyond the first 6-7 years of program administration.



Date: 8 January 2026

To: Jay O. Rothman, President, Universities of Wisconsin

CC: Johannes Britz, Senior Vice President for Academic and Student Affairs
Diane Treis, Director of Academic Programs and Student Learning Assessment

From: John Zumbrunnen, Interim Provost and Vice Chancellor for Academic Affairs 

Subject: Request for Authorization to Implement: PhD-Wisconsin Idea Executive Educational Leadership Preparation Program

Submitted Via Email Only to: oaa@wisconsin.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new PhD-Wisconsin Idea Executive Educational Leadership Preparation Program at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and will make a meaningful contribution to the university’s mission, overall academic plan, and academic degree program array. There is university-wide support for the program, and all relevant and required governance bodies have completed their review processes. In addition, the necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the program. I thus send the proposal forward with broad university-wide support, governance approval, and my endorsement.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2026 with enrollments that same term. We are requesting that this proposal be scheduled for consideration at the April 2026 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

Attachments: Request for Authorization to Implement (Parts A and B), Cost and Revenue Projections, Cost and Revenue Projections Narrative

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison
 Marcelle Haddix, Dean, School of Education
 Percival Matthews, Associate Dean, School of Education
 Cindy Waldeck, Academic Planner, School of Education
 Rob Cramer, Vice Chancellor for Finance and Administration
 David Murphy, Associate Vice Chancellor for Finance and Administration
 Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research
 Michelle Young, Associate Vice Provost for Academic Planning
 Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
 608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF FINE ARTS IN GRAPHIC DESIGN,
UNIVERSITY OF WISCONSIN-SUPERIOR**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Fine Arts in Graphic Design at the University of Wisconsin-Superior.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Fine Arts in Graphic Design program at the University of Wisconsin-Superior.

SUMMARY

The University of Wisconsin-Superior proposes to establish a Bachelor of Fine Arts (B.F.A.) in Graphic Design. The proposed program will be a 60-credit comprehensive major that, in combination with general education (36 credits) and elective coursework or certificates of interest, will meet the 120-credit graduation requirement for a bachelor's degree. The proposed program will be housed in the Department of Art and Design and will complement the existing Visual Arts program and its concentrations of Studio Art, Art Therapy, and Art K-12 Education. Standard tuition and fees will apply.

The B.F.A. in Graphic Design formalizes and expands existing strengths in digital art and design into a cohesive, career-focused curriculum to prepare students for contemporary careers in design. The program will emphasize applied learning through community and industry partnerships, including internships and project-based experiences, to support career readiness and regional workforce needs. Students will be prepared for employment in graphic design and related fields that include but are not limited to social media marketing, User Experience and User Interface (UX/UI) design, and content creation. Bureau of Labor Statistics and state-level occupation data suggest that

jobs in these arenas are growing faster than average. In Wisconsin, jobs in graphic design are projected to grow 9% between 2022 and 2032, surpassing national trends¹.

Presenter

- Dr. Maria Cuzzo, Provost and Vice Chancellor for Academic Affairs, UW-Superior

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

Information on recent academic program changes is available on the program monitoring dashboard at <https://www.wisconsin.edu/opar-frontier/uws-academic-program-changes/>.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter
- E) Letters of Support

¹ Department of Labor O-Net, 2025. [Wisconsin Employment Trends: 27-1024.00 - Graphic Designers](#)

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A BACHELOR OF FINE ARTS IN GRAPHIC DESIGN
AT UNIVERSITY OF WISCONSIN–SUPERIOR
PREPARED BY UW-SUPERIOR**

ABSTRACT

The University of Wisconsin–Superior proposes to establish a Bachelor of Fine Arts (B.F.A.) in Graphic Design. The proposed program will be a 60-credit comprehensive major that, in combination with general education (36 credits) and elective coursework or certificates of interest, will meet the 120-credit graduation requirement for a bachelor's degree. The proposed program will be housed in the Department of Art and Design and will complement the existing Visual Arts program and its concentrations of Studio Art, Art Therapy, and Art K-12 Education. Standard tuition and fees will apply.

The B.F.A. in Graphic Design formalizes and expands existing strengths in digital art and design into a cohesive, career-focused curriculum to prepare students for contemporary careers in design. The program will emphasize applied learning through community and industry partnerships, including internships and project-based experiences, to support career readiness and regional workforce needs. Students will be prepared for employment in graphic design and related fields that include but are not limited to social media marketing, User Experience and User Interface (UX/UI) design, and content creation. Bureau of Labor Statistics and state-level occupation data suggest that jobs in these arenas are growing faster than average. In Wisconsin, jobs in graphic design are projected to grow 9% between 2022 and 2032, surpassing national trends¹.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin–Superior

Title of Proposed Academic Program

Graphic Design

Degree Designation(s)

Bachelor of Fine Arts (B.F.A.)

¹ Department of Labor O-Net, 2025. [Wisconsin Employment Trends: 27-1024.00 - Graphic Designers](#)

Suggested Classification of Instructional Programs (CIP) Code

50.0409 – Graphic Design

Mode of Delivery

This will be a single institution program that will be delivered in-person.

Department or Functional Equivalent

Department of Art and Design (formerly the Department of Visual Arts, as of Fall 2025)

College, School, or Functional Equivalent

N/A

Proposed Date of Authorization

April 2026

Proposed Date of Implementation

Fall 2026

PROGRAM INFORMATION**Overview of the Program**

The Department of Art and Design at UW-Superior proposes the creation of a new 60-credit B.F.A. in Graphic Design program. The proposed program aims to prepare students for the evolving demands of the creative content and messaging industry and emphasizes concept generation and development, technical proficiency, cooperative design and project management skills, community engagement, and entrepreneurial readiness. It will provide a balanced educational experience for students at UW-Superior; along with a general education foundation, students will engage in technical and hands-on learning in the classroom, as well as in career settings through internships.

Consistent with UW-Superior's mission to prepare students for careers², this interdisciplinary, human-centered program prepares students for professional practice in graphic design and related fields. The curriculum integrates design, communication, and emerging technologies, emphasizing fluency with current industry tools and the ability to adapt to evolving technologies, including AI-assisted design and digital media. Applied learning is integrated throughout the program through community- and employer-engaged projects, internships, and an individualized senior capstone project tailored to students' personal interests or career goals. UW-Superior's low student-to-faculty ratio supports

² UW-Superior Mission Statement. 2015. <https://www.uwsuper.edu/about/mission-vision-and-values/>

individualized mentorship and sustained individualized critique and feedback for their portfolio development.

UW-Superior’s regional partnerships and distinctive place-based resources foster community connections and enhance workforce readiness.

Projected Enrollments and Graduates by Year Five

The projected enrollments for the B.F.A. in Graphic Design were determined using current enrollment in the Visual Arts major, market research data, and the enrollment patterns of UW peer institutions. Table 1 illustrates enrollment projections for the first five years of the program. Continuing students in Year 1 represent current UW-Superior students who are predicted to transition to this new degree program from one of the existing Visual Arts degree programs; as such, it is predicted that students will be graduating as early as Year 3. The enrollment projections are based on full-time enrollment of 15 credits per semester.

A student retention rate of 80% was used in the enrollment calculations. This estimate is slightly higher than the general overall first to second-year retention rate of 74% measured most recently at UW-Superior in Fall 2025 because there is a higher retention rate in several of the degree programs in the Department of Art and Design. Additionally, an array of academic and student support services is offered at UW-Superior to support student retention.

New student enrollment in Year 1 is projected to start at 8 students and increase to 20 students by Year 5. It is predicted that total enrollment in the B.F.A. in Graphic Design program will grow to 82 students by Year 5, with an estimated seven (7) graduates per year. By the end of Year 5, it is predicted that a total of 76 new students will have enrolled in the program and 16 students will have graduated.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	12	16	20	20
Continuing Students	6	11	14	21	29
Total Enrollment	14	23	30	41	49
Graduating Students	0	0	4	5	7

Tuition Structure

For students enrolled in the B.F.A. in Graphic Design degree program, the on-campus standard tuition rate will apply, as it is offered in an in-person format. The tuition revenue projections were calculated based on on-campus, Wisconsin resident status. For the 2025-26 academic year, residential tuition and fees total \$4,636.09 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$3,717.84 is

attributable to tuition and \$918.25 in segregated fees. Students taking specific Art courses may be charged special course fees to support supplies, software, and other technology expenses for these courses.

Student Learning and Program Outcomes

Upon completion of this degree program, students will be able to:

- Demonstrate technical proficiency in design software and production techniques.
- Solve design problems using research, iteration, and critical thinking.
- Communicate visually and verbally with clarity and purpose.
- Apply design strategies ethically and with cultural sensitivity.
- Demonstrate awareness of the professional landscape in employment, entrepreneurship, and avenues for advanced study.
- Produce a professional portfolio showcasing creative, high-quality work.

The B.F.A. in Graphic Design at UW-Superior will provide hands-on learning experiences that prepare students for careers in the broad field areas of advertising, marketing, and content creation. Specific roles are constantly evolving in this field, but some examples of the types of careers that students may wish to prepare for include digital media designer, graphic designer, web developer, art director, and video producer.

Another strength of this program will be the emphasis on human-centered design and awareness of the importance of the ethical, cultural, and inclusive nature of the design world. This is an important facet of professional disposition and career readiness for employment, entrepreneurship, or advanced study in the world of design.

Student learning in the B.F.A. in Graphic Design will be assessed through UW-Superior's annual assessment processes, with senior capstone projects serving as a major touchstone moment for graduating seniors.

Program Curriculum

A total of 120 credits is required for successful completion of an undergraduate degree at UW-Superior, with 36 of those credits contributing to the core general education requirements. Of the total degree credits, 60 are degree-specific credits for the B.F.A. in Graphic Design. As a comprehensive major, no minor will be required for graduation; however, students may complete the remaining credits needed to reach the 120-credit requirement through an optional minor, certificate, or other collection of courses to complement the degree.

The curriculum prioritizes communication, critical thinking, creativity, and the ability to work and grow in a technology-rich context to tackle the challenges of the graphic design profession.

Additionally, high impact practices (HIPs) are woven throughout every degree at UW-Superior. The B.F.A. in Graphic Design will prepare students for professional success through three in particular: academic service-learning, internships, and senior year experiences. Coursework as listed below will integrate authentic design challenges sourced directly from community and campus partners. Internships will be required and may build on prior service-learning experiences to suit students' individual interests, or to challenge them in new contexts. As a culminating experience, students will complete senior capstone projects that showcase their knowledge, creativity, and problem-solving abilities. This independent project will be guided by both a faculty advisor and a community partner, allowing students to apply their learning in a professional context while also contributing valuable solutions to real community needs.

Table 2: Bachelor of Fine Art in Graphic Design Program Curriculum

General Education (36 credits)		
MATH/CSCI	Mathematics & Quantitative Reasoning	3 credits
COMM/WRIT	Communication & Literacy	8 credits
Various	Social & Behavioral Science	6 credits
Various	Humanities & Arts	6 credits
Various	Natural Science & Wellness	7 credits
Various	Civics & Perspectives	6 credits
Graphic Design Courses (18 credits)		
ART 208 ^a	Graphic Design Foundations	3 credits
ART 308 ^a	Typography & Information Design	3 credits
ART 408 ^a	Concept and Messaging Design	3 credits
ART 209	Digital Media Foundations	3 credits
ART 309	Web, Interactive, and Kinetic Design	3 credits
ART 409	Advanced Digital Media	3 credits
Art History Courses (12 credits)		
ART 221*	Art History Survey Prehistory to the Renaissance	4 credits
ART 222*	Art History Survey Renaissance to Modernity	4 credits
ART 327	Modern Art	4 credits
Photography Courses (Choose 6 credits)		
ART 241	Photography Foundation	3 credits
ART 341	Digital Camera and Media	3 credits
ART 441	Photo Studio and Lighting	3 credits

Experiential & Applied Studio Art Courses (Choose 12 credits)		
ART 200	Design Fundamentals	3 credits
ART 202	Professional Practice	3 credits
ART 205	Drawing	3 credits
ART 260	Printmaking	3 credits
ART 279	Fibers Structure	3 credits
ART 302	Gallery/Experiential Design Practices	3 credits
ART 414 ^a	Graphic Design Internship	3 credits
Interdisciplinary Courses (9 credits)		
COMM 170	Media and Society	3 credits
COMM 261	Beginning Filmmaking	3 credits
BUS 370	Principles of Marketing	3 credits
Required Senior Capstone		
ART 491	Capstone	3 credits
General Education credit total		36
Major credit total		60
Elective, Minors, or Certificates		24
Total credits for Graduation		120

*Course also meets General Education requirement (Humanities & Arts category)

^a New course to be developed for the implementation of the proposed degree program

Collaborative Nature of the Program

This program has both internal and external collaborations to support its career-focused and interdisciplinary nature. There are four groupings of internal partners at the UW-Superior. First, the degree curriculum has a required nine credits of interdisciplinary study in the Department of Communication, Media, and Theatre as well as the School of Business. These academic departments are in full support of the incorporation of their courses into the degree program. In fact, BUS 370: Principles of Marketing is also a requirement in several majors within the Department of Communication, Media, and Theatre, hence providing students from all three departments a multi-disciplinary experience and heightening of opportunity to learn different perspectives and applications through this cooperative arrangement.

Second, this program seeks to connect its students to the unique opportunities of the Northern Wisconsin region. Two faculty members within the Department of Natural Sciences have agreed to support the B.F.A. in Graphic Design in ways specific to the geography of the region and natural environment of Lake Superior. Specifically, UW-Superior's Assistant Professor of Environmental Science and Geographic Information Systems (GIS) has agreed to offer ART 208: Graphic Design Foundations within the GIS

Minor, which will provide a pathway for those Graphic Design students who may be interested in pairing their degree with this minor. Additionally, and as indicated in the appended letter of support, UW-Superior's Professor of Chemistry and microplastics researcher will offer students opportunities to practice and integrate graphic design skills such as visual communication as a contribution to meaningful community and public knowledge-making. Students will demonstrate their visual storytelling, data visualization, and strategic design skills in communicating information and actionable solutions to the public, in aid of protecting the waters of Northern Wisconsin.

Third, multiple arts-based organizations at UW-Superior are eager to engage graphic design students. The chairperson of the Department of Writing, Languages, and Literature has indicated that graphic design students would have opportunities to support the production of the *Nemadji Review*, the student-run literary journal, including designing logos, covers, and page layout. Additionally, staff at the student-run newspaper, *The Promethean*, have expressed support for graphic design students' entrepreneurial efforts by allowing student advertisements for designers and contributors. Finally, KUWS, a Wisconsin Public Radio affiliate, offers an additional avenue for internship, employment, and broadcast publication of student work.

Finally, the program benefits from established internal collaboration with the Link Center, which is the campus conduit for external partnerships through Career Services, Undergraduate Research, and Academic Service-Learning. The Link Center provides expertise and connections to community organizations and local businesses, helping students identify for internships and employment opportunities. Through these resources, the program will continue to strengthen its partnerships with external organizations.

Outreach to external collaborators has been met with strong interest from both the public and private sectors. Museums operated by the Douglas County Historical Society, for example, already serve as placement sites for students in existing Department of Art and Design programs. In the private sector, two partnerships with well-known agencies in the Superior, Wisconsin area, Swim Creative and Wonderhorse Agency, have expressed interest in the proposed program and graduates with applied design skills in graphic arts, and they are willing to provide internship placements, offer mentorship and feedback to students, and collaborate with faculty on real-world course-based design projects.

Projected Time to Degree

The rotation and frequency of curricular offerings will allow full-time students to complete the B.F.A. in Graphic Design within four years. Those students who wish to maximize the 18-credit plateau and summer course opportunities will have the option of completing the degree on a shorter timeline, in as few as six semesters.

Accreditation

No specialized accreditation will be sought for this program. No additional approvals are needed by HLC for the proposed degree program.

JUSTIFICATION

Rationale

The development of the B.F.A. in Graphic Design reflects and supports the mission of UW-Superior and its current strategic priorities in several ways. Pillars of the university's mission – individual attention, career preparation, and community engagement – are central to the design and purpose of this program³. In addition, UW-Superior's commitment to growing enrollment in a distinctive learning environment includes programs such as the proposed B.F.A. in Graphic Design. The proposed degree program would serve as the only bachelor's level Graphic Design degree program offered in Northern Wisconsin. The program responds to student interest in new and evolving career fields and is positioned to attract prospective students seeking applied, career-focused design education.

The proposed B.F.A. in Graphic Design will leverage existing curriculum, faculty expertise, as well as internal collaboration with UW-Superior's programs for undergraduate research, internships, and student employment. The Department of Art and Design is well-positioned to launch the proposed degree, with only a modest infusion of new resources, including four new course developments and one new instructional hire of a single full-time equivalent (FTE) in a tenure-track faculty role.

UW-Superior prides itself on being "the Anchor of the North," within the geographic region and the many educational opportunities tied to the proximity of one of the world's greatest natural resources, Lake Superior, and in the surrounding communities and industries. The industries of science, health, transportation and logistics, and recreation and tourism all center around the natural resources of the area; skills and career preparation for marketing, data visualization, and digital storytelling are closely linked to these fields, and there are unique opportunities not only to learn in this context as students, but in employment for graduates as well.

Institution and Universities of Wisconsin Program Array

UW-Superior does not currently offer a program in graphic design, and the addition of the proposed program will complement the existing Visual Arts program and Marketing emphasis within the Business Administration program and marketing minor. Majors and minors together within these programs comprise nearly 100 students at UW-Superior. Although some students may add or shift to the new B.F.A. in Graphic Design degree, these

³ UW-Superior Mission Statement. 2015. <https://www.uwsuper.edu/about/mission-vision-and-values/>

changes are not expected to negatively affect existing programs at UW-Superior⁴. It is anticipated that recruitment into the new program will increase the number of double-majors and minors in related areas such as design, web content, and digital marketing.

Across the Universities of Wisconsin, UW-Stout (B.F.A. in Graphic Design & Interactive Media, CIP Code 50.0409) and UW-Stevens Point (B.F.A. in Graphic Design, CIP Code 50.0409) offer bachelor's degree programs within CIP code 50.0409 – Graphic Design. Three UW universities offer a degree or program in a similar curricular area: UW-Milwaukee (B.F.A. in Design & Visual Communication, CIP Code 50.0401), UW-Green Bay (B.A. in Graphic Design, CIP Code 50.0401), and UW-Parkside (B.A. in Graphic Design, CIP Code 50.0102). It is also noted that there are various minors and concentrations that exist within the same or related curricular areas. Each of these programs has distinct local attributes as well as a unique combination of courses and student learning opportunities that are shaped by their university mission, regional industries, employer needs, and geographic context, including proximity to neighboring states.

The proposed B.F.A. in Graphic Design is not expected to negatively impact enrollment at peer UW universities. According to OPAR data, the proposed program at UW-Superior will serve a currently unmet educational need in the Northern Wisconsin region. In the past 5 years, across all UWs, rates of enrollment from the 6-county region served by UW-Superior (Ashland, Bayfield, Douglas, Iron, Sawyer, and Washburn) range only from 0.81% to 1.45%, reflecting enrollment by 6 to 8 students a year⁵. As such, the proposed program is projected to increase capacity and expand graduates in this field where it is needed in the rural region of Northern Wisconsin.

Need as Suggested by Current Student Demand

Student demand was assessed using four sources:

- A formal survey of current UW-Superior students who have expressed support in the creation of a degree to support career goals related to Graphic Design;
- Informal observations and conversations with current students who are currently majoring and minoring in a combination of fields (marketing, art, communications, etc.) that approximate a Graphic Design program to support career goals related to visual art, design, user experience, marketing, web content, etc.;
- UW-Superior's Office of Institutional Research's Annual Undergraduate Outcomes Report; and
- Formal interviews with recent graduates currently employed in design jobs.

In a Summer 2025 survey of 97 current UW-Superior students majoring or minoring in Art (Visual Art and Studio Art), Art Therapy, Art Education, and Marketing, 94% of

⁴ UW-Superior Office of Institutional Research Tableau Dashboard, accessed September 8, 2025.

⁵ Universities of Wisconsin Office of Policy Analysis & Research, 2025.

respondents indicated that they were interested in career fields related to graphic design as well as indicated that they believed a graphic design major would be beneficial to UW-Superior students pursuing design careers. In open-ended responses, current students expressed strong interest and demand for a graphic design major.

These survey results were not surprising. Based on informal conversations, mentoring, and faculty observation, current Art and Marketing majors frequently seek additional resources to build their digital and graphic design skills and incorporate their individual interests and self-developed skills into their coursework to personalize their learning. In part, these efforts have contributed to post-graduation employment outcomes. According to the UW-Superior Office of Institutional Research's 2023-24 Undergraduate Outcomes Report, graduates have secured positions such as screen printer, social media marketing manager, and other types of design work⁶.

Finally, interviews with recent graduates currently employed in design jobs across the Twin Ports area indicate that employers value research skills, global design thinking, and creative problem-solving as much as specific graphic design tools. Graduates also emphasized that work habits such as curiosity and asking thoughtful questions are essential for employment in the field. These insights have both confirmed student interests and informed the planning process to ensure the curriculum aligns with workforce expectations.

Need as Suggested by Market Demand

Graphic design has been a growing career field in the U.S. for many years. According to the U.S. Bureau of Labor Statistics, in 2024, there were 265,900 jobs in graphic design, with 20,000 jobs per year expected to be added each year in the next decade⁷. The graphic design industry is shifting from traditional print media and skills toward digital and interactive media knowledge and skills. As such, design-adjacent careers such as UX/UI design, motion graphics, content creation, and digital design, in particular, are among the fastest-growing occupations, with occupations in digital design projected to grow 7% from 2024 to 2034, much faster than the average for all occupations⁸.

In Wisconsin, jobs in graphic design are projected to grow 9% between 2022 and 2032, with over 6,000 jobs expected by 2032; this growth projection is faster than the national projection for the same period⁹. Additionally, the Universities of Wisconsin Workforce Analytics Dashboard data shows graphic designers among the top five occupations with a supply gap¹⁰.

⁶ UW-Superior Office of Institutional Research 2023-24 Undergraduates Outcomes Report.

⁷ U.S. Bureau of Labor Statistics Occupational Outlook Handbook, 2025. [Graphic Designers](#)

⁸ U.S. Bureau of Labor Statistics Occupational Outlook Handbook, 2025. [Web Developers and Digital Designers](#)

⁹ Department of Labor O-Net, 2025. [Wisconsin Employment Trends: 27-1024.00 - Graphic Designers](#)

¹⁰ Universities of Wisconsin Workforce Analytics Dashboard. "Arts, Design, Entertainment, Sports, and Media," 2023-2033 Annual Supply Gap.

Locally, UW-Superior's community and employer partnerships indicate strong demand for qualified, career-ready graduates across multiple sectors. Current job postings suggest that the Northern Wisconsin region served by UW-Superior is already experiencing this projected growth. For example, a September 2025 search of Indeed.com identified nearly 200 graphic design-related positions across Wisconsin and Minnesota, including a dozen in the specific Twin Ports community of Superior, WI and Duluth, MN, spanning higher education, finance and banking, and broadcast media. Taking the national, state-wide, and local views together, these data demonstrate unmet demand for graduates trained in graphic design. The proposed B.F.A. in Graphic Design program will help meet this workforce need, particularly in the rural region of Northern Wisconsin.

University of Wisconsin - Superior						
Cost and Revenue Projections For B.F.A. in Graphic Design						
	Items	Projections				
		2026	2027	2028	2029	2030
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	8	12	16	20	20
	Enrollment (Continuing Student) Headcount	0	11	14	21	29
	Enrollment (New Student) FTE	8	12	16	20	20
	Enrollment (Continuing Student) FTE	0	11	14	21	29
II	Total New Credit Hours	120	180	240	300	300
	Existing Credit Hours	0	165	210	315	435
III	FTE of New Faculty/Instructional Staff	1				
	FTE of Current Fac/IAS	0.5				
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.125				
IV	Revenues					
	Tuition	\$29,743	\$85,510	\$111,535	\$152,431	\$182,174
	Fees (indicate type)					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation	\$121,434	\$63,667	\$37,642		
	Total Revenue	\$151,177	\$149,177	\$149,177	\$152,431	\$182,174
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$90,745	\$90,745	\$90,745	\$90,745	\$90,745
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800
	Other Staff					
	Fringe Faculty and Academic Staff	\$36,026	\$36,026	\$36,026	\$36,026	\$36,026
	Fringe University Staff	\$2,606	\$2,606	\$2,606	\$2,606	\$2,606
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
Marketing	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Computer (new-hire)	\$2,000					
	Total Expenses	\$151,177	\$149,177	\$149,177	\$149,177	\$149,177
	Net Revenue	\$0	\$0	\$0	\$3,254	\$32,997


Provost's Signature:

Date: 12/10/2025



Chief Business Officer's Signature:

Date: 12/10/2025



COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN–SUPERIOR BACHELOR OF FINE ARTS IN GRAPHIC DESIGN

PROGRAM INTRODUCTION

The University of Wisconsin (UW)–Superior proposes to establish a Bachelor of Fine Arts (B.F.A.) in Graphic Design. The projected enrollment, credit hour production, and tuition calculations reflect projections based on existing Visual Arts degree programs, market demand, and enrollment patterns at peer UW universities. The degree program will be offered in-person, as reflected in the tuition rate projections. A total of 1.5 FTE of new and existing faculty/instructional academic staff (1.0 FTE of new tenure-track faculty; 0.5 of existing faculty) and 0.125 FTE of existing administrative staff are required to staff the proposed degree program. Due to the judicious staffing and utilization of existing Art curriculum, the proposed degree program will be revenue-generating by Year 4; GPR reallocations will support the program through Year 3.

COST REVENUE NARRATIVE

Section I – Enrollment

The enrollment projections are based on enrollment in an in-person format and full-time student enrollment (15 credits per semester), which is reflected in the FTE calculations. In Year 1, it is anticipated that six (6) students currently at UW-Superior will transition from an existing Visual Arts degree program to the new Graphic Design major. A student retention rate of 80% was factored into projections. This estimate is slightly higher than the general overall first to second-year retention rate of 75% measured most recently at UW-Superior in Fall 2025 because there is a higher retention rate in several of the degree programs in the Department of Art and Design.

New student enrollment in Year 1 is projected to start at 8 students and increase to 20 students by Year 5. These projections are based on current enrollment in the Visual Art degree programs, market research data, and enrollment patterns of UW peer institutions. It is predicted that enrollment in the B.F.A. in Graphic Design degree program will grow to a total of 82 students by Year 5, with an estimated seven (7) graduates per year. Finally, by the end of Year 5, it is predicted that 76 new students will have enrolled in the program and 16 students will have graduated.

Section II – Credit Hours

The B.F.A. in Graphic Design degree program consists of 60 credits to meet the requirements of the major, 36 credits to complete general education requirements, and an

additional 24 credits of electives; this results in meeting the 120-credit requirement for all bachelor-level degrees. The revenue projections are based on all students being enrolled at full-time status. Students can complete the degree in four years, assuming full-time status. Of the projected 15 credits per semester that students typically complete each semester, courses required for the B.F.A. in Graphic Design major requirements would account for 50% (7.5 credits per semester), reflecting the proportion of the 60-credit major within the total 120-credits required for graduation. New credit hours are calculated as the number of credits taken by new students; existing credit hours are calculated as the number of credits taken by continuing students.

Section III – Faculty and Staff Appointments

The proposed B.F.A. in Graphic Design will require a total of 1.5 FTE in instructional coverage and 0.125 FTE of administrative staff support. The administrative staff support will be included as part of an existing staff member's array of responsibilities and will not require hiring any new positions. For the instructional coverage, the hiring of 1.0 FTE new tenure-track faculty will be required; the remainder of the curriculum is made up of courses that are already part of the department's instructional array and taught by existing instructors (0.5 FTE). The department has developed a plan to rotate the course offerings both within this degree program and in other degrees in the department to accommodate the four new courses that will be developed for the proposed degree program.

Section IV – Program Revenues

The primary revenue for the proposed degree program is tuition. As outlined in the Cost and Revenue Spreadsheet, the program will be revenue generating by Year 4.

Tuition

Projected tuition revenue used a 15-credit semester, WI-resident rate and allocated 50% of the tuition each term to courses being used to meet requirements of the major, reflecting the proportion of the total 120-credits that the 60-credit Graphic Design degree program represents. Students enrolled in on-campus courses at UW-Superior pay standard tuition totaling \$3,717.84 for a 15-credit load, under the 2025-26 tuition structure.

Fees

Students taking specific Art courses may be charged special course fees.

Program Revenues and GPR

The program will be revenue-generating by Year 4; modest, decreasing GPR reallocations will support the program through Year 3.

Section V – Program Expenses

The primary expenses of the proposed degree program will be the salary and fringe benefits for the 1.5 FTE of instructional and 0.125 FTE of administrative staffing.

Salary and Fringe

The instructional staffing includes 0.5 FTE of a faculty line (salaried at \$70,000) and 1.0 FTE of a new tenure-track faculty line (salaried at \$55,745); fringe benefits for these two positions are calculated at a rate of 39.7%. An additional salary of \$4,800 is included for administrative support personnel (0.125 FTE), with a fringe benefits calculation rate of 54.3%.

Facilities and Capital Equipment

There are no new facilities or capital equipment expenses needed for this program. The Holden Fine and Applied Arts Center at UW-Superior features spacious studio facilities and two art galleries for use in studio arts courses and public display of student creative works. The university recently built a new computer lab in the Center, enhancing opportunities for digital creativity, collaboration, and hands-on exploration in art and design. The lab features: high performance computers running Adobe Creative Cloud Suite and other advanced design software, wireless display system for instructors to easily share and demonstrate work, and specialized photo printing with plans to expand to 3D and clay printing technologies.

Other Expenses

Expenses for a staff computer (\$2,000) provided at the time of hire have been included in Year 1 for the initial instructional FTE to be hired. Additionally, \$15,000 has been allocated per year to support marketing efforts for this program.

Section VI – Net Revenue

The proposed program will be revenue-generating by Year 4 of operation and only requires modest institutional financial support through Year 3. This is the result of the strength of projected enrollment as well as the judicious use of existing instructional expertise and staffing. The department intentionally utilizes courses for multiple degree programs, allowing instructors to support degree progress for students enrolled in multiple majors and minors simultaneously.



October 22, 2025

President Jay Rothman
Universities of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Re: Provost Letter of Support for UW-Superior Bachelor of Fine Arts Degree in Graphic Design

Dear President Rothman:

I am pleased to write in support of the proposal to establish a **Bachelor of Fine Arts (BFA) in Graphic Design** at the University of Wisconsin-Superior. This program represents an exciting opportunity to expand creative offerings for students while meeting the growing demand for skilled, innovative designers in today's rapidly evolving visual communication industries. A BFA in Graphic Design will provide an education that emphasizes **creativity, flexibility, and career-oriented experiential learning**, preparing graduates to become skilled professionals in content and messaging industries.

One of the most exciting aspects of this proposed program is its **focus on creativity and flexibility**. Through a curriculum that encourages students to explore a wide range of mediums and design challenges, and not only be trained in certain technologies, which are certain to constantly evolve into the future. This emphasis on creative flexibility will be embedded in both coursework and independent projects, ensuring that students graduate with strong portfolios that reflect their individuality and adaptability. By fostering creative problem-solving, the BFA will equip graduates to navigate the dynamic intersections of art, design, and technology.

The program's strong emphasis on **career readiness** will set it apart in the Twin Ports region. Students will engage in **experiential learning opportunities** through internships, academic-service learning, and partnerships with local businesses and nonprofit organizations. The Department of Art and Design faculty have a roster of established connections, which are becoming formalized for internship opportunities, as evidenced by our letters of support from local design firms in the Twin Ports. These collaborations will allow students to apply their design skills to real-world challenges, gain valuable professional experience, and build networks within the creative industries. By working alongside community partners, the program will prepare students for meaningful careers and strengthen connections between the university as "Anchor of the North" in our Twin Ports region.

A defining feature of this BFA is its **close faculty mentorship**. Students will benefit from a low student-to-faculty ratio, enabling personalized guidance and feedback from experienced design

professionals and educators. This mentorship will be essential as students navigate complex design processes, develop professional portfolios, and prepare to transition into the workforce or graduate study. Faculty will also help students identify individualized pathways that reflect their passions and career goals, reinforcing the program's commitment to flexibility and student success.

We have further learned through our Deloitte consultative process and confirmed through OPAR data that the Northern Wisconsin region is currently underserved by the UW-System in regard to a degree program such as this. Specifically, enrollment data by county of origin shows that the current UW programs do not serve students from the immediate six-county region that UW-Superior primarily serves. As an example, in the last 5 years at UW-Stout, rates of enrollment by students from this six-county region ranged from 1.9% to 3.2% (this is 3 to 4 students each year). Combined with appropriate market demand and student demand data as required by the Office of Academic Affairs to propose this degree, we have confidence that UW-Superior can address this educational gap.

In conclusion, the proposed BFA in Graphic Design will be a transformative addition to the Department of Art and Design at UW-Superior, combining creativity, flexibility, experiential learning, and mentorship to prepare our graduates for careers. This is a key growth area for enrollment for the University and an expansion and coalescence of existing curriculum. We expect some draw from current majors and minors in Art and Marketing programs, and we know this is a very commonly requested program by prospective students. This curriculum change has been approved at the appropriate shared governance levels at UW-Superior with the advice and consultation of the faculty. For these reasons, I strongly support the approval of this degree and look forward to the opportunities it will create for our students and community.

Sincerely,



Maria Stalzer Wyant Cuzzo
PhD, JD, Mediator
Provost and Vice Chancellor of Academic Affairs
University of Wisconsin-Superior



September 10, 2025

Dr. Maria Stalzer Wyant Cuzzo
Provost
University of Wisconsin–Superior

Dear Dr. Cuzzo,

As a researcher in microplastic pollution, it is a privilege to offer my full support for the development of a Graphic Design degree within the Art and Design Department at the University of Wisconsin–Superior.

Over the years, I have greatly appreciated the collaborative spirit and creative contributions of the Art and Design Department. This new academic initiative represents an exciting opportunity to strengthen interdisciplinary connections and provide students with meaningful, real-world experiences.

Microplastic pollution is a complex and urgent environmental issue that affects freshwater sources, marine ecosystems, and human health. However, the scientific data surrounding microplastics, ranging from particle size, and chemical composition to ecological impact, is often difficult for the public, policymakers, and even interdisciplinary collaborations to fully grasp. A Graphic Design degree plays a critical role in bridging this communication gap through visual storytelling, data visualization, strategic design, and actionable information. This is especially important in the field of microplastic pollution, where public awareness and behavioral change are essential to driving policy and environmental stewardship.

Integrating Graphic Design into microplastic research not only improves communication but also encourages interdisciplinary collaboration, enabling students to make meaningful contributions to environmental solutions. A Graphic Design degree program at UW-Superior would equip students with the skills to participate in these efforts, while supporting researchers and community partners in increasing the impact of their work. These collaborations could be included in internship courses, allowing students to earn academic credit while gaining practical experience that promotes environmental awareness and community engagement.

The need for professionals with strong design skills and the ability to work with researchers and community partners is growing in our region. UW–Superior is uniquely positioned to meet this demand through the proposed Graphic Design program, which aligns with both academic and workforce priorities. I fully support UW-Superior’s vision to expand academic offerings that respond to evolving community and industry needs within the Graphic Design degree at UW-Superior. I look forward to future collaborations that help prepare students for leadership in the graphic design field while advancing public understanding of environmental issues.

Respectfully,

A handwritten signature in black ink, appearing to read 'L. Rios Mendoza', written over a horizontal line.

Dr. Lorena M. Rios Mendoza
Professor of Chemistry.
Department of Natural Sciences



Ms. Anne Dugan

Curator II

Department of Art & Design

University of Wisconsin-Superior

1805 Catlin Avenue | PO Box 2000

Superior, WI 54880

September 9, 2025

Dear Ms. Dugan,

As the Creative Director at Swim Creative (Swim), I'm pleased to share my support for the development of a Graphic Design major in the Art and Design Department at the University of Wisconsin-Superior.

Swim Creative is a Duluth-based agency serving clients both locally and beyond. We work with healthcare organizations, nonprofits, tourism groups, and businesses of all sizes to help them share their stories and connect with their audiences. Our expertise includes digital marketing, interactive design and website development, branding, advertising campaigns, strategy, and creative development—as well as emerging areas like Web3—the next wave of internet technology and digital experiences.

In all of these areas, strong design, clear communication, and familiarity with current and emerging technologies make a real difference. A graphic design program at UW-Superior would equip students with the practical skills they need to enter this field with confidence.

Furthermore, I'm encouraged by the potential for internships and collaboration between UW-Superior and Swim. These opportunities would give students real-world experience while bringing fresh ideas to the agency. Having a program like this close to home will help grow the pipeline of skilled professionals who want to build their careers—and their lives—right here in northern Wisconsin and Minnesota.

How we do marketing is rapidly changing, and agencies are looking for graduates who can lead the way into what's next. I'm grateful that UW-Superior sees this clearly and is investing in a forward-looking program that will prepare students to thrive in a constantly evolving field. **You have my full support.**

Sincerely,

Patrice Bradley

CEO & Creative Director



a: 310 E. Superior St., #130 **p:** 218.722.1404

Duluth, MN 55802

w: SwimCreative.com

**APPROVAL OF UW-STOUT FACULTY POLICIES AND
PROCEDURES RELATED TO FACULTY APPOINTMENTS AND
PROMOTION IN UW-STOUT'S FACULTY APPOINTMENTS
FACULTY, ACADEMIC STAFF, AND LIMITED
APPOINTEES HANDBOOK**

REQUESTED ACTION

Adoption of Resolution C.6.

Resolution C.6. That, upon the recommendation of the Chancellor of University of Wisconsin-Stout and the President of the University of Wisconsin System, the UW System Board of Regents approves the revised University of Wisconsin-Stout Faculty Policy and Procedures relating to Faculty Appointments and Promotion.

SUMMARY

The UW System Board of Regents is asked to approve the attached proposed revisions (Attachment C) to UW-Stout's Faculty Appointments Faculty, Academic Staff, and Limited Appointees Handbook (FASLAH) Chapter 4 Sections 4.3.3, Appointments General, 4.3.4 Procedures for Determining Rank at Hire, and 4.9.7, Promotion: Conduct of Committee Meeting. These changes are intended to align policy with practice, ensure UW-Stout's policy and practice are in alignment with current Regent policy, and communicate clear processes to the faculty.

The proposed FASLAH revisions were developed in consultation with and approved by the appropriate university governance bodies including the UW-Stout Faculty Senate, Provost, and Chancellor. The Universities of Wisconsin Administration Office of General Counsel, Office of Academic Affairs, Office of Human Resources, and Office of Government Relations have also reviewed the proposed revisions. There are no concerns related to the revisions.

Presenter

- Glendalí Rodríguez, Provost & Vice Chancellor for Academic Affairs, UW-Stout

BACKGROUND

Section UWS 2.02, Wis. Admin. Code (“Faculty Rules: Coverage and Delegation”), states: “Rules and procedures developed pursuant to UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents.”


ATTACHMENTS

- A) Chancellor’s Letter of Support
- B) UW Administration Memo Regarding UW-Stout Handbook Revisions
- C) Proposed Redlined UW-Stout Faculty, Academic Staff, and Limited Appointees Handbook Sections 4.3.3, 4.3.4, and 4.9.7



**University of
Wisconsin-Stout**
Wisconsin's Polytechnic University

TO: Jay O. Rothman
President, Universities of Wisconsin

FROM: Katherine P. Frank 
Chancellor

DATE: February 23, 2026

SUBJECT: UW-Stout Faculty, Academic Staff, & Limited Appointee Handbook (FASLAH) Proposed Revision

The Faculty Senate (FS) has proposed revisions to Chapter 4: Faculty Policies and Procedures of the handbook.

Revisions to 4.9.7 are proposed to eliminate departmental meetings with candidates for promotion and tenure. This process for this revision included the following steps:

- Chancellor Frank consulted with the Universities of Wisconsin Office of General Counsel and confirmed that the Chancellor may require that oral presentations by candidates cease based on the following:
 - Wis. Stat. s. 19.85(1)(b) only requires that “evidentiary” portion of the tenure hearing (for the granting or denial of tenure) be held in open session if requested by the faculty member – it does not provide a right to the individual whose tenure is the subject of the hearing.
 - The open meetings law is not interpreted as a right of an attendee to speak.
 - Affording open meetings for the purposes of renewal or promotion is not required; the only right to an open meeting is for the evidentiary portion (if they have one, and if requested by faculty) for granting or denial of tenure.
- On October 2, 2024, Chancellor Frank issued a charge memo to the chair of the FS asking them to recommend a plan and timeline for phasing out of candidate meetings wherever oral presentations are made as part of the process for consideration of applications for promotion and tenure.
- The FS chair worked with the members of the FS to develop a plan and timeline.
- In February 2025, FS discussed the proposed plan to eliminate candidate meetings. In March 2025, FS approved the plan starting with academic year 2025-26.

- Provost Glendalí Rodríguez reviewed the proposed plan and recommended it for approval on March 12, 2025.
- Chancellor Frank approved the proposed plan on March 13, 2025.
- The approved plan, which noted handbook revisions would be forthcoming, was posted to the FS SharePoint and shared with Department Chairs.
- November 11, 2025, the proposed revisions to the handbook reflecting the elimination of candidate meetings were recommended for approval by FS.
- Provost Glendalí Rodríguez reviewed the proposed revisions and recommended them for approval on November 15, 2025.
- Chancellor Frank approved the proposed revisions November 19, 2025.
- In January 2026, the proposed revisions were submitted for UWSA official review.

Revisions to 4.3.3 and 4.3.4 were proposed to expand the list of terminal degrees to include MDes, MAD, MGraph, and MID, as requested by the Department of Design. Adoption of these degrees into policy meets Higher Learning Commission requirements. This process for this revision followed the following steps:

- In September 2025, the Department of Design submitted a resolution to the FS asking them to consider expanding the list of approved terminal degrees.
- The FS chair introduced the resolution to the Faculty Senate on September 9, 2025.
- The proposed revisions were presented to the FS for discussion on October 7, 2025. They were recommended for approval on November 11, 2025.
- Provost Glendalí Rodríguez reviewed the proposed revisions and recommended them for approval on December 18, 2025.
- Chancellor Frank approved the proposed revisions December 18, 2025.
- In January 2026, the proposed revisions were submitted for UWSA official review.

With this memo and attachments, we seek Board of Regents approval of the proposed revisions at April meeting. Thank you for your assistance in advancing these documents to the next step in the process.

attachments



Academic and Student Affairs

1700 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706

www.wisconsin.edu

608-262-3826

TO: Jay O. Rothman, President, Universities of Wisconsin

FROM: Johannes Britz, Senior Vice President for Academic and Student Affairs,
Universities of Wisconsin

DATE: March 17, 2026

RE: Revisions to Sections 4.3.3, 4.3.4, and 4.9.7 in the UW-Stout Faculty,
Administrative Staff, Limited Appointees Handbook

A handwritten signature in black ink, appearing to read 'J. Britz', located to the right of the 'FROM:' field.

Pursuant to Wis. Admin. Code s. UWS 2.02, UW-Stout is requesting to submit the attached revisions to Chapter 4 Sections 4.3.3, Appointments General, 4.3.4, Procedures for Determining Rank at Hire, and 4.9.7, Promotion: Conduct of Committee Meeting within their UW-Stout Faculty, Administrative Staff, Limited Appointees Handbook (FASLAH) for approval at the April 20, 2026, Board of Regents meeting. Wis. Admin. Code s. UWS 2.02 states: "rules and procedures developed pursuant to chapters UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect."

The proposed policy revisions to Chapter 4 Sections 4.3.3, 4.3.4, and 4.9.7 were developed in consultation with and approved by the UW-Stout Faculty Senate and by Chancellor Katherine Frank. Substantive revisions to Sections 4.3.3 and 4.3.4 expand the list of terminal degrees to include MDes, MAD, MGraph, and MID at the request of the Department of Design; adoption of these degrees meet the Higher Learning Commission's requirements. Substantive revisions to Section 4.9.7 eliminate departmental meetings with candidates for promotion and tenure.

The Universities of Wisconsin Administration Office of General Counsel, Office of Academic Affairs, Office of Human Resources, and Office of Government Relations have also reviewed the proposed revisions. There are no concerns related to the revisions.

Attachments:

Chancellor's Letter of Support
Proposed Redlined UW-Stout Faculty, Academic Staff, and Limited Appointees
Handbook Sections 4.3.3, 4.3.4, and 4.9.7

cc: Megan Wasley, Executive Director and Corporate Secretary, UW System Board of Regents
Quinn Williams, General Counsel, Universities of Wisconsin Administration
Jason Beier, Associate Vice President of Human Resources, Universities of Wisconsin Administration

4.3.3 Appointments General (UWS 3.03)

The faculty of each institution, after consultation with appropriate students and with the approval of the chancellor, shall develop rules relating to faculty appointments. Each person to whom an appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including but not limited to, type and duration of the appointment in alignment with UWS 3.04, salary and basis, rank, starting date, ending date, general position responsibilities, probation, tenure status, and crediting of prior service. Accompanying this letter shall be an attachment detailing institutional and system rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the board, a statement to this effect must be included in the letter. Each letter of appointment shall be accompanied by a digital or physical copy of (or a direct link to) the following:

- The Faculty, Academic Staff, and Limited Appointee Handbook
- The University of Wisconsin System Administrative Code (UWS Chapters 1-8).

Absent mutual agreement, the appointee shall be provided a period of no greater than 15 calendar days from the date of the letter to return a signed copy indicating acceptance of the terms. Any modification to the terms must be issued in a revised letter.

~~Each person to whom an appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probation, tenure status, and crediting of prior service. Accompanying this letter shall be an attachment detailing institutional and system rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the board, a statement to this effect must be included in the letter.~~

It is the policy of UW-Stout that, in order to teach any courses at UW-Stout, the faculty member must meet one of the following sets of criteria, which are in alignment with the Higher Learning Commission (HLC) criteria:

- Have an earned doctorate degree relevant to the content they are teaching, Master of Fine Arts (MFA), ~~or~~ Master of Architecture (MArch), Master of Design (MDes), Master of Art and Design (MAD), Master of Graphic Design (MGraph), or Master of Interior Design (MID) (provided the terminal master's degree in question includes at least 60 credit hours in graduate study).

OR

- Have a ~~m~~Master's degree relevant to the content they are teaching and a learning plan for achieving an earned doctorate degree relevant to the content they are teaching, MFA, ~~or~~ MArch, MDes, MAD, MGraph, or MID (provided the terminal master's degree in question includes at least 60 credit hours in graduate study).

In instances where ~~these~~ neither of the above sets of criteria are ~~not~~ met, there is an exception process to hire a person as faculty if they meet the following criteria for equivalent experience:

- Having a ~~m~~Master's degree plus five (5) years of professional experience relevant to the content they are teaching, including tested/documented experience and advancement or recognition in the field. Evidence should include peer-reviewed publications, documented recognition of scholarly activity and/or in-depth knowledge specific to the field of study.

The exception process to hire a faculty member under these criteria happens at the point of hire and it is documented via the ~~P~~provost's office. When the Provost and Dean(s) sign off on the paperwork, as part of the regular recruitment process, this will also serve as the approval for the exception. Documentation of the review is maintained on the ES Human Resources form and within personnel files maintained by the college.

Note: These rules do not apply to graduate assistants, as they never have full responsibility for a course and are always under the direct supervision of faculty.

Faculty assigned to teach graduate level courses must meet the criteria noted above guidelines for Faculty Roles and Qualifications. In instances where these criteria are not met, there is an exception process to assign faculty to teach graduate level courses if they meet the following criteria for equivalent experience:

- Have a degree equivalent to the level they are teaching at, plus five (5) years of professional experience relevant to the content they are teaching, including tested/documented experience and advancement or recognition in the field. Evidence should include peer-reviewed publications, documented recognition of scholarly activity and/or in-depth knowledge specific to the field of study.

The exception process to assign a faculty member to teach a graduate level course happens at the point of workload assignment. The workload worksheets prepared by budget managers and completed by department chairs will include a column for requesting an exception. In these cases, the department chair will also attach an evaluation of the instructor explaining why they merit an exception. When the Dean signs off on the workload assignments, as part of the regular workload process, this

will also serve as approval for the exception.

4.3.4 Procedures for Determining Rank at Hire

The following guidelines should be used in determining rank for new faculty:

1) Assistant Professor - A person may be hired at the rank of assistant professor if they have the following qualifications:

a) An earned doctoral degree relevant to the content they are teaching, MFA, ~~or~~ MArch, MDes, MAD, MGraph, or MID (provided the terminal master's degree in question includes at least 60 credit hours of graduate study) and evidence of excellence.

OR

b) A master's degree relevant to the content they are teaching and evidence of excellence and a learning plan for achieving an earned doctoral degree relevant to the content they are teaching, MFA, ~~or~~ MArch, ~~MDes, MAD, MGraph, or MID~~ (provided the terminal master's degree in question includes at least 60 credit hours of graduate study).

In instances where neither of the above sets of these criteria are ~~not~~ met, there is an exception process to hire a person as faculty assistant professor if they meet the following criteria for equivalent experience:

- A master's degree plus five (5) years of professional experience relevant to the content they are teaching, including tested/documentated experience and advancement or recognition in the field.

2) Associate Professor - A person may be hired at the rank of associate professor if they have one of the following sets of qualifications:

a) A master's degree plus two (2) full years of graduate work and at least ten years of teaching experience and/or relevant work experience;

OR

b) Both:

i) A master's degree plus the completion of all requirements of an earned doctor's degree except the required dissertation, AND

ii) At least seven (7) years of teaching experience and/or relevant work experience;

OR

c) Both:

iii) An earned doctor's degree, MFA, ~~or~~ MArch, MDes, MAD, MGraph, or MID (provided the terminal master's degree in question includes at least 60 credit hours in graduate study), ~~AND~~

~~iv)ii)~~ At least five (5) years of teaching and/or relevant work experience showing evidence of excellence.

- 3) Professor - A person hired as a professor should be a person of unusually high ability who has distinguished themselves in their field; and has proven expertise or has shown exceptional achievement. Such a person may be hired at the rank of professor if they have the following qualifications:
 - a) An earned doctor's degree, MFA, ~~or~~ MArch, MDes, MAD, MGraph, or MID (provided the terminal master's degree in question includes at least 60 credit hours in graduate study).
 - AND
 - b) At least ten years of teaching and/or relevant work experience showing evidence of excellence, with four (4) years of this experience consisting of teaching and/or work experience at the college or university level.

4.9.7 Promotion: Conduct of Committee Meeting

- 1) Applicants for promotion may not serve on any committee acting on their own promotion. Should a member of a standing committee be an applicant, the committee will designate an eligible substitute.
- 2) Alternates for committee members may be named, but they will not attend committee meetings unless they are substituting for absent persons. In such cases, they will be regular voting members.
- 3) University of Wisconsin-Stout promotion procedures and policies take precedence over departmental, college, or functional equivalent promotion policies.
- 4) The promotion application is the candidate's personal representation of their contribution to the university. As such, no attachments or alternatives ~~would be~~ would be permitted once ~~the applicant submitted~~ an application for promotion is received, other than reports described below which occur during the respective review step. Any additional information of support or nonsupport is to be returned to the sender, if known, and disregarded. This covers all levels of promotion.
- 5) Incomplete applications will not be considered at any level.
- 6) Committees at all levels, but especially at Level I, need to give equal consideration to persons who are on a split assignment.
- 7) Applicants who are on leave or who are going on leave are eligible for consideration for promotion.

~~5)8) At least 24 hours in advance of initiating their review, each promotion committee will give notice of announce to applicants a schedule which states when applications will be considered, compliant with Wis. Stat. § 19.84. Any applicant wishing to appear before the committee will inform the committee chairperson of their wish to do so. The departmental committee shall be charged with not processing any application unless all questions prior to the applicant's signature on the "application for promotion" are completed.~~

~~6) Applicants who choose to appear before the committee are not to make comparisons with other applicants, nor are they free to introduce new subjects not contained in their original application. This is also a time for the committee to clarify with the applicant any questions they have about information contained in the application.~~

~~7)9) At the meeting, when all applicants who wish to appear have done so, t[he committee may go into executive session to discuss the applicants and decide on recommendations. Any applicant who is determined to be unqualified for promotion should not be recommended even if there are no other applicants at that rank.~~

~~8)10) After the committee's decision is made, the chairperson will prepare a report which includes the following:~~

~~a) The recommendations made on all applicants,~~

~~AND~~

~~b) A description of the procedures used to arrive at the decisions made.~~

~~The committee will submit, with its any positive recommendation on promotion, a rationale for that decision, citing the areas of teaching, research, and service and advisement.~~

~~9)11) To facilitate work at the next level, the chairperson will also provide (a) a summary of the committee's decisions (a) and (b) a brief description of the procedures used to arrive at the decisions made (b) to the next level committee. This report will also be sent to the next level, to each applicant being considered, and to the human resources office. If an applicant is not recommended for promotion to the next level committee, the chairperson of the committee must provide an evidence-based written rationale for the decision to the applicant in a timely fashion.~~

~~10)12) Promotion Level I and II committees will assess applicants based upon promotion criteria. The recommendations to be made by each committee at each level will be:~~

~~a) Recommended for promotion at this time, OR-~~

b) Not recommended for promotion at this time.

~~11)13) The committee chairperson will forward the application and all appropriate data to the facilitator at the next level and a copy of the committee's procedures and recommendations will be sent to the chair of the committee at the preceding level, to the human resources office, and to the facilitating administrator at the current level of action, and the applicant. If an applicant is recommended for promotion to the next level of review committee, the chairperson of the recommending committee must provide an evidence-based, written rationale for the decision. If the University Promotion Committee (UPC) finds that the letter from a departmental committee lacks sufficient detail in its recommendation, the UPC may request a revised letter. Additionally, the UPC is encouraged to reach out to the departmental committee with any clarifying questions regarding the applicant's teaching, research, or service. The outcome of the UPC findings should be documented in their recommendation letter to the chancellor. If the chancellor finds that a letter from a committee lacks sufficient detail in its recommendation, the chancellor may request a revised letter.~~

~~12)14) All applications will be forwarded with the exception of any rated "not recommended for promotion at this time." Applications which have been "not recommended at this time" will be returned to the applicant by the committee chairperson. If an applicant is not recommended for promotion to the next level committee, the chairperson of the committee must provide an evidence-based written rationale for the decision to the applicant in a timely fashion. Non-recommended applicants who wish consideration at a succeeding level must follow the procedure for appeals under Applicant's Response to Recommendations (Appeals) below.~~

~~13) Committees at all levels, but especially at Level I, need to give equal consideration to persons who are on a split assignment.~~

~~14) Applicants who are on leave or who are going on leave are eligible for consideration for promotion.~~

**CONTINUED TEST OPTIONAL ADMISSION PROCESS
IN REGENT POLICY DOCUMENT 7-3,
“UNIVERSITY OF WISCONSIN SYSTEM
FRESHMAN ADMISSIONS POLICY”**

REQUESTED ACTION

Adoption of Resolution D.

Resolution D. That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents extends the temporary suspension of the requirement for freshman applicants to provide an ACT or SAT score as part of their application referenced in Regent Policy Document 7-3, Sections I. C. and II. B. This action extends the suspension through the 2027-28 academic year for all of the Universities of Wisconsin.

SUMMARY

Since initially implemented in 1989, the required use of test scores in admission had not been substantively modified until the COVID-19 crisis in early 2020. At that time, the Board of Regents approved suspending the ACT/SAT requirements on a temporary basis initially in response to the inability of applicants to take the ACT or SAT and submit scores during the crisis in May of 2020, for all universities except UW-Madison. In subsequent Board actions, the suspension was expanded to include UW-Madison in July of 2020, further extended to include 2022-23 applicants, and extended again through 2024-25, and later 2026-2027 to allow time to research and understand the impact of the suspension for Universities of Wisconsin and within the national context.

Now, with the benefit of substantial research, but more research to conduct, the Universities of Wisconsin request an extension of test optional admission at all UW universities. The Board of Regents is being asked to continue, through Summer 2028 admission application, the suspension of Regent Policy Document 7-3, Sections I. C. and II. B., which requires the submission of ACT/SAT test scores by freshman applicants. Students will continue to be evaluated based on other application materials submitted as required by Regent Policy Document 7-3. This extension will provide us with additional time to

conduct our research, specifically within the context of other public university systems research, to get a more complete understanding of the role test scores play in predicting college readiness while continuing to monitor collegiate actions and test optional research at the national level. A final policy recommendation needs to be informed by both our research findings and those research findings within the context of other test optional research, especially research coming from comparable higher education institutions and systems.

Presenters

- Dr. Julie Amon, Associate Vice President for Enrollment & Student Success, Universities of Wisconsin Administration
- Dr. Nick Hillman, Director, Student Success Through Applied Research (SSTAR) Lab, UW-Madison

BACKGROUND

The Universities of Wisconsin have gathered data through a collaboration with the [Student Success Through Applied Research \(SSTAR\) Lab](#) at UW-Madison. The research was guided by four core objectives to: 1) determine the degree to which the ACT/SAT score accurately predicts the academic achievement of UW students; 2) evaluate the long-term consequences of permanently suspending the standardized test score requirement (becoming test optional); 3) identify if there are other means of measuring a student's academic readiness for college that could be used in place of a standardized test score; and 4) understand national trends and context among other universities.

In 2024, the SSTAR Lab shared preliminary research results based on these objectives. Early analyses suggested that: 1) the first-year student GPA and test scores at UW universities have remained consistent since 2018—both during the period while the test was required and optional; 2) test scores were less reliable predictors of college completion than high school GPA, and did not add meaningful academic information beyond what is already collected in the admissions process; and, 3) in addition to GPA, other academic factors such as high school credits, curriculum, and course rigor, combined with non-academic factors such as leadership, work, time management, and co-curricular engagement may be more important predictors of academic achievement. These findings provided an initial foundation, but additional research and comparisons to related studies were needed to fully understand the patterns.

Since 2024, SSTAR Lab research has expanded to include an evaluation of the role that test scores play in predicting first-year grade point average, first-to-second year retention and four-year graduation rates. Initial results indicate that 1) academic outcomes have remained steady or improved across the system since 2020; 2) ACT scores do not appear to

show a strong or consistent relationship with retention or graduation rates; and 3) high school grade point average shows a comparatively stronger association with key outcomes and explains more of the variation observed. At the same time, new research from other higher education institutions and systems has begun to emerge on test-optional strategies and their effects on enrollment and academic performance. Continued study, both within the Universities of Wisconsin, and in comparison, to this growing body of external research, will be important for understanding the broader context and identifying additional factors that may influence these trends.

The initial and ongoing suspension of the ACT/SAT requirement has also become an increasingly common practice in higher education. Most states required test scores before COVID-19. Currently, more than 2085+ of institutions are now test optional or test blind, including approximately 40% of state systems that have instituted permanent test optional or test blind policies—and most prospective students live in test optional states. Since our last presentation in 2024, more institutions have made the decision to stay or go test optional or test blind. All but two Big 10 institutions are test optional, and those two recently experienced double digit percentage drops in admission applications as a result. Other than those two, the only institutions that have returned to requiring tests are institutions that are in the Ivy League which have a much different student profile than the Universities of Wisconsin. Neighboring states Illinois and Iowa are already permanently test optional, while Michigan and Minnesota are largely test optional.

Extending the test optional policy through the 2027-28 academic year would provide meaningful advantages to the Universities of Wisconsin and avoid potential risks. It would allow the SSTAR Lab time to provide a thorough analysis of a full cohort of UW students who applied under a test optional policy and matriculated through to graduation. Further, it would also allow us time to compare our research findings to other existing and emerging test optional research currently underway and recently published by several higher education institutions and systems. It would simplify the admission process and allow UW universities to identify a broader range of students who can succeed at a UW, increasing access without diminishing the academic profile of entering classes. It would also maintain the UW's ability to compete with universities regionally and nationally. A test optional policy would help reduce the risk to UW's reputation and competitiveness overall, and of decreased access and enrollment, especially for traditionally underserved communities. If approved, the UWs will be able to provide clarity in recruitment communications to those applying in the next year.

Previous Actions or Discussion

The Universities of Wisconsin policy of requiring test scores took effect for applicants in the fall 1989 semester. Initially included as part of "Enrollment Management Phase I," the test requirement policy supported UW's goals under the enrollment management plan of preserving and enhancing educational quality, using limited resources in the most effective

manner and, notably, limiting enrollment to “not admit more students than can be served in an orderly fashion.”¹ It was not until February 2007 that the test requirement (formerly Regent Policy Document 86-5) was combined with multiple other policies relating to admission to create Regent Policy Document 07-1, subsequently renumbered 7-3, University of Wisconsin Freshman Admissions Policy.

Regent Policy Document 7-3, “UW System Freshman Admissions Policy” was created by the Board on February 9, 2007, with the adoption of Resolution 9290.

Resolution 11430, adopted by the Board on May 7, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to ACT/SAT testing requirements for all freshman applications to UW campuses, except UW-Madison, for the 2020-21 and 2021-22 academic years.

On July 27, 2020, the UW System President approved a temporary waiver to Regent Policy Document 7-3 suspending provisions related to ACT/SAT testing requirements for all freshman applications to UW-Madison, through December 31, 2020.

Resolution 11489, adopted by the Board on August 8, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to the ACT/SAT testing requirements for all freshman applications to UW-Madison for the 2021-22 and 2022-23 academic years.

Resolution 11591, adopted by the Board on February 5, 2021, extended the temporary suspension of ACT/SAT Requirements in Regent Policy Document 7-3, for all institutions, exempting UW-Madison, through the 2022-23 academic year.

Resolution 11754, adopted by the Board on December 10, 2021, extended the temporary suspension of the ACT/SAT Requirements in Regent Policy Document 7-3, for all institutions, including UW-Madison, through the 2024-25 academic year.

In April 2022, the Vice President for Academic & Student Affairs presented preliminary findings from the STARR Lab study to the Education Committee of the Board of Regents.² The presentation of a final report and related policy recommendations was originally targeted for April 2024.

In April 2024, Associate Vice Presidents from Academic & Student Affairs requested an extension to the test optional policy to allow more time to monitor the changing national landscape and to evaluate the impact on a cohort that had graduated. Resolution D was

¹ BOR meeting minutes June 5, 1987, pp. 21-22

<https://search.library.wisc.edu/digital/ARLZNFYQEINFP68L/pages/AYJ2NHPLJCOQ5C83?view=contact>

² [www.wisconsin.edu/regents/download/meeting_materials/2022_meeting_materials/Meeting-Book -Education-Committee-\(April-7,-2022\).pdf#page=177](http://www.wisconsin.edu/regents/download/meeting_materials/2022_meeting_materials/Meeting-Book-Education-Committee-(April-7,-2022).pdf#page=177)

accepted and the extension of the test optional policy was extended through the 2026-2027 academic year.

The Universities of Wisconsin are now seeking to extend the SSTAR Lab's study to include analysis of a full cohort of students who applied under the test-optional process and matriculated through to graduation and to allow for a review of our findings as compared to the findings emerging from test optional research being conducted at other higher education institutions and systems. That comprehensive review is necessary to make the best informed test policy recommendation.

Related Regent Policy Documents and Applicable Laws

- [Regent Policy Document 7-3, "UW System Freshman Admissions Policy"](#)
- [Wis. Stat. § 36.11\(3a\), Admission of Applicants](#)