



November 22, 2024

Dr. Kevin Sightler
Substantive Change Office
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: New Program Approval – Graduate Certificate in Nuclear Security

Dear Kevin,

The University of Tennessee, Knoxville's faculty in the Baker School of Public Policy and Public Affairs plan to offer a 12-credit hour graduate certificate in Nuclear Security to complement its current portfolio of offerings. The program will be offered beginning spring 2025.

The Nuclear Security graduate certificate will be available as an in-person, "add-on" credential to students already enrolled and pursuing a degree at the institution, or as a "stand-alone" credential to those who are enrolled elsewhere or who have already completed a baccalaureate program elsewhere.

This new program will feature more than 50% new coursework. Current faculty members will teach the new program, as well as one to-be-hired faculty member. Learning resources are more than sufficient to support students in the program, and the institution currently has sufficient facilities and library and learning resources to serve students in-person, as well as through a distance education program. The institution was approved to offer programs via distance learning on February 12, 1998.

Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Heather Hartman
SACSCOC Liaison

Cc: Donde Plowman, Chancellor
John Zomchick, Provost and Senior Vice Chancellor
Marianne Wanamaker, Dean, Baker School of Public Policy and Public Affairs
John Scheb, Interim Associate Dean of Academic Affairs, Baker School of Public Policy and Public Affairs

Office of Institutional Effectiveness
5723 Middlebrook Pike, Suite 218, Knoxville, TN 37921
865-974-6964 IEDept@utk.edu ie.utk.edu

1. Provide Common Content A – Background and Context, relative to the proposed change.

1. A list of programs offered by the institution (excerpt from the catalog or a printout of a webpage is acceptable).

The University of Tennessee, Knoxville (UT Knoxville) is authorized to offer undergraduate, masters, and doctoral degrees. The Baker School of Public Policy and Public Affairs (Baker School) currently offers:

- Bachelor of Science in Public Affairs (BSPAF)
- Master of Public Administration (MPA) in Public Administration
- Master of Public Policy (MPP) in Public Policy

Students may apply for admission to the Master of Public Administration (MPA) or Master of Public Policy (MPP) degrees as part of the five-year accelerated program. Students may also enroll in a joint MPA/JD or MPP/JD degree program with the Baker School and the College of Law.

The catalog excerpt for programs offered by the Baker School can be found in Appendix A.

2. Abstract (one page maximum)

a. Briefly describe the proposed change to include the intended implementation date.

The Nuclear Security graduate certificate program requires 12 credit hours of coursework. It is available as an “add-on” credential to those already enrolled and pursuing a degree at the University of Tennessee, Knoxville, or as a “stand-alone” credential to those who are enrolled elsewhere or who have already completed a bachelor’s degree at another institution.

b. Provide projected number of students, if applicable.

The Nuclear Security graduate certificate program is anticipated to serve 5-7 students per academic year.

c. Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing).

The Nuclear Security graduate certificate program will be an ongoing program that will continue to be offered in subsequent years. The program will be offered starting spring 2025. Courses will be offered every fall and spring semester.

d. Describe the primary target audience or market.

The Nuclear Security graduate certificate program is designed for leaders, practitioners,

researchers, and educators from public administration, public policy, public affairs, and other disciplines. Concurrently enrolled University of Tennessee graduate students from all disciplines and community members with a Master's degree or higher with an interest in issues related to National Security are eligible to apply to the graduate certificate program in Nuclear Security.

e. Describe the strengths of the institution to undertake the change.

The Baker School of Public Policy and Public Affairs is a nonpartisan entity on the campus of UT Knoxville devoted to education and research concerning public policy and civic engagement. Through classes, public lectures, research, and student initiatives, the center aims to provide policy makers, citizens, scholars, and students with the information and skills necessary to work effectively within our political system and to serve our local, state, national, and global communities.

On July 1, 2023, the Howard H. Baker Jr. Center for Public Policy (established in 2003) became the Howard H. Baker Jr. School of Public Policy and Public Affairs. Included in the Baker School was the Institute of American Civics, which was established in 2022, and is funded through bipartisan legislation passed by the Tennessee General Assembly. The Baker School hosts lectures, conferences, roundtable discussions, classes, and other events. These programs bring together scholars, lawmakers, community members, and students to discuss how to potentially resolve such pressing problems as education shortfalls, global disease epidemics, and armed conflict.

Although its programming is wide in scope, the Baker School is especially focused on four topics: Governance studies, energy and environment, and global security. Each of these topics was chosen for its political, social, and cultural importance, and so Baker School brings experts and members of the UT community together to address them in open and unbiased discussion aimed at the formulation of effective and workable policy responses. The institution hosts multiple qualified faculty members with strong expertise in the area of Nuclear Security. UT Knoxville's Baker School includes the Center for National Security & Foreign Affairs (NSFA), a research center at the Baker School of Public Policy & Public Affairs that specializes in national security and nuclear policy. The center has expert faculty who teach courses in these two topics. The Baker School has a partnership with Oak Ridge National Laboratory (ORNL), which will provide guest lecturers and adjunct faculty to teach in the program.

3. Describe how the need for the change was determined and how the change was approved by the institution.

The Nuclear Security graduate certificate program is a way to provide students with an extra edge in the job market. The certificate will be listed on their transcripts and students can list the certificate on their resumes, which should be helpful for careers in nuclear policy. The certificate will be especially useful for working professionals who likely have graduate degrees in technical

fields such as computer science or engineering but do not have coursework on public policy, national security, or international relations.

The Baker School has a Memorandum of Understanding with Oak Ridge National Laboratory, which requested both undergraduate and graduate certificates in this area, in order to prepare students for careers in the field of nuclear policy, and to train their technical staff in nuclear policy. Baker School, partnering with ORNL, can provide training for graduate students in the field of nuclear security for their workforce needs and needs of other national labs across the country, as well as the needs of other federal agencies that work in the fields of nuclear security (e.g., Department of Energy, Department of State, Department of Defense, military branches, intelligence agencies). There is a national need for young adults well trained in nuclear policy and national security due to mass retirements in the federal government.

This certificate was approved following normal curricular procedures, including review and approval by the faculty in the Baker School, and submission to the institution's graduate curriculum committee, graduate council, and faculty senate for review and approval.

4. Describe how the change is consistent with the mission and goals of the institution.

The mission of UT Knoxville is “We are a diverse community with a shared commitment to discovery, creativity, learning, and engagement. At UT Knoxville we:

- **Empower** learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities.
- **Advance** the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement.
- **Commit** to excellence, equity, and inclusion within the university, across the state, and in all our global activities.”

The aim of Nuclear Security graduate certificate program is to prepare leaders, practitioners, researchers, and educators from public administration, public policy, public affairs, and other disciplines to be active in various policymaking activities. Course experiences will foster the examination and application of current policy research and the development of skills related to policy analysis, research, program evaluation, and advocacy.

The Nuclear Security graduate certificate program allows UT Knoxville to empower learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities by providing such learning opportunities to leaders, practitioners, researchers, and educators from public administration, public policy, public affairs, and other disciplines. Further, this program provides UT Knoxville the opportunity to cultivate the Volunteer experience and make ourselves nimble and adaptive, addressing two goals of the institution's strategic vision.

5. Provide documentation of faculty involvement in the planning and approval of the change.

The director of the Center for National Security & Foreign Affairs and a former senior research associate with NSFA created the four courses at the Baker School to be included in the Nuclear Security graduate certificate program based on a review of nuclear related courses offered at other universities. Baker School also approached the Department of Nuclear Engineering and the Law School to include one course from each of their respective units, related to nuclear policy, to be included in the program, and both units approved the inclusion. The Director of Nuclear Nonproliferation and Senior Program Manager in the National Security Sciences Directorate at ORNL reviewed the courses and certificate requirements. The courses and certificate requirements were then reviewed and approved by the faculty of the Baker School.

6. Provide evidence of legal authority for the change if approval is required by the governing board or the state.

Approval by the Tennessee Higher Education Commission (THEC) is not required for certificate programs. THEC requires a notification for certificates to be sent by the Chief Academic Office (i.e., Provost). The notification form (provided in Appendix B) was prepared and submitted.

2. Provide the curriculum for the program.

Required Courses (9 hours):

- HBS 503 Administrative Law and Regulatory Policymaking | 3 credits
- HBS 552 U.S. National Policy | 3 credits
- HBS 554 Nuclear Security in an Age of Emerging Technologies | 3 credits

Select one of the following courses (3 credits):

- HBS 556 Nuclear Policy and Deterrence | 3 credits
- HBS 558 Nuclear Nonproliferation and Safeguards | 3 credits
- NE 530 Nuclear Security Science and Analysis | 3 credits
- LAW 990 Issues in the Law (Nuclear Law special topics course) | 3 credits

3. Provide a projected schedule of course offerings for the program.

The projected schedule of course offerings for the Nuclear Security graduate certificate is as follows:

- Spring 2025 (*and every subsequent spring semester*): HBS 556
- Fall 2025 (*and every subsequent fall semester*): HBS 503, HBS 552, HBS 554, and NE 530
- LAW 990 is usually offered every other year during the spring semester, to be determined by the College of Law.

4. Provide program-specific goals (objectives) and specific student learning outcomes for the program.

The goal of the Nuclear Security graduate certificate program is to enable students to apply a public policy framework to understanding and analyzing nuclear energy and weapon systems, including non-proliferation, export controls, hardening infrastructure, and related security concerns.

Learning outcomes for the Nuclear Security graduate certificate program are that students will be able to:

- Analyze the benefits and challenges of nuclear deterrence and nonproliferation policies and treaties.
- Contrast the policies of nuclear deterrence and nuclear nonproliferation.
- Demonstrate an ability to effectively write policy briefs about nuclear policy.
- Apply theories of deterrence and nonproliferation to policy responses to nuclear challenges.

5. Describe how the student learning outcomes for the program will be assessed.

Student learning outcomes for the Nuclear Security graduate certificate program are included in the annual program assessment process. Data are collected annually and analyzed by department faculty and reported formally every three years. The analysis and reporting requirements are focused on seeking improvement in student learning.

The institution's annual program assessment of student learning outcomes is coordinated through the Department of Institutional Effectiveness, which works with program faculty to develop appropriate outcomes, assessment methods, and to interpret results for continued program improvement. The department conducts an annual meta-assessment review and prepares a summary report, which is shared with faculty and the administration.

Student assessment of all academic courses and instructors is accomplished through the use of end of course evaluations. Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time). The instrument used for these evaluations is the same for all locations and methods of delivery. Course evaluation results are also shared with the administration.

6. Provide course descriptions for all courses in the proposed program. Do not provide syllabi or catalogs (though course description excerpts from a catalog are acceptable).

HBS 503 Administrative Law and Regulatory Policymaking 3 Credit Hours

Legal foundations of the administrative state. Agency implementation of legislation through rulemaking, enforcement, and adjudication. Legislative oversight, executive control, and judicial review of agency actions.

HBS 552 U.S. National Security Policy 3 Credit Hours

Overview of national and international security issues and corresponding U.S. National Security Policy policies and strategies. Focus on grand strategy, civil-military relations, conflict management, military interventions, conventional and non-conventional warfare, termination of conflict, and peacekeeping.

HBS 554 Nuclear Security in an Age of Emerging Technologies

3 Credit Hours

History of nuclear materials, overview of U.S. nuclear security policies and safeguards, export controls, nuclear terrorism, insider threats, espionage, and hostile nuclear states.

NE 530 Nuclear Security Science and Analysis

3 Credit Hours

Understanding nuclear threats and the evolution of nuclear threats to present day. Issues and strategies in detecting nuclear threats. Issues and approaches for nuclear security concerns, both state-level (e.g., nonproliferation and deterrence) and asymmetric concerns (e.g., nuclear smuggling and nuclear terrorism). Exercises in applied nuclear security scenarios.

LAW 990 – Issues in the Law

3 Credit Hours

Selected topics. (Nuclear Law offered on rotation)

7. Describe admissions and graduation requirements for the program.

Students seeking admission to the Nuclear Security graduate certificate program:

- Must be currently admitted to a UT Knoxville graduate program and be in good academic standing OR hold a Master's degree or higher.
- Must submit an application to be formally admitted to the certificate through the Office of Graduate Admissions.

To qualify for certificate completion, students must have at least a 3.00 grade point average in all courses attempted for graduate credit. Students who do not maintain a 3.00 grade point average are subject to denial of enrollment privileges. Student files are evaluated each semester to determine eligibility for continued enrollment.

To receive the certificate, students must:

- complete the Graduate Certificate Course Verification Form
- through MyUTK, apply to graduate from the certificate program.

8. Provide the planned method(s) of delivery, as defined in policy, of the program.

The program will be offered in person and through distance education.

9. Provide the planned location(s) at which the program will be delivered, i.e., on-campus and/or at specific off-campus instructional site(s). (Providing this information does not replace submitting a notification or prospectus for approval, if necessary, of an off-campus instructional site as required by policy.)

The program will be offered at the Knoxville main campus location.

10. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation.

For classes that are taught in-person in a traditional lecture-based format over the course of a semester with 14 weeks of instruction, one credit represents 50 minutes per week of direct faculty instruction in a face-to-face classroom setting and a minimum of 100 minutes per week, outside the classroom setting, during which a student engages actively with the course content. The Nuclear Security graduate certificate program will consist of 12 credit hours delivered through four 3-credit courses. Each class will provide at least 700 lecture hours of instruction per credit hour, in accord with the institution's credit hour definition.

11. Describe administrative oversight to ensure the quality of the program.

The Nuclear Security graduate certificate program was approved following the institution's curricular procedures, including review and approval by the faculty in the Baker School, and submission to the institution's graduate curriculum committee, graduate council, and faculty senate for review and approval. It will be assessed using the same process as all other academic programs at the institution.

12. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

N/A as this program is not offered in compressed time frame.

13. Provide Common Content B – Faculty Qualifications, relative to the proposed change.

- 1. Provide a completed Faculty Roster Form to include faculty members scheduled to teach in the proposed substantive change (program, site, arrangement, etc.). Follow the Faculty Roster Form Instructions which require the institution to demonstrate the qualifications of each faculty member to teach the courses assigned (refer to Standard 6.2a (faculty qualifications) of the Principles of Accreditation). Use the standard Faculty Roster Form and instructions; do not create a new form or format:**
 - a. Faculty Roster Form [DOCX]**
 - b. Faculty Roster Form Instruction [PDF]**

2. **Include on the Faculty Roster Form all faculty members for the courses to be taught; do not include historical teaching assignments unless they are also to be taught in the proposed change.**
 - a. **For a program: list the faculty members for all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.**
 - b. **For an off-campus instructional site: list the faculty members for all courses to be taught at the site for the first 12 months of operation.**
3. **Do not submit faculty curricula vitae or transcripts.**
4. **Referring to Standard 6.2a (faculty qualifications):**
 - a. **For a program: demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program.**
 - b. **For a site: demonstrate the institution has at least one faculty member qualified in the discipline to teach at the site.**

The Faculty Roster Form for the Nuclear Security graduate certificate program can be found in Appendix C. The Faculty Roster Form provided includes faculty who will be teaching the courses listed as part of the program curriculum.

5. **Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. In addition to at least one faculty member qualified in the discipline, include any to-be-hired faculty members, if applicable, on the Faculty Roster Form (e.g., “To-be-hired #1,” “To-be-hired #2,” etc.) with the expected qualifications for teaching the courses assigned. Describe the impact on faculty workload of the proposed change.**

All faculty teaching in the Nuclear Security graduate certificate program have terminal degrees in the related field of study, have demonstrable expertise for the instruction of course content, and have been appointed by the institution as faculty with status as a tenure-track professor, associate professor, assistant professor, or non-tenure track adjunct or lecturer. One faculty member will be hired by the Baker School in AY 2024-25. This “to-be-hired” faculty member will teach HBS 554, HBS 556, and HBS 558. There will be no impact on faculty workload, as these courses are taught regardless of the availability of the Nuclear Security graduate certificate program.

6. **For a graduate program,**
 - a. **demonstrate scholarship and research capability of faculty members teaching in the program and**
 - b. **if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).**

Marc Filakoff is a nuclear security research staff member with the Transportation Security, Engineering, & Analysis group within the Nuclear Nonproliferation Division at Oak Ridge National Laboratory. He supports countries in developing transport security regulations for nuclear and other radioactive materials. He serves as a subject matter expert for the International

Atomic Energy Agency (IAEA) in the area of regulatory development and has served as a legal expert on missions to support Member States developing nuclear security regulations. In 2019, Fialkoff served as a consultant to the IAEA in their effort to support member states in developing regulatory infrastructure for transport security. His research also examines novel questions of nuclear security and maritime law. Currently, he is working on the intersection of nuclear and maritime security for transportable nuclear power plants and floating nuclear power plants.

Howard Hall's research focuses on nuclear security applications, including proliferation detection, counterproliferation, detection of and response to radiological/nuclear threats, nuclear forensics, radiochemistry, and applications of nuclear-based methods to other security needs (such as explosives detection). Hall is a member of the American Chemical Society and American Institute of Chemists and has numerous publications.

John Scheb has served as Director of UT's Social Science Research Institute, and Chair of the Legal Studies Program. He has taught graduate and undergraduate courses in American government, constitutional law, civil rights and liberties, administrative law, criminal law and procedure, the judicial process, and law in American society. Scheb has authored or co-authored numerous articles in professional journals, including the *Journal of Politics*, *American Politics Quarterly*, *Political Research Quarterly*, *Law and Policy*, *Judicature*, *State and Local Government Review*, *Social Science Quarterly*, *Political Behavior*, *Politics and Policy* and the *Tennessee Law Review*. Scheb has also authored or co-authored a number of books, including *American Constitutional Law*, 6th edition (2014); *Criminal Law and Procedure*, 8th edition (2013); *An Introduction to the American Legal System*, 5th edition (2020), *American Government: Politics and Political Culture*, 4th edition (2006); *Government and Politics in Tennessee* (2002); *Law and the Administrative Process* (2005); and *Administrative Law and Policy* (2020). He is also coeditor of *An Encyclopedia of American Constitutional Rights and Liberties* (2007). Proficient in survey research, Dr. Scheb has also served as a consultant to numerous government agencies, political candidates, corporations, attorneys, interest groups and other nongovernmental organizations.

Krista Wiegand oversees funded research projects with faculty fellows and affiliates, graduate and undergraduate students, pursues policy engagement with government agencies and thinktanks, and provides public engagement on topics of national security and foreign affairs through workshops and hosting guest speakers. Wiegand's research covers territorial and maritime disputes, conflict resolution/management, war and militarized interstate disputes, U.S. national security policy, foreign policy strategies of countries in the Indo-Pacific region, focusing on Japan, China, South Korea, and the Philippines, and international mediation, arbitration, and adjudication of interstate and civil conflicts. She has published three books: *Bombs and Bullets: Governance by Islamic Terrorist and Guerrilla Groups* (Routledge, 2010) and *Enduring Territorial Disputes: Strategies of Bargaining, Coercive Diplomacy, and Settlement* (University of Georgia Press, 2011), *The Peaceful Resolution of Territorial and Maritime Disputes* (Oxford University Press, 2023), book co-authored with Dr. Emilia Justyna Powell, and is co-editor of the book *Islands of Contention: The China-Japan Border Dispute in a Multidisciplinary Perspective* (Routledge, 2015). She is currently working on a book project with Dr. Sojeong Lee

about the role of territorial and maritime disputes in the strategies of U.S. allies and partner countries in the Indo-Pacific region, in the context of the U.S.-China rivalry.

14. Provide Common Content C – Resource, relative to the proposed change.

Library and Learning/Information Resources

- 1. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).**

No new library resources will be needed to serve the Nuclear Security graduate certificate program. UT Libraries has a Map & Government Information Librarian and the institution offers students a broad collection of library resources that support learning and course activities. Discipline-specific suites of resources are listed in the “Government Information: Federal, State & Local: About Federal Publications” Research Guide (see Appendix D). Additionally, law databases such as HeinOnline, ProQuest Congressional, and ProQuest Regulatory Insight are available to students through UT Libraries.

- 2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.**

Students are able to utilize OneSearch to search journals by category on the UT Libraries website. There are 233 journals readily available in the “Government-U.S.” category, including the *International Journal of Nuclear Security* and *Nuclear Safety*. Further, OneSearch provides students with access to e-journals available through BrowZine. Students may also utilize Resource Sharing to borrow materials not available at UT Libraries.

- 3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning/information resources.**

All library resources identified in previous responses are made available online to students in the Nuclear Security graduate certificate program with a valid UT Knoxville NetID and password.

- 4. Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.**

Students are made aware of library and learning/information resources available to them via course syllabi and individual course orientation. Faculty often provide students with guidance regarding the existence of resources relevant for class projects and assignments and how to access and use those resources. As part of coursework, such information is commonly posted in

the Canvas site of respective courses and discussed in class (where hands-on training on the use of such resources is often provided). The UT Libraries has an extensive website, which serves to educate students regarding available resources and support services.

5. Describe resources to support students in access to and use of library and learning/information resources.

As described above, students are provided with access to library guides and a specialized librarian that can guide students on accessing library materials and information sources. Further, students have access to UT Libraries digital databases and AskUsNow, where they can chat with a librarian or get information on how to otherwise connect with a librarian. They can also request materials through Resource Sharing.

Student Support Services

1. Describe specific programs, services, and activities which will support students enrolled in the new program and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.

Academic and student support activities, programs, and services at UT Knoxville are offered in both a centralized and decentralized format. Decentralized support varies and is provided at the college, department, and program level. Centralized support is provided by a variety of offices including the Division of Enrollment Management, Division of Student Life, Division of Diversity & Engagement, Athletics, the Office of Research & Engagement, and the Office of the Provost.

Academic Advising

Each college at UT Knoxville provides undergraduate academic advising services to assist students in navigating the educational and professional questions that arise during the course of their studies. Academic advising services for students in this program will be provided by professional advisors in the Baker School. The program director (a faculty member) will also advise students in an informal capacity.

Baker School Student Association

The Baker School Student Association (BSSA) is a student organization fostered by the Baker School of Public Policy and Public Affairs. The BSSA is committed to the principles of civility and integrity, dedicated to the spirit of public service, and embodies the legacy of Senator Baker. The BSSA hosts bi-weekly meetings that range from fun, fellowship-oriented events to professional networking events, such as dinner with local and state political officials.

One of BSSA's goals is to better equip its members to handle a career in public service. Whether through professionalism workshops, committee and leadership positions, faculty and staff mentorship, or various opportunities that emerge throughout the year, the BSSA provides resources and experiences that help members feel more confident entering their field of interest.

Speakers and Events

The Baker School offers programming including a Constitution Day celebration, debates, and fireside chats with prominent political figures. The Baker School framed its fall 2024 public programming around the presidential election, encouraging the University of Tennessee community to “Get Informed. Get Engaged. Vote.” The programming included three public events aimed at exploring important topics that will be impacted by the election results, including the Supreme Court, the economy, and foreign policy.

The Civic Leadership Lecture Series brings experts from across the country to UT Knoxville to examine issues and ideas foundational to American society. The series is intended to promote better citizenship through thoughtful and respectful debate and discussion. All lectures are open to the campus and community.

Physical Resources

1. Describe the adequacy of physical facilities which will support the change.

Existing facilities will be used, and no new space will be required. The Baker School of Public Policy and Public Affairs has more than 52,000 square feet of space that includes an auditorium and rotunda for public events, classrooms, state-of-the-art archives storage and research areas, an interactive museum, a boardroom, and the administrative spaces necessary for the Baker School’s operations. The building also houses the Institute of American Civics and two research centers: the Center for Energy, Transportation, and Environmental Policy and the Center for National Security and Foreign Affairs.

2. Describe equipment which will be available for a new program or available at a new site.

No specialized equipment is necessary or employed as part of the Nuclear Security graduate certificate program.

3. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

All physical facilities, equipment, and services that are needed for the Nuclear Security graduate certificate program are already in place.

Financial Resources

1. Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change.

The University of Tennessee has provided a resource commitment to the Baker School of Public Policy and Public Affairs for the first five years of its development. All of the courses that constitute the Nuclear Security graduate certificate program will also be offered as part of the Master’s in Public Policy degree program. Baker School will incur modest expenses to market the certificate, recruit and advise students, and administer the certificate.

2. Provide a budget for the first year of the proposed change.

Expense	AY 2025-2026
Communication and Marketing Materials	\$350
Recruitment	\$350
Advising	\$700
Academic Administration	\$500
TOTAL	\$1900

3. Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.

N/A, as all support or contractual services are already in place for the Nuclear Security graduate certificate program.

4. Include projected revenues and expenditures and cash flow for the proposed change.

	Year 1	Year 2	Year 3
Expenditures	\$1,900	\$1,900	\$1,900
Revenues	\$15,336	\$30,672	\$30,672
Net	\$13,436	\$28,772	\$28,772

5. Include a contingency plan should expected revenue does not materialize or should costs exceed estimates.

The courses will be offered regularly regardless of the status of the Nuclear Security graduate certificate program. Assessment will be made at the end of the third year to determine the accuracy of the estimated support service costs and determine the benefit of continuing to support the program.

15. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

1. Provide a brief description of institutional assessment processes.

Student learning outcomes for the Nuclear Security graduate certificate program are included in the annual program assessment process. Data are collected annually and analyzed by department faculty and reported formally every three years. The analysis and reporting requirements are focused on seeking improvement in student learning.

Student assessment of all academic courses and instructors is accomplished through the use of end of course evaluations. Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time). The instrument used for these evaluations is the same for all locations and methods of delivery. Course evaluation results are also shared with the administration.

2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

The institution’s annual program assessment of student learning outcomes is coordinated through the Department of Institutional Effectiveness, which works with program faculty to develop appropriate outcomes, assessment methods, and to interpret results for continued program improvement. The department conducts an annual meta-assessment review and prepares a summary report, which is shared with faculty and the administration.