



November 25, 2024

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

Re: New Program Approval – Energy Policy Undergraduate Certificate

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 undergraduate certificate in Energy Policy to complement its current portfolio of offerings. The program will be offered beginning spring 2025.

The Energy Policy undergraduate certificate will be available as an in-person, "add-on" credential to those 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 certificate program will feature more than 50% new coursework and current faculty members will teach the new program. 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.

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 Energy Policy undergraduate 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 Energy Policy undergraduate certificate program is anticipated to serve 10 students per academic year.

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

The Energy Policy undergraduate 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 primary audience for the Energy Policy undergraduate certificate program is current UT Knoxville undergraduate students studying public policy, political science, law and

economics who would like to focus on energy policy. These are students who have identified energy companies or energy-related government agencies as potential career paths and would like to signal expertise in energy technologies to those potential employers. Physical science majors from engineering, geography, and earth and planetary sciences who are currently studying energy technologies but would like to apply that expertise to public policy are also included in the primary audience for the Energy Policy undergraduate certificate program. These students likely aspire to work in government agencies or national laboratories and want to signal knowledge of public policy and policy analysis to a future employer in government.

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 the Center 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 Energy Policy. UT Knoxville's Baker School includes an Institute of American Civics, which provided programming in September 2024 highlighting Constitution Day, including a lecture by Harvard professor and Washington Post columnist Danielle Allen and a performance of "Cato," a play by Joseph Addison that was performed at Valley Forge under George Washington's order. The Institute hosts voter registration events and serves as a polling place on election day.

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

Energy markets and the energy industry are heavily regulated and subject to more local, state, and federal policy than most other industries. Government agencies need assistance evaluating the effectiveness of policies already in place and designing new policies that can achieve different goals. Energy companies also need to evaluate the impact of these policies on their operations. Often times the people in these positions are technically trained engineers where public policy was not a requirement for their degree.

Baker School has designed the Energy Policy undergraduate certificate curriculum in consultation with major utilities (TVA, Southern Company), energy technology companies (Hitachi, Schneider Electric, etc.) and government officials at the local, state, and federal levels. This certificate was developed over 10 years in response to the energy policy research conducted at the former Baker Center, now Baker School. The Baker Center's transition to the Baker School now allows for the creation of an academic program.

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 undergraduate curriculum committee, undergraduate 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."

It is anticipated that the availability of certificates will lead to increased accessibility and thereby enrollment in undergraduate education. The Energy Policy undergraduate certificate program allows UT Knoxville to advance the prosperity, well-being, and vitality of communities across Tennessee and around the world by exploring the economic causes of natural resource depletion and environmental degradation, employing the concepts of externalities, public goods, and market failure and researching energy technology and policy solutions for a growing population and increasingly industrialized world. Further, this program provides UT Knoxville the opportunity to make ourselves nimble and adaptive and embody the modern R1 land-grant university, addressing two goals of the institution's strategic vision.

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

Baker School held initial meetings with representatives from other units that would potentially have students interested in the Energy Policy undergraduate certificate program, including faculty from the Tickle College of Engineering and Bredesen Center. Based on this feedback,

Baker School faculty and administration discussed the set of required courses and identified course gaps that would need to be filled. Specifically, they identified HBS 424 and HBS 443 as necessary courses that are not currently being taught elsewhere on campus. They also discussed the suitability of including courses with relevant faculty from the Department of Agricultural and Resource Economics. They then engaged a faculty member with a joint appointment in Agricultural and Resource Economics and the Baker School and a senior official at TVA in a set of meetings to discuss course content and learning objectives for these courses. Finally, Baker School faculty approved the certificate at its meeting on September 12, 2023.

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:

- AREC 270 Economic Perspectives on Natural Resource and Environmental Issues | 3 credits
- AREC 345 Climate Change and Renewable Energy Economics | 3 credits
- HBS 424 Energy Market and Economics | 3 credits
- HBS 443 Energy Transitions | 3 credits

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

The projected schedule of course offerings for the Energy Policy undergraduate certificate is as follows:

- Spring 2025 (*and every subsequent spring semester*): HBS 424
- Fall 2025 (*and every subsequent semester*): AREC 270, and HBS 443
- Fall 2025 (*and every subsequent fall semester*): AREC 345

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

The goal of the Energy Policy undergraduate certificate program is to enable students to apply a public policy framework to understanding and analyzing energy production, distribution, utilization, and regulation. The certificate will prepare undergraduate students to evaluate the strategies and tradeoffs in energy policy through a course of study focused on technologies, markets, economics, and real-world considerations.

Learning outcomes for the Energy Policy undergraduate certificate program are that:

- Students will become acquainted with the technologies that supply and consume energy.
- Students will understand the basic market forces that determine energy supply and demand and how those market forces shape state, US, and global economies.
- Students will be able to weigh the various tradeoffs confronting individuals and business when generating and consuming energy and identify strategies that effectively achieve policy goals.

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

Student learning outcomes for the Energy Policy undergraduate 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).

AREC 270 - Economic Perspectives on Natural Resource and Environmental Issues 3 Credit Hours

Exploration of the economic causes of natural resource depletion and environmental degradation, employing the concepts of externalities, public goods, and market failure. Use of economic logic and analysis to assess the relative effectiveness of alternative policy approaches for addressing such problems. Application to issues of air quality, climate change, water quality, water quantity, energy use, fisheries management, endangered species protection, and waste recycling.

AREC 345 - Climate Change and Renewable Energy Economics 3 Credit Hours

Overview of climate change economics and policy and avenues for addressing climate change, including renewable energy. Assessment of the economic, environmental, and policy forces that are shaping the policy debate surrounding climate change policy. Exploration of methods for evaluating the economic costs and benefits of climate policy and investment in renewable energy.

HBS 424 Energy Market and Economics

3 Credit Hours

Theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets.

HBS 443 Energy Transitions

3 Credit Hours

Energy technology and policy solutions for a growing population, increasingly industrialized world, expanding quality of life, limits of fossil fuel energy sources, and the increasing realization that renewable energy must be integrated into an energy system built around fossil fuels.

7. Describe admissions and graduation requirements for the program.

Students seeking admission to the Energy Policy undergraduate certificate must meet the admissions standards established by the Undergraduate Council. Students may pursue this undergraduate certificate on a full-time or part-time basis. They must earn all hours of this program at UT Knoxville. Students must complete the required courses with a 2.5 GPA or higher for the Energy Policy undergraduate certificate.

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

The program will be offered in person.

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 Energy Policy undergraduate 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 Energy Policy undergraduate 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 undergraduate curriculum committee, undergraduate 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 Energy Policy undergraduate 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 Energy Policy 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. There will be no impact on faculty workload, as these courses are taught regardless of the availability of the Energy Policy undergraduate 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).**

N/A as this is not a graduate program.

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 Energy Policy undergraduate certificate program. UT Libraries has a Agriculture & Natural Resources 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 “Agriculture” Research Guide (see Appendix D). UT Libraries also has a Map & Government Information Librarian and the “Government Information: Federal, State & Local: About Federal Publications” Research Guide (see Appendix E).

- 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. Further, OneSearch provides students with access to e-journals available through BrowZine, such as *Energy Policy*, *Energy and Policy Research*, and *International Journal of Energy Economics and Policy*. 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 Energy Policy undergraduate 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.

Travel Programs

Semester and summer programs abroad are available through the Institution's Center for Global Engagement; however, the Baker School also provides students with special two-week experiences uniquely designed to engage students in the public policy process. Through research, teaching, mentorship, and engagement, the School's programs seek to provide a forum for exploring democracy and promoting leadership in public service.

The Washington Fellows program in Washington, DC connects students with some of the nation's top public servants, researchers, and journalists by discussing pressing public policy issues with them. Each year, the trip's itinerary is personalized to the interests of that cohort, in addition to the standard variety of career fields and policy areas that the trip covers. Washington Fellows is an experiential learning opportunity for students that allows them to network with professionals, learn about career options in their field of interest, experience the DC lifestyle, and see real-world policymaking in the nation's capital. For students who are seeking academic credit, this program offers an optional 3-credit hour course.

The Japan Ambassadors program is based in Kobe and Tokyo and includes day trips to Kyoto, Hiroshima, and Miyajima Island in Japan. Students learn about Japanese politics, history, foreign policy, and U.S.-Japan relations through meetings with Japanese scholars, U.S. diplomatic staff, researchers at think tanks, and university students. Visits to museums, cultural sites, shrines, temples, and historic cultural districts also provide students the opportunity to further explore Japanese culture. Three credit hours are offered for this program through the course HBS 495: Special Topics: Japan and U.S.-Japan Relations.

Local Government Intern Program

The Local Government Intern Program is an opportunity for students to explore careers in public service/public policy and provides students with a chance to gain experience in a local government agency or organization; while receiving support from the Baker School of Public Policy and Public Affairs and the Institute of American Civics. Students learn professional development and the structure of local government through a biweekly class taken concurrently with the internship and are eligible to receive 3 credit hours for the course. All internships are between 10-15 hours a week and are paid.

The Local Government Intern program has partnerships with the City of Knoxville, Knox County, Knoxville's Community Development Corporation, and the Knoxville Chamber of Commerce. Interns are assigned to work in various local offices based on partner's availability and student expertise. Past student internships have ranged from researching affordable housing, working with community members through the Police Advisory & Review Committee, and

shadowing city leaders. The interests and experience of the applicant is taken into account for the position.

Tennessee Legislative Internship Program

For more than 50 years, the Tennessee Legislative Internship Program (TLIP) has provided students from across the state with the opportunity to experience Tennessee politics first hand and contribute to the democratic process by serving as interns in the Tennessee General Assembly. At the University of Tennessee, Knoxville, TLIP is jointly administered by the Howard H. Baker Jr. School of Public Policy & Public Affairs and the Department of Political Science. Students have the ability to register for 12-15 hours of academic credit during their semester internships. The Baker School and the Department of Political Science collaborate to offer students courses that provide support and context for their internship experience.

Interns are assigned to work in legislative leadership offices and committees from 8:00am to 4:30pm Monday through Friday. Duties vary from office to office but may include bill analysis, constituent work, computer and library research, and general office work. Interns are expected to attend weekly intern meetings that feature either guest speakers, site visits, or other socials with the student interns.

Congressional Internship Program

The Congressional Internship Program is an experiential learning program designed to enhance students' opportunities to gain professional experience in Washington, D.C. with a member of Congress, a Congressional Committee, a federal agency, or a non-governmental organization. Students who are selected to participate will be nominated for an internship and receive support from the Baker School to secure an internship. Congressional interns work closely with legislative staff on a variety of projects, as well as assist with clerical tasks, depending upon the office in which they intern. Academic credit is an option, depending on coursework and major.

Institute Fellows

The Institute of American Civics' undergraduate fellows program provides students the opportunity to attend local City Council, County Commission, School Board and Planning Commission, and other government agency meetings as they follow a project, topic, or function of government through the regulatory and/or approval processes. The goal of the fellowship is to increase student engagement in politics and their appreciation for the critical work of local government. Students have regular meetings with the IAC Interim Associate Director to explore structures, issues, and interests and their resolution in the local political arena.

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.

Baker Scholars Program

The Baker Scholars Program consistently attracts dedicated and academically curious students by offering a unique and meaningful opportunity for engagement in the field of public policy. The central undertaking of each Baker Scholar is a project that involves either research on a specific policy issue or implementation of a creative initiative that contributes toward their understanding of public policy issues, governance, civic engagement, or public service. Scholars are paired with faculty or professional mentors who serve as resources and help direct their project. In addition to their project work, scholars are strongly encouraged to participate in Baker School events such as guest lectures and conferences, giving scholars the chance to expand their networks of professional contacts and hear first-hand accounts from political insiders.

Baker Scholars complete one of two types of projects:

1. A Research Thesis that investigates a specific public policy issue.
2. A Creative Initiative that is designed to contribute toward an understanding of public policy issues, improved governance, civic engagement, or public service.

Scholars work under the guidance of a faculty mentor but are expected to demonstrate a high degree of initiative and independence in developing and carrying out their project plan. By conducting research or organizing an initiative to address important social issues, Baker Scholars assist the University in fulfilling its land-grant mission.

The Baker Scholars Program is intended to enrich the participant's college experience by engaging them in an exploration of public policy, governance or public service over the remaining 3-4 semesters of their undergraduate career. Scholars have access to faculty, professionals in the community, and Baker School staff to help them structure their experience. Students who complete the program will receive a scholars designation on their official University transcripts.

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 Energy Policy undergraduate 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 Energy Policy undergraduate 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 Energy Policy undergraduate certificate program will also be offered as part of the Public Affairs major. Baker School will incur modest expenses to market the certificate, recruit and advise students, and administer the certificate. Since all courses that support the Energy Policy undergraduate certificate program are otherwise included in the academic curriculum of the Baker School, this budget assumes a nominal increase in cost in non-course instruction expenses over what would be incurred without the existence of the certificate.

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

Expense	AY 2025-2026
Communication and Marketing Materials	\$350
Recruitment	\$500
Advising	\$1000

Academic Administration	\$500
TOTAL	\$2350

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 Energy Policy undergraduate certificate program.

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

	Year 1	Year 2	Year 3
Expenditures	\$2,350	\$2,350	\$2,350
Revenues	\$18,480	\$36,960	\$36,960
Net	\$16,130	\$34,610	\$34,610

Note: Tuition is taken from the Fall 2024 rate of \$385 per credit hour with 80% of tuition returning to the School. Baker School assumes 10 students taking 2 classes per year.

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 certificate. 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 Energy Policy undergraduate 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.