



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Education, Research, and Service Committee Appendix January 26, 2024

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Proposed Academic Program Modifications

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Academic Program and Unit Modification Combined Proposal
for the
Bachelor of Science in Business Administration, Public Administration Major
(BSBA)

APM Request Type:
Changing the Degree Designation of an Existing Program
and
Academic Unit Modification Proposal

Submitted by
Howard H. Baker Jr. School of Public Policy and Public Affairs
University of Tennessee, Knoxville



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Updated December 13, 2023

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Cover Letter from Chief Academic Officer



December 7, 2023

President Randy Boyd
University of Tennessee
505 Summer Place / UT Tower
Knoxville, TN 37902

President Boyd:

Please accept this notification regarding an academic program modification for the Bachelor of Science Business Administration, Public Administration Major (BSBA) program in the Department of Economics in the Haslam College of Business at the University of Tennessee, Knoxville. This modification requests consideration of the following:

- Moving the degree program from the Department of Economics in the Haslam College of Business to the newly established Howard H. Baker Jr. School of Public Policy and Public Affairs.
- Changing the academic degree designation of the existing Bachelor of Science Business Administration, Public Administration Major (BSBA) degree to a Bachelor of Science in Public Affairs (BSPAf) to reflect an expanded curriculum that covers public administration, public policy, government relations, civics, and data analytics.

While this degree has been administered well for many years, this transfer of programming will allow the Department of Economics to focus resources more on undergraduate and graduate students in the discipline while allowing the Baker School to build a new and broader curriculum for interested students. If approved, we are confident these modifications will help the University meet increasing workforce demands in public service.

This academic program modification has been reviewed and approved by the appropriate academic units on campus as well as by the faculty governance process and has the full support of campus administration. At this time, we request transmission to THEC for approval. Please contact me if you have any questions or need additional documentation.

Thank you in advance for your attention to this matter.

Sincerely,

John P. Zomechick
Provost and Senior Vice Chancellor

CC: Bernie Savarese
Ozlem Kilic
Marianne Wanamaker
Heather Hartman
Karen Galicia
Betty Dandridge Johnson

Office of the Provost
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 provost.utk.edu

Flagship Campus of the University of Tennessee System

Program Liaison Names and Contact Information

Academic Program Liaison: Karen Galicia
Director of Academic Affairs, UT System
Email: galicia@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B
Knoxville, TN 37902

Departmental Contact: Marianne Wanamaker
Dean, Howard H. Baker Jr. School of Public Policy and
Public Affairs
Email: wanamaker@utk.edu
Phone: 865-974-0931
1640 Cumberland Ave.
Knoxville, TN 37916

Current and Proposed Program and Unit Information

Summary of Proposed Changes: The University of Tennessee, Knoxville (University), requests to move the degree program from the Haslam College of Business (Haslam College) to the newly established Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). Additionally, the University requests modifying the existing Bachelor of Science Business Administration, Public Administration Major (BSBA) degree designation to a Bachelor of Science (BS) in Public Affairs (BSPAf) to reflect an expanded core curriculum that includes public administration, public policy, government, economics, civics, and data analytics.

Table 1: *Overview of Proposed Change*

Before Proposed Change			
<i>Degree Type, Name, and Concentrations</i>	<i>Degree Designation</i>	<i>Federal CIP</i>	<i>Academic Unit (Program Location)</i>
Bachelor of Science in Business Administration, Public Administration Concentrations: None	BSBA	44.0401	Haslam College of Business University of Tennessee, Knoxville
After Proposed Change			
<i>Degree Type, Name, and Concentrations</i>	<i>Degree Designation</i>	<i>Federal CIP</i>	<i>Academic Unit (Program Location)</i>
Bachelor of Science, Public Affairs Concentrations: 1) Policy Analytics 2) Public Management 3) Political Communication 4) Government Relations 5) Law and Policy 6) Environmental Policy 7) Energy Policy 8) National Security 9) Economic and Community Development 10) Health Policy	BSPAf	44.0401	Howard H. Baker Jr. School of Public Policy and Public Affairs University of Tennessee, Knoxville

Key Dates:

Proposed Implementation Date of Proposed Program:	August 1, 2024
Proposed Termination Date of Current Program:	August 31, 2029
Anticipated Delivery Site:	Knoxville, Tennessee
Approved Off-Campus Site(s):	None
Delivery Mode:	In-Person

Overview of the Requested Unit Modification

Justification/Rationale for the Proposed Program and Unit Changes

On March 8, 2023, the Tennessee Higher Education Commission (THEC) approved the establishment of the Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School) at the University of Tennessee, Knoxville, as a new stand-alone academic unit. The Baker School was established with the mission of expanding the University's capacity to train the next generation of public servants.

A key strategy proposed was the revitalization of existing degree programs at the undergraduate and graduate levels. In pursuit of this mission, and as previously detailed in the THEC request to establish a new academic unit, the University indicated its plan to move the existing Bachelor of Science in Business Administration, Public Administration Major (BSBA) from the Department of Economics in the Haslam College of Business¹ to the newly established Baker School and to admit students into this major for Fall 2024. The Haslam College of Business has agreed to this move. The University is now seeking THEC approval for this change.² While often not pursued in the initial development of a school to avoid competing with existing academic units and degree programs, it is clear from organizational benchmarking that undergraduate degrees are the engine that leads to high-profile faculty being hired, increases in research productivity, higher rankings, job-placement for undergraduate and graduate alumni, and more competitive admissions as requests for enrollment grows.³ This move also allows the University to better meet the state's workforce needs in public service, where open positions often do not require graduate degrees but do require post-secondary education. According to a 2022 report by the Bureau of Labor Statistics, state and local governments are more likely than the private sector to require at least a bachelor's degree for entry-level jobs, with 34 percent of state jobs and 39 percent of local jobs requiring a degree.⁴ The campus recognizes these realities and is fully supportive of having undergraduate education as part of the newly established Baker School.

Although many schools of public policy and public affairs are centered on graduate degrees, student demand for undergraduate degree programs is expanding. A survey conducted by the Network of Schools of Public Policy, Affairs, and Administration (NASPPA) in 2019 found that 61 percent of responding programs offered an undergraduate major in addition to a graduate degree.⁵ Further,

¹ See the University's Course Catalog for complete details on the BSBA, Public Administration Major degree, accessed here: https://catalog.utk.edu/preview_program.php?catoid=34&poiid=16816.

² See Appendix B.1. 2023 Memo from Haslam College of Business for documentation.

³ See the September 2022 White Paper from the University of Tennessee, Knoxville Task Force regarding the establishment of the Baker School, accessed here: https://provost.utk.edu/wp-content/uploads/sites/10/2022/10/HBC-School-Final-White-Paper_Feb23.pdf

⁴ According to data from May 2020, summarized in a January 3, 2023 Report by the Bureau of Labor Statistics, accessed here: <https://www.bls.gov/opub/ted/2022/state-and-local-government-jobs-more-likely-than-private-sector-to-require-postsecondary-education.htm>

⁵ According to data available in the "2019 Undergraduate Survey Results" on the NASPAA website, accessed here: <https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>.

survey respondents indicated that 33 percent of students entered the major upon being admitted as a first-year student. In addition, 40 percent of programs reported that enrollment had grown over the last five years. The NASPAA survey found that 44 percent of related undergraduate degree programs are in a stand-alone school or college, while just 17 percent are in a department of political science and only 2 percent in another academic department. In this way, moving the degree program is in line with national standards. The Haslam College agrees and has indicated that the proposed move will allow students to be offered an expanded curriculum focused on public affairs more broadly while enabling the College to focus its resources on delivering a curriculum more directly aligned with the academic interests of its departments. In recognition of the Haslam College's expertise in particular areas of public affairs, Haslam College courses are an integral part of the proposed degree.

Existing Programs and Certificates Associated with the New Academic Unit

For nearly 20 years, the Baker School, previously the Baker Center, has facilitated undergraduate education. Starting in 2003, with the *Baker Scholars* interdisciplinary thesis program for students to research policy issues, to adding a *minor in public policy analytics* in 2017, the Baker School has been committed to providing unique opportunities for student learning and professional development. In addition, the Baker School has robust co-curricular offerings, including its *Washington Fellows*, *Japanese Ambassadors*, *Baker Student Association*, *Baker Basics*, and *Baker Internship Experience* programming. Finally, the recent establishment of the Institute of American Civics by Tennessee's General Assembly, with the support of Governor Bill Lee, has further expanded the scope of the curricular and co-curricular activities into areas such as viewpoint diversity, the foundations of democracy and civic leadership. Courses in the Institute of American Civics are included in the core curriculum of the proposed degree.

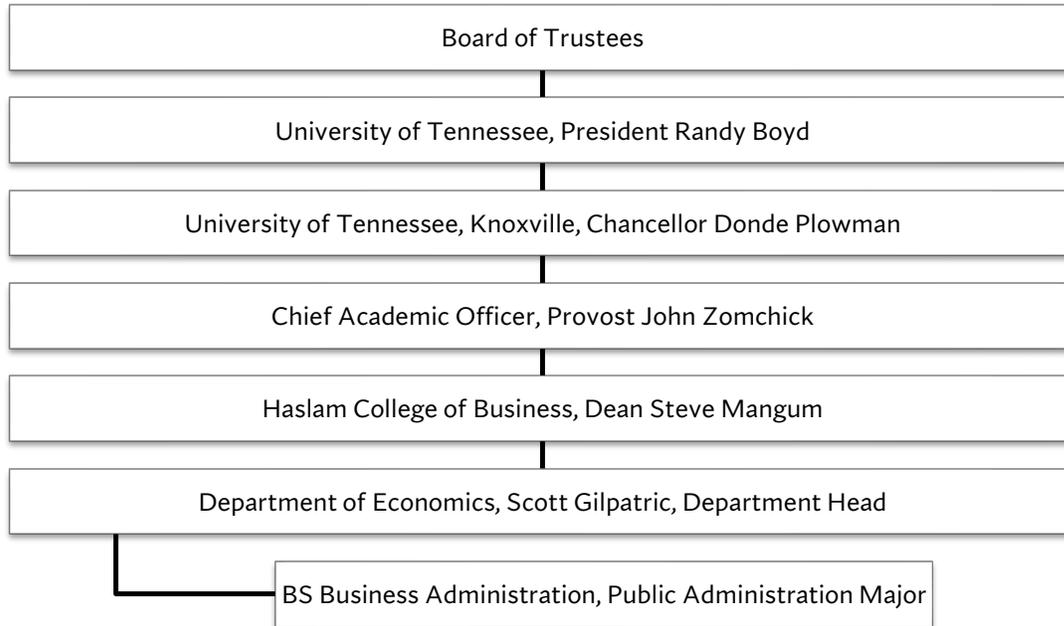
For the 2023-2024 academic year, the Baker School will administer the existing Master's in Public Policy and Administration (MPPA) degree program in partnership with the Department of Political Science. In the 2024-2025 academic year, the Baker School will fully administer the program. A modification for the graduate degree has been separately submitted to divide the MPPA degree into a Master of Public Administration (MPA) and a Master of Public Policy (MPP). For students, a set of undergraduate and graduate programs under the umbrella of the new Baker School will provide a robust and dynamic learning experience, including the possibility of earning a bachelor's and master's degree in 5 years through a 4+1 option.

Table 2: Baker School Academic Programs

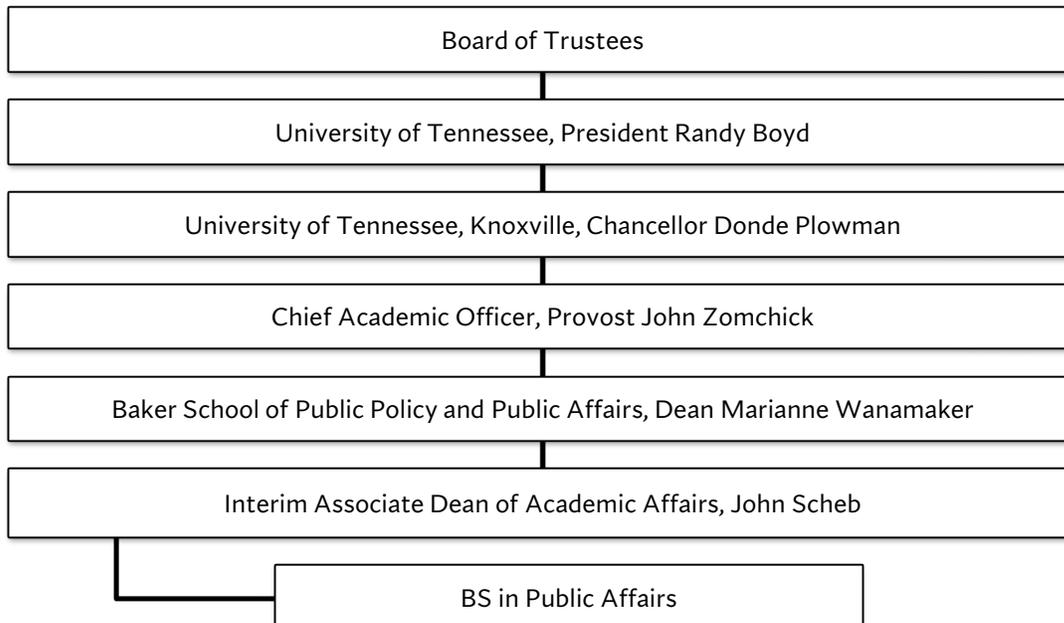
Program Type and Name	CIP Code	Program Description
Master in Public Policy and Administration (MPPA) Dual JD-MPPA Program Five-Year BA/MPPA	44.0501	The MPPA is a professional degree program designed to prepare students to assume responsible positions in public service through a program of study that integrates the theory and practice of public administration and public policy. <i>Note: A separate degree modification has been submitted to THEC to change this program into Master of Public Administration (MPA) and Master of Public Policy (MPP) degree programs.</i>
Minor in Public Policy Analytics	44.0501	The Minor in Public Policy Analytics is designed to help ground students in public policy and the policy-making process, analytical tools from economics and political science, quantitative methods and program evaluation techniques, and subject matter from a selected public policy field, leading to the development of a portfolio that requires hands-on applications in conducting public policy research.

Organizational Structure

Current Organizational Chart(s)



Proposed (New) Organizational Chart



Overview of the Proposed Academic Program Modification

Rationale for the Proposed Academic Program Modification

Established in 1951, the current BSBA Public Administration major requires approximately 55 credit hours outside of the Volunteer Core and is constituted of courses that would otherwise be offered for other degrees in the Department of Economics, Department of Political Science, and related areas. There are no courses that are offered solely to support the existing degree program.

Enrollment in the current BSBA program is small, with approximately eight graduates annually.⁶ In comparison, according to NASPAA 2018-2019 data,⁷ the average enrollment for such programs is 169, with seventy-four graduates annually. The move of the degree program will likely lead to increases in enrollment as the visibility of the program improves. The move may also contribute to enrollment in the accelerated graduate degree program with the Baker School, which 55 percent of related undergraduate programs at other universities offer.⁸ In addition, the University's investment in the Baker School and the recent establishment of the Institute of American Civics are likely to attract high-caliber undergraduate students.

While many of the prerequisite and recommended Vol Core courses will remain the same under the proposed modification, the move of the degree program requires replacing the 29-credit hour Haslam College core curriculum previously supporting the degree with a new 30-credit hour Baker School core. The new Baker School core focuses on content related to public policy, public administration, government, economics, civics, and data analytics. As such, the Baker School is proposing that the title of this degree program be revised to a BS in Public Affairs (BSPAf). This degree type is in line with other degree programs nationally. The 2019 NASPAA Survey found that 32 percent of undergraduate degrees in related fields are a Bachelor of Science (BS) designation.⁹

The faculty of the Baker School has developed the modified curriculum proposed here through careful consideration of the needs of students, deliberate collaboration with other academic units, and identification of gaps in the University's available curriculum. The Baker School faculty have attempted to create an effective and efficient curriculum that makes the most of the University's existing academic expertise. To this end, the Baker School's proposals have a straightforward approach: revising existing degree requirements where appropriate, adding new degree requirements where necessary, and utilizing existing campus curriculum to expand the scope of educational opportunities for students.

⁶ See the September 2022 White Paper from the University of Tennessee, Knoxville Task Force regarding the establishment of the Baker School, accessed here:

https://provost.utk.edu/wp-content/uploads/sites/10/2022/10/HBC-School-Final-White-Paper_Feb23.pdf

⁷ <https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>

⁸ See the data from the 2019 NASPAA Survey, accessed here:

<https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>

⁹ See the data from the 2019 NASPAA Survey, accessed here:

<https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>

The goal of the Baker School core curriculum is to provide the foundation of a cohesive and comprehensive public service education that students can build upon by exploring the wealth of campus expertise in substantive areas of interest. The revised interdisciplinary curriculum proposed here is designed to take advantage of courses that currently exist across campus rather than duplicating existing offerings. It is also designed to fill gaps in existing course offerings. These new courses have been met with a great deal of enthusiasm by those units that will be impacted by the proposed curriculum changes. The curriculum has also been modified to better align with the unique assets of the Baker School and University, in particular, the strong partnership with Tennessee Valley Authority (TVA) and Oak Ridge National Lab (ORNL). To accomplish these objectives, existing courses in the Baker Center (BCPP) have been revised in course abbreviations to HBS (Howard Baker School), and new IAC (Institute of American Civics) courses have been added.

Modification Overview

In the proposed modification, students will be required to complete 18 credit hours of prerequisites as pre-majors. These prerequisites include foundational knowledge of the American system of government (POLS 101/107), civic engagement (IAC 101), the public policy process (HBS 101), statistical methods (STAT 201/207), and economic principles (ECON 211/217 and ECON 213/218). Students will also be required to complete many of the Vol Core courses during this phase of the degree program, including courses on the American republic (IAC 201), civil society (IAC 202), contemporary moral problems (PHIL 252), and communication for media (JREM 330). Together, the prerequisites and Vol Core will provide the knowledge necessary to be successful in the degree program. Once admitted to the major, students will complete a 30-credit hour core curriculum offered by the Baker School. This core curriculum will teach them about effective leadership (HBS 201), the foundations of the constitutional system (IAC 201), thinking analytically (HBS 301), democratic processes (IAC 301), data communication and visualization techniques (HBS 302), policy challenges at the national (HBS 303) and state and local (HBS 304) levels, the role of markets and capitalism in solving public problems (ECON 305), evaluating performance (HBS 401), and public problem solving through coalition building and conflict negotiation (IAC 401). Based on benchmarking, vetting, and extensive discussions, this modified core curriculum reflects the legacy of Senator Baker, as well as the needs of public servant leaders in the state of Tennessee.

After successful completion of this core, students will select a 12-credit hour concentration that will, in some instances, require them to take courses in other academic units to explore an area of interest. Thus far, these concentrations include 35 courses from 13 different academic departments.¹⁰ These concentrations include the following options: policy analytics, public management, political communication, government relations, law and policy, environmental policy, energy policy, national security, economic and community development, and health policy.

¹⁰ All impacted units have approved the inclusion of their courses in this curriculum for this purpose.

In the future, the Baker School intends for these concentration choices to grow and adapt in response to campus offerings and workforce needs. Upon completion of their concentration, students will return to the Baker School for a 3-credit hour professional development capstone that includes an internship or a master class.

This curriculum will afford new opportunities for public affairs students and provide excellent preparation for those who wish to go into public service or graduate school. The program will also have access to a five-year accelerated option (i.e., 4+1 option) so that students who wish to pursue a graduate degree in public administration or public policy, both of which have been proposed separately to THEC, can earn a bachelor's and master's degree in five years. Choices for students interested in these types of accelerated programs, as well as those who are interested in double majors, minors, study abroad experiences, and internships, will be expanded by the existence of up to 23 elective credit hours in the revised curriculum. This flexibility makes the degree an ideal companion to newly emerging undergraduate minors and certificate programs across campus. Several other academic units have already expressed an interest in connecting to the revised curriculum in this proposal. These units are considering including the new Baker School courses in their existing programs of study, creating concentrations to be included as an option for the proposed BSPAf degree, or considering how to craft opportunities for students to best utilize the program's elective credit hours. The Baker School faculty are very energized by these opportunities and excited about how students will benefit from such collaborative efforts.

Timeline and Process

For the 2023-2024 academic year, the Haslam College of Business will administer the existing BSBA degree program. In the 2024-2025 academic year, the Baker School will fully administer the program. As part of this transition, the Baker School is requesting to modify the existing BSBA degree by changing the academic degree designation to a BS in Public Affairs (BSPAf). While the CIP Code will be the same for both degrees, the proposed modification in title more closely aligns with the national standards for similar degrees in award names, curriculum, and requirements. The Baker School is confident that this modification will provide the clarity necessary for students and employers to improve demand and rankings while maintaining the program's exceptional academic standards.

The Baker School is requesting these changes to be made effective August 1, 2024, for admissions purposes, with the new courses and designation available for selection in the University's Fall 2024 Academic Catalog. Importantly, this timeline would allow the University to communicate a Baker School major option to all admitted students in the Fall 2024 cycle, putting us in a position to retain prospective Tennessee students whose interest in public policy might otherwise motivate them to choose our competitor institutions out-of-state. The University of Mississippi, the University of Kentucky, and the University of Georgia all offer similar programs for undergraduate students and are, anecdotally, the recipients of Tennessee students who are seeking this career path.

Leading the proposed degree modification are three senior-level tenured faculty who teach in the current MPPA graduate program, including the program's director, all of whom moved their tenure home to the Baker School. These faculty, along with other faculty who have joint appointments in the Baker School, have articulated curriculum changes necessary to promote student success in public service. The proposed modification has been vetted with students and related academic units at the University, other highly-ranked competitor programs at other universities, and key stakeholders in the public sector. Benchmarking using data from NASPAA, the national association and accreditation body for these types of degree programs at the graduate level, has also been utilized in this modification request.

The University has approved a hiring plan based on the proposed curriculum changes at the undergraduate and graduate levels, committing to supporting five senior faculty hires to onboard in the Fall of 2024, bringing the total of tenure-line faculty to seven for these programs. Additionally, the newly established Institute of American Civics is hiring faculty who can contribute to core curriculum at the undergraduate and graduate levels with IAC-designated courses. Given the University and State of Tennessee's unprecedented investment in public service, the Baker School thinks this is an ideal time to request this program modification. The Baker School is confident that the proposed changes will help the University to meet increasing workforce demands in public service.

Similar Programs Offered at Public and Private TN Institutions

There are currently no competing undergraduate degree programs at any public institution in the state of Tennessee that use either CIP Code 44.0401 (Public Administration) or 44.0501 (Public Policy Analysis, General), as shown in Table (4) below.

Table 4: *Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description/Focus of Program	Miles from UT Campus
Tennessee State University	Public Administration, MPA	.44.0401	Online Only, <i>Accredited</i>	185 miles
Tennessee State University	Public Policy and Administration, PhD	44.0401	Doctoral Program	185 miles
Tennessee State University	Public Administration Executive Leadership, C4	.44.0401	Certificate Program	185 miles
Tennessee State University	Local Government Management, C4	44.0401	Certificate Program	185 miles
University of Memphis	Public Administration, MPA	44.0401	non-profit admin, public mgmt. and policy, <i>Accredited</i>	381 miles
University of Tennessee, Chattanooga	Public Administration, MPA	44.0401	local gov. mgmt., non-profit mgt., public admin., <i>Accredited</i>	110 miles
University of Tennessee, Knoxville	Public Administration, BSBA	44.0401	business administration principles for the public/non-profit sector	0
Tennessee State University	Public Policy, C4	44.0501	Certificate Program	185 miles
University of Tennessee, Knoxville	Public Policy and Administration, MPPA	44.0501	Dual JD-MPPA, 5-year BA/MPPA, <i>Not Accredited</i>	0
University of Tennessee, Knoxville	Interdisciplinary Programs, BA	30.9999.05	Multiple concentrations, including one in Public Policy and Administration	0

Potential Impact of the Proposed Changes

Impact on the Modified Program

The proposed degree modification will allow existing students to complete their BSBA Public Administration degree as planned or to move seamlessly into an academic degree designation in public affairs should they choose to do so. The University's registrar has provided an equivalency table for this purpose. All the courses required for the BSBA degree will be offered as part of the Department of Economics or Department of Political Science's other degree programs.

Impact on Other or Similar Programs

The modified program is likely to generate increased enrollment over time. This should contribute to undergraduate enrollment for those units that decide to participate in the curriculum through course contributions to interdisciplinary concentrations. Other departments agree with these changes and understand the potential for increased program enrollment.¹¹ The proposed public affairs program is most closely related to law, social work, communication, agricultural economics, and political science. However, given the proposed modifications, double majors and coordinated minors are particularly feasible for students in these related fields.

Interdisciplinary Programs: Public Policy and Administration

The University of Tennessee, Knoxville, offers an interdisciplinary degree program (IDP) with eleven concentrations, including one in Public Policy and Administration.¹² The College of Arts and Sciences offers the IDP concentration in Public Policy and Administration. The concentration is online¹³ and is specifically designed for transfer students or students who have already completed 60 credit hours.¹⁴ The Public Policy and Administration concentration is 30 credit hours. To complete the concentration, students must select 9 credit hours from a list of political science courses to constitute a "primary emphasis." Students must then complete 12 credit hours from an interdisciplinary list of courses that are organized into "secondary emphasis" options. These secondary emphasis options are: (1) Political Issues and Society, (2) Contemporary and Critical Issues, (3) Professional Development, (4) Method and Theory, and (5) Cultural Studies. The final 9 credit hours are electives selected by the student from a list of approved courses. To complete the 120 credit hours to obtain the degree, the remaining 21 credit hours are unrestricted electives.

¹¹ See Appendix A for letters of support from academic deans.

¹² See the THEC Academic Program Inventory, accessed here:

<https://thec.ppr.tn.gov/AcademicProgramInventorySearch>

¹³ See the College of Arts and Sciences' Bachelor's Degree Online, accessed here:

<https://completeonline.utk.edu/interdisciplinary-studies/>

¹⁴ See the UTK 2023-2024 Undergraduate Academic Catalog entry, accessed here:

https://catalog.utk.edu/preview_program.php?catoid=43&poid=25938

There are currently 50 students enrolled as majors in the IDP concentration across three levels (Sophomore, Junior, and Senior standing), with an average of 22 majors annually over the last five years. The College of Arts and Sciences is aware of the Baker School's proposed degree move and modification and have provided a letter of support from the Dean of the College.¹⁵ While the Baker School would be open to a future collaboration, at this time there are no concrete plans to move the IDP Public Policy and Administration concentration from the College of Arts and Sciences or to specifically partner on its delivery. Competition between the two programs is also unlikely.

The Baker School has no near-term plans to offer an online degree at the undergraduate level. If the Baker School does develop any online courses for undergraduates, all academic units, including the College of Arts and Sciences, will be asked to consider incorporating them into existing online degree programs. In addition, to limit the possibility of students needing upper-division coursework prior to faculty being in place to teach it, the Baker School will not initially accept advanced transfer students. Instead, the Baker School will begin in Fall 2024 by offering lower division courses for newly admitted first-year or sophomore-level students, building the curriculum offerings as students advance through the major. As such, it is the IDP Public Policy and Administration concentration will continue to be the preferred option for online undergraduate transfer students.

Finally, although the degree structure is similar, the IDP Public Policy and Administration concentration, as well as its primary and secondary emphasis options, are distinct from the Baker School's proposed Public Affairs major and concentrations. Unlike the Baker School's proposal, none of the courses to complete the current IDP concentration are unique to it. The *core* curriculum for the Baker Schools is reflective of the broader field of public affairs, rather than solely focused on political science. There is currently only one Political Science course, POLS 366 United States Foreign Policy Process, which is an option for students in both programs. While four Volunteer Core course options are shared between the degree programs,¹⁶ this is the case for multiple degree programs across campus that require the same or similar courses.

Impact on the Previous and New Academic Units

The revised curriculum should benefit campus partners by including courses from across campus. This model should result in enrollment growth in included courses. In the revised curriculum, excluding the 12 credit hour concentrations and 22 to 23 elective credit hours, which will vary according to student preferences, 29 percent of the credit hours will be in the College of Arts and Sciences, 14 percent in the Haslam College of Business, and 7 percent in the College of Communication and Information. The remaining 46 percent of the credit hours will be in the Baker School. For the 12 credit hour concentrations, six of the ten areas include at least one course from the Haslam College of Business, with 23 percent of concentration courses from Haslam. The

¹⁵ See Appendix A for the letter of support from Dean of the College of Arts and Sciences, R.J. Hinde, PhD.

¹⁶ These courses are PHIL 252 Contemporary Moral Problems; ENGL 255 Public Writing; ENGL 295 Writing in the Workplace; and ENGL 360 Technical and Professional Writing.

College of Communication and Information follows this with 17 percent of concentration courses, the College of Arts and Sciences with 11 percent, and the Herbert College of Agriculture and College of Education, Health, and Human Sciences both with 6 percent of the courses. While the impact is likely to be relatively diffuse across campus due to the low number of students initially in the major and the number of concentration options, the Baker School faculty has purposefully modeled a curriculum focused on the efficient use of campus expertise and resources. As noted, academic units included in the proposal understand the class size implications of including courses and have agreed to be included.

Teach-Out Plan for Current Students

The BSBA Public Administration Major will be supported for five years until August 31, 2029, to allow any currently enrolled students to complete the degree should they choose to do so. The coursework required for the degree will continue to be offered during this time and is not unique to this degree program. A program inactivation notice will be submitted for the BSBA program, indicating that students will no longer be admitted into the program after July 31, 2024.

Curriculum Comparison

The proposed Bachelor of Science in Public Affairs (BSPAf) is designed to prepare students to be part of the solution through professional careers or advanced study in public administration, public policy, data analytics, or political communication. The program aspires to produce graduates who are literate in the field of public affairs and possess the foundational skills to pursue careers as effective public servants and creative problem solvers.

Beyond the 18 credit hours of prerequisites, the major consists of 45 credit hours, which includes 30 credit hours of core courses, 12 credit hours in a concentration, and a minimum of 3 credit hours in professional development.¹⁷ Table (4) provides an overview of the proposed BSPAf degree. In this table, (HBS) is the new course prefix for the Baker School and (IAC) is the new course prefix for the Institute of American Civics. Tables (5-11) provide a detailed summary of the current and proposed curriculum. In Tables (5-11), black text indicates no change, green text indicates an addition, blue text indicates a move, and red text indicates a removal of courses. A comprehensive table of all changes appears in Appendix (C.1).

¹⁷ See Appendix C.1. to review the proposed catalog entry for these degree modifications.

Table 4: Overview of Proposed Curriculum

BSPAf, Public Affairs Major	
<i>Prerequisite Courses (18 hours)</i>	
United States Government and Politics (POLS 101/POLS 107)	
Engaging Civically (IAC 101)	
Solving Public Problems (HBS 101)	
Introduction to Statistics (STAT 201/STAT 207)	
Principles of Microeconomics (ECON 211/ECON 217)	
Principles of Macroeconomics (ECON 213/ECON 218)	
<i>Vol-Core (35 hours)</i>	
Construction and Reconstruction of the American Republic (IAC 201)	
Civil Society and the State (IAC 202)	
Contemporary Moral Problems (PHIL 252), <i>or equivalent</i>	
Communication for Media (JREM 330), <i>or equivalent</i>	
Other Vol Core Requirements (varies, ~23 credit hours)	
<i>Core/Foundation Courses (30 hours)</i>	
Leading Effectively (HBS 201)	
Constitutional Foundations (IAC 203)	
Thinking Analytically (HBS 301)	
Acting Democratically (IAC 301)	
Visualizing and Communicating Policy Data (HBS 302)	
National Challenges (HBS 303)	
State and Local Challenges (HBS 304)	
Markets, Ethics, and Capitalism (ECON 305)	
Evaluating Performance (HBS 401)	
The Art of the Possible (IAC 401)	
<i>Concentrations (12 hours)</i>	
Policy Analytics	Environmental Policy
Public Management	Energy Policy
Political Communication	National Security
Government Relations	Economic and Community Development
Law and Policy	Health Policy
<i>Professional Development (3 hours)</i>	
Internship OR Master Class AND Beyond Baker (HBS 385)	
<i>Electives (22 to 23 hours)</i>	
<i>Total Hours: 120 hours</i>	

Volunteer Core and Prerequisite Changes

There have been limited changes to the prerequisite and Volunteer Core requirements between the current BSBA and proposed BSPAf degree programs. In some instances, the Baker School faculty have indicated a preferred course to fulfill a Volunteer Core requirement. The identification of a preferred course is to give students a more coherent experience, allow the Volunteer Core to contribute to learning in the major, and to contribute to the completion of prerequisites. These courses are listed in the right-hand column in Table (5).

Table 5: Crosswalk of Changes, Volunteer Core Requirement Preferred Courses

Existing Degree		Proposed Degree Program	
Prerequisites and Vol Core (54-55 Total Hours)		Prerequisites and Vol Core (51-52 Total Hours)	
<i>Course No. and Title</i>	<i>Hours</i>	<i>Course No. and Title</i>	<i>Hours</i>
Expanded Perspectives (<i>Vol Core, Open Selection</i>)	3	United States Government and Politics (POLS 101)/Honors: United States Government and Politics (POLS 107) (<i>Vol Core EP</i>)	3
Global Citizenship- US (<i>Vol Core, Open Selection</i>)	3	Construction and Reconstruction of the American Republic (IAC 201, <i>Vol Core GCUS</i>)	3
Global Citizenship- International (<i>Vol Core, Open Selection</i>)	3	Civil Society and the State (IAC 202, <i>Vol Core GCI</i>)	3
Arts and Humanities (<i>Vol Core, Open Selection</i>)	3	Contemporary Moral Problems (PHIL 252, or equivalent, <i>Vol Core AH</i>)	3
Advanced Oral Communication (<i>Vol Core, Open Selection</i>)	3	Communication for Media (JREM 330, or equivalent, <i>Vol Core AOC</i>)	3

Some additions (green text) have been proposed as options for Volunteer Core in addition to those articulated by the Haslam College for the current BSBA degree program. These courses are listed in the right-hand column in Table (6). In terms of additions (green text) two English courses (ENGL 355 and ENGL 360) have been added as alternatives to the existing course list to fulfill the Volunteer Core requirements. Honors sections of microeconomics (ECON 217) and macroeconomics (ECON 218) have also been added as options for students to fulfill the prerequisite requirements.

Table 6: Crosswalk of Changes, Volunteer Core Requirement Course Additions

Existing Degree		Proposed Degree Program	
Prerequisites and Vol Core (54-55 Total Hours)		Prerequisites and Vol Core (51-52 Total Hours)	
<i>Course No. and Title</i>	<i>Hours</i>	<i>Course No. and Title</i>	<i>Hours</i>
Public Writing (ENGL 255)/Honors: Public Writing (ENGL 257)/Writing in the Workplace (ENGL 295)	3	Public Writing (ENGL 255)/Honors: Public Writing (ENGL 257)/Writing in the Workplace (ENGL 295)/ Rhetoric and Writing (ENGL 355)/Technical and Professional Writing (ENGL 360)	3
Principles of Microeconomics (ECON 211)	3	Principles of Microeconomics (ECON 211)/ Honors: Principles of Microeconomics (ECON 217)	3
Principles of Macroeconomics (ECON 213)	3	Principles of Macroeconomics (ECON 213)/ Honors: Principles of Macroeconomics (ECON 218)	3

Some moves (blue text) have also been proposed to allow students to choose a particular area on which to focus rather than prescribing certain requirements for *all* students. These moves are detailed in Table (7). In terms of moves (blue text) for this section, the Haslam College requires 9 credit hours of quantitative reasoning, which is greater than the Volunteer Core requirement of 6 credit hours. The Baker School faculty made the determination to maintain the 6 credit hours requirement (MATH 125 or MATH 142 or MATH 147 and STAT 201 or STAT 207) from the Volunteer Core and move the additional 3 credit hours (MATH 125 or MATH 142 or MATH 148) to only be recommended for students who choose to pursue the *Policy Analytics* concentration, which is focused on data processing and analytics. The Baker School faculty also decided to move the Haslam College's requirement for Business Management (MGMT 202) and Accounting (ACCT 200 or ACCT 203 or ACCT 208) to only be required for students who choose to pursue the *Public Management* concentration.

Table 7: Crosswalk of Changes, Volunteer Core Requirement Moves

Existing Degree		Proposed Degree Program	
Prerequisites and Vol Core (54-55 Total Hours)		Prerequisites and Vol Core (51-52 Total Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Basic Calculus (MATH 125)/Calculus II (MATH 142)/Honors: Calculus II (MATH 148)	3	<i>Moved to recommended unrestricted elective for students in <u>Policy Analytics Concentration</u>.</i>	
Introduction to Business Management (MGT 202)	3	<i>Moved to recommended unrestricted elective for students in <u>Public Management Concentration</u>.</i>	
Foundations of Accounting (ACCT 200)/ Introduction to Financial Accounting (ACCT 203)/ Honors: Introduction to Financial Accounting (ACCT 208)	3	<i>Moved to required course for students in <u>Public Management Concentration</u>.</i>	

The Baker School faculty have also added prerequisite requirements for students to take IAC 101 (Engaging Civically) and HBS 101 (Solving Public Problems). These additions are intended to ensure that all students in the major are ready to contribute to their communities and to the public good after graduation. These additions are in Table (8).

Table 8: Crosswalk of Changes, Prerequisite Additions

Existing Degree		Proposed Degree Program	
Prerequisites and Vol Core (54-55 Total Hours)		Prerequisites and Vol Core (51-52 Total Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
		Engaging Civically (IAC 101)	3
		Solving Public Problems (HBS 101)	3

Core and Elective Changes

The current BSBA degree program includes a 29-credit hour core required for all Haslam College majors. These courses will be dropped (red text) with the proposed move of the degree program to the Baker School. These courses will be replaced (green text) with a 30-credit hour core required by the Baker School. These changes are detailed in Table (9). The Baker School core focuses on public administration (HBS 201 Leading Effectively and HBS 401 Evaluating Performance), civics (IAC 203 Constitutional Foundations and 301 Acting Democratically), data analytics (HBS 301 Thinking Analytically and HBS 302 Visualizing and Community Policy Data), public policy (HBS 303 National

Challenges and HBS 304 State and Local Challenges), and conflict negotiation (IAC 401 The Art of the Possible). In addition, the Baker School faculty have requested that ECON 305 (Markets, Ethics, and Capitalism) be moved (blue text) from an elective in the current BSBA degree program into the core of the proposed BSPAf degree program. The Haslam College has agreed to the course being included for this purpose.

Table 9: Crosswalk of Proposed Changes, Core

Existing Degree		Proposed Degree Program	
Haslam College Core (29 credit hours)		Baker School Core (30-31 Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Inclusion: Becoming an Engaged Leader in a Diverse Community (BUAD 100)/Success in the Haslam College of Business (BUAD 210)	1	Baker First-Year Studies (<i>FYS 101, not required for major</i>)	1
Integrity: Becoming an Ethical Leader and Effective Communicator (BUAD 200)	1	Leading Effectively (HBS 201)	3
Insight: Becoming Personally and Professionally Aware as a Leader (BUAD 300)	1	Constitutional Foundations (IAC 203)	3
CBM I: Supply Chain Management (BUAD 331)	2	Thinking Analytically (HBS 301)	3
CBM I: Demand Management (BUAD 332)	2	Acting Democratically (IAC 301)	3
CBM II: Lean Operations (BUAD 341)	2	Visualizing and Communicating Policy Data (HBS 302)	3
CBM II: Information Management (BUAD 342)	2	National Challenges (HBS 303)	3
Impact: Becoming a Leader Who Makes a Positive Difference (BUAD 405)	1	State and Local Challenges (HBS 304)	3
Global Strategic Management: Integrating Concepts and Applications (BUAD 453)	3	Evaluating Performance (HBS 401)	3
Legal Environment of Business (BUAD 301)	2	The Art of the Possible (IAC 401)	3
Business Software Applications (INMT 242)	3		
Survey of Financial Management (FINC 301)	3		
Introduction to Business Management (MGMT 202)	3		
Public Budgeting (POLS 441)	3		
<i>Moved from optional selection to required core.</i>		Markets, Ethics, and Capitalism (ECON 305)	3

In terms of additional moves (blue text), the current BSBA degree program requires ECON 311 (Intermediate Microeconomics), ECON 471 (Public Finance: Expenditure Analysis), and ECON 472 (Public Finance: Taxation and Fiscal Federalism). The ECON 311 course has been moved to a requirement for students who choose the *Policy Analytics, Economic and Community Development, or Health Policy* concentration. The ECON 471 and ECON 472 courses have been moved to be a requirement for students who choose the *Economic and Community Development* concentration.

Additionally, the current BSBA degree requires students to choose 12 credit hours of elective courses from Economics or Political Science to complete their degree. For the proposed BSBAF degree, these credit hours are being expanded to courses from multiple departments as part of a 12-credit hour concentration requirement. These concentrations are intended to take advantage of the wealth of campus expertise to provide students with a guided path to specializing in an area of interest.

Table 10: Crosswalk of Proposed Changes, Core

Existing Degree		Proposed Degree Program	
Haslam College Core, Major, and Electives (54-55 Total Hours)		Baker School Core, Concentrations, and Electives (51-52 Total Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Intermediate Microeconomics	3	<i>Moved to required course for multiple concentrations.</i>	
Public Finance: Expenditure Analysis	3	<i>Moved to required course for <u>Economic and Community Development</u> concentration.</i>	
Public Finance: Taxation and Fiscal Federalism	3	<i>Moved to required course for <u>Economic and Community Development</u> concentration.</i>	
Economics or Political Science Electives	12	<i>Expanded to multiple departments as part of 12-credit concentration requirement, which may include Economics or Political Science courses.</i>	12
Electives	12-13	Electives	22-23

As shown in Table (11) the requirement for POLS 240 (Introduction to Public Administration and Public Policy) will be dropped (red text) and replaced by a professional development 3-credit requirement. This professional development requirement includes an Internship (IAC 495) or Master Class (HBS 484) and HBS 485 (Beyond Baker), a capstone course intended to conduct the final degree assessment and help students plan for their next steps after graduation.

Table 11: Crosswalk of Proposed Changes, Core

Existing Degree		Proposed Degree Program	
Haslam College Core, Major, and Electives (54-55 Hours)		Baker School Core, Concentrations, and Electives (51-52 Hours)	
<i>Course No. and Title</i>	<i>Hours</i>	<i>Course No. and Title</i>	<i>Hours</i>
Introduction to Public Administration and Public Policy (POLS 240)	3	Professional Development (Master Class or Internship) + Beyond Baker (HBS 485)	3

Finally, after the proposed move and modification, students will have more than 21 elective credit hours or approximately seven courses. These elective credit hours will allow students to easily double-major, add a minor, transfer credits, take advantage of an accelerated degree program, or to participate in study abroad or a related semester-long opportunity.

Introduction of Concentrations

The current BSBA Public Administration major in the Haslam College of Business includes 12 credit hours of electives in Economics and Political Science. These courses are selected by the student from the full list of course offerings in these departments. As part of the proposed degree move and modification to a BS in Public Affairs, the Baker School faculty intends to provide students with increased guidance for these credit hours, as well as the flexibility to pursue areas of interest to them. To facilitate this pedagogical approach, the Baker School faculty identified potential concentration areas with campus partners. Working with these partners, the Baker School faculty identified interdisciplinary sets of courses that would best represent directed learning in the initial ten concentration areas. These concentrations are transparent; there are no “hidden” pre-requisites that are not otherwise accounted for in the degree program. Students will have an advising appointment after the end of their first year (or at 24 credit hours) to discuss concentration options and will have their chosen concentration added in their sophomore year (or at 48 credit hours) to their degree program of study.

As noted above, the proposed concentrations are intended to evolve over time following shifts in student interest, changes in campus course offerings, and workforce demands. Campus partners have already proposed potential additions to these concentrations, including an Agricultural Policy concentration with the Herbert College of Agriculture and an Educational Policy concentration offered as a partnership between the Haslam College of Business and the College of Health, Education, and Human Sciences. These are just a few of the proposals that have already emerged from the curriculum development process.

Concentration Descriptions (*Indicates a Volunteer Core Course)

Policy Analytics Concentration

Description: Policy Analytics students will learn to use data to provide insights and solutions to public problems. With intense additional training in economics and in data analysis and visualization, these students are prepared to analyze public policy problems using cutting edge techniques and to communicate their insights to a broad audience. This concentration is in partnership with the Department of Economics in the Haslam College of Business.

Requirements: For the Policy Analytics concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students are also recommended to take an additional math course beyond the 6 credit hours of Volunteer Core otherwise listed in the uTrack Requirements.

Potential Career Options: Data Analyst, Policy Analyst, Legislative Coordinator, Research Associate

Potential Minors or Dual Majors: Economics, Statistics, Data Science, Business Analytics, Political Science, Finance, Geography, Anthropology, Biology, Mathematics, Ecology, Agricultural Economics, Sustainability, Studio Art, Philosophy, Public Health, Sustainability, English.

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite to ECON 381*)

ECON 381 Introduction to Econometrics | 3 credit hours

HBS 481 Policy Lab I | 3 credit hours (*offered in fall semester only*)

HBS 482 Policy Lab II | 3 credit hours (*offered in spring semester only*)

Recommended unrestricted elective, select one course:

MATH 125 Basic Calculus | 3 credit hours*

MATH 141 Calculus I | 3 credit hours*

MATH 147 Honors: Calculus I | 3 credit hours*

MATH 142 Calculus II | 3 credit hours*

MATH 148 Honors: Calculus II | 3 credit hours*

Public Management Concentration

Description: With a toolkit consisting of financial, accounting, and human resources management, along with coursework on navigating difference in the workplace, this concentration prepares students to take leadership roles in public organizations or in nonprofit organizations. Students leave this set of courses prepared to lead effective and efficient governmental and nonprofit organizations. This concentration is a partnership with the Haslam College of Business.

Requirements: For the Public Management concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (MGT 201), which is a required prerequisite for FINC 300.

Potential Career Options: City Manager, Nonprofit Leader, Budget Analyst, Program Manager, Public Finance Analyst, Economic Development Manager

Potential Minors or Dual Majors: Economics, Finance, Accounting, Human Resources Management, Public Policy Analytics, Sociology, Political Science, Management, Wildlife and Fisheries Science, Forestry, Supply Chain, Management Business Administration, Anthropology

FIN 300 Fundamentals of Finance | 3 credit hours

HBS 434 Public Organization, Theory, and Behavior | 3 credit hours (co-convenes with HBS 534)

HBS 437 Leading Across Difference | 3 credit hours (co-convenes with HBS 537)

Select one:

ACT 200 Foundations of Accounting | 3 credit hours (*prerequisite to FIN 300*)

ACT 207 Honors: Foundations of Accounting | 3 credit hours (*prerequisite to FIN 300*)

Recommended unrestricted elective:

MGT 201 Introduction to Business Management for Non-Majors | 3 credit hours (*prerequisite to FIN 300*)

Political Communication Concentration

Description: Students in the Political Communication concentration gain the skills needed to communicate policy decisions, political positions, and to drive campaigns for public office. This concentration is a collaboration with the College of Communication and Information.

Requirements: For the Political Communication concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (CMST 201/207*), which is a Vol Core, Engaged Inquiry course and a required prerequisite for CMST 342.

Potential Career Options: Campaign Manager, Elected Public Official, Policy Adviser, Policy Communications Manager, Data Visualization Manager, Political Media Relations

Potential Minors or Dual Majors: Public Relations, Communication Studies, Journalism and Electronic Media, Political Science, Psychology, English, Marketing, Studio Art, Modern Foreign Languages and Literatures, (MFLL), Geography, Sociology, Theatre, History

CMST 342 Survey of Organizational Communication | 3 credit hours (*prerequisite to CMST 449*)

CMST 449 Political Persuasion | 3 credits

JREM 200 Multimedia Writing | 3 credit hours*

PBRL 400 Ethical and Legal Issues in Public Relations | 3 credit hours

Recommended unrestricted elective, select one course:

CMST 201 Introduction to Communication Studies | 3 credit hours*

CMST 207 Honors: Introduction to Communication Studies | 3 credit hours*

Government Relations Concentration

Description: Students in the Government Relations concentration are prepared to serve as liaisons between government and private businesses or between government and the nonprofit sector. Students are grounded in Baker core coursework on government, economics, and policy, while the concentration coursework emphasizes persuasion, crisis communication, and media. This concentration is a collaboration with the College of Communication and Information.

Requirements: For the Government Relations concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (CMST 201/207*), which is a Vol Core, Engaged Inquiry course and a required prerequisite to CMST 342.

Potential Career Options: Government Relations Manager, Public Affairs Specialist, Lobbyist, Advocacy Manager, External Affairs Specialist, Government Affairs Specialist

Potential Minors or Dual Majors: Public Relations, Economics, Management, Entrepreneurship, Communication Studies, Journalism and Media, Political Science, Psychology, English, Marketing, Theatre, Social Work; Retail and Merchandising Management; Business Administration,

CMST 342 Survey of Organizational Communication | 3 credit hours (*prerequisite to CMST 449*)

CMST 449 Political Persuasion | 3 credits

JREM 366 Media and Democracy | 3 credits

PBRL 430 Crisis Communication | 3 credits

Recommended unrestricted elective, select one course:

CMST 201 Introduction to Communication Studies | 3 credit hours*

CMST 207 Honors: Introduction to Communication Studies | 3 credit hours*

Law and Policy Concentration

Description: A partnership with the College of Law, this concentration gives students the opportunity to explore the intersection of public policy and law, with a focus on the American legal system. Students in this concentration have a chance to experience courses like those in a standard law graduate curriculum, giving them an early indicator on their aptitude for a career in law.

Requirements: For the Law and Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

Potential Career Options: Attorney, Prosecutor, Public Defender, General Counsel, FBI, Law Enforcement Agent, Criminal Justice Specialist, Regulator, Judge, Elected Public Official, Judicial Advocate.

Potential Minors or Dual Majors: Economics, Statistics, Political Science, English, Philosophy, Psychology, Anthropology, Social Work, Music, International Business, Supply Chain Management, Global Studies, Business Administration, Accounting, Sustainability.

IAC 302 American Legal System | 3 credit hours
 IAC 303 Legal Research and Writing | 3 credit hours
 IAC 404 Crime, Law, and Justice | 3 credit hours
 IAC 405 Civil Law and Justice | 3 credit hours

Environmental Policy

Description: Managing natural resources and the environment in a world of economic growth is a complex challenge. The Environmental Policy concentration combines expertise from the Departments of Geography, Economics, and Agricultural and Resource Economics to provide students with a comprehensive understanding of the environmental and sustainability considerations in managing land, transportation, population, energy, and other aspects of economic development.

Requirements: For the Environmental Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA. Students are also recommended to take an additional 3 credit hours (GEOG 206 or GEOL 206), which are Vol Core, Engaged Inquiry courses related to this concentration.

Potential Career Options: Policy Advisor, Government Relations Manager, Environmental Policy Analyst, Sustainability Research Associate, Budget Analyst, Program Manager, Sustainability Coordinator

Potential Minors or Dual Majors: Economics, Agricultural Business, Finance, Nuclear Engineering,

Civil Engineering, Mechanical Engineering, Data Science, Public Policy Analytics, Sustainability, Geography, Sociology, Political Science, , Architecture, Anthropology, Environmental and Soil Sciences, Plant Sciences, Sustainability, Forestry, Wildlife and Fisheries Science, Natural Resource and Environmental Economics, Materials Science and Engineering, Geology, Environmental and Soil Sciences, and Biosystems Engineering.

AREC 314 Environmental Law | 3 credit hours

AREC 470 Policy Analysis for Environmental and Natural Resource Management | 3 credit hours

ECON 362 Environmental and Natural Resource Policy | 3 credit hours

GEOG 443 Sustainable Cities and Landscapes | 3 credit hours

Recommended unrestricted elective, select one course:

GEOG 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOL 206*)

GEOL 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOG 206*)

Energy Policy Concentration

Description: Students in the Energy Policy concentration are prepared to evaluate the strategies, trade-offs, and impacts of energy policy decisions. By combining the technologies, markets, economics, and real-world considerations of energy policy decisions, students are prepared to assess how energy policies will impact the environment, energy reliability, energy costs, and various stakeholders in the policy process.

Requirements: For the Energy Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

Potential Career Options: Energy Policy Advisor, Government Relations Manager, Energy Policy Analyst, Budget Analyst, Program Manager

Potential Minors or Dual Majors: Economics, Agricultural Business, Nuclear Engineering, Civil Engineering, Mechanical Engineering, Data Science, Public Policy Analytics, Finance, Sustainability, Geography, Sociology, Political Science, Aerospace Engineering, Computer Science, Materials Science and Engineering, Chemical Engineering, Geology, Environmental and Soil Sciences, Mathematics, Electrical Engineering, International Business, Anthropology, Supply Chain Management

GEOG 346 Energy, Governance, and Sustainability | 3 credit hours

ECON 362 Environmental and Natural Resource Policy | 3 credit hours

HBS 424 Energy Markets and Economics | 3 credit hours (co-convenes with HBS 524)

HBS 443 Energy Transitions | 3 credit hours (co-convenes with HBS 543)

National Security Concentration

Description: A partnership with the Departments of Political Science and Philosophy in the College of Arts and Sciences, the National Security concentration focuses on policy decisions surrounding national security and foreign policy. Students in this concentration examine the role of the United States in the world through various lenses and can evaluate the impact of national security policy decisions and strategies on domestic priorities and global affairs.

Requirements: For the National Security concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

Potential Career Options: National Security Analyst, Foreign Service Officer, CIA Intelligence Agent, Operative, Intelligence Analyst, NSA Agent, Data Analyst, Policy Analyst, Legislative Coordinator, Research Associate

Potential Minors or Dual Majors: Political Science, Data Science, Geography, Philosophy, Anthropology, Civil Engineering, Nuclear Engineering, Global Studies, Religious Studies, Classics, Supply Chain Management, International Business, History, Economics, Aerospace Engineering, Computer Science, Accounting, MFL, English

POLS 366 United States Foreign Policy Process | 3 credit hours
 PHIL 441 Global Justice and Human Rights | 3 credit hours
 IAC 413 The Military in American Democracy | 3 credit hours
 HBS 452 U.S. National Security | 3 credit hours (co-convenes with HBS 552)

Economic and Community Development Concentration

Description: As a partnership with the Department of Economics in the Haslam College of Business, the Economic and Community Development concentration provides students with the tools to evaluate decisions by local, state, and federal governments in managing economic growth and in providing goods and services for the public interest. Students in this track are well-equipped to work at the intersection of public policy and private industry, helping make public policy more effective and individuals and private entities more successful.

Requirements: For the Economic and Community Development concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

Potential Career Options: Policy Analyst, Chamber of Commerce Representative, Housing Analyst, Real Estate Analyst, Budget Analyst, Government Relations Manager.

Potential Minors or Dual Majors: Economics, Agricultural Business, Sustainability, Finance,

Accounting, Public Policy Analytics, Sociology, Political Science, Anthropology, Social Work, Education, Geography, Studio Art, Retail and Hospitality Management, Forestry, Architecture, History, Business Administration.

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite for ECON 471, ECON 472*)

ECON 471 Public Finance: Expenditure Analysis | 3 credit hours

ECON 472 Taxation and Fiscal Federalism | 3 credit hours

HBS 461 Tools for Economic Development | 3 credit hours (co-convenes with HBS 561)

Health Policy Concentration

Description: Students in the Health Policy concentration learn about the key issues, institutions, and actors in America's healthcare system and develop a toolkit for evaluating the system's performance, efficiency, and equity. Students in this concentration are prepared to work in health policy within government the public sector, for nonprofits seeking to affect health policy, or for healthcare companies in the private sector. This concentration is a collaboration with the Department of Economics in the Haslam College of Business and the Department of Public Health in the College of Education, Health, and Human Sciences.

Requirements: For the Health Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA. Students are also recommended to take an additional 3 credit hours (PUBH 201*), which is Vol Core, Engaged Inquiry course related to this concentration.

Potential Career Options: Health Policy Advisor, Government Relations Manager, Health Policy Analyst, Budget Analyst, Healthcare Entrepreneur, Program Manager, Hospital Administrator

Potential Minors or Dual Majors: Economics, Public Health, Finance, Nutrition, Food Science, Biomedical Engineering, Data Science, Public Policy Analytics, Social Work, Religious Studies, Education, Biological Sciences, Biosystems Engineering, Animal Science, Nursing

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite for ECON 436*)

ECON 436 Economics of Health and Health Care | 3 credit hours

PUBH 400 Comparative Health Systems | 3 credit hours

PUBH 420 Environmental Public Health | 3 credit hours

Recommended unrestricted elective:

PUBH 201 Introduction to Public Health | 3 credit hours*

New Courses Needed

Existing courses in the Baker Center (BCPP) have been revised in course abbreviations to HBS (Howard Baker School). New IAC (Institute of American Civics) courses have been added. A course equivalency table has been provided in Appendix (C). All required courses for completing the BSBA Public Administration Major degree program have an equivalent course, allowing students who are currently enrolled to complete the existing degree program, or coursework will continue to be offered as it is not unique to that major. A set of new courses, listed below, are required to facilitate the revised core for the BSPAf program and the interdisciplinary concentrations.

HBS Courses for BSPAf Core

HBS 201 Leading Effectively (3). Skill acquisition in leadership and approaches to effective management in the public sector.

Pre-major core course for the Public Affairs major.

HBS 301 Thinking Analytically (3). Development of analytical thinking based on data collection, analysis, and interpretation, including an overview of basic econometrics frameworks and techniques.

Pre-major core course for the Public Affairs major.

HBS 302 Visualizing and Communicating Policy Data (3). Skill acquisition in communicating data and data-driven policy insights for non-expert audiences in oral and written formats.

Public Affairs major core course.

HBS 303 National Challenges (3). Exploration of national challenges and public policy solutions.

Public Affairs major core course.

HBS 304 State and Local Challenges (3). Exploration of state and local challenges and public policy solutions. *Public Affairs major core course.*

HBS 401 Evaluating Performance (3). Knowledge of practices for the evaluation of programmatic and human resource performance in the public sector.

Public Affairs major core course.

New HBS Courses for BSPAf Concentrations

HBS 424 Energy Market and Economics (3). (co-convenes with HBS 524) Theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets.

HBS 434 Public Organization, Theory, and Behavior (3). (co-convenes with HBS 534) Examination of organizational theory and behavior with emphasis on implications for public management. Includes theories of decision-making, leadership, communications, and group dynamics.

HBS 437 Leading Across Difference (3). (co-convenes with HBS 537). Leading and managing diverse teams to achieve collective goals.

HBS 443 Energy Transitions (3). (co-convenes with HBS 543) 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.

HBS 452 U.S. National Security (3). (co-convenes with HBS 552) Overview of national and international security issues and corresponding U.S. national security 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 454 Nuclear Security in an Age of Emerging Technologies (3) (co-convenes with HBS 554). Nuclear proliferation, nuclear capabilities, nuclear deterrence strategy, treaties and international organizations managing nuclear weapons, threats of non-state actors acquiring nuclear and radiological material, and best practices for safeguarding and securing nuclear material.

HBS 461 Tools for Economic Development (3). (co-convenes with HBS 561) Policy tools for incentivizing and guiding economic development at the local government level, including tax abatements, tax increment financing, opportunity zones, and public/private partnerships. Special attention will be given to the role of public participation and the evaluation of public benefits.

HBS 484 Master Class in Public Affairs (2). (co-convenes with HBS 584) An immersive and experiential capstone learning experience that provides an opportunity to learn from and be mentored by experts in public policy.

Registration Restriction: Majors in the Baker School. Minimum student level – senior; or consent of Director of Undergraduate Studies.

HBS 485 Beyond Baker (1). Reflection and assessment of major curriculum, career preparation, professional development, and networking opportunities. Team building and civic engagement through service learning.

Registration Restriction: Majors in the Baker School. Minimum student level – senior; or consent of Director of Undergraduate Studies.

IAC Courses for BSPAf Core

IAC 101 Engaging Civically (3). Rights and duties of citizenship; modes of citizen engagement in public affairs; the role of civil discourse in democratic debate.

(will propose, Vol Core-EI)

Public Affairs Major Prerequisite

IAC 203 Constitutional Foundations (3). Examination of how policy challenges are addressed through the American constitutional framework. Emphasis on case studies.

Comment: Pre-major core course for the Public Affairs major.

IAC 301 Acting Democratically (3). Examination of how public policy is made in an advanced democratic system.

Comment: Pre-major core course for the Public Affairs major.

New IAC Courses for Concentrations

IAC 302 American Legal System (3). An overview of the structure of the legal system and the functions of key institutions and actors within that system.

IAC 303 Legal Research and Writing (3). An introduction to the methodology of legal research and the practice of writing legal briefs and memoranda.

IAC 401 The Art of the Possible (3). (co-convenes with IAC 502) Conflict, communication, consensus building, and compromise in public policymaking. Emphasis on case studies.

Public Affairs major core course.

IAC 404 Crime, Law, and Justice (3). An overview of substantive and procedural criminal law and the operations of the criminal justice system with emphasis on the courts.

IAC 405 Civil Law and Justice (3). An introduction to civil law, including torts, contracts, property, and family law, as well as the adjudication of civil cases.

IAC 412 Philosophical Origins of American Ideologies (3). Examination of philosophical influences on modern American political ideologies.

IAC 413 The Military in American Democracy (3). Constitutional and statutory underpinnings of the military establishment, civilian control of the military, the role of military leadership in policy making, changing roles for the military, policies regarding military service, interagency cooperation, military effectiveness, and operational challenges.

Table 12. All HBS Proposed Courses, Undergraduate and Graduate

PREFIX	NO.	TITLE	CREDIT HOURS	NOTES
HBS	101	Solving Public Problems	3	
HBS	102	Freshman Seminar	1	
HBS	201	Leading Effectively	3	
HBS	301	Thinking Analytically	3	
HBS	302	Visualizing and Communicating Policy Data	3	
HBS	303	National Challenges	3	
HBS	304	State and Local Challenges	3	
HBS	401	Evaluating Performance	3	
HBS	424	Energy Markets and Economics	3	co-convenes with HBS 524
HBS	434	Public Organization, Theory, and Behavior	3	co-convenes with HBS 534
HBS	437	Leading Across Difference	3	co-convenes with HBS 537
HBS	443	Energy Transitions	3	co-convenes with HBS 543
HBS	452	U.S. National Security	3	co-convenes with HBS 552
HBS	454	Nuclear Security in an Age of Emerging Technologies	3	co-convenes with HBS 554
HBS	461	Tools for Economic Development	3	co-convenes with HBS 561
HBS	481	Policy Lab I	3	
HBS	482	Policy Lab II	3	
HBS	483	Policy Capstone	3	
HBS	484	Master Class in Public Affairs	2	co-convenes with HBS 592
HBS	485	Beyond Baker	1	
HBS	489	Baker Scholars Project	1-6	
HBS	493	Independent Study	3	
HBS	494	Internship	0-9	
HBS	495	Special Topics	3	

HBS	496	Baker Scholars Seminar	1-3	
HBS	494	Internship	0-9	
HBS	495	Special Topics	3	
HBS	496	Baker Scholars Seminar	1-3	
HBS	501	Perspectives on the Policy Process	3	
HBS	502	Public Administration	3	
HBS	503	Administrative Law and Regulatory Policymaking	3	
HBS	511	Working with Data	3	
HBS	512	Research Design and Data Acquisition	3	
HBS	513	Data Driven Decisions	3	
HBS	514	Policy Communication and Data Visualization	3	
HBS	521	Policies and Markets	3	
HBS	522	Economics of the Public Sector	3	
HBS	523	Regional Economics	3	
HBS	524	Energy Markets and Economics	3	
HBS	531	Public Management	3	
HBS	532	Public Financial Administration	3	
HBS	533	HR Management in Public Organizations	3	
HBS	534	Public Organization, Theory, and Behavior	3	
HBS	535	Emergency Management	3	
HBS	536	Nonprofit Management	3	
HBS	537	Leading Across Difference	3	
HBS	541	Environmental Policy	3	
HBS	542	Energy Policy	3	
HBS	543	Energy Transitions	3	
HBS	544	Planning and Land Use	3	
HBS	545	Sustainable Development	3	
HBS	551	Foundations of U.S. Foreign Policy	3	
HBS	552	U.S. National Security Policy	3	
HBS	553	Grey Zone Warfare and Cybersecurity	3	
HBS	554	Nuclear Security in an Age of Emerging Technologies	3	

HBS	561	Tools for Economic Development	3	
HBS	584	Master Class in Public Affairs	3	
HBS	590	Registration for Use of Facilities	1-15	
HBS	591	Internship	3	In-Person Only
HBS	592	Master Class in Public Policy	3	In-Person Only
HBS	593	Independent Study	3	
HBS	594	Special Topics	3	
HBS	595	Executive Practicum	6	Online Only
HBS	596	Capstone	3	In-Person Only

Note: Light Green Highlight indicates a required course.

Accreditation

Heather Hartman, the SACSCOC Accreditation Coordinator at the University of Tennessee, Knoxville, is aware of this program modification request and has confirmed that there are no substantive changes that may require a SACSCOC review. The required notification has been made to SACSCOC and a confirmation letter has been received in response.¹⁸

¹⁸ See Appendix B.2. 2023 Letter to SACSCOC for documentation.

THEC Financial Projection Form and Associated Narrative

The financial projections associated with the proposed modifications have already been submitted to THEC as part of the request in March 2023 to establish the Baker School as a new academic unit. This section represents the costs particularly associated with the undergraduate degree program move and modification detailed in this proposal. Although these costs are separately detailed here, these costs were previously part of the total submitted for approval as part of the new academic unit request to THEC in February 2023.

New Academic Unit Financial Projections (February 2023)

The THEC Projections in the proposal to establish the Baker School as a new academic unit estimated faculty salary and benefits for Year 1 (FY 2023-2024) to be ~\$1.5M and ~\$2.09M for Year 2 (FY 2024-2025). These projections provide the Baker School with a total of seven tenure-track faculty in addition to those faculty who are currently employed and have transitioned to the Baker School either in a tenure-track or non-tenure track capacity. Based on the curriculum changes proposed, this is sufficient faculty to support both the undergraduate and graduate modifications requested, including the online modality at the graduate level.

Baker School Curriculum

The current Bachelor of Science in Business Administration, Public Administration major (BSBA) does not have any dedicated faculty. All courses in the degree program support other degrees in the Haslam College of Business and the College of Arts and Sciences. No faculty members will move with the degree program.

The Baker School will teach a number of undergraduate courses in AY 2023-2024 and AY 2024-2025 regardless of the degree move. These courses include a set of courses already being taught as part of the Baker School's minor in Public Policy Analytics, courses being taught as part of the Institute of American Civics, which has a separate legislative appropriation and mandate to provide undergraduate instruction, and a set of university-wide service courses that have been approved as part of the University's Volunteer Core curriculum. In addition, there are a set of graduate courses that will service the MPP/MPA degrees and will co-convene with undergraduate degree concentration courses in the BSPAf. Courses that will already be taught in other degree programs or for other purposes and that also appear in the BSPAf are not considered to be additional costs for the Baker School in this memo.

Undergraduate Degree Modification Projected Costs

There are 22 net new credit hours that are part of the proposed Bachelor of Science in Public Affairs (BSPAf) degree move and modification that will be provided by the newly established Baker School as proposed HBS undergraduate courses. These credit hours include prerequisite, core, and

professional development courses. This translates into 8 courses.

The University of Tennessee, Knoxville allocates eight courses per academic year per full-time teaching faculty, which is then reduced by the Baker School to four courses for tenure-track faculty who have research and service obligations. The proposed degree move and modification constitutes 1.0 faculty full-time equivalency (FTE) or 2.0 tenure-track faculty FTE. The Baker School will hire two new positions in FY 2024-2025 at a total annual cost of \$375,200 in salary and benefits.¹⁹ These costs will begin in FY 2025-2026, or Year 3 in the THEC Budget Projection form below. When the costs of these hires is added to raises projected for existing faculty time the increase between Year 2 and Year 3 is \$389,300. Since the proposed undergraduate degree program will initially only be accepting first-year admits or transfers with fewer than 30-credit hours starting in Fall 2024, this hiring plan will allow the Baker School to build its faculty as enrollment grows and demand for courses increases, rather than overbuilding before instructional needs are apparent. In Year 3, four existing staff who also hold faculty appointments will be re-allocated to instructional needs to supplement the teaching of contribution of tenure-track faculty hires. Each of these appointments will be able to teach up to 6 credit hours per academic year, for 24 additional credit hours. This is reflected in the THEC budget included in this proposal, but importantly these are cost reallocations, not *new* costs as these are pre-existing faculty who were employed by the Baker Center prior to becoming a new academic unit. As demand increases, it is likely that additional sections of courses may be necessary requiring additional faculty FTE.

Table 13: Proposed Distribution of Courses by Faculty

Course Title/Prefix/No.	Credit Hours	Faculty
<i>Solving Public Problems (HBS 101)</i> <i>National Challenges (HBS 303)</i> <i>State and Local Challenges (HBS 304)</i> <i>Beyond Baker (HBS 485)</i>	10 credit hours	Tenure-Track Public Policy Faculty (A)
<i>Leading Effectively (HBS 201)</i> <i>Thinking Analytically (HBS 301)</i> <i>Visualizing and Communicating Policy Data (HBS 302)</i> <i>Evaluating Performance (HBS 401)</i>	12 credit hours	Tenure-Track Public Administration Faculty (B)
<i>TOTAL</i>	22 credit hours	

There are additional needs for academic affairs leadership, faculty research and professional support, student advising staff, and programmatic expenses related to recruitment, retention, professional development, and placement efforts of undergraduate students. These costs are included in the required THEC Budget Projection Form below. As noted, these costs were included

¹⁹ Using a market average of \$140,000 and considering that tenure-track faculty have costs associated with research and service that will be borne by the Baker School, this indicates a cost of \$280,000 in tenure-track faculty salary and \$95,200 in benefits, for a total of \$375,200 in salary and benefits. Benefits are estimated at a rate of 34%, which is the same estimate used in the previous financial projections submitted to THEC.

as part of the total Baker School budget previously submitted in February 2023.

Tennessee Higher Education Commission THEC Financial Projections Form University of Tennessee, Knoxville Howard H. Baker Jr. School of Public Policy and Public Affairs UNDERGRADUATE					
	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 89,000.28	\$ 91,709.78	\$ 75,735.70	\$ 78,723.70	\$ 81,174.28
Benefits	\$ 30,260.09	\$ 31,181.33	\$ 25,750.14	\$ 26,766.06	\$ 27,599.25
Sub-Total Administration	\$ 119,260.37	\$ 122,891.11	\$ 101,485.84	\$ 105,489.76	\$ 108,773.53
Faculty					
Salary	\$ 49,980.00	\$ 51,479.40	\$ 342,001.87	\$ 355,784.55	\$ 370,015.93
Benefits	\$ 16,993.20	\$ 17,503.00	\$ 116,280.64	\$ 120,966.75	\$ 125,805.42
Sub-Total Faculty	\$ 66,973.20	\$ 68,982.40	\$ 458,282.51	\$ 476,751.29	\$ 495,821.35
Support Staff					
Salary	\$ 220,421.24	\$ 227,115.85	\$ 236,272.48	\$ 248,249.29	\$ 258,243.91
Benefits	\$ 74,943.22	\$ 77,219.39	\$ 80,332.64	\$ 84,404.76	\$ 87,802.93
Sub-Total Support Staff	\$ 295,364.46	\$ 304,335.24	\$ 316,605.12	\$ 332,654.05	\$ 346,046.83
Operating					
Travel	\$ 18,500.00	\$ 29,000.00	\$ 30,160.00	\$ 31,366.00	\$ 32,621.00
Printing	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 67,300.00	\$ 202,350.00	\$ 210,444.00	\$ 218,861.76	\$ 227,616.23
Sub-Total Operating	\$ 95,800.00	\$ 241,350.00	\$ 250,604.00	\$ 260,227.76	\$ 270,237.23
Total Recurring	\$ 577,398.03	\$ 737,558.74	\$ 1,126,977.48	\$ 1,175,122.87	\$ 1,220,878.94
TOTAL EXPENDITURES					
(A + B)	\$ 577,398.03	\$ 737,558.74	\$ 1,126,977.48	\$ 1,175,122.87	\$ 1,220,878.94

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees¹	\$ -	\$ 364,210.00	\$ 662,200.00	\$ 1,087,900.00	\$ 1,343,320.00
Institutional Reallocations²	\$ 577,398.03	\$ 373,348.74	\$ 464,777.48	\$ 87,222.87	\$ (122,441.06)
Federal Grants³	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts⁴	\$ -	\$ -	\$ -	\$ -	\$ -
Other⁵	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 577,398.03	\$ 737,558.74	\$ 1,126,977.48	\$ 1,175,122.87	\$ 1,220,878.94
Notes:					
<p>(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.</p> <p>Tuition and fees will be collected in Year 2 at a projected enrollment of 50 students. This enrollment is expected to continue for every incoming year for four years, indicating total enrollment of 200 students across four cohorts in Year 5. This tuition and fees projection is based on the in-state rate of tuition, held constant at 2023 levels.</p>					
<p>(2) Please identify the source(s) of the institutional reallocations and grant matching requirements if applicable.</p> <p>Institutional reallocations will come from central reserves.</p>					
<p>(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) number.</p> <p>Although grants may be awarded for research, there are no federal sources that are specifically awarded or anticipated for the establishment or operation of the school.</p>					
<p>(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).</p> <p>In addition to expected revenue the Baker Center at the close of FY22 held ~9M in endowments, which generates a 4% return, and 1.15M in gift dollars that will move to the new Baker School and held in UT Foundation, however this is intended to be used for scholarships (contra revenue) and other programming not otherwise listed in these costs.</p>					
<p>(5) Please provide information regarding other sources of funding.</p> <p>Other revenue from salary recoveries on grants, contracts, gifts, and other sources is not anticipated for individuals associated with the undergraduate program delivery.</p>					

Appendix A – Letters of Support

James A. Haslam II

September 8, 2023

Dear John:

I am writing to share my support for the degree modifications being proposed by the new Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). Having been a long-time friend of Senator Baker, as well as chairman of the board for the Baker Center, now Baker School since its inception, it is my firm belief that these changes are an important step in preparing University of Tennessee, Knoxville students for careers in public service.

Particularly pleasing to me is that this process has produced a curriculum guided by the values of Senator Baker, including a foundational understanding of American institutions and democratic practices, and the importance of civility and critical thinking in resolving our country's greatest challenges. I am very proud to have been part of this effort and am confident that these changes will help the University better serve its land grant mission.

Thank you for your consideration in this matter. Please feel free to reach out to me about any concerns you may have. In closing, please know what an outstanding job you are doing as our Provost.

Sincerely,



Jim Haslam, Chairman of the Board
Howard H. Baker Jr. School of Public Policy and Public Affairs

P.O. Box 10146, Knoxville, Tennessee 37939-0146



September 11, 2023

John P. Zomchick, Provost
Office of the Provost
University of Tennessee
527 Andy Holt Tower
Knoxville, TN 37996-0152

Dear Provost Zomchick:

I am writing to support the degree modifications being proposed by the Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School), including the move of the Bachelor of Science in Public Administration from the Haslam College of Business (Haslam College) and associated degree modifications at the Baker School. I understand that the Baker School is proposing to modify the existing degree to a Bachelor of Science in Public Affairs with a new core curriculum and a number of concentration areas. Several of the courses in the core and these concentration areas are from the Haslam College.

The move of the major from the Haslam College to the Baker School marks a valuable new opportunity for UTK undergraduate students to build careers in public affairs. The curriculum modifications allow students to focus in a number of areas at the intersection of government and business, including energy policy, health policy, and public management. I look forward to our future collaborations in curriculum, research, and public engagement.

I fully support the Baker School's proposal and look forward to working with their faculty on future collaborations.

I am happy to answer any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephen L. Mangum'.

Stephen L. Mangum, Dean and Stokely Foundation Leadership Chair
Haslam College of Business

Office of the Dean
Haslam College of Business
453 Haslam Business Building Knoxville, TN 37996-4140
865-974-5061 865-974-1765 fax haslam.utk.edu

BIG ORANGE. BIG IDEAS.

Haslam College of Business | University of Tennessee, Knoxville



September 11, 2023

Dr. John Zomchick
Provost and Senior Vice Chancellor
University of Tennessee, Knoxville

Dear Provost Zomchick:

I am writing to support the degree modification being proposed by the Howard H. Baker Jr. School of Public Policy and Public Affairs, including the move of the Bachelor of Science in Public Administration from the Haslam College of Business and associated modifications at the Baker School. I understand that the Baker School is proposing to modify the existing degree to a Bachelor of Science in Public Affairs with a new core curriculum and several concentration areas. These changes provide students at the University of Tennessee, Knoxville, with additional opportunities to prepare for a variety of fields in the public sector.

The College of Arts and Sciences stands ready to support the proposed degree modification by teaching the courses contained therein. The College of Arts and Sciences also looks forward to exploring opportunities for further curricular collaborations with the Baker School; several Arts and Sciences departments offer coursework that could be of great interest to students pursuing a Bachelor of Science in Public Affairs.

I fully support the Baker School's proposal and look forward to working with Baker School faculty on future opportunities.

Sincerely,

Robert Hinde
Interim Executive Dean
and Professor of Chemistry
College of Arts and Sciences

College of Arts and Sciences
Robert Hinde, Interim Executive Dean
1403 Circle Drive | Knoxville, TN 37996-1330
865-974-5332 | 865-974-4352 fax | artsci.utk.edu



Claxton Education Building
1122 Volunteer Boulevard
Knoxville, TN 37996-0315
865-974-0765
cehhs.utk.edu

September 14, 2023

Dear Provost Zomchick:

It is my pleasure to write a letter of support for the degree modifications being made to the Bachelor of Science in Public Administration as part of its move from the Haslam College of Business (Haslam College) to the new Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). This transfer has given the Baker School the opportunity to build a new and broader curriculum for students focused on public affairs, and to partner with colleges like ours to do so. As part of the move of the Public Administration degree, I understand that the Baker School is proposing to modify the existing degree to a Bachelor of Science in Public Affairs, adding a revised core curriculum and a set of concentration options that prepare students for careers in public service.

As part of their curriculum deliberations, Baker School faculty sought feedback from faculty in College of Education, Health, and Human Science (CEHHS) and included CEHHS courses as part of its undergraduate concentration in health policy. CEHHS faculty are energized by the possibilities for future partnerships, in particular the potential creation of an education policy concentration for undergraduate students and the development of an educational policy specialization for graduate students.

There are many potential future intersections between the research and teaching priorities of CEHHS and the new Baker School. Our collaboration on this initial curriculum modification is a great starting point for building programs that best serve UTK students and the State of Tennessee.

I am happy to answer any additional questions.

Sincerely,

Ellen McIntyre
Dean, College of Education, Health, and Human Science

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BIG IDEAS.**
Flagship Campus of the
University of Tennessee System 



September 11, 2023

Provost and Senior Vice Chancellor John Zomchick
Office of the Provost
University of Tennessee, Knoxville
527 Andy Holt Tower
Knoxville, TN 37996

Dear Provost Zomchick:

It is my pleasure to write this letter in support of the proposed degree modifications to the Bachelor of Science degree in Public Administration in connection with its transfer from the Haslam College of Business to the Howard H. Baker Jr. School of Public Policy and Public Affairs. Among the proposed modifications, it is my understanding that the Baker School is seeking to change the existing degree to a Bachelor of Science in Public Affairs with a number of concentration areas, including one in law and policy, in which the College of Law has a particular interest.

The Baker School consulted several College of Law administrators when formulating the law and policy concentration, and although we will still need to obtain formal faculty approval, we know that there is wide interest and support within the College, and we are excited to work with the Baker School to help facilitate some of the courses in that concentration. We are likewise energized by the possibilities of future partnerships, in particular, the potential creation of a joint undergraduate degree program and expansion of our dual-degree programs at the graduate level. Although such programmatic changes will likewise require formal faculty approval, I expect that these collaborations will be supported and embraced by our faculty. Combining the expertise of our respective academic units in these and other ways will greatly benefit UTK students, as well as the State of Tennessee.

I am in full support of the Baker School's proposal and look forward to working with their administration and faculty on future collaborations.

If you have any questions or need any additional information, please don't hesitate to let me know. Thank you for your consideration.

Sincerely yours,

Lonnie T. Brown, Jr.
Dean and Elvin E. Overton Distinguished Professor of Law

cc: Marianne Wannamaker, Dean, Baker School of Public Policy and Public Affairs

College of Law
1505 W. Cumberland Avenue Knoxville, TN 37996-1810
865-974-4241 fax 865-974-6595 law.utk.edu

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THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

September 8, 2023

Dear Provost Zomchick:

It is my pleasure to write a letter of support for the degree modifications being made to the Bachelor of Science in Public Administration as part of its move from the Haslam College of Business (Haslam College) to the new Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). The Public Administration major has been administered well by the Department of Economics in the Haslam College for many years, but it did not allow for broader collaborations. The College of Communication and Information (CCI) is energized by the potential partnerships between units under the revised Bachelor of Science in Public Affairs.

Baker School faculty approached the CCI leadership team to gain insights and ask questions as part of its revision process, and I am pleased that the Baker School faculty decided to include our courses in the revised undergraduate core and to incorporate new concentrations in political communication and government relations. I know that CCI faculty are already considering future partnerships, in particular, the potential creation of a public opinion concentration for undergraduate students and a political campaign specialization for graduate students. These collaborations and others will combine the expertise of our academic units to the benefit of UT students and the State of Tennessee.

The proposed modification will provide students a range of options when it comes to seeking interdisciplinary expertise. The modified degree program, which will provide a foundation in public affairs and then allow a guided exploration of expertise from across campus, is particularly suited to the meet the changing academic interests of students and the evolution of careers in public service. I fully support the Baker School's proposal and look forward to working with their faculty on future collaborations.

I am happy to answer any questions to aid in this process.

Sincerely,

Joseph P. Mazer, Ph.D.
Dean & Professor
College of Communication & Information
The University of Tennessee, Knoxville
413 Student Services Building
Knoxville, TN 37996
865-974-1540
joemazer@utk.edu

Office of the Dean
College of Communication & Information
413 Student Services Building, Knoxville, TN 37996-0332
865-974-3031 865-974-3896 fax cci.utk.edu

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Appendix B – Supplemental Information

B.1. 2023 Memo from Haslam College of Business

Memo

To: Jamie Coble, Undergraduate Council chair

From: Stephen Mangum, Dean, Haslam College of Business

CC: Robert Hinde, Interim Executive Dean, College of Arts and Sciences
Marianne Wanamaker, Dean, Howard H Baker Jr. School of Public Policy and Public Affairs
Scott Gilpatric, Head, Department of Economics
Brandon Prins, Head Political Science

Date: August 30, 2023

Re: Transfer of the Public Administration major to the Baker School for Public Policy

I approve the transfer of the Public Administration major from the Haslam College of Business to the Baker School for Public Policy.

While the Public Administration major has been administered well by the Department of Economics for many years, this transfer of programming will allow that department to focus resources more on undergraduate and graduate students in economics while giving the Baker School the opportunity to build a new and broader curriculum for these students, focusing more specifically on public policy and administration.

I am pleased to give unconditional support to the transfer of this program. It will serve all involved well, and it will be an asset to its current and future students as well as to the citizens of our state, the region, and the nation.

B.2. 2023 SACSCOC Notification Letter



September 7, 2023

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

Re: B.S. in Public Affairs - New Program Notification

Dear Kevin,

Please accept this letter as notification of a new program, the Bachelor of Science in Public Affairs, beginning August 23, 2024.

An existing B.S. in Public Administration is being moved from the institution's Haslam College of Business to the newly established Baker School of Public Policy and Public Affairs and is being renamed B.S. in Public Affairs. The new content in this program is 25-49%, which makes notification the appropriate action.

Please contact me with any questions you may have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Heather Hartman'.

Heather Hartman
SACSCOC Liaison

Attachment

Cc: John Zomchick, Provost and Senior Vice Chancellor
Ozlem Kilic, Interim Vice Provost for Academic Affairs
Marianne Wanamaker, Dean, Baker School of Public Policy

Office of Institutional Effectiveness
5723 Middlebrook Pike, Knoxville, TN 37921
865-974-3635 ie.utk.edu

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Appendix C – Supplemental Program Information

C.1. Curriculum Changes Submitted through University Process

Crosswalk of Changes

Existing Degree

Proposed Degree Program

Prerequisites and Vol Core (54-55 Hours)		Prerequisites and Vol Core (51-52 Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Natural Sciences (<i>Vol Core Open Selection, 2 courses</i>)	6-7	Natural Sciences (<i>Vol Core Selection, 2 courses</i>)	6-7
Expanded Perspectives (<i>Vol Core, Open Selection</i>)	3	United States Government and Politics (POLS 101)/Honors: United States Government and Politics (POLS 107) (<i>Vol Core EP</i>)	3
Global Citizenship- US (<i>Vol Core, Open Selection</i>)	3	Construction and Reconstruction of the American Republic (IAC 201, <i>Vol Core GCUS</i>)	3
Global Citizenship- International (<i>Vol Core, Open Selection</i>)	3	Civil Society and the State (IAC 202, <i>Vol Core GCI</i>)	3
Arts and Humanities (<i>Vol Core, Open Selection</i>)	3	Contemporary Moral Problems (PHIL 252, or equivalent, <i>Vol Core AH</i>)	3
Advanced Oral Communication (<i>Vol Core, Open Selection</i>)	3	Communication for Media (JREM 330, or equivalent, <i>Vol Core AOC</i>)	3
English Composition (ENGL 101, Vol Core)	3	English Composition (ENGL 101, Vol Core)	3
English Composition (ENGL 102, Vol Core)	3	English Composition (ENGL 102, Vol Core)	3
Finite Mathematics (MATH 123)/Calculus I (MATH 141)/Honors: Calculus II (MATH 147)	3	Finite Mathematics (MATH 123)/Calculus I (MATH 141)/Honors: Calculus II (MATH 147)	3
Public Speaking (CMST 210)/ Honors: Public Speaking (CMST 217)/Business and Professional Communication (CMST 240)/Honors: Business and Professional Communication (CMST 247)	3	Public Speaking (CMST 210)/ Honors: Public Speaking (CMST 217)/Business and Professional Communication (CMST 240)/Honors: Business and Professional Communication (CMST 247)	3
Public Writing (ENGL 255)/Honors: Public Writing (ENGL 257)/Writing in the Workplace (ENGL 295)	3	Public Writing (ENGL 255)/Honors: Public Writing (ENGL 257)/Writing in the Workplace (ENGL 295)/ Rhetoric and Writing (ENGL 355)/Technical and Professional Writing (ENGL 360)	3
Introduction to Statistics (STAT 201)/Honors: Introduction to Statistics (STAT 207)	3	Introduction to Statistics (STAT 201)/Honors: Introduction to Statistics (STAT 207)	3

Principles of Microeconomics (ECON 211)	3	Principles of Microeconomics (ECON 211)/Honors: Principles of Microeconomics (ECON 217)	3
Principles of Macroeconomics (ECON 213)	3	Principles of Macroeconomics (ECON 213)/Honors: Principles of Macroeconomics (ECON 218)	3
		Engaging Civically (IAC 101)	3
		Solving Public Problems (HBS 101)	3
Basic Calculus (MATH 125)/Calculus II (MATH 142)/Honors: Calculus II (MATH 148)	3	<i>Moved to recommended unrestricted elective for students in Policy Analytics Concentration.</i>	
Introduction to Business Management (MGT 202)	3	<i>Moved to recommended unrestricted elective for students in Public Management Concentration.</i>	
Foundations of Accounting (ACCT 200)/ Introduction to Financial Accounting (ACCT 203)/ Honors: Introduction to Financial Accounting (ACCT 208)	3	<i>Moved to required course for students in Public Management Concentration.</i>	
<i>Sub-Total Hours</i>	54-55	<i>Sub-Total Hours</i>	51-52

Existing Degree

Proposed Degree Program

Existing Degree		Proposed Degree Program	
Haslam College Core, Major, and Electives (54-55 Hours)		Baker School Core, Concentrations, and Electives (51-52 Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Inclusion: Becoming an Engaged Leader in a Diverse Community (BUAD 100)/Success in the Haslam College of Business (BUAD 210)	1	Baker First-Year Studies (FYS 101, not required for major)	1
Integrity: Becoming an Ethical Leader and Effective Communicator (BUAD 200)	1	Leading Effectively (HBS 201)	3
Insight: Becoming Personally and Professionally Aware as a Leader (BUAD 300)	1	Constitutional Foundations (IAC 203)	3
CBM I: Supply Chain Management (BUAD 331)	2	Thinking Analytically (HBS 301)	3
CBM I: Demand Management (BUAD 332)	2	Acting Democratically (IAC 301)	3

CBM II: Lean Operations (BUAD 341)	2	Visualizing and Communicating Policy Data (HBS 302)	3
CBM II: Information Management (BUAD 342)	2	National Challenges (HBS 303)	3
Impact: Becoming a Leader Who Makes a Positive Difference (BUAD 405)	1	State and Local Challenges (HBS 304)	3
Global Strategic Management: Integrating Concepts and Applications (BUAD 453)	3	Evaluating Performance (HBS 401)	3
Legal Environment of Business (BUAD 301)	2	The Art of the Possible (IAC 401)	3
Business Software Applications (INMT 242)	3		
Survey of Financial Management (FINC 301)	3		
Introduction to Business Management (MGMT 202)	3		
Public Budgeting (POLS 441)	3		
<i>Moved from optional selection to required core.</i>		Markets, Ethics, and Capitalism (ECON 305)	3
<i>Sub- Total Hours</i>	29	<i>Sub- Total Hours</i>	31
Intermediate Microeconomics	3	<i>Moved to required course for multiple concentrations.</i>	
Public Finance: Expenditure Analysis	3	<i>Moved to required course for <u>Economic and Community Development</u> concentration.</i>	
Public Finance: Taxation and Fiscal Federalism	3	<i>Moved to required course for <u>Economic and Community Development</u> concentration.</i>	
Economics or Political Science Electives	12	<i>Expanded to multiple departments as part of 12-credit concentration requirement, which may include Economics or Political Science courses.</i>	12
Introduction to Public Administration and Public Policy (POLS 240)	3	Professional Development (Master Class or Internship) + Beyond Baker (HBS 485)	3
<i>Sub- Total Hours</i>	24	<i>Sub- Total Hours</i>	15
Electives	12-13	Electives	22-23
Degree Total	120	Degree Total	120

New Subject Code, Howard Baker School (HBS), Undergraduate

Equivalency Table:

BCPP 2023	HBC 2024
BCPP 101 - Introduction to Public Policy	HBS 101 - Solving Public Problems
BCPP 102 - Freshman Seminar	HBS 102 - Freshman Seminar
BCPP 317 - Baker Scholars Seminar	HBS 496 - Baker Scholars Seminar
BCPP 480 - Policy Process and Program Evaluation	HBS 481 - Policy Lab I
BCPP 481 - Advanced Policy Process and Program Evaluation	HBS 482 - Policy Lab II
BCPP 490 - Policy Capstone	HBS 483 - Policy Capstone
BCPP 493 - Independent Study	HBS 493 - Independent Study
BCPP 495 - Special Topics in Public Policy	HBS 495 - Special Topics in Public Policy
BCPP 497 - Baker Scholars Project	HBS 497 - Baker Scholars Project

Revise: HBS 101; HBS 102; HBS 496; HBS 481; HBS 482; HBS 483; HBS 493; HBS 495; HBS 497

Rationale: These courses will be part of the revised undergraduate major in public administration, being renamed public affairs, as part of the establishment of the Howard H. Baker Jr. School of Public Policy and Public Policy as a new academic unit. The prefix requested is HBS to stand for Howard Baker School. The previous prefix was BCPP, Baker Center for Public Policy. We are requesting a replacement of the BCPP prefix to HBS prefix for existing courses and some minor revisions to the title and description of those courses.

Impact on Other Units: These changes will not impact other units. These are existing courses and still being taught by the same faculty.

Public Affairs Major, BS in Public Affairs, BSPAf

The Bachelor of Science in Public Affairs (BSPAf) is a degree program designed to prepare students to be part of the solution through professional careers or advanced study in public administration, public policy, data analytics, or political communication. The program aspires to produce graduates who are literate in the field of public affairs and possess the foundational skills to pursue careers as effective public servants and creative problem solvers. Beyond prerequisites, the major consists of 45 hours, which includes 30 hours of core courses, 12 hours in a concentration, and a minimum of 3 hours in professional development.

Campus Code

Knoxville Campus

Admissions Standards/Procedures

Applicants for admission to the program must complete the required prerequisites (IAC 101, HBS 101, POLS 101/107, STAT 201/207, ECON 211/217, and ECON 213/218) and pre-major core courses (HBS 201, IAC 203, HBS 301, IAC 301) with a 2.5 GPA or higher.

I. Prerequisites (18 credit hours)

Students must complete all courses from this list with a 2.5 GPA or higher for admission to the major. For students planning on graduate study, a 3.0 GPA or higher is recommended. For students pursuing the 4+1 option with the Master of Public Administration (MPA) or Master of Public Policy (MPP) a 3.4 GPA or higher is required. Where available, students in University Honors should enroll in the honors version of the prerequisite course.

POLS 101 United States Government and Politics | 3 credit hours* (*Vol Core-EP/SS*)
 IAC 101 Engaging Civically | 3 credit hours* (*will propose, Vol Core-EI*)
 HBS 101 Solving Public Problems | 3 credit hours* (*proposed Vol Core-EP/SS, will propose and EI*)
 STAT 201 Introduction to Statistics | 3 credit hours* (*Vol Core-EP/QR*)
 ECON 211 Principles of Microeconomics | 3 credit hours* (*Vol Core-EP/SS, elective*)
 ECON 213 Principles of Macroeconomics | 3 credit hours* (*Vol Core-EP/SS, elective*)

II. Core Courses (30 credit hours)

Students must complete all courses from this list with a 2.5 GPA or higher. For students planning on graduate study, a 3.0 GPA or higher is recommended. For students pursuing the 4+1 option with the Master of Public Administration (MPA) or Master of Public Policy (MPP), a 3.4 GPA or higher is required.

HBS 201 Leading Effectively | 3 credit hours
 IAC 203 Constitutional Foundations | 3 credit hours
 HBS 301 Thinking Analytically | 3 credit hours
 IAC 301 Acting Democratically | 3 credit hours
 HBS 302 Visualizing and Communicating Policy Data | 3 credit hours
 HBS 303 National Challenges | 3 credit hours
 HBS 304 State and Local Challenges | 3 credit hours
 ECON 305 Markets, Ethics, and Capitalism | 3 credit hours
 HBS 401 Evaluating Performance | 3 credit hours
 IAC 401 The Art of the Possible | 3 credit hours

III. Concentration (12 credit hours)

Students must complete one of the following concentrations with a 2.5 GPA or higher. For students planning on advanced study a 3.0 GPA or higher is recommended. For students pursuing the 4+1 option with the Master of Public

Administration (MPA) or Master of Public Policy (MPP) a 3.4 GPA or higher is required. Other courses to complete a concentration may be accepted upon approval by the Director of Undergraduate Studies.

Policy Analytics Concentration

For the Policy Analytics concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students are also recommended to take an additional math course beyond the 6 credit Vol Core otherwise listed in the uTrack Requirements.

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite to ECON 381*)

ECON 381 Introduction to Econometrics | 3 credit hours

HBS 481 Policy Lab I | 3 credit hours (*offered in fall semester only*)

HBS 482 Policy Lab II | 3 credit hours (*offered in spring semester only*)

Recommended unrestricted elective, select one course:

MATH 125 Basic Calculus | 3 credit hours*

MATH 141 Calculus I | 3 credit hours*

MATH 147 Honors: Calculus I | 3 credit hours*

MATH 142 Calculus II | 3 credit hours*

MATH 148 Honors: Calculus II | 3 credit hours*

Public Management Concentration

For the Public Management concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (MGT 201), which is a required prerequisite for FINC 300.

FIN 300 Fundamentals of Finance | 3 credit hours

HBS 434 Public Organization, Theory, and Behavior | 3 credit hours (co-convenes with HBS 534)

HBS 437 Leading Across Difference | 3 credit hours (co-convenes with HBS 537)

Select one:

ACT 200 Foundations of Accounting | 3 credit hours (*prerequisite to FIN 300*)

ACT 207 Honors: Foundations of Accounting | 3 credit hours (*prerequisite to FIN 300*)

Recommended unrestricted elective:

MGT 201 Introduction to Business Management for Non-Majors | 3 credit hours (*prerequisite to FIN 300*)

Political Communication Concentration

For the Political Communication concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (CMST 201/207*), which is a Vol Core, Engaged Inquiry course and a required prerequisite for CMST 342.

CMST 342 Survey of Organizational Communication | 3 credit hours (*prerequisite to CMST 449*)

CMST 449 Political Persuasion | 3 credits

JREM 200 Multimedia Writing | 3 credit hours*

PBRL 400 Ethical and Legal Issues in Public Relations | 3 credit hours

Recommended unrestricted elective, select one course:

CMST 201 Introduction to Communication Studies | 3 credit hours*

CMST 207 Honors: Introduction to Communication Studies | 3 credit hours*

Government Relations Concentration

For the Government Relations concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher. Students will also need to take an additional 3 credit hours (CMST 201/207*), which is a Vol Core, Engaged Inquiry course and a required prerequisite to CMST 342.

CMST 342 Survey of Organizational Communication | 3 credit hours (*prerequisite to CMST 449*)
 CMST 449 Political Persuasion | 3 credits
 JREM 366 Media and Democracy | 3 credits
 PBRL 430 Crisis Communication | 3 credits

Recommended unrestricted elective, select one course:

CMST 201 Introduction to Communication Studies | 3 credit hours*
 CMST 207 Honors: Introduction to Communication Studies | 3 credit hours*

Law and Policy Concentration

For the Law and Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

IAC 302 American Legal System | 3 credit hours
 IAC 303 Legal Research and Writing | 3 credit hours
 IAC 404 Crime, Law, and Justice | 3 credit hours
 IAC 405 Civil Law and Justice | 3 credit hours

Environmental Policy

For the Environmental Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA. Students are also recommended to take an additional 3 credit hours (GEOG 206 or GEOL 206), which are Vol Core, Engaged Inquiry courses related to this concentration.

AREC 314 Environmental Law | 3 credit hours
 AREC 470 Policy Analysis for Environmental and Natural Resource Management | 3 credit hours
 ECON 362 Environmental and Natural Resource Policy | 3 credit hours
 GEOG 443 Sustainable Cities and Landscapes | 3 credit hours

Recommended unrestricted elective, select one course:

GEOG 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOL 206*)
 GEOL 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOG 206*)

Energy Policy Concentration

For the Energy Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

GEOG 346 Energy, Governance, and Sustainability | 3 credit hours
 ECON 362 Environmental and Natural Resource Policy | 3 credit hours
 HBS 424 Energy Markets and Economics | 3 credit hours (co-convenes with HBS 524)
 HBS 443 Energy Transitions | 3 credit hours (co-convenes with HBS 543)

National Security Concentration

For the National Security concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

POLS 366 United States Foreign Policy Process | 3 credit hours
 PHIL 441 Global Justice and Human Rights | 3 credit hours
 IAC 413 The Military in American Democracy | 3 credit hours
 HBS 452 U.S. National Security | 3 credit hours (co-convenes with HBS 552)

Economic and Community Development Concentration

For the Economic and Community Development concentration, students must complete 12 credit hours listed below with a 2.5 GPA or higher.

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite for ECON 471, ECON 472*)
 ECON 471 Public Finance: Expenditure Analysis | 3 credit hours
 ECON 472 Taxation and Fiscal Federalism | 3 credit hours
 HBS 461 Tools for Economic Development | 3 credit hours (co-convenes with HBS 561)

Health Policy Concentration

For the Health Policy concentration, students must complete 12 credit hours listed below with a 2.5 GPA. Students are also recommended to take an additional 3 credit hours (PUBH 201*), which is Vol Core, Engaged Inquiry course related to this concentration.

ECON 311 Intermediate Microeconomics | 3 credit hours (*prerequisite for ECON 436*)
 ECON 436 Economics of Health and Health Care | 3 credit hours
 PUBH 400 Comparative Health Systems | 3 credit hours
 PUBH 420 Environmental Public Health | 3 credit hours

Recommended unrestricted elective:
 PUBH 201 Introduction to Public Health | 3 credit hours*

III. Professional Development (3 credit hours minimum)

Students must take the following courses with a 2.5 GPA or higher. For students planning on graduate study a 3.0 GPA or higher is recommended. For students pursuing the 4+1 option with the Master of Public Administration (MPA) or Master of Public Policy (MPP) a 3.4 GPA or higher is required.

HBS 485 Beyond Baker | 1 credit hour

Select one course:
 HBS 484 Master Class in Public Affairs | 2 credit hours (co-convenes with HBS 584)
 IAC 495 Internship | 0-6 credit hours

uTrack Requirements

Universal Tracking (uTrack) is an academic monitoring system designed to help students stay on track for timely graduation. To remain on track, students must complete the minimum requirements for each tracking semester, known as milestones. Milestones include successful completion of specified courses and/or attainment of a minimum GPA. uTrack requirements only affect full-time, degree-seeking students. Following the sample academic plan and its uTrack milestones will help students stay on track to graduate in four years.

Term 1

IAC 101 Engaging Civically | 3 credit hours* (*will propose, Vol Core-EP/SS and EI*)
 FYS 101 (Baker School section) | 1 credit hour
 Natural Science Elective | 3 credit hours* (*Vol Core-EP/NS*)
 ENGL 101 English Composition I | 3 credit hours* or equivalent (*Vol Core-WC*)

Select one course (*Vol Core-EP/SS*):
 POLS 101 United States Government and Politics | 3 credit hours*
 POLS 107 Honors: United States Government and Politics | 3 credit hours*
 Select one course (*Vol Core-EP/QR*):

MATH 123 Finite Mathematics | 3 credit hours*
 MATH 141 Calculus I | 4 credit hours*
 MATH 147 Honors: Calculus I | 4 credit hours*

Term 1 Credit Hours: 16-17

Term 1 Milestone Notes: 2.5 cumulative GPA

Term 2

HBS 101 Solving Public Problems | 3 credit hours* (*proposed Vol Core-EP/SS, will propose and EI*)
 HBS 102 Freshman Seminar (Baker School LLC Students Only) | 1 credit hour
 IAC 201 Construction and Reconstruction of the American Republic | 3 credit hours* (*Vol Core-EP/GCUS*)
 IAC 202 Civil Society and the State | 3 credit hours* (*Vol Core-EP/GCI*)
 ENGL 102 English Composition II | 3 credit hours* (*Vol Core-WC*) or equivalent
 Unrestricted Elective | 3 credit hours

Recommended unrestricted elective for students pursuing advanced study or Policy Analytics concentration, (*Vol Core-EP/QR, elective not required*), select one course:

MATH 125 Basic Calculus | 3 credit hours*
 MATH 141 Calculus I | 3 credit hours*
 MATH 147 Honors: Calculus I | 3 credit hours*
 MATH 142 Calculus II | 3 credit hours*
 MATH 148 Honors: Calculus II | 3 credit hours*

Recommended unrestricted elective for students pursuing the Environmental Policy concentration, (*Vol Core-EI*) select one course:

GEOG 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOL 206*)
 GEOL 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOG 206*)

Recommended unrestricted elective for students pursuing the Health Policy concentration (*Vol Core-EI*):

PUBH 201 Introduction to Public Health | 3 credit hours*

Recommended unrestricted elective for students pursuing the Political Communication or Government Relations concentrations, (*Vol Core-EI*) select one course:

CMST 201 Introduction to Communication Studies | 3 credit hours*
 CMST 207 Honors: Introduction to Communication Studies | 3 credit hours*

Recommended unrestricted elective for students pursuing Public Management concentration:

MGT 201 Introduction to Business Management for Non-Majors | 3 credit hours

Recommended unrestricted elective for students pursuing All Other Concentrations (*Vol Core-EI*) select one course:

ALEC 102 Interpersonal Leadership Development | 3 credit hours*
 ELPs 201 Foundations of Leadership Studies | 3 credit hours* (*must be less than junior standing; or consent of the instructor*)
 ELPs 207 Honors: Foundations of Leadership Studies | 3 credit hours* (*restricted to students enrolled in Leadership Studies minor – Honors*)

Term 2 Credit Hours: 15-16

Term 2 Milestone Notes: 2.5 cumulative GPA, simple file review of progress

Term 3

HBS 201 Leading Effectively | 3 credit hours

IAC 203 Constitutional Foundations | 3 credit hours

ECON 211 Principles of Microeconomics | 3 credit hours | Prerequisite

Select one course (*Vol Core-EP/QR*):

STAT 201 Introduction to Statistics | 3 credit hours* | Prerequisite

STAT 207 Honors: Introduction to Statistics | 3 credit hours* | Prerequisite

Select one course (*Vol Core-OC*):

CMST 210 Public Speaking | 3 credit hours*

CMST 217 Honors: Public Speaking | 3 credit hours*

CMST 240 Business and Professional Communication | 3 credit hours*

CMST 247 Honors: Business and Professional Communication | 3 credit hours*

Term 3 Credit Hours: 15

Term 3 Milestone Notes: 2.5 cumulative GPA

Term 4

HBS 301 Thinking Analytically | 3 credit hours

IAC 301 Acting Democratically | 3 credit hours

ECON 213 Principles of Macroeconomics | 3 credit hours | Prerequisite

PHIL 252 Contemporary Moral Problems | 3 credit hours* (*Vol Core-NP/AH, or equivalent*)

Select one course (*Vol Core-WC*):

ENGL 255 Public Writing | 3 credit hours*

ENGL 257 Honors: Public Writing | 3 credit hours*

ENGL 295 Writing in the Workplace | 3 credit hours*

ENGL 355 Rhetoric and Writing | 3 credit hours*

ENGL 360 Technical and Professional Writing | 3 credit hours*

Term 4 Credit Hours: 15

Term 4 Milestone Notes: 2.5 cumulative GPA, major file review for admission into the major and concentration selection

Term 5

HBS 302 Visualizing and Communicating Policy Data | 3 credit hours

HBS 303 National Challenges | 3 credit hours

ECON 305 Markets, Ethics, and Capitalism | 3 credit hours

Natural Science Elective (with lab) | 4 credit hours* (*Vol Core-EP/NS*)

JREM 330 Communication for Media | 3 credit hours* (*Vol Core-AOC, or equivalent*)

Term 5 Credit Hours: 16

Term 5 Milestone Notes: 2.5 cumulative GPA

Term 6

HBS 303 State and Local Challenges | 3 credit hours

HBS 401 Evaluating Performance | 3 credit hours

IAC 401 The Art of the Possible | 3 credit hours

Major Concentration Course | 3 credit hours

Select one course:

HBS 491 Internship | 0-6 credit hours

IAC 491 Internship | 0-6 credit hours

HBS 484 Master Class in Public Affairs | 2 credit hours

Term 6 Credit Hours: 15-18

Term 6 Milestone Notes: 2.5 cumulative GPA

Term 7

Major Concentration Course | 3 credit hours

Major Concentration Course | 3 credit hours

Unrestricted Elective | 3 credit hours

Unrestricted Elective | 3 credit hours

Unrestricted Elective | 3 credit hours

Term 7 Credit Hours: 15

Term 7 Milestone Notes: 2.5 cumulative GPA

Term 8

HBS 485 Beyond Baker | 1 credit hour

Major Concentration Course | 3 credit hours

Upper Division Elective | 3 credit hours

Unrestricted Elective | 3 credit hours

Unrestricted Elective | 3 credit hours

Term 8 Credit Hours: 13

Term 8 Milestone Notes: 2.5 cumulative GPA

*Meets Volunteer Core (Vol Core) Requirements

Total Credit Hours: 120 or 121 (for LLC students)

Total Upper Division Credit Hours: 43 (except for public management and political communication concentrations, which need an additional upper division elective for 3-credits)

Total Unrestricted Electives: 18 (must include at least 9 credit hours of courses approved as Vol Core-Engaged Inquiry, unless otherwise satisfied in course selections)

Total Upper Division Electives: 3

Recommended Vol Core Engaged Inquiry Courses (9 credit hour requirement):

ALEC 102 Interpersonal Leadership Development | 3 credit hours*

ALEC 485 Global Sustainable Development Goals | 3 credit hours*

AREC 314 Environmental Law | 3 credit hours* (part of the Environmental Policy concentration)

AREC 352 Futures and Options Markets | 3 credit hours* (prereq. AREC 201 or ECON 201/211)

CMST 201 Introduction to Communication Studies | 3 credit hours* (prereq for the Political Communication and Government Relations concentrations)

CMST 207 Honors: Introduction to Communication Studies | 3 credit hours* (prereq for the Political Communication and Government Relations concentrations)

ELPS 201 Foundations of Leadership Studies | 3 credit hours* (*must be less than junior standing; or consent of the instructor*)

ELPS 207 Honors: Foundations of Leadership Studies | 3 credit hours* (*restricted to students enrolled in Leadership Studies minor – Honors*)

ELPS 251 Educational Policy | 3 credit hours* (*also Vol-Core WC*)

GEOG 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOL 206*)

GEOL 206 Sustainability Principles and Practices | 3 credit hours* (*same as GEOG 206*)

PUBH 201 Introduction to Public Health | 3 credit hours*

REST 301 Religion and Nonprofit Leadership | 3 credit hours*

Rationale:

The Bachelor of Science in Public Administration (BSPA), which currently resides in the Haslam College of Business (Department of Economics) is moving to the newly established Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). The curriculum has retained many of the prerequisites, recommended Vol Core courses, and degree requirements of the existing degree program. However, the curriculum is being broadened beyond its current focus on public administration and is being renamed to a Bachelor of Science in Public Affairs (BSPAF). The goal of the revised curriculum is to provide the foundation of a cohesive and comprehensive public service education that students can build upon by exploring the wealth of campus expertise in substantive areas of interest. The revised interdisciplinary curriculum is designed to take advantage of courses that currently exist across campus rather than duplicating existing offerings. It is also designed to fill gaps in existing course offerings. These new courses have been met with a great deal of enthusiasm by those units that will be impacted by the proposed curriculum changes.

In the revised curriculum, after completing a prerequisite and Vol Core courses, students will complete a 30-credit hour core curriculum offered by the Baker School. Students will then take a 12-credit concentration that will, in most instances, require them to take courses in other academic units. So far, these concentrations include 35 courses from 13 different academic departments. All affected units have approved the inclusion of their courses in this curriculum for this purpose. Moving forward, the Baker School intends for these concentration choices to grow and adapt in response to campus offerings and workforce needs. Upon completion of their concentration, students will return to the Baker School for a professional development capstone that includes an internship or a master class.

This curriculum will afford new opportunities for students interested in public affairs and will provide excellent preparation for those who wish to go into public service or onto graduate school. The program will also have access to a “4+1” option so that students who wish to pursue a graduate degree in public administration or public policy (both to be offered by the Baker School) can earn a bachelor’s and master’s degree in five years. Choices for students interested in these types of accelerated programs, as well as those who are interested in double majors, minors, study abroad experiences, and internships, will be expanded by the existence of up to 21 elective credit hours in the revised curriculum. This flexibility makes the degree an ideal companion to newly emerging undergraduate minors and certificate programs across campus. Several other academic units have already expressed an interest in connecting to the revised curriculum in this proposal. These units are considering including the new Baker School courses in their existing programs of study, creating concentrations to be included as an option for the Public Affairs degree, or considering how to craft opportunities for students to best utilize the program’s elective credit hours. The Baker School faculty are very energized by these opportunities and excited about how students will benefit from such collaborative efforts.

Financial Impact:

The revised curriculum should financially benefit campus partners through the inclusion of courses from across campus. This model should result in enrollment growth in included courses, of which 80% of tuition is accrued to the unit of

record. In the revised curriculum, excluding the 12 credit hour concentrations and 22 to 23 elective credit hours which will vary according to student preferences, 29% of the credit hours will be in the College of Arts and Sciences, 14% in the Haslam College of Business, and 7% in the College of Communication and Information. The remaining 46% of the credit hours will be in the Baker School. For the 12 credit hour concentrations, six of the ten areas include at least one course from the Haslam College of Business, with 23% of concentration courses from Haslam. This is followed by the College of Communication and Information with 17% of concentration courses, College of Arts and Sciences with 11%, and the Institute of Agriculture and College of Education, Health, and Human Sciences both with 6% of the courses. While the financial impact is likely to be diffuse across campus due to the low number of students initially in the major and the number of concentration options, the Baker School faculty has purposefully modeled a curriculum focused on the efficient use of campus expertise and resources. As noted, academic units included in the proposal understand the class size implications of including courses and have agreed to be included.

Impact on Other Units: *All units have approved of the use of courses. See table below.*

COURSE	UNDERGRAD CONCENTRATION	UNIT	CONTACT	EMAIL	STATUS
ACT 200 Foundations of Accounting	Public Management concentration	Accounting	Terry Neal	tneal3@utk.edu	APPROVED
AREC 314 Environmental Law	Environmental Policy	AREC	Velandia, Margarita	mvelandi@utk.edu	APPROVED
AREC 470 Policy Analysis for Environmental and Natural Resource Management	Environmental Policy	AREC	Velandia, Margarita	mvelandi@utk.edu	APPROVED
CMST 342 Survey of Organizational Communication	Political Communication	CCI	Joe Mazer	joemazer@utk.edu	APPROVED
CMST 449 Political Persuasion	Political Communication	CCI	Joe Mazer	joemazer@utk.edu	APPROVED
ECON 211 Principles of Microeconomics	PreReq	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 213 Principles of Macroeconomics	PreReq	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 305 Markets, Ethics, and Capitalism	Core	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 311 Intermediate Microeconomics	Policy Analytics	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 311 Intermediate Microeconomics	Economic and Community Development	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 311 Intermediate Microeconomics	Health Policy	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 362 Environmental and Natural Resource Policy	Environmental Policy	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 381 Introduction to Econometrics	Policy Analytics	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 436 Economics of Health and Health Care	Health Policy	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 471 Public Finance: Expenditure Analysis	Economic and Community Development	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
ECON 472 Taxation and Fiscal Federalism	Economic and Community Development	Economics	Scott Gilpatric	sgilpatr@utk.edu	APPROVED
FIN 300 Fundamentals of Finance	Public Management	Finance	Tracie Woidtke	twoidtke@utk.edu	APPROVED
GEOG 443 Sustainable Cities and Landscapes	Environmental Policy	Geography	Nicholas Nagle	nnagle@utk.edu	APPROVED
JREM 366 Media and Democracy	Political Communication	CCI	Joe Mazer	joemazer@utk.edu	APPROVED
PBRL 430 Crisis Communication	Political Communication	CCI	Joe Mazer	joemazer@utk.edu	APPROVED
PHIL 441 Global Justice and Human Rights	National Security	Philosophy	Allen Dunn	ardunn@utk.edu	APPROVED
POLS 101 US Government and Politics	PreReq	Political Science	Brandon Prins	bprins@utk.edu	APPROVED
POLS 366 United States Foreign Policy Process	National Security	Political Science	Brandon Prins	bprins@utk.edu	APPROVED
PUBH 400 Comparative Health Systems	Health Policy	Public Health	Thankam S. Sunil	tsunil@utk.edu	APPROVED
PUBH 420 Environmental Public Health	Health Policy	Public Health	Thankam S. Sunil	tsunil@utk.edu	APPROVED
STAT 201 Introduction to Statistics	PreReq	Business Analytics and Statistics	Michael Galbreth	galbreth@utk.edu	APPROVED

BS Public Affairs Course Descriptions and Titles

HBS and IAC Courses by Level

100 Level

HBS 101 Solving Public Problems | 3 credit hours* (*proposed Vol Core-EP/SS, will propose and EI*)
 IAC 101 Engaging Civically | 3 credit hours* (*will propose, Vol Core-EI*)
 HBS 102 Freshman Seminar (Baker School LLC Students Only) | 1 credit hour

200 Level

HBS 201 Leading Effectively | 3 credit hours
 IAC 201 Construction and Reconstruction of the American Republic | 3 credit hours*
 IAC 202 Civil Society and the State | 3 credit hours*
 IAC 203 Constitutional Foundations | 3 credit hours

300 Level

HBS 301 Thinking Analytically | 3 credit hours
 IAC 301 Acting Democratically | 3 credit hours
 IAC 302 American Legal System | 3 credit hours
 IAC 303 Legal Research and Writing | 3 credit hours
 HBS 302 Visualizing and Communicating Policy Data | 3 credit hours
 HBS 303 National Challenges | 3 credit hours
 HBS 304 State and Local Challenges | 3 credit hours

400 Level

HBS 401 Evaluating Performance | 3 credit hours
 IAC 401 The Art of the Possible | 3 credit hours (co-convenes with IAC 502)
 IAC 404 Crime, Law, and Justice | 3 credit hours
 IAC 405 Civil Law and Justice | 3 credit hours
 IAC 412 Philosophical Origins of American Ideologies | 3 credit hours
 IAC 413 The Military in American Democracy | 3 credit hours
 HBS 424 Energy Markets and Economics | 3 credit hours (co-convenes with HBS 524)
 HBS 434 Public Organization, Theory, and Behavior | 3 credit hours (co-convenes with HBS 534)
 HBS 437 Leading Across Difference | 3 credit hours (co-convenes with HBS 537)
 HBS 443 Energy Transitions | 3 credit hours (co-convenes with HBS 543)
 HBS 452 U.S. National Security | 3 credit hours (co-convenes with HBS 552)
 HBS 461 Tools for Economic Development | 3 credit hours (co-convenes with HBS 561)
 HBS 481 Policy Lab I | 3 credit hours (for minor)
 HBS 482 Policy Lab II | 3 credit hours (for minor)
 HBS 483 Policy Capstone | 3 credit hours
 HBS 484 Master Class in Public Affairs | 2 credit hours co-convenes with HBS 584)
 HBS 485 Beyond Baker | 1 credit hour
 HBS 493 Independent Study | 3 credit hours
 IAC 493 Independent Study | 3 credit hours
 HBS 494 Internship | 0-9 credit hours
 IAC 494 Internship | 0-9 credit hours
 HBS 495 Special Topics | 3 credit hours
 IAC 495 Special Topics | 3 credit hours
 HBS 496 Baker Scholars Seminar | 1-3 credit hours
 HBS 497 Baker Scholars Project | 1-6 credit hours

HBS Courses by Course Number

HBS 101 Solving Public Problems | 3 credit hours* (*proposed Vol Core-EP/SS, will propose and EI*)
 HBS 102 Freshman Seminar (Baker School LLC Students Only) | 1 credit hour
 HBS 201 Leading Effectively | 3 credit hours
 HBS 301 Thinking Analytically | 3 credit hours
 HBS 302 Visualizing and Communicating Policy Data | 3 credit hours
 HBS 303 National Challenges | 3 credit hours
 HBS 304 State and Local Challenges | 3 credit hours
 HBS 401 Evaluating Performance | 3 credit hours
 HBS 424 Energy Markets and Economics | 3 credit hours (co-convenes with HBS 524)
 HBS 434 Public Organization, Theory, and Behavior | 3 credit hours (co-convenes with HBS 534)
 HBS 435 Leading Across Difference | 3 credit hours (co-convenes with HBS 537)
 HBS 443 Energy Transitions | 3 credit hours (co-convenes with HBS 543)
 HBS 452 U.S. National Security | 3 credit hours (co-convenes with HBS 552)
 HBS 461 Tools for Economic Development | 3 credit hours (co-convenes with HBS 561)
 HBS 481 Policy Lab I | 3 credit hours
 HBS 482 Policy Lab II | 3 credit hours
 HBS 483 Policy Capstone | 3 credit hours
 HBS 484 Master Class in Public Affairs | 3 credit hours (co-convenes with HBS 584)
 HBS 485 Beyond Baker | 1 credit hour
 HBS 493 Independent Study | 3 credit hours
 HBS 494 Internship | 0-9 credit hours
 HBS 495 Special Topics | 3 credit hours
 HBS 496 Baker Scholars Seminar | 1-3 credit hours
 HBS 497 Baker Scholars Project | 1-6 credit hours

IAC Courses by Course Number

IAC 101 Engaging Civically | 3 credit hours* (*will propose, Vol Core-EI*)
 IAC 201 Construction and Reconstruction of the American Republic | 3 credit hours*
 IAC 202 Civil Society and the State | 3 credit hours*
 IAC 203 Constitutional Foundations | 3 credit hours
 IAC 301 Acting Democratically | 3 credit hours
 IAC 302 American Legal System | 3 credit hours
 IAC 303 Legal Research and Writing | 3 credit hours
 IAC 401 The Art of the Possible | 3 credit hours (co-convenes with IAC 502)
 IAC 404 Crime, Law, and Justice | 3 credit hours
 IAC 405 Civil Law and Justice | 3 credit hours
 IAC 412 Philosophical Origins of American Ideologies | 3 credit hours
 IAC 413 The Military in American Democracy | 3 credit hours
 IAC 493 Independent Study | 3 credit hours
 IAC 494 Internship | 0-9 credit hours
 IAC 495 Special Topics | 3 credit hours

New Course Rationale

New course for the revised BS in Public Affairs (BSPAf) curriculum as part of the move of the BS in Public Administration (BSPA) from the Haslam College of Business to the Baker School of Public Policy and Public Affairs.

Revised Course Rationale

Revised course for the revised BS in Public Affairs (BSPAF) curriculum as part of the move of the BS in Public Administration (BSPA) from the Haslam College of Business to the Baker School of Public Policy and Public Affairs.

HBS Course Descriptions

HBS 101 Solving Public Problems (3). Development of the knowledge and skills required to solve public problems, including an overview of the foundational characteristics of public policy.

(proposed Vol Core-EP/SS, will propose and EI)

Prerequisite course for the Public Affairs major.

Comment: Required course for first-year students in the Baker School Living and Learning Community (LLC).

HBS 102 Freshman Seminar (Baker School LLC Students Only) (1). Exploration of problem-solving skills through group participation in the development of a proposal to address a current public problem. Enrichment of students' experience through exposure to guest lecturers, exploration of career opportunities, and participation in co-curricular activities related to the field of public policy.

Comment: Required course for first-year students in the Baker School Living and Learning Community (LLC).

HBS 201 Leading Effectively (3). Skill acquisition in leadership and approaches to effective management in the public sector.

Pre-major core course for the Public Affairs major.

HBS 301 Thinking Analytically (3). Development of analytical thinking based on data collection, analysis, and interpretation, including an overview of basic econometrics frameworks and techniques.

Pre-major core course for the Public Affairs major.

HBS 302 Visualizing and Communicating Policy Data (3). Skill acquisition in communicating data and data-driven policy insights for non-expert audiences in oral and written formats.

Public Affairs major core course.

HBS 303 National Challenges (3). Exploration of national challenges and public policy solutions.

Public Affairs major core course.

HBS 304 State and Local Challenges (3). Exploration of state and local challenges and public policy solutions. *Public Affairs major core course.*

HBS 401 Evaluating Performance (3). Knowledge of practices for the evaluation of programmatic and human resource performance in the public sector.

Public Affairs major core course.

HBS 424 Energy Market and Economics (3). (co-convenes with HBS 524) Theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets.

HBS 434 Public Organization, Theory, and Behavior (3). (co-convenes with HBS 534) Examination of organizational theory and behavior with emphasis on implications for public management. Includes theories of decision-making, leadership, communications, and group dynamics.

HBS 437 Leading Across Difference (3). (co-convenes with HBS 537). Leading and managing diverse teams to achieve collective goals.

HBS 443 Energy Transitions (3). (co-convenes with HBS 543) 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.

HBS 452 U.S. National Security (3). (co-convenes with HBS 552) Overview of national and international security issues and corresponding U.S. national security 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 461 Tools for Economic Development (3). (co-convenes with HBS 561) Policy tools for incentivizing and guiding economic development at the local government level, including tax abatements, tax increment financing, opportunity zones, and public/private partnerships. Special attention will be given to the role of public participation and the evaluation of public benefits.

HBS 481 Policy Lab I (3). First of a two-course sequence in applied public problem solving. Using real problems identified by public sector partner(s), students work in teams to design an original research project. Students demonstrate competencies in sampling, survey design, econometric models, and statistical analysis software. Emphasis on skills in professional writing, communicating with data, and project management.

Registration Permission: Consent of Instructor.

HBS 482 Policy Lab II (3). Second of a two-course sequence in applied public problem solving. Using real problems identified by public sector partner(s), students translate their research into a policy report to share with stakeholders. Students will demonstrate competencies in database management, data visualization, basic computer programming, and research ethics. Emphasis on skills in professional writing, communicating with data, and project management.

Registration Permission: Consent of Instructor.

HBS 483 Policy Capstone (3). Application of analytical tools to a concrete public policy issue, affording students the opportunity to examine a specific policy question in depth and develop solutions and recommendations pro bono for a real client. Development of project management skills; acquisition of expertise in research, including the gathering, visualization, and analysis of data; and cultivation and honing of presentation and communication skills. Capstone may be done on an individual or team basis.

Registration Permission: Consent of Instructor.

HBS 484 Master Class in Public Affairs (2). (co-convenes with HBS 584) An immersive and experiential capstone learning experience that provides an opportunity to learn from and be mentored by experts in public policy.

Registration Restriction: Majors in the Baker School. Minimum student level – senior; or consent of Director of Undergraduate Studies.

HBS 485 Beyond Baker (1). Reflection and assessment of major curriculum, career preparation, professional development, and networking opportunities. Team building and civic engagement through service learning.

Registration Restriction: Majors in the Baker School. Minimum student level – senior; or consent of Director of Undergraduate Studies.

HBS 493 Independent Study (3). Individualized study of issues and/or processes in public administration, public policy, or public affairs.

Registration Permission: Consent of Instructor.

HBS 494 Internship (0-9). Approved internships and other professional opportunities.

Grading Restriction: Satisfactory/No Credit grading only

Repeatability: May be repeated. Maximum 9 hours.

HBS 495 Special Topics in Public Policy (3). Seminar addressing an area of study or current issue within the field of public administration, public policy, public affairs, political communication, or related area.

Repeatability: May be repeated.

HBS 496 Baker Scholars Seminar (1-3). Required of and restricted to Baker Scholars. Support of Baker Scholars' professional development and progress on their required projects. Instruction on the philosophy of research and methodologies relevant to the field of public policy. Review of examples of public policy research. Exploration of internship and career opportunities.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 3 hours.

Comment: Required of and restricted to Baker Scholars.

HBS 497 Baker Scholars Project (1-6). Completion of a research thesis investigating a specific public policy issue or implementation of a creative initiative that contributes toward understanding of public policy issues, improved governance, civic engagement, or public service.

Repeatability: May be repeated. Maximum 6 hours.

Comment: Restricted to Baker Scholars.

IAC Course Descriptions

IAC 101 Engaging Civically (3). Rights and duties of citizenship; modes of citizen engagement in public affairs; the role of civil discourse in democratic debate.

(will propose, Vol Core-EI)

Public Affairs Major Prerequisite

IAC 201 Construction and Reconstruction of the American Republic (3). An examination of the philosophical, legal, cultural, and historical foundations of the American Revolution, the framing of the Constitution, the establishment of the new republic, the Civil War, and Reconstruction.

GCUS-Vol Core

IAC 202 Civil Society and the State (3). The role culture plays in the relationship between society and the state. Using an international perspective, students will interact with a wide variety of cultures throughout the world to investigate whether cultural norms and social capital are necessary for producing and sustaining democratic political systems.

GCI - Vol Core

IAC 203 Constitutional Foundations (3). Examination of how policy challenges are addressed through the American constitutional framework. Emphasis on case studies.

Comment: Pre-major core course for the Public Affairs major.

IAC 301 Acting Democratically (3). Examination of how public policy is made in an advanced democratic system.

Comment: Pre-major core course for the Public Affairs major.

IAC 302 American Legal System (3). An overview of the structure of the legal system and the functions of key institutions and actors within that system.

IAC 303 Legal Research and Writing (3). An introduction to the methodology of legal research and the practice of writing legal briefs and memoranda.

IAC 401 The Art of the Possible (3). (co-convenes with IAC 502) Conflict, communication, consensus building, and compromise in public policymaking. Emphasis on case studies.
Public Affairs major core course.

IAC 404 Crime, Law, and Justice (3). An overview of substantive and procedural criminal law and the operations of the criminal justice system with emphasis on the courts.

IAC 405 Civil Law and Justice (3). An introduction to civil law, including torts, contracts, property, and family law, as well as the adjudication of civil cases.

IAC 412 Philosophical Origins of American Ideologies (3). Examination of philosophical influences on modern American political ideologies.

IAC 413 The Military in American Democracy (3). Constitutional and statutory underpinnings of the military establishment, civilian control of the military, the role of military leadership in policy-making, changing roles for the military, policies regarding military service, interagency cooperation, military effectiveness, and operational challenges.

IAC 493 Independent Study (3). Individualized study of issues and/or processes in civics.
Registration Permission: Consent of Instructor.

IAC 494 Internship (0-9). Approved internships and other professional opportunities.
Grading Restriction: Satisfactory/No Credit grading only
Repeatability: May be repeated. Maximum 9 hours.

IAC 495 Special Topics in American Civics (3). Seminar addressing an area of study or current issue within the field of civics.
Repeatability: May be repeated.

HBS Cross Reference with Existing Courses

BCPP 2023	HBC 2024
BCPP 101 - Introduction to Public Policy	HBS 101 - Solving Public Problems
BCPP 102 - Freshman Seminar	HBS 102 - Freshman Seminar
BCPP 317 - Baker Scholars Seminar	HBS 496 - Baker Scholars Seminar
BCPP 480 - Policy Process and Program Evaluation	HBS 481 - Policy Lab I
BCPP 481 - Advanced Policy Process and Program Evaluation	HBS 482 - Policy Lab II
BCPP 490 - Policy Capstone	HBS 483 - Policy Capstone
BCPP 493 - Independent Study	HBS 493 - Independent Study
BCPP 495 - Special Topics in Public Policy	HBS 495 - Special Topics in Public Policy
BCPP 497 - Baker Scholars Project	HBS 497 - Baker Scholars Project

IAC Cross Reference with Existing Courses

IAC 2023	IAC 2024
IAC 201 - Construction and Reconstruction of the American Public	No change
IAC 202 - Civil Society and the State	No change
IAC 410 - Special Topics in American Civics	IAC 495 - Special Topics in American Civics
IAC 494 - Internship	No change

Academic Program Modification Proposal
for the
Master of Public Administration and Public Affairs (MPPA)

APM Request Type:
Changing the Degree Designation of an Existing Program
and
Changing the Classification of Instructional Program (CIP) Code for Approved Program

Submitted by
Howard H. Baker Jr. School of Public Policy and Public Affairs
University of Tennessee, Knoxville



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Updated December 13, 2023

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Cover Letter from Chief Academic Officer



December 12, 2023

President Randy Boyd
University of Tennessee
505 Summer Place / UT Tower #1288
Knoxville, TN 37902

President Boyd:

Please accept this notification regarding an academic program modification for the Master of Public Policy and Public Administration (MPPA) program in the Howard H. Baker Jr. School of Public Policy and Public Affairs at the University of Tennessee, Knoxville. This modification requests consideration of the following:

- Changing the academic degree designation of the existing Master of Public Policy and Administration (MPPA) degree to allow students to choose either a Master of Public Administration (MPA) or a Master of Public Policy (MPP) degree option.
- Altering the six-digit NCES CIP code for the approved academic program from 44.0501.00 Policy Analysis to 44.0401.00, Public Administration for the MPA and 44.0501.00, Policy Analysis for the MPP.
- Allowing the establishment of a fully online modality of these degree designations (MPA and MPP) to increase accessibility for working professionals and students statewide.

If approved, we are confident that these modifications will help the University meet increasing workforce demands in public service. This academic program modification has been reviewed and approved by the appropriate academic units on campus as well as by the faculty governance process and has the full support of campus administration. Currently, we request transmission to THEC for approval. Please contact me if you have any questions or need additional documentation.

Thank you in advance for your attention to this matter.

Sincerely,

John P. Zomchick
Provost and Senior Vice Chancellor

CC: Bernie Savarese
Karen Galicia
Betty Dandridge Johnson
Dixie Thompson
Marianne Wanamaker
Heather Hartman
Katie Cahill

Office of the Provost
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 provost.utk.edu

Flagship Campus of the University of Tennessee System

Academic Program Liaisons

Academic Program Liaison:

Karen Galicia
Director of Academic Affairs, UT System
Email: galicia@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B
Knoxville, TN 37902

Departmental Contact:

Marianne Wanamaker
Dean, Howard H. Baker Jr. School of Public Policy and
Public Affairs
Email: wanamaker@utk.edu
Phone: 865-974-0931
1640 Cumberland Ave.
Knoxville, TN 37916

Current and Proposed Program Information

Summary of Proposed Change: The University of Tennessee, Knoxville, requests to modify the existing Master of Public Policy and Administration (MPPA) degree designation to allow students to choose either a Master of Public Administration (MPA) or a Master of Public Policy (MPP) degree. The program also requests to modify the six-digit National Center for Education Statistics (NCES) Classification of Instructional Program (CIP) code for the MPA to 44.0401, Public Administration, while retaining 44.0501, Public Policy Analysis for the MPP program. Documentation to offer a fully online delivery mode for working professionals will be submitted separately to THEC as an A15H Notification form. The MPA online modality is planned for launch in Fall 2024, and the MPP modality is planned for launch in Fall 2025. The online modalities have already been submitted and approved through the University’s internal process.

Table 1: *Overview of Proposed Change*

<i>Before Proposed Change</i>		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Master of Public Policy and Administration <ul style="list-style-type: none"> ▪ Dual JD-MPPA Program ▪ Five Year BA/MPPA 	MPPA	44.0501, Public Policy Analysis
<i>After Proposed Change</i>		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Master of Public Administration <ul style="list-style-type: none"> ▪ Dual JD-MPA Program ▪ Five Year Bachelor’s/MPA Concentrations <ul style="list-style-type: none"> ▪ Policy Analytics ▪ Economic & Community Development ▪ Emergency Management ▪ Non-Profit Management 	MPA	44.0401, Public Administration

<p>Master of Public Policy</p> <ul style="list-style-type: none"> ▪ Dual JD-MPP Program ▪ Five Year Bachelor's/MPP <p>Concentrations</p> <ul style="list-style-type: none"> ▪ Public Management ▪ Agricultural and Environmental Policy ▪ Energy Policy ▪ National Security ▪ Nuclear Security ▪ Economic & Community Development ▪ Health Policy 	<p>MPP</p>	<p>44.0501, Public Policy Analysis</p>
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Key Dates:

Inactivation of Current MPPA Program:	December 31, 2023
Proposed Final Approval by THEC:	April 1, 2024
Proposed Implementation Date of Proposed Program:	August 1, 2024
Proposed Termination Date of Current Program:	August 31, 2029

Anticipated Delivery Site: Knoxville, Tennessee (campus and online)

Approved Off-Campus Site(s): None

Delivery Mode: Both programs will be offered face-to-face and online

Background on Proposed Academic Program Modification

On March 8, 2023, the Tennessee Higher Education Commission (THEC) approved establishing the Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School) at the University of Tennessee, Knoxville, as a new stand-alone academic unit. The Baker School was established to expand the University's capacity to train the next generation of public servants.

A key strategy proposed was the revitalization of existing degree programs at the undergraduate and graduate levels. In pursuit of this mission, and as previously detailed in the THEC request to establish a new academic unit, the University has moved the existing Master of Public Policy and Administration (MPPA) degree program from the Department of Political Science in the College of Arts and Sciences to the newly established Baker School. The Baker School is now proposing a degree modification that will:

- Change the academic degree designation of the existing Master of Public Policy and Administration (MPPA) degree to allow students to choose either a Master of Public Administration (MPA) or a Master of Public Policy (MPP) option.
- Alter the six-digit NCES CIP code for the approved academic program from 44.0501, Public Policy Analysis, to 44.0401, Public Administration for the MPA, while retaining 44.0501, Public Policy Analysis, for the MPP.
- Establish a fully online modality of these degree designations (MPA and MPP) to increase accessibility for working professionals and students statewide, submitted separately to THEC as an A15H Notification.

The MPPA degree program was first established as a Master of Public Administration (MPA) in 1969. Over the years, it became a central, albeit small, part of public service training in Tennessee. In 2011, the Department of Political Science made a request to the Tennessee Higher Education Commission (THEC) to modify the degree to incorporate a public policy curriculum. This decision was made to align the MPA program more closely with the emerging strength in public policy due to establishing the Howard H. Baker Jr. Center for Public Policy (Baker Center) on campus. THEC approved this request, and the degree designation was modified to a hybrid Master of Public Policy and Administration (MPPA) that same year.

In 2012, the THEC API/NCES CIP Code was also changed from 44.0401, Public Administration, to 44.0501, Public Policy Analysis.¹ Over the ensuing decade, the program became increasingly aligned with the Baker Center—utilizing the Baker name for marketing and branding, hosting orientation and classes in the Center's facility, and having the Center's leadership as members of the faculty. This relationship was fruitful, with a 100 percent placement of graduating students and a loyal alumni base, a credit to the program's dedicated faculty.

¹ See Appendix B.1. Email documentation of change request from the University of Tennessee, Knoxville to THEC.

However, it has become increasingly clear that the program's growth has been limited by its organizational location on campus and its uncommon academic program degree designation. As such, the recently established Baker School requests the modifications above to align the degree designations and CIP codes more closely with academic standards and the program's newly revised curriculum.

Rationale for Proposed Changes

The proposed modifications to the Master of Public Policy and Administration (MPPA) degree are necessary to support workforce needs and student accessibility demands. In THEC's 2023 report, *Improving the Pipeline for Tennessee's Workforce*, the authors noted strong employment prospects but unmet demand for "master's degrees in public administration and public policy."² Further, according to a market report by consulting firm McKinsey & Company, individuals are increasingly seeking degree programs that "integrate skill building and degree attainment to meet student and labor market needs."³ A 2022 analysis of the master's market by Eduventures, a leading higher ed research and advisory firm, also found that, from 2012 to 2020, public administration and social service professions were in the nation's top 15 fastest-growing Master programs.⁴ At the same time, the report noted that trends also revealed the "market reality that these fields have become much more competitive."⁵ The legacy MPPA program is no longer well-positioned to fill the identified workforce gap or deliver this competitive curriculum. The proposed changes articulated in this request by the Baker School seek to resolve these challenges by increasing the visibility, flexibility, and accessibility of the MPPA degree.

Visibility: Changing the Degree Designation

The current program is not accredited and is ranked #102 of 270 programs by *U.S. News and World Report*.⁶ The low ranking of the program reflects a need for more visibility, as rankings are established by surveying deans, directors, and department chairs at all programs in the country. This is partly due to the MPPA degree designation, which is unusual for programs in CIP 44 (Public Administration and Social Service Professions). According to the Network of Schools of Public Policy, Affairs, and Administration (NASPPA), there are only nine MPPA programs nationally, three

² Tennessee Higher Education Commission. 2023. "Improving the Pipeline for Tennessee's Workforce" <https://www.tn.gov/content/tn/thec/research/supply-and-demand.html>. Accessed 21 July 2023, pg. 3.

³ Diaz, N et al. 2022. "Demand for online education is growing: Are providers ready?" McKinsey & Company, (July 20, 2022) <https://www.mckinsey.com/industries/education/our-insights/demand-for-online-education-is-growing-are-providers-ready> Accessed 25 July 2023.

⁴ Raine, Clint. 2022. "Master's Market Update: Program Innovation" *Eduventures, In-Depth Report*, pg. 12.

⁵ Ibid, pg. 25.

⁶ In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed, and specialty areas evaluated by *U.S. News and World Report* in "public policy analysis" and/or "public affairs" were provided by the *Network of Schools of Public Policy, Affairs, and Administration*, known as NASPPA, and the *Association for Public Policy Analysis and Management*.

of which are accredited.⁷ The need for more awareness is also reflected in low enrollment. Based on an average total enrollment of 25 students from 2012 to 2018, the current MPPA program is well below the NASPPA national average of 111 students per program for similar degree designations.⁸ Without the proposed changes, enrollment in the MPPA program will likely continue to fall further behind. This reality contrasts with national trends, which project that demand for graduate enrollment will have increased by more than 10 percent by the end of this decade.⁹ If the University is going to service the increased demand for enrollment effectively, its degree programs must reflect commonly recognized academic offerings. As such, the Baker School requests changing the academic degree designation to allow students to choose either a Master of Public Administration (MPA) or a Master of Public Policy (MPP) option. Of the NASPAA-accredited programs in the country, 85 percent are either MPA or MPP degrees.¹⁰

Flexibility: Changing the CIP Code

The program's curriculum also requires changes to meet emerging workforce needs. In particular, as noted in the 2023 THEC workforce report, there is an increased need for knowledge and skills related to public finance, human resource management, data management, and analytics for the public sector.¹¹ The proposed modification seeks to address this insight through a robust core focused on public finance and human resource management for the MPA option, data management and analytics content for the MPP option, and other skills needed for effective public leadership and service. The modified curriculum also allows students to choose interdisciplinary concentrations that reflect their interests and professional trajectories, creating a flexible, adaptable, and responsive curricular structure. The Baker School envisions these offerings expanding as departments with relevant expertise propose additional concentrations. The concentrations currently proposed, for example, in energy policy and national security, reflect the unique assets and strengths of the University, including its partnerships with Oak Ridge National Lab and Tennessee Valley Authority. These curriculum changes necessitate a change in the CIP code designation to match the requested degree designations, as well as NASPPA practices and accreditation

⁷ According to the NASPAA degree offerings reported by accredited and non-accredited programs as determined from the list of U.S.-based programs with information NASPAA's "School's Search" database on the NASPAA website accessed here: <https://www.naspaa.org/schools-search>.

⁸ According to the average of the most recent enrollment audit data available from Fall 2014 to Fall 2018 for graduate degree programs at U.S. schools as calculated from the "NASPAA Data Files--Enrollment Audit" on the NASPAA website accessed here: <https://www.naspaa.org/data-center/download-naspaa-data>.

⁹ National Center for Education Statistics. (2023). "Postbaccalaureate Enrollment" *Condition of Education*, U.S. Department of Education, Institute of Education Sciences. Retrieved 21 July 2023 from <https://nces.ed.gov/programs/coe/indicator/chb>. Using projected enrollment data from Figure (1) of 3,411,048 total enrollment by 2031, calculated percentage change using difference from 2022 over base.

¹⁰ According to the NASPAA degree offerings reported by accredited and non-accredited programs as determined from the list of U.S.-based programs with information NASPAA's "School's Search" database on the NASPAA website accessed here: <https://www.naspaa.org/schools-search>.

¹¹ See: Tennessee Higher Education Commission. 2023. "Improving the Pipeline for Tennessee's Workforce" <https://www.tn.gov/content/tn/thec/research/supply-and-demand.html>. Accessed 21 July 2023, pgs. 34-42.

standards.¹² The Baker School is confident that these changes will be critical to achieving accreditation for the degree programs in the next five years.

Accessibility: Offering an Online Modality

The final component of the proposed strategy is adding fully online modalities of these programs for working professionals. According to NASPAA, only 30 percent of MPA and 5 percent of MPP programs are offered online.¹³ However, online degree programs, also termed “non-residential” or “distance education” programs by NCES, are an increasing part of graduate education. According to NCES, in 2021, 40 percent of post-baccalaureate students took courses exclusively online, and nearly half were enrolled in a program at a university or college located in the same state as their residence.¹⁴ This finding suggests that rather than a choice forced upon students by their geographic location, individuals increasingly utilize online curricula as a preferred way of accessing academic content. In recognition of this trend, McKinsey & Company has encouraged educational providers to “take bold action.”¹⁵ The Baker School agrees.

The University of Tennessee, Knoxville’s recent investment in establishing the Digital Learning team to support the development of a highly engaging and effective online curriculum provides an ideal partner to create online degree offerings for the proposed MPA and MPP programs. The Digital Learning team includes instructional course designers who are knowledgeable about the best online practices and technical tools. This team is tasked with supporting the development of online courses, recruiting new students, making the user experience as seamless as possible, and maintaining a virtual support community.¹⁶

Timeline and Process

For the 2023-2024 academic year, the existing MPPA degree program is being administrated by the Baker School in partnership with the Department of Political Science. This was part of the agreement between the College of Arts and Sciences, the newly established Baker School, and the

¹² NASPPA. 2022. “Self-Study Instructions: NASPPA Standards”

https://www.naspaa.org/sites/default/files/docs/2022-01/2019%20Self-Study%20Instructions%20Rev01-28-2022_0.pdf Accessed 21 July 2023: pg. 5.

¹³ According to the NASPAA online offerings reported by accredited and non-accredited programs as determined from the list of U.S.-based programs with information NASPAA’s “School’s Search” database on the NASPAA website accessed here: <https://www.naspaa.org/schools-search>.

¹⁴ National Center for Education Statistics. (2023). “Postbaccalaureate Enrollment” *Condition of Education*, U.S. Department of Education, Institute of Education Sciences. Retrieved 21 July 2023 from <https://nces.ed.gov/programs/coe/indicator/chb>.

¹⁵ See Diaz, N et al. 2022. “Demand for online education is growing: Are providers ready?” McKinsey & Company, (July 20, 2022) <https://www.mckinsey.com/industries/education/our-insights/demand-for-online-education-is-growing-are-providers-ready> Accessed 25 July 2023.

¹⁶ See more information here: <https://digitallearning.utk.edu/>

Office of the Provost. This transition period was intended to ensure an effective transition of the degree program to the Baker School, pending the proposed degree modifications. The transition is only scheduled to last for the year to allow the Department of Political Science to redirect faculty and resources to departmental curriculum needs unrelated to the MPPA program. In the 2024-2025 academic year, the Baker School will fully administer the program. As part of this transition, the Baker School requests to modify the existing MPPA degree by changing the academic degree designation to allow students to choose either a Master of Public Administration (MPA) with the CIP Code of 44.0401., Public Administration or a Master of Public Policy (MPP) with the CIP Code of 44.0501, Policy Analysis. While the CIP Code (44) category will be the same for both degrees, and they will continue to share some courses on public service, the proposed modification in the title more closely aligns with the national standards for similar degrees in award names, curriculum, and requirements. The Baker School is confident that this modification will provide the clarity necessary for students and employers to improve demand and rankings while maintaining the program's exceptional placement record.

Additionally, the Baker School intends to add a fully online modality of both degree designations for working professionals (e.g., MPA for Working Professionals or MPP for Working Professionals). This online option is modeled after the highly successful MBA for Working Professionals program in the Haslam College of Business.¹⁷ This program has widely expanded access to executives in the private sector seeking to continue their educational journey. The Baker School intends to replicate this success for individuals in the public sector.

The Baker School requests these changes to be made effective in April 2024 for admissions purposes, with the new designations and modalities available for selection in the University's Fall 2024 Academic Catalog.

Leading the proposed degree modification are three senior-level tenured faculty who teach in the current MPPA program, including the program's director, all of whom moved their tenure home to the Baker School. These faculty, along with other faculty in the Baker School, have articulated curriculum changes necessary to promote student success in public service and accommodate working professionals' needs. The proposed modification has been vetted with alumni of the program through discussions, correspondence, and presentations, as well as with related academic units at the University, other highly ranked competitor programs at other universities, and key stakeholders in the public sector. Benchmarking using data from NASPAA, the national association and accreditation body for these degree programs, has also been utilized in this modification request.

The University has approved a hiring plan based on the proposed curriculum changes at the undergraduate and graduate levels, committing to supporting five senior faculty hires to onboard in

¹⁷ For more information on this program, see https://catalog.utk.edu/preview_program.php?catoid=44&pooid=26782&returnto=8611.

the Fall of 2024, bringing the total of tenure-line faculty to seven for these programs. The existing faculty and five new senior hires will initially serve the graduate degree programs, including the in-person and online modalities, with two additional junior tenure-track hires onboarding the following year (Fall 2026) to support the undergraduate degree. Additionally, the newly established Institute of American Civics is hiring faculty who can contribute to core curriculum and concentrations at the undergraduate and graduate levels as IAC-designated courses. Given the University and State of Tennessee's unprecedented investment in public service, the Baker School believes this is an ideal time to request this program modification. The Baker School is confident that the proposed changes will help the University to meet increasing workforce demands in public service.

Curriculum Comparison

The modified curriculum reduces the number of credit hours required for degree completion from 39 to 36 credit hours to allow full-time students to finish easily in four semesters or less.¹⁸

Table 4: *Overview of Proposed Curriculum*

MPPA	MPA	MPP
<i>Core/Foundation Courses (18 hours)</i>	<i>Core/Foundation Courses (21 hours)</i>	<i>Core/Foundation Courses (21 hours)</i>
Public Policy Process Public Service Ethics & Values Public Administration Quantitative Political Analysis Public Financial Administration Policy Analysis	Perspectives on the Policy Process Ethical Leadership in Public Affairs Public Administration Working with Data Public Financial Administration Public Management HR Management in Public Organizations	Perspectives on the Policy Process Ethical Leadership in Public Affairs Economics of the Public Sector Data-Driven Decisions Policies & Markets Research Design & Data Acquisition Policy Communication & Data Visualization
<i>Electives (15 hours)</i>	<i>Concentrations (9 hours)</i>	<i>Concentrations (9 hours)</i>
<i>15 hours selected by the student</i>	<i>Policy Analytics Economic & Community Development Emergency Management Non-Profit Management</i>	<i>Public Management Agricultural and Environmental Policy Energy Policy National Security Nuclear Security Economic & Community Development Health Policy</i>
<i>Other Degree Requirements (6 hours)</i>	<i>Other Degree Requirements (6 hours)</i>	<i>Other Degree Requirements (6 hours)</i>
Internship Capstone	Internship Capstone OR Executive Practicum (6 hours)	Internship Master Class OR Executive Practicum (6 hours)
<i>Total Hours: 39 hours</i>	<i>Total Hours: 36 hours</i>	<i>Total Hours: 36 hours</i>
<i>Degree Options</i>	<i>Degree Options</i>	<i>Degree Options</i>
<i>Dual JD-MPPA Program Five-Year BA/MPPA</i>	<i>Dual JD-MPA Program Five-Year Bachelor's/MPA</i>	<i>Dual JD-MPP Program Five-Year Bachelor's/MPP</i>

¹⁸ See Appendix C.1. to review the proposed catalog entry for these degree designations.

Potential Impact on Existing Programs

The proposed degree modification will allow existing students to complete their MPPA degree as planned or to seamlessly move into an academic degree designation in public administration or public policy should they choose to do so. The University's registrar has provided an equivalency table for this purpose, which is included in Appendix C.1 of this proposal. All the courses required for the MPPA degree will be offered as part of the MPA or MPP programs, though the placement of those courses in the program of study (e.g., electives to the core) may have been adjusted. Many of the MPPA elective courses will continue to be offered to support the revised MPA or MPP curriculum. While some elective courses are slated for deletion under the revised curriculum, the net result is a wider variety of electives available to MPPA students. The existing concentrations with the JD program and 4+1 pathway will be duplicated for the MPA and MPP programs, limiting the need to facilitate any additional cascading changes.

Additionally, the modified program will likely generate increased enrollment over time, which should contribute to graduate enrollment for those units that decide to participate in the curriculum through course contributions to interdisciplinary concentrations and certificate programs. Other departments support these changes and agree on the potential to increase enrollment for their programs.¹⁹ The MPPA program closely relates to law, social work, and political science. However, any competition that existed for student enrollment between the current MPPA and these departments is unlikely to be changed by the proposed modifications. The continuation of the joint-JD and the 4+1 pathways in the proposed modifications are also particularly feasible for students in these related fields.

Teach-Out Plan for Current Students

The MPPA program will be supported for five years until August 31, 2029, to allow any currently enrolled students to complete the MPPA degree should they choose to do so. The coursework required for the MPPA degree will continue to be offered during this period. A program inactivation notice will be submitted for the MPPA program, indicating that students will no longer be enrolled after December 31, 2023.

¹⁹ See Appendix A-1 for letters of support from academic deans.

Similar Programs Offered at Public and Private TN Institutions

Table 5: Overview of Existing Programs in the State

Institution Name	Program Title and Degree Designation	CIP Code	Description/Focus of Program	Miles from UT Campus
Tennessee State University	Public Administration, MPA	44.0401	Online Only, <i>Accredited</i>	185 miles
Tennessee State University	Public Policy and Administration, PhD	44.0401	Doctoral Program	185 miles
Tennessee State University	Public Administration Executive Leadership, C4	44.0401	Certificate Program	185 miles
Tennessee State University	Local Government Management, C4	44.0401	Certificate Program	185 miles
University of Memphis	Public Administration, MPA	44.0401	non-profit admin, public mgmt. and policy, <i>Accredited</i>	381 miles
University of Tennessee, Chattanooga	Public Administration, MPA	44.0401	local gov. mgmt., non-profit mgt., public admin., <i>Accredited</i>	110 miles
University of Tennessee, Knoxville	Public Administration, BSBA	44.0401	business administration principles for the public/non-profit sector	--
Tennessee State University	Public Policy, C4	44.0401	Certificate Program	185 miles
University of Tennessee, Knoxville	Public Policy and Administration, MPPA	44.0401	Dual JD-MPPA, 5-year BA/MPPA, <i>Not Accredited</i>	--

Curriculum Comparison

Table (6) below provides a crosswalk of changes for the MPPA degree to the proposed MPA degree, and Table (7) shows the same comparison for the MPPA to the MPP degree. For both tables, courses are aligned left to right, with the left column representing the current course information and the right column of that same row indicating the proposed course information. Changes related to a difference in course prefix from BCPP (Baker Center Public Policy) to HBS (Howard Baker School) or IAC (Institute of American Civics), course number, and course title are in black text as these are non-substantive changes. These courses will have the same content. Those changes related to a course moving are indicated in blue text. New courses are noted in green text, and course deletions are in red text.

Changes to the core from the MPPA to the MPA degree (Table 6) include moving the Policy Analysis course (BCPP 556) out of the core and into the Policy Analytics concentration and moving the HR Management in Public Organizations (BCPP 564) and Public Management (HBS 531) courses out of the electives and into the core. Changes to electives include deleting four courses (red text) and adding seven new concentration course options (green text).

Changes to the core from the MPPA to the MPP degree (Table 7) include moving Economics of the Public Sector (ECON 570) from an elective to the core and the addition of three new courses: Research Design and Data Acquisition (HBS 512), Policy Communication and Data Visualization (HBS 514), and Policies and Markets (HBS 521). Public Financial Administration (BCPP 550) and Quantitative Political Analysis (BCPP 512) are retained in the MPA program's core but deleted for the MPP degree to accommodate these moves. Changes to electives include adding eight new concentration course options (green text). For the MPP degree, the capstone requirement is also being replaced by a new 3-credit hour Master Class in Public Policy (HBS 584).

Table 6: Crosswalk of Changes from MPPA to MPA

Existing Degree (MPPA)		Proposed Degree Program (MPA)	
Core/Foundations (18 hours)		Core/Foundations (21 Hours)	
Course No. and Title	Hours	Course No. and Title	Hours
Public Policy Process (BCPP 548)	3	Perspectives on the Policy Process (HBS 501)	3
Public Service Ethics & Values (BCPP 566)	3	Ethical Leadership in Public Affairs (IAC 501)	3
Public Administration (BCPP 550)	3	Public Administration (HBS 502)	3
Quantitative Political Analysis (BCPP 512)	3	Working with Data (HBS 511)	3
Public Financial Administration (BCPP 560)	3	Public Financial Administration (HBS 532)	3
<i>Policy Analysis (BCPP 556) Moved to Concentration Option</i>	3		
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Curriculum on public management and human resources moved from electives to enhance MPA core.</i> </div>		<i>HR Management in Public Organizations (HBS 533) Moved from Electives</i>	3
		<i>Public Management (HBS 531) Moved from Electives</i>	3
<i>Total Hours</i>	18	<i>Total Hours Required</i>	21

Electives (15 required hours)		Concentrations (9 required hours)	
Course No. and Title	Hour	Course No. and Title	Hour
Law, Regulation and Public Policy (BCPP 543)	3	Administrative Law & Regulatory Policymaking (HBS 503)	3
		<i>Data Driven Decisions (HBS 513) Moved from Core</i>	3
<i>HR Management in Public Organizations (BCPP 564) Moved to Core</i>	3		
<i>Public Management (BCPP 562) Moved to Core</i>	3		
Fundamentals of Planning (BCPP 581)	3	Planning and Land Use (HBS 544)	3
Non-Profit Management (BCPP 553)	3	Non-Profit Management (HBS 536)	3
<i>State and Local Government and Politics (BCPP 539) Deleted</i>	3		
<i>Legal Foundations of Public Administration (BCPP 542) Deleted</i>	3		
<i>The Politics of Administration (BCPP 558) Deleted</i>	3		
<i>Contemporary Perspectives on Public Administration (BCPP 660) Deleted</i>	3		
		<i>Research Design & Data Acquisition (HBS 512) New Concentration Course</i>	3
		<i>Policy Communication and Data Visualization (HBS 514) New Concentration Course</i>	3

		<i>Regional Economics (HBS 523) New Concentration Course</i>	3
		<i>The Art of the Possible (IAC 504) New Concentration Course</i>	3
		<i>Emergency Management (HBS 535) New Concentration Course</i>	3
		<i>Public Organization, Theory, and Behavior (HBS 534) New Concentration Course</i>	3
		<i>Leading Across Difference (HBS 537) New Concentration Course</i>	3
<i>Total Hours Required</i>	15	<i>Total Hours Required</i>	9
Other Degree Requirements (6 required hours)		Other Degree Requirements (6 required hours)	
<i>Course No. and Title</i>	<i>Hours</i>	<i>Course No. and Title</i>	<i>Hours</i>
Internship in Public Administration (BCPP 569)	3	Internship (HBS 591)	3
Capstone (BCPP 599)	3	Capstone (HBS 596)	3
		<i>Executive Practicum (Working Professionals) (HBS 595)</i>	6
<i>Total Hours Required</i>	6	<i>Total Hours Required</i>	6

Outside Elective	3	Health Systems, Policy, and Leadership (PUBH 520)	3
Outside Elective	3	Health and Health Care Policy (NURS 612)	3
Outside Elective	3	Health Law Finance and Organization (LAW 963)	3
	3	<i>Energy Markets & Economics (HBS 524) New Concentration Course</i>	3
	3	<i>Energy Transitions (HBS 543) New Concentration Course</i>	3
	3	<i>Foundations of U.S. Foreign Policy (HBS 551) New Concentration Course</i>	3
	3	<i>U.S. National Security (HBS 552) New Concentration Course</i>	3
	3	<i>Grey Zone Warfare and Cybersecurity (HBS 553) New Concentration Course</i>	3
	3	<i>Nuclear Security in an Age of Emerging Technologies (HBS 554) New Concentration Course</i>	3
	3	<i>Regional Economics (HBS 523) New Concentration Course</i>	3
	3	<i>The Art of the Possible (IAC 504) New Concentration Course</i>	3
<i>Total Hours Required</i>	15	<i>Total Hours Required</i>	9
Other Degree Requirements (6 required hours)		Other Degree Requirements (6 required hours)	
<i>Course No. and Title</i>	<i>Hours</i>	<i>Course No. and Title</i>	<i>Hours</i>
Internship in Public Administration (BCPP 569)	3	Internship (HBS 591)	3
Capstone (BCPP 599)	3	<i>Deleted for MPP, still Other Degree Requirement for MPA</i>	
<i>Master Class Replaces Capstone for MPP degree designation.</i>		Master Class in Public Policy (HBS 584)	3
<i>New Substitution Option for Working Professionals</i>		Executive Practicum (Working Professionals) (HBS 595)	6
<i>Total Hours Required</i>	6	<i>Total Hours Required</i>	6

New Courses Needed

Existing courses in the Baker Center have been revised in course abbreviations to either HBS (Howard Baker School) or IAC (Institute of American Civics). A course equivalency table has been provided in Appendix (C). All required courses for completing the MPPA program have an equivalent course, allowing students currently enrolled to complete the existing degree program. A limited set of new courses, listed below, are required to facilitate the revised core for the MPP program, the MPA and MPP concentrations, and the online modality for working professionals.

New courses that will be part of the revised MPP Core Curriculum include the following:

HBS 512 Research Design & Data Acquisition (3). Methods for planning and executing research from experiments to case studies. Development of research questions and hypotheses, measurement issues, and validity of inferences. Basic assumptions and techniques of research in public policy, including measurement, analysis, acquiring, and reporting data.

HBS 514 Policy Communication & Data Visualization (3). Approaches to communicating complex scientific and policy information to varied audiences, media training, as well as data visualization strategies and techniques.

HBS 521 Policies & Markets (3). Strategies and techniques for identification and analysis of public problems, policy solutions, and determining the effectiveness of existing policies. Emphasis on micro and macroeconomic approaches, including supply and demand responses to policies.

HBS 584 Master Class in Public Policy (3). An immersive and experiential capstone learning experience that provides an opportunity to learn from and be mentored by experts in public policy.

Prerequisite: Students must have completed at least 25 graduate hours in the Baker School.
Registration Permission: Consent of program director.

New courses that will be part of the revised MPA Concentrations include the following:

HBS 534 Public Organization Theory & Behavior (3). Examination of organizational theory and behavior with emphasis on implications for public management. Includes theories of decision-making, leadership, communications, and group dynamics.

HBS 535 Emergency Management (3). Existing policies and agencies in emergency preparedness and response at the federal, state, and local levels. Emphasis on case studies of past incidents, emergencies, disasters, and catastrophes.

HBS 537 Leading Across Difference (3). Leading and managing diverse teams to achieve collective goals.

IAC 504 The Art of the Possible (3). Conflict, communication, consensus building, and compromise in public policymaking. Emphasis on case studies.

New courses that will be part of the revised MPP Concentrations include the following:

HBS 523 Regional Economics (3). Sources of regional economic growth and development and the spatial distribution of people (including migration) and business. Effects of policy on regional economic activity, urban/rural land use, and the role of public infrastructure. Regional spillovers and policy coordination. *Prerequisite HBS 521 or equivalent.*

HBS 524 Energy Markets & Economics (3). Theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets.

HBS 543 Energy Transitions (3). Energy technology and policy solutions for a growing population, increasingly industrialized world, expanding the 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.

HBS 551 Foundations of U.S. Foreign Policy (3). Survey of foreign policy process and decision making, diplomacy, international crisis management, foreign economic policy, and public opinion about foreign affairs. Overview of great power politics and the intersection of domestic and international politics. Emphasis on U.S. foreign policy since 1945.

HBS 552 U.S. National Security Policy (3). Overview of national and international security issues and corresponding U.S. national security 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 553 Grey Zone Warfare & Cybersecurity (3). Explores the use of disruptive technologies from the digital realm used by governments, militaries, and non-state actors as non-conventional threats. Includes disinformation and propaganda campaigns, use of artificial intelligence, gray zone tactics, cyber warfare, artificial intelligence, and autonomous technologies impacting national security and military strategy.

HBS 554 Nuclear Security in an Age of Emerging Technologies (3). Nuclear proliferation, nuclear capabilities, nuclear deterrence strategy, treaties and international organizations managing nuclear weapons, threats of non-state actors acquiring nuclear and radiological material, and best practices for safeguarding and securing nuclear material.

New courses that will part of the Fully Online Modality for Working Professionals in the MPA and MPP include the following:

HBS 595 Executive Practicum (6). Executives will develop a project for their current employer based on their learning in the program and Concentration. This project will be presented to a faculty panel for feedback and assessment.

NASPPA Accreditation

The current MPPA program is not accredited due to the existing program not meeting the requirements outlined by the Network of Schools of Public Policy, Affairs, and Administration (NASPPA), the national accrediting body for these types of degree programs. The proposed changes have been selected to facilitate accreditation with NASPPA.²⁰ To achieve accreditation, the first step was to move the degree program to an independent academic unit that could provide the administrative capacity and faculty governance necessary under NASPPA's "Matching Governance with the Mission" standard, including a minimum commitment of five full-time faculty members. This objective was accomplished in the Spring of 2023 with the establishment of the Baker School as an independent academic unit and the move of the MPPA program from the Department of Political Science to the new School. The advisory board for the program was also revitalized in Spring 2023, with an upcoming board meeting to review progress in October 2023.

The second step is articulating a mission, performance expectations, and program evaluation strategy under NASPPA's "Managing the Program Strategically" standard. This effort has begun with this modification request with a plan to finalize the changes and the strategic plan by the end of the Fall 2023 semester. The third step is to hire the additional faculty needed to support the revised curriculum and meet accreditation requirements. As previously noted, the University has approved a hiring plan based on the proposed curriculum changes at the undergraduate and graduate levels, committing to supporting five senior faculty hires to onboard in the Fall of 2024, bringing the total of tenure-line faculty to seven for these programs to meet NASPPA's "Faculty Performance" standard.

Other efforts related to NASPPA's "Serving Students" and "Student Learning" standards are ongoing. The Baker School is pleased to report that enrollment for Fall 2023 reversed the declining enrollment trend, with at least a four-fold increase in its entering student population (from 6 incoming in Fall 2022 to more than 25 in Fall 2023). Additionally, the curriculum changes and proposed degree modifications are more aligned with NASPPA expectations. The University and Baker School are also committed and are already making headway in meeting NASPPA's "Matching Resources with the Mission" and "Matching Communications with the Mission" standards. The Baker School has begun revamping its 51,000 sq. ft. building to accommodate an increased number of faculty and staff, as well as creating new spaces for student learning by expanding the number of classrooms and co-curricular areas. Additionally, the Baker School external affairs team has launched a revised website and is developing a marketing strategy for promoting the degree offerings that THEC approves. The Baker School is confident that these efforts will meet NASPPA accreditation standards and increase student recruitment, retention, and placement.

For the academic year 2023, the Baker School will focus on collecting assessment data, including course learning outcomes, student development trajectories, stakeholder participation, faculty

²⁰ See Appendix B.2. 2023 Summary of NASPPA Accreditation Standards.

performance, and program governance, among other metrics. This data collection is an essential step in submitting the self-study report documenting how the program meets the NASPAA standards articulated above. The accreditation process takes between 36 and 42 months. If THEC approves the proposed modifications for implementation in March 2024, the Baker School is projecting the accreditation process to be complete by July 2027.

SACSCOC Accreditation

Heather Hartman, the SACSCOC Accreditation Coordinator at the University of Tennessee, Knoxville, is aware of this program modification request and has confirmed that there are no substantive changes that may require a SACSCOC review. The required notification has been made to SACSCOC.²¹

²¹ See Appendix B.3. 2023 Letter to SACSCOC for documentation.

THEC Financial Projection Form and Associated Narrative

The financial projections associated with the proposed modifications have already been submitted to THEC as part of the request in February 2023 to establish the Baker School as a new academic unit. This section represents the costs particularly associated with the undergraduate degree program move and modification detailed in this proposal. Although these costs are separately detailed here, these costs were previously part of the total submitted for approval as part of the new academic unit request to unless otherwise indicated.

Comparison to the New Academic Unit Financial Projections (February 2023)

The THEC Projections in the proposal from February 2023 to establish the Baker School as a new academic unit estimated faculty salary and benefits for Year 1 (FY 2023-2024) to be ~\$1.5M and ~\$2.09M for Year 2 (FY 2024-2025). These projections provided the Baker School with a total of seven tenure-track faculty in addition to those faculty who were already employed and have transitioned to the Baker School either in a tenure-track or non-tenure track capacity to support the undergraduate and graduate degree programs. Based on the curriculum changes proposed, this is sufficient faculty to support both the undergraduate and graduate modifications requested, including the online modality at the graduate level. For the proposed changes to the graduate degree programs **only**, as the table shows below, faculty costs are expected to be ~\$615k in Year 1 (FY 2023-2024) and increase to ~1.67M in Year 2 (FY 2024-25). Unless enrollment exceeds current projections, from Year 3 through Year 5 faculty costs are only expected to marginally increase, accounting for merit raises and inflation to ~\$1.7M in Year 5 (FY 2027-2028).

Baker School Curriculum

The current master's in public policy and administration (MPPA) program has three senior tenure-track faculty who moved with the program to the Baker School from the College of Arts and Sciences. The Baker School will teach a number of graduate courses in AY 2023-2024 and AY 2024-2025 regardless of the degree modification. These courses include a set of courses already being taught as part of the Baker School's facilitation of the MPPA program and courses being taught as part of the Institute of American Civics, which has a separate legislative appropriation and mandate to provide undergraduate instruction.

Graduate Degree Modification Projected Costs

There are 51 net new credit hours that are part of the proposed degree division and modification that will be provided by the newly established Baker School as proposed HBS and IAC graduate courses. These credit hours include core, concentration, and professional development courses. This translates into 15 courses and a 6-credit hour executive practicum.

The University of Tennessee, Knoxville allocates eight courses per academic year per full-time teaching faculty, which is then reduced by the Baker School to four courses for tenure-track faculty who have research and service obligations. This indicates that the proposed degree moves and modification constitutes an addition of slightly less than 2.0 faculty full-time equivalency (FTE) or 4.0 tenure-track faculty (FTE). The addition of the online modality indicates an addition 1.0 faculty full-time equivalency (FTE) or 2.0 tenure-track faculty hires, or some combination therein. The Baker School will hire five new senior tenure-track faculty in FY 2023-2024 at a total annual cost of \$938,000 in salary and benefits.²² In Year 2, four existing staff who also hold faculty appointments will be re-allocated to instructional needs to supplement the teaching of contribution of tenure-track faculty hires. Each of these appointments will be able to teach up to 6 credit hours per academic year, for 24 additional credit hours. This is reflected in the THEC budget included in this proposal, but importantly these are cost reallocations, not *new* costs as these are pre-existing faculty who were employed by the Baker Center prior to becoming a new academic unit. As demand increases, it is likely that additional sections of courses may be necessary requiring additional faculty FTE.

There are additional needs for academic affairs leadership, faculty research and professional support, student advising staff, and programmatic expenses related to recruitment, retention, professional development, and placement efforts of undergraduate students. These costs are included in the required THEC Budget Projection Form below. As noted, these costs were included as part of the total Baker School budget previously submitted in February 2023. The only new cost currently being incurred that was not previously projected is related to the Office of the Provost providing ten graduate stipends and tuition waivers. These costs constitute \$419,900 in institutional support for students enrolled in the Baker School MPPA degree. These costs have been footnoted, but not included in the budget as these assistantships are not unique to the Baker School among academic units at the University and are allocated by a process outside of the considerations of this proposal regarding the degree modification.

²² Using a market average of \$140,000 and considering that tenure-track faculty have costs associated with research and service that will be borne by the Baker School, this indicates a cost of \$700,000 in tenure-track faculty salary and \$238,000 in benefits, for a total of \$938,000 in salary and benefits. Benefits are estimated at a rate of 34%, which is the same estimate used in the previous financial projections submitted to THEC.

Tennessee Higher Education Commission					
THEC Financial Projections Form					
University of Tennessee, Knoxville					
Howard H. Baker Jr. School of Public Policy and Public Affairs					
GRADUATE					
	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 111,785.43	\$ 100,604.59	\$ 103,660.71	\$ 107,875.09	\$ 111,146.68
Benefits	\$ 119,260.00	\$ 119,260.00	\$ 119,260.00	\$ 119,260.00	\$ 119,260.00
Sub-Total Administration	\$ 231,045.43	\$ 219,864.59	\$ 222,920.71	\$ 227,135.09	\$ 230,406.68
Faculty					
Salary	\$ 458,838.72	\$ 1,251,238.87	\$ 1,209,252.55	\$ 1,258,158.10	\$ 1,296,066.44
Benefits	\$ 156,005.16	\$ 425,421.22	\$ 411,145.87	\$ 427,773.76	\$ 440,662.59
Sub-Total Faculty	\$ 614,843.88	\$ 1,676,660.09	\$ 1,620,398.41	\$ 1,685,931.86	\$ 1,736,729.03
Support Staff					
Salary	\$ 54,999.96	\$ 60,000.00	\$ 62,400.00	\$ 65,645.96	\$ 68,368.76
Benefits	\$ 18,699.99	\$ 20,400.00	\$ 21,216.00	\$ 22,319.63	\$ 23,245.38

Sub-Total Support Staff	\$ 73,699.95	\$ 80,400.00	\$ 83,616.00	\$ 87,965.58	\$ 91,614.13
Operating					
Travel	\$ -	\$ 125,000.00	\$ 130,000.00	\$ 130,000.00	\$ 130,000.00
Printing	\$ -	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 21,850.00	\$ 269,450.00	\$ 176,228.00	\$ 176,228.00	\$ 176,228.00
Sub-Total Operating	\$ 21,850.00	\$ 409,450.00	\$ 321,228.00	\$ 321,228.00	\$ 321,228.00
Total Recurring	\$ 941,439.25	\$ 2,386,374.68	\$ 2,248,163.12	\$ 2,322,260.53	\$ 2,379,977.84
TOTAL EXPENDITURES					
(A + B)	\$ 941,439.25	\$ 2,386,374.68	\$ 2,248,163.12	\$ 2,322,260.53	\$ 2,379,977.84
	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	\$ 280,980.00	\$ 414,857.00	\$ 441,014.00	\$ 566,921.00	\$ 971,662.00
Institutional Reallocations ²	\$ 660,459.25	\$ 1,971,517.68	\$ 1,807,149.12	\$ 1,755,339.53	\$ 1,408,315.84
Federal Grants ³	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁴	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁵	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 941,439.25	\$ 2,386,374.68	\$ 2,248,163.12	\$ 2,322,260.53	\$ 2,379,977.84
Notes:					
(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.					
Tuition and fees will be collected in year one at current enrollment. Graduate enrollment is anticipated to double by year 3 and to continue to double through year 5. There are also additional costs related to graduate tuition waivers and stipends that were provided by the Office of the Provost after the February 2023 projections. These costs are not included in the table above.					
(2) Please identify the source(s) of the institutional reallocations and grant matching requirements if applicable.					
Institutional reallocations will come from central reserves.					

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) number.

Although grants may be awarded for research, there are no federal sources that are specifically awarded or anticipated for the establishment or operation of the school.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

In addition to expected revenue the Baker Center at the close of FY22 held ~9M in endowments, which generates a 4% return, and 1.15M in gift dollars that will move to the new Baker School and held in UT Foundation, however this is intended to be used for scholarships (contra revenue) and other programming not otherwise listed in these costs.

(5) Please provide information regarding other sources of funding.

Other revenue from salary recoveries on grants, contracts, gifts, and other sources is anticipated for individuals associated with the graduate program delivery and has been included in these calculations.

Appendix A – Letters of Support

James A. Haslam II

September 8, 2023

Dear John:

I am writing to share my support for the degree modifications being proposed by the new Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School). Having been a long-time friend of Senator Baker, as well as chairman of the board for the Baker Center, now Baker School since its inception, it is my firm belief that these changes are an important step in preparing University of Tennessee, Knoxville students for careers in public service.

Particularly pleasing to me is that this process has produced a curriculum guided by the values of Senator Baker, including a foundational understanding of American institutions and democratic practices, and the importance of civility and critical thinking in resolving our country's greatest challenges. I am very proud to have been part of this effort and am confident that these changes will help the University better serve its land grant mission.

Thank you for your consideration in this matter. Please feel free to reach out to me about any concerns you may have. In closing, please know what an outstanding job you are doing as our Provost.

Sincerely,



Jim Haslam, Chairman of the Board
Howard H. Baker Jr. School of Public Policy and Public Affairs

P.O. Box 10146, Knoxville, Tennessee 37939-0146



September 11, 2023

Provost and Senior Vice Chancellor John Zomchick
Office of the Provost
University of Tennessee, Knoxville
527 Andy Holt Tower
Knoxville, TN 37996

Dear Provost Zomchick:

It is my pleasure to write this letter in support of the proposed degree modifications to the Bachelor of Science degree in Public Administration in connection with its transfer from the Haslam College of Business to the Howard H. Baker Jr. School of Public Policy and Public Affairs. Among the proposed modifications, it is my understanding that the Baker School is seeking to change the existing degree to a Bachelor of Science in Public Affairs with a number of concentration areas, including one in law and policy, in which the College of Law has a particular interest.

The Baker School consulted several College of Law administrators when formulating the law and policy concentration, and although we will still need to obtain formal faculty approval, we know that there is wide interest and support within the College, and we are excited to work with the Baker School to help facilitate some of the courses in that concentration. We are likewise energized by the possibilities of future partnerships, in particular, the potential creation of a joint undergraduate degree program and expansion of our dual-degree programs at the graduate level. Although such programmatic changes will likewise require formal faculty approval, I expect that these collaborations will be supported and embraced by our faculty. Combining the expertise of our respective academic units in these and other ways will greatly benefit UTK students, as well as the State of Tennessee.

I am in full support of the Baker School's proposal and look forward to working with their administration and faculty on future collaborations.

If you have any questions or need any additional information, please don't hesitate to let me know. Thank you for your consideration.

Sincerely yours,

Lonnie T. Brown, Jr.
Dean and Elvin E. Overton Distinguished Professor of Law

cc: Marianne Wannamaker, Dean, Baker School of Public Policy and Public Affairs

College of Law
1505 W. Cumberland Avenue Knoxville, TN 37996-1810
865-974-4241 fax 865-974-6595 law.utk.edu

Flagship Campus of the University of Tennessee System

Appendix B – Supplemental Information

B.1. 2012 THEC Email Correspondence Regarding CIP Code

From: Betty.Dandridge Johnson
 To: Lane, India F (ilane@utk.edu)
 Cc: High, Katherine N; Richard Rhoda; McFall, Michael; bhester@utk.edu

Subject: RE: Notification of change from MPA to MPPA at UT-Knoxville
 Date: Monday, May 21, 2012, 10:59:32 AM

Attachments: UTK API May 21 2012.pdf

India,

Thanks for the clarification that the reference of concentrations are curricular tracks. Subsequently, curricular tracks are not reflected in the THEC's Academic Program Inventory. After reviewing the letter of notification, no Commission action is required since this is a program name change with no substantive revision to the program. The attached API file has been updated to reflect the following approved change effective May 2012: ·

FROM: Public Administration, MPA (27.44.0401.00)
 TO: Public Policy and Administration, MPPA (27.44.0501.00)

The sole concentration for this program will change from a Dual JD-MPA to a Dual JD-MPPA. The CIP code has been changed to 44.0501 (Public Policy Analysis, General) to align with the revised academic program title. With this approved name/CIP code change, the Public Policy and Administration degree will be required to submit an accreditation plan by August 2013. Effective 2012-13, the MPPA program will be excluded from the performance funding point calculation for the accreditation standard. However, for the 2011-12 performance funding report, UTK will earn 4 of the 5 accreditation points since the MPA program is not accredited by NASPAA. Under separate cover, I will send Michael McFall a revised performance funding file re the MPPA degree. Best wishes for success of this program. Any questions, please contact me.

Betty

Betty Dandridge Johnson
 Asst. Executive Director for Academic Affairs
 Tennessee Higher Education Commission
 404 James Robertson Parkway, Suite 1900 Nashville, TN 37243-0830
 615.741.7573 (voice)
 615.741.6230 (fax)

Betty.Dandridge.Johnson@tn.gov
http://www.state.tn.us/thec/Divisions/AcademicAffairs/aa_main.html

From: Lane, India F [<mailto:ilane@utk.edu>]
Sent: Thursday, May 10, 2012, 3:10 PM
To: Betty.Dandridge Johnson

Subject: RE: Notification of change from MPA to MPPA at UT-Knoxville

Hi Betty,

Thanks for the note. I was actually just going to send you an update on this change: Based on a misunderstanding of the faculty proposal language, our letter of April 23 outlines an MPPA degree with three concentrations. While there are three potential curricular “tracks,” or special interest areas that students may pursue, these three areas are not official “concentrations” in the Catalog or coding sense. You should be able to see how the tracks work out in the description of the program and curriculum. So, to summarize: the PA major will be changed to Public Policy and Administration and the MPA degree will be changed to the Master of Public Policy and Administration, with no available concentrations. I apologize for any confusion and promise we will make sure the changes are appropriately conveyed in our annual program inventory and program change lists!

Let me know if you have any questions,

India

From: Betty.Dandridge Johnson [<mailto:Betty.Dandridge.Johnson@tn.gov>]
Sent: Thursday, May 10, 2012 1:55 PM
To: Lane, India F
Subject: RE: Notification of change from MPA to MPPA at UT-Knoxville

India,

Hope your day is going well. I will respond next week to this request.

Thanks, Betty

Betty Dandridge Johnson
Asst. Executive Director for Academic Affairs
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900 Nashville, TN 37243-0830

615.741.7573 (voice)

615.741.6230 (fax)

Betty.Dandridge.Johnson@tn.gov

http://www.state.tn.us/thec/Divisions/AcademicAffairs/aa_main.html

From: Lane, India F [<mailto:ilane@utk.edu>]

Sent: Tuesday, April 24, 2012 7:31 AM

To: Betty.Dandridge Johnson

Cc: sdmartin; President Joseph A DiPietro; Chancellor Jimmy G Cheek; Hodges, Carolyn R;

Theresa Lee, Dean; Vaughan, Edee (Edee); Hinde, Robert J; Scheb, John M; High, Katherine Noel

Subject: Notification of change from MPA to MPPA at UT-Knoxville

Dear Betty,

Attached is a letter of notification regarding the change in the Master of Public Administration (MPA) degree program at the University of Tennessee Knoxville. As we discussed, the program will undergo a name change - from MPA to Master of Public Policy and Administration (MPPA) - with a slightly modified curriculum and new Global Security concentration. A description of the proposed changes is included. Thank you for your attention to these changes. We are excited about the updates proposed for this degree program in order to better meet current needs. India

B.2. NASPPA Accreditation Standards

Managing the Program Strategically

1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including its purpose and public service values, given the program's particular emphasis on public service, the population of students, employers, and professionals the program intends to serve, and the contributions it intends to produce to advance the knowledge, research, and practice of public service.

1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

1.3 Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven.

Managing Governance with the Mission

2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.

2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

Matching Operations with the Mission: Faculty Performance

3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.

3.2 Faculty Diversity: The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.

3.3 Research, Scholarship, and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Matching Operations with the Mission: Serving Students

4.1 Student Recruitment: The program will have student recruitment practices appropriate for its mission.

4.2 Student Admission: The program will have and apply well-defined admission criteria appropriate for its mission.

4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public service.

4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services.

Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability to lead and manage in the public interest to participate in and contribute to the policy process; to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment; to articulate, apply, and advance a public service perspective; to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

5.2 Mission-specific Required Competencies: The program will identify core competencies in other domains necessary and appropriate to implement its mission.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and Concentrations.

5.4 Professional Competencies: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.

Matching Resources with the Mission

6.1 Resource Adequacy: The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Matching Communications with the Mission

7.1 Communications: The program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes—sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Please see the [NASPAA Accreditation Standards \(2019\)](#) for additional information.

B.3. 2023 SACSCOC Notification Letters



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

August 22, 2023

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

Re: Notification – Renaming of Master of Public Policy and Administration (MPAA)

Dear Kevin,

Please accept this letter as notification of the closure/renaming of an existing program, the Master of Public Policy and Administration (MPPA), effective August 23, 2024. The MPPA program is being divided into two separate degree programs, the Master of Public Policy (MPP) and Master of Public Administration (MPA). The separation into these degree designations will be achieved with less than a 25% curriculum change for both surviving programs.

In addition, since the courses needed to complete the MPPA will remain available under the new MPA and MPP programs, students currently in the MPPA who wish to remain in that program will have no difficulty finding courses to complete their degree. Faculty currently teaching in the MPPA program will also continue teaching classes for the MPA and MPP programs.

Finally, the MPA and MPP programs will be offering an online modality in addition to the traditional in-person instruction. Please contact me with any questions you may have.

Sincerely,

Heather Hartman
SACSCOC Liaison

Attachment

Cc: John Zomchick, Provost and Senior Vice Chancellor
Dixie Thompson, Vice Provost and Dean of the Graduate School
Marianne Wanamaker, Dean, Baker School of Public Policy

Office of Institutional Effectiveness
5723 Middlebrook Pike, Knoxville, TN 37921
865-974-3635 ie.utk.edu

Flagship Campus of the University of Tennessee System



November 17, 2023

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

Hi Kevin,

We were requested to submit additional information about the closure of the MPAA program at the University of Tennessee, Knoxville. Please see answers to your questions below:

1. How were students, faculty, and staff informed of the closure of the program (and subsequent restructuring)? Students enrolled in the Master of Public Policy and Administration program were notified via email and in person during advising appointments of the program's impending closure by the director of the program who then met with students along with the graduate program advisor to discuss their individual paths forward. The MPPA program was split into two degree options for matriculation (Master of Public Affairs and Master of Public Policy). Faculty were involved in the departmental discussions regarding the program changes and staff were informed in email communications. There is no negative impact on faculty or staff who will all continue to work in the Baker School as before.
2. Will all requirements of the MPPA be offered until all students graduate? Is there an estimated deadline for students to complete the program? The coursework required to complete the MPPA will continue to be offered, as they are required or elective in one or both resulting degree programs.
3. Will students incur any extra costs (fees, expenses) due to the closure? There are no additional costs to students because of the closure.
4. Will there be a teach-out agreement with another institution as a result of the teach-out? There is no need for a teach-out agreement. Students have three possible paths forward at the institution (the MPPA, MPA, or MPP).

Thank you for allowing us to submit this information. Please let me know if you have additional questions.

Thanks much,

Dr. Kevin Sightler
MPAA Closure
Page Two



Heather Hartman, Ph.D.
Associate Vice Provost for Institutional Effectiveness
and SACSCOC Liaison
University of Tennessee, Knoxville
5723 Middlebrook Pike, Suite 218
Knoxville, TN 37921
865-974-3635

Appendix C – Supplemental Program Information

C.1. Curriculum Changes Submitted through University Process

New Subject Code, Howard Baker School (HBS), Graduate

Equivalency Table: *indicates a required course in the current catalog (2023-2024), these will all have equivalencies allowing students to complete the current MPPA degree should they choose.

BCPP 2023	HBS 2024
BCPP 512 Quantitative Political Analysis*	HBS 511 Working with Data
BCPP 543 Law, Regulation and Public Policy*	HBS 503 Administrative Law and Regulatory Policymaking
BCPP 548 Public Policy Process*	HBS 501 Perspectives on the Policy Process
BCPP 549 Environmental Policy	HBS 541 Environmental Policy
BCPP 550 Public Administration*	HBS 502 Public Administration
BCPP 551 Energy Policy	HBS 542 Energy Policy
BCPP 553 Non-Profit Management	HBS 536 Nonprofit Management
BCPP 554 Sustainable Communities	HBS 545 Sustainable Development
BCPP 556 Policy Analysis*	HBS 513 Data Driven Decisions
BCPP 560 Public Financial Administration	HBS 532 Public Financial Administration
BCPP 562 Public Management	HBS 531 Public Management
BCPP 564 HR Management in Public Organizations	HBS 533 HR Management in Public Organizations
BCPP 566 Public Service Ethics and Values	IAC 501 Ethical Leadership in Public Affairs
BCPP 569 Internship in Public Administration	HBS 591 Internship
BCPP 581 Fundamentals of Planning	HBS 544 Planning and Land Use
BCPP 593 Independent Study	HBS 593 Independent Study
BCPP 595 Special Topics in Public Policy	HBS 594 Special Topics
BCPP 599 Capstone	HBS 596 Capstone

Revise: HBS 511; HBS 503; HBS 501; HBS 541; HBS 504; HBS 542; HBS 536; HBS 545; HBS 513; HBS 532; HBS 531; HBS 533; HBS 591; HBS 544; HBS 593; HBS 594; HBS 596

Add: HBS 512; HBS 514; HBS 521; HBS 522; HBS 523; HBS 524; HBS 534; HBS 535; HBS 537; HBS 543; HBS 551; HBS 552; HBS 553; HBS 554; HBS 561; HBS 592; HBS 595

Rationale: These courses will be part of the revised graduate program in public policy and administration (MPPA), being renamed public administration (MPA) or public policy (MPA), as part of the establishment of the Howard H. Baker Jr. School of Public Policy and Public Policy as a new academic unit. The prefix requested is HBS to stand for Howard Baker

School. The previous prefix was BCPP, Baker Center for Public Policy. We are requesting a replacement of the BCPP prefix to HBS prefix for existing courses and some minor revisions to the title and description of those courses.

Impact on Other Units: These changes will not impact other units. These are existing courses and still being taught by the same faculty.

New Subject Code, Institute of American Civics (IAC), Graduate

Equivalency Table: *indicates a required course in the current catalog (2023-2024), these will all have equivalencies allowing students to complete the current MPPA degree should they choose.

Revise: IAC 501

Rationale: This course will be part of the revised graduate degrees in public administration and public policy, as part of the establishment of the Howard H. Baker Jr. School of Public Policy and Public Policy as a new academic unit and the Institute of American Civics. The prefix requested is IAC to stand for Institute of American Civics. The previous prefix was BCPP, Baker Center for Public Policy. We are requesting a replacement of the BCPP prefix to IAC prefix for the existing indicated course and some minor revision to the title and description of that course.

BCPP 2023	IAC 501
BCPP 566 Public Service Ethics and Values*	IAC 501 Ethical Leadership in Public Affairs

Impact on Other Units: These changes will not impact other units. These are existing courses and still being taught by the same faculty.

MPA/MPP Course Descriptions and Titles

HBS and IAC Graduate Courses by Level

HBS 501 Perspectives on the Policy Process | 3 credits
 IAC 501 Ethical Leadership in Public Affairs | 3 credits
 HBS 502 Public Administration | 3 credits
 IAC 504 The Art of the Possible | 3 credits
 HBS 503 Administrative Law and Regulatory Policymaking | 3 credits
 HBS 511 Working with Data | 3 credits
 HBS 512 Research Design and Data Acquisition | 3 credits
 HBS 513 Data Driven Decisions | 3 credits
 HBS 514 Policy Communication and Data Visualization | 3 credits
 HBS 521 Policies and Markets | 3 credits
 HBS 522 Economics of the Public Sector | 3 credits
 HBS 523 Regional Economics | 3 credits
 HBS 524 Energy Markets and Economics | 3 credits
 HBS 531 Public Management | 3 credits
 HBS 532 Public Financial Administration | 3 credits
 HBS 533 Human Resource Management in Public Organizations | 3 credits
 HBC 534 Public Organization, Theory, and Behavior | 3 credits
 HBS 535 Emergency Management | 3 credits
 HBS 536 Nonprofit Management | 3 credits
 HBS 537 Leading Across Difference | 3 credits
 HBS 541 Environmental Policy | 3 credits
 HBS 542 Energy Policy | 3 credits
 HBS 543 Energy Transitions | 3 credits
 HBS 544 Planning and Land Use | 3 credits
 HBS 545 Sustainable Development | 3 credits
 HBS 551 Foundations of U.S. Foreign Policy | 3 credits
 HBS 552 U.S. National Security Policy | 3 credits
 HBS 553 Grey Zone Warfare and Cybersecurity | 3 credits
 HBS 554 Nuclear Security in an Age of Emerging Technologies | 3 credits
 HBS 561 Tools for Economic Development | 3 credits
 HBS 590 Registration for Use of Facilities | 1 to 15 credits
 HBS 591 Internship | 3 credits
 HBS 592 Master Class in Public Policy | 3 credits
 HBS 593 Independent Study | 3 credits
 HBS 594 Special Topics | 3 credits
 HBS 595 Executive Practicum | 3 credits
 HBS 596 Capstone | 3 credits

New Course Rationale

New course for the newly established Baker School and its revised MPP/MPA curriculum as part of the modification of the existing MPPA degree program.

Revised Course Rationale

Revised course for the newly established Baker School and its revised MPP/MPA curriculum as part of the modification of the existing MPPA degree program.

HBS Graduate Course Descriptions

HBS 501 Perspectives on the Policy Process (3). Commonly applied theoretical approaches to the study of the policy process, with a focus on how different theoretical perspectives generate variable understandings of policy problems and solutions.

HBS 502 Public Administration (3). Overview of public administration theory and functions.

HBS 503 Administrative Law and Regulatory Policymaking (3). 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 511 Working with Data (3). Basic assumptions and techniques of research in public administration; measurement, analysis, and reporting of data.

HBS 512 Research Design and Data Acquisition (3). Methods for planning and executing research from experiments to case studies. Development of research questions and hypotheses, measurement issues, and validity of inferences. Basic assumptions and techniques of research in public policy including measurement, analysis, acquiring and reporting data.

HBS 513 Data Driven Decisions (3). Methods and analytic tools used to translate data into models and forecasts to support public decision making. Emphasis on econometric and simulation approaches including linear regression and maximum likelihood methods.

HBS 514 Policy Communication and Data Visualization (3). Approaches to communicating complex scientific and policy information to varied audiences, media training, as well as data visualization strategies and techniques.

HBS 521 Policies and Markets (3). Strategies and techniques for identification and analysis of public problems, policy solutions, and determining the effectiveness of existing policies. Emphasis on micro and macroeconomic approaches, including supply and demand responses to policies.

HBS 522 Economics of the Public Sector (3). Resource allocation and market performance; market failure including externalities and public goods; equity, efficiency and welfare economics; income redistribution; regulation; public expenditures; political economy; taxation and tax policy; intergovernmental finance.

HBS 523 Regional Economics (3). Sources of regional economic growth and development and the spatial distribution of people (including migration) and business. Effects of policy on regional economic activity, urban/rural land use and the role of public infrastructure. Regional spillovers and policy coordination.
Prerequisite HBS 521 or equivalent.

HBS 524 Energy Markets and Economics (3). Theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets.

HBS 531 Public Management (3). Interpersonal and leadership skills, techniques and methods for planning, decision making, and implementation of management strategies in the public sector.

HBS 532 Public Financial Administration (3). Principles and techniques of public finance at state and local levels: budget preparation, execution and audit, risk management, capital planning, major tax structures, economic forecasting, cash management, and debt administration.

HBS 533 HR Management in Public Organizations (3). Contemporary issues, challenges, methods, and strategies related to effective management of human resources in the public sector.

HBC 534 Public Organization, Theory, and Behavior (3). Examination of organizational theory and behavior with emphasis on implications for public management. Includes theories of decision-making, leadership, communications, and group dynamics.

HBS 535 Emergency Management (3). Existing policies and agencies in the area of emergency preparedness and response at the federal, state, and local levels. Emphasis on case studies of past incidents, emergencies, disasters, and catastrophes.

HBS 536 Nonprofit Management (3). An overview of the history, scope, and management of not-for-profit organizations.

HBS 537 Leading Across Difference (3). Leading and managing diverse teams to achieve collective goals.

HBS 541 Environmental Policy (3). Overview of contemporary environmental policy and its evolution. Examines the roles of values in the environmental arena. Provides a framework for policy analysis and analytical tools for selection and choosing among policy options.

HBS 542 Energy Policy (3). Analysis of current policy problems involving production, distribution, consumption and conservation of energy.

HBS 543 Energy Transitions (3). 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.

HBS 544 Planning and Land Use (3). Regional planning within a legal, regulatory, social and political context. Environmental and sustainable development. Role for public, private and nonprofit entities in affecting regional performance. Project evaluation, economic impact analysis, economic development incentives, including tax-increment financing and development impact fees and taxes. Community engagement. Land use regulation and zoning.

HBS 545 Sustainable Development (3). Creation and implementation of sustainable development approaches and strategies for local communities.

HBS 551 Foundations of U.S. Foreign Policy (3). Survey of foreign policy process and decision making, diplomacy, international crisis management, foreign economic policy, and public opinion about foreign affairs. Overview of great power politics and intersection of domestic and international politics. Emphasis on U.S. foreign policy since 1945.

HBS 552 U.S. National Security Policy (3). Overview of national and international security issues and corresponding U.S. national security 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 553 Grey Zone Warfare and Cybersecurity (3). Explores use of disruptive technologies from the digital realm used by governments, militaries, and non-state actors as non-conventional threats. Includes disinformation and propaganda campaigns, use of artificial intelligence, gray zone tactics, cyber warfare, and artificial intelligence, and autonomous technologies impacting national security and military strategy.

HBS 554 Nuclear Security in an Age of Emerging Technologies (3). Nuclear proliferation, nuclear capabilities, nuclear deterrence strategy, treaties and international organizations managing nuclear weapons, threats of non-state actors

acquiring nuclear and radiological material, and best practices for safeguarding and securing nuclear material.

HBS 561 Tools for Economic Development (3). (co-convenes with HBS 561) Policy tools for incentivizing and guiding economic development at the local government level, including tax abatements, tax increment financing, opportunity zones, and public/private partnerships. Special attention will be given to the role of public participation and the evaluation of public benefits.

Economic and Community Development Concentration Required Course

HBS 584 Master Class in Public Policy (3). An immersive and experiential capstone learning experience that provides an opportunity to learn from and be mentored by experts in public policy.

Prerequisite: Students must have completed at least 25 graduate hours in the Baker School.

Registration Permission: Consent of Director of Graduate Studies.

HBS 590 Registration for Use of Facilities (1-15). Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 15 hours.

Credit Restriction: May not be used toward degree requirements.

Credit Level Restriction: Graduate credit only.

Registration Restriction(s): Minimum student level – graduate.

HBS 591 Internship (0-9). Approved internships and other professional opportunities.

Grading Restriction: Satisfactory/No Credit grading only.

Comment(s): Open to students participating in approved internship programs.

HBS 593 Independent Study (1-3). Independent study of topics in public administration and/or public policy

Registration Permission: Consent of Director of Graduate Studies.

Repeatability: May be repeated. Maximum 6 hours.

HBS 594 Special Topics (3). Advanced study of special topics in public administration and/or public policy.

Repeatability: May be repeated. Maximum 9 hours.

HBS 595 Executive Practicum (6). Executives will develop a project for their current employer based on their learning in the program and Concentration. This project will be presented to a faculty panel for feedback and assessment.

Prerequisite: Students must have completed at least 25 graduate hours in the Baker School.

Registration Permission: Consent of Director of Graduate Studies.

HBS 596 Capstone (3). Completion of an applied administrative or research project developed by the student working with an external project client.

Prerequisite: Students must have completed at least 25 graduate hours in the Baker School.

Registration Permission: Consent of Director of Graduate Studies.

IAC Graduate Course Descriptions

IAC 501 Ethical Leadership in Public Affairs (3). Approaches to common ethical challenges in public affairs and the mechanisms required to ensure accountability, transparency, and responsibility.

IAC 504 The Art of the Possible (3). Conflict, communication, consensus building, and compromise in public policymaking. Emphasis on case studies.