PUBP 6352: Utility Regulation and Policy
(CRN: 94539 or 560160 Course ID)

Tuesday/Thursday 12:30-1:45pm in DM Smith 002:
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Office Hours: T & Th 2-3 pm (confirm in advance**;** other times, by appointment)

Most classes will be in person, but some will be on-line, particularly for remote guest speakers. Microsoft Teams will be used to connect to the class when the professor and/or guest speaker is remote.

Course Description

Energy systems are transforming worldwide. This course will focus on the governance, policies, and market forces impacting the U.S. electricity system. You will be introduced to the concepts of utility regulation at the local, state, and federal level. This includes integrated resource planning as well as laws and regulations impacting fossil fuels, renewable resources, storage, T&D infrastructure, and solutions on the consumer side of the meter. Principles and methods of rate setting will be covered, along with issues and measurement of energy affordability and reliability. We will discuss the role of the electric system in adapting to climate change and providing reliable and secure electricity while meeting the rapid growth in data center demand. Most readings will be drawn from this textbook -- ~14 of its 44 chapters (free on-line to all GT students):

Course Modality

Most classes will be in person, in DM Smith Room 002. Work with a classmate to access lecture notes if you miss a class for any reason. A few classes will be on-line. Use Microsoft Teams to connect when classes are remote:

Join Teams here:

Meeting ID: 281 394 873 327 338

Passcode: pp3P7AV3

Dial in by phone: 1 470-705-2566, 974810126# Phone conference ID: 974 810 126#

Learning Objectives

By successfully finishing the course students will be able to:

(1) Explain and define the concepts of utility regulation of the electric industry in the United States, at the local, state, and federal levels.
(2) Understand integrated resource planning (IRP), how stakeholders engage in IRPs, and relevant practices and regulations in Georgia and other U.S. states.
(3) Identify the electric industry structure: ownership, regulation, and regulatory bodies, and measures of reliability and resilience.
(4) Estimate the levelized cost of electricity (LCOE) for a specific electricity resource option using tools and databases such as the Energy Information Administration and S&P Capital IQ Pro.
(5) Understand and explain local ordinances, state policies, and federal regulations overseeing electricity markets, transmission systems, and the energy transition.

(6) Be able to analyze energy legislation and energy policies using the Energy Policy Simulator.

Two assignments will be used to focus our analytics on specific questions of immediate policy relevance:

A. Examine a local ordinance using some of the principles, concepts and metrics discussed in class. This is an individual assignment that includes a ~10-page PPT and a 10-minute presentation in class on one of the topics listed HERE.
B. Use the Rocky Mountain Institute's Energy Policy Simulator to examine a suite of energy policies for the state of Georgia and estimate its impacts on the 11-county Atlanta metropolitan area. This is a team assignment (teams of ~4 students) that involves preparing a PPT and writing a Research Memo. Choose your topic HERE.

Students will be provided with a grading rubric for both of these assignments.

Classes will benefit from guest presentations and discussions by subject experts. Your participation is important throughout the course, but especially when guests are lecturing.

Instructional Strategies

This is a discussion-based seminar course. Students are expected to have strong written and oral communication skills and experience with data analysis. Prior knowledge of electric utility regulation and policy is not necessary.

Course Grading
Assessment and Grading
A>90; B>80; C>70; D>60

Grading Policy:
- Attendance and participation: Attendance will be taken by the instructor: 10%.
- Two in-class, closed book in-class assessments: 15%, 15%.
- Short PPT presentation of a local energy-related ordinance review: 25% total.
- Research memo: 14% a PPT; 20% for a final research memo; and 1% for self/team evaluation: 35% total.

All assignments should be submitted on Canvas (for the Voiceover PPT and Research memo, by only one team member).

Assignments and Due Dates

For all assignments, presentation skills, quantification and visualization count, as do concepts and frameworks. Produce professional documents with fully documented tables and graphics using professional layouts. Format, grammar, punctuation, spelling, and sufficient and accurate citations all count.

- Use a standard referencing style such as those provided in Paperpile or Zotero.
- Turn on your spellchecker. Proof your text. Your goal is to have no "proofreading error" markups in the commented version returned to you.
- All assignments should be submitted as Word documents (.docx), using 1" margins and 11-point font sizes or as a PPT (not pdf). You can use Canva in Class, but submit the file as a PPT.

Voiceover PPT posted on Canvas 12/1/2026
Review of PPT Presentation 12/7
Discussion of Research Memo PPT Presentations 12/8
There will be no final exam.

Submission Mechanics:
All written assignments are to be submitted in Canvas. Late assignments will result in discounted grades.

Communications:
Use your GA Tech email account for course communications and post all assignments on Canvas.

Rights and Responsibilities
Enrollment in this course indicates that you have read, acknowledge and agree to abide by the following:

- Policy on academic performance and incompletes - see Georgia Tech Student Handbook.
- Georgia Tech Honor Code - including Addendum for Graduate Students. Student papers may be reviewed by plagiarism detection software.

Absences
Enrollment for the course indicates that you agree to attend all scheduled classes. Most classes will be in person. Some will be on-line, but synchronous. Absences from class may be forgiven for good reason—send me an e-mail with "Absence from class" in the subject line. Absences beyond this may result in a lower final grade.

Honor Code

The Academic Honor Code is a student initiative that became an official Institute policy in 1996. The objective of the Academic Honor Code is to increase academic integrity and strengthen trust in the Georgia Tech community. Students enrolled at Georgia Tech

signed an agreement acknowledging their awareness of the Academic Honor Code. They are strongly encouraged to seek a full understanding of their instructors' expectations regarding academic honor. You can find the Honor Code (with a listing of responsibilities in Sections 3 and 4) here.

Disability Services: Your experience in this class is important to me. If you have already established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through Disability Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you may contact Disability Services @ 404-894-2563 or disabilityservices.gatech.edu. Disability Services offers resources and coordinates (with students and their instructors) reasonable accommodations for students with disabilities and/or temporary health conditions.

Use of AI: Do not use ChatGPT or other AI tools to write your assignments.

Inclusive Excellence: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Course Schedule

Week	Date	Chapters
1	**August 25**	Review of syllabus and assignments Ch. 1 – Introduction to Key Questions and Concepts
	August 27	Ch. 3 – U.S. Energy Production, Consumption, and Emissions
2	**September 1**	Ch. 10 – Governance of the Electric Grid
	September 3	Ch.11 – Grid Reliability, Resilience, and Security
3	**September 8**	Intro to the Rocky Mountain Institute's Energy Policy Simulator: **on-line class**
	September 10	Drawdown Georgia Brown, Marilyn A. et al. 2023. "Drawdown Georgia Business Compact: A Partnership Advancing Collective Action for Climate Mitigation" in

		Sustainable Development Goal 17: Partnerships for the Goals, A. Cabrera and D. Cutright (eds.), Emerald Publishing. pp. 133-161. Access: here.
4	**September 15**	Ch. 39 – Integrated Resource Planning
	September 17	Guest Speakers: **Benjamin Deitchman** (Assistant Director of the Electric Unit at the Georgia Public Service Commission) "Reflections on the recent Georgia Power *Integrated Resource Plan* and Rate Case Proceedings."
5	**September 22**	Ch. 13 – Regulating Renewable Energy
	September 24	Ch. 17 – Regulating Nuclear Power
6	**September 29**	Ch. 23 Regulating Energy Efficiency and Demand Response
	October 1	**IN-CLASS ASSESSMENT 1**
7	**October 6**	**Fall Recess**
	October 8	Student presentations on energy-related ordinances
8	**October 13**	Student presentations on energy-related ordinances
8	**October 15**	Student presentations on energy-related ordinances
	October 20	Discussion of energy-related ordinances
9	**October 22**	Ch. 29 – Role of the Courts and the U.S. Clean Air Act
	October 27	Ch. 30 – International Accords and the Paris Agreement
10	**October 29**	Regional Greenhouse Gas Initiative (RGGI)
	November 3	Discuss team project.
11	**November 5**	Ch. 15 – Fossil Fuel Regulations
	November 10	Ch. 40 – Equitable Regulations, Policies and Pathways
12	**November 12**	Ch. 25, Section 6 – Cost-Benefit Analysis and Levelized Cost of Electricity
	November 17	**In-Class Assessment 2**

13	**November 19 (Location: Policy Innovation Lab, Room 306 in DM Smith Building)**	Guest lecture on "Revolution in system design and policy implications to connect inverter-based generation and data centers." (**Mark Lauby,** Senior Vice President and Chief Engineer at North American Electric Reliability Corporation)
14	**November 24**	Gather in class or on-line to work on team project
	November 26	No Class--Thanksgiving
15	**December 1**	Class discussion based on students' reviewing all of the Team PPTs
	December 3	Guest Lecture on "Power Play: Understanding electricity markets and the path to clean energy," (**Katherine Southworth,** Deputy Director for Market & Policy Innovation in the South and Southeast, Corporate Energy Buyers Association)
16	**December 8**	Final instructional class

December 9-10: Reading period.
Research Memo due December 14.
Grades due December 21.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late homework will be penalized accordingly. Make-up exams are given for illness, approved Institute activities or religious observances.