

Substantive Change Cover Sheet

1. Complete and submit a Substantive Change Cover Sheet with every substantive change submission.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Multiple changes in one submission, except as allowed by policy, will be returned.
4. An invoice will be issued, if required, when action is taken; no need to send payment until invoiced.

INSTITUTIONAL INFORMATION

INSTITUTION NAME (NO ABBREVIATIONS)

University of Tennessee, Knoxville

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)

Knoxville, TN

OFFICE USE

IS THE INSTITUTION CURRENTLY ON REIMBURSEMENT FOR TITLE IV FEDERAL FUNDING?

☐ Yes | ☒ No | If "Yes" see policy for approval process requirements.

SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?	☐ Yes	☒ No
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?	☐ Yes	☒ No
3. Is the institution currently under provisional certification for participation in federal financial aid programs?	☐ Yes	☒ No
If ANY are "Yes" the institution is on SUBSTANTIVE CHANGE RESTRICTION . Refer to the <i>Substantive Change Policy and Procedures</i> for differential requirements and conditions.		

SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (ONLY USE DESCRIPTIONS DEFINED IN POLICY)

New undergraduate program: Horticultural Therapy Certificate (9 hrs)

SUBMISSION DATE

2-1-20/

IMPLEMENTATION DATE

6-03-20/

SUBSTANTIVE CHANGE DESCRIPTION

Certificate provides an additional level of training for allied health professionals in the use of horticulture as therapy.

OFF-CAMPUS INSTRUCTIONAL SITES /ADDITIONAL LOCATIONS RELATED TO THIS SUBMISSION

Site Name	Address	City	State	ZIP Code	Country
1. Online delivery; 1 week in-person	UT Gardens, on campus	Knoxville	TN	37830	USA
2.					
3.					
4.					
5.					

PROGRAMS RELATED TO THIS SUBMISSION

Program Name (to include discipline)	Credential (Diploma, Bachelor of Arts, etc.)	Instructional Level (undergrad/grad)
1. Entomology & Plant Pathology	MS, PhD	Graduate
2. Forestry	MS	Graduate
3. Natural Resources	PhD	Graduate
4. Plant, Soil & Environmental Sciences	PhD	Graduate
5. Agriculture	BS	Undergraduate

SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

LIAISON or CEO NAME

EMAIL ADDRESS

hhartman@utk.edu

Suggest electronically signing with Adobe Acrobat when complete and before submitting (optional).



April 13, 2021

Dr. Belle S. Wheelan
President
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: New Horticultural Therapy Certificate

Dear Belle,

The University of Tennessee, Knoxville's (UTK) Herbert College of Agriculture faculty plan to offer a 9-credit hour, mostly-online post-baccalaureate Horticultural Therapy Certificate, beginning fall 2021.

The College currently offers undergraduate degree programs in: Agriculture, Agricultural Resource Economics, and Animal Science. In addition, it offers graduate degrees in many related fields. Additionally, UTK has offered online programs since 1998. As a result, the institution has a more than adequate infrastructure with proper support for students, quality program review and assessment practices in place, and extensive electronic library resources, as well as other resources necessary to support this program. University of Tennessee Gardens' award-winning Education and Horticultural Therapy Program Administrator will be leading the program and is appropriately qualified for the role.

If you have questions, please contact me at 865-803-1817 or via email hhartman@utk.edu.

Warm regards,

Heather Hartman
SACSCOC Liaison

Enclosure

cc: Donde Plowman, Chancellor
John Zomchick, Provost and Senior Vice Chancellor
R.J. Hinde, Vice Provost for Academic Affairs
John Stier, Associate Dean for the Herbert College of Agriculture

Prospectus for a Certificate in Horticultural Therapy, CIP 51.2316

1. Common Content A – Background and Context

1. A Substantive Change Cover Sheet [PDF].
2. A transmittal letter signed by the CEO or institutional liaison briefly explaining the submission.
3. A list of programs offered by the institution (excerpt from the catalog or a printout of a webpage is acceptable).

Undergraduate Online Programs

Nursing Major (RN Track), BS in Nursing

Social Work Major, BS in Social Work

Graduate Online Programs (excerpt)

ADMISSIONS	ACADEMICS	RESEARCH	LIFE@UT	GLOBAL	P
Information for:	Prospective Students	Current Students	Faculty and Staff	Al	

Distance Education (DE) Programs



The University of Tennessee, Knoxville, offers innovative teaching and learning environments with our Distance Education (DE) programs. Our DE programs increases flexibility and enhances access for motivated and qualified students. For additional information, including admission and specific program requirements click on one of the DE programs below.

Students enrolled in Distance Education programs (aka fully online programs), pay fewer fees than students enrolled in on-campus programs/classes. Because of this reduction in fees, students enrolled in Distance Education programs do not qualify for the following services: University housing, Student Health Center access, student health insurance, Student Counseling Center access, RecSports access (e.g., Aquatics Center, TRECS), student tickets to athletic events, and commuter parking. Distance Education students do not have an option to pay the Student Programs and Services fee.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

- Advanced Manufacturing Graduate Certificate
- Agricultural Leadership, Education and Communications Major; MS

C

- Civil Engineering Major; MS
- Communication and Information Major; Strategic and Digital Communication Concentration, MS

E

- Education Major; Educational Administration Concentration, EdS
- Education Major; Instructional Technology Concentration, MS
- Educational Administration Major; MS
- Educational Leadership Major; EdD
- Educational Psychology Major; MS
- Engineering Management, Graduate Certificate
- Environmental Engineering Major; MS

All Undergraduate Programs (excerpt)

Undergraduate Majors, Minors, Concentrations and Degrees The University of Tennessee, Knoxville 2020-2021 Academic Year/ Listed by College and Department

School/Department/Unit	Degree	Major	Concentration
Herbert College of Agriculture			
Agriculture and Natural Resources (Interdepartmental)			
Agricultural and Resource Economics	BS in Agricultural and Resource Economics	Food and Agricultural Business	General Option (no concentration)
			Agricultural Production and Technology Management
			Finance and Risk Management
			Food Industry Management
			Law and Policy
	BS in Agricultural and Resource Economics and MS in Agricultural and Resource Economics	Food and Agricultural Business	Five-year BS/MS in Agricultural and Resource Economics – Agricultural Economics Concentration
	BS in Agricultural and Resource Economics	Natural Resource and Environmental Economics	General Option (no concentration)
	BS in Agricultural and Resource Economics and MS in Agricultural and Resource Economics	Natural Resource and Environmental Economics	Five-year BS/MS in Agricultural and Resource Economics – Natural Resource Economics
Agricultural Leadership, Education, and Communications	BS in Agriculture	Agricultural Leadership, Education, and Communications	MAJORS MUST CHOOSE A CONCENTRATION:
			Agricultural Communications
			Agricultural Education
			Community Engagement and Leadership Development
Animal Science	BS in Animal Science	Animal Science	MAJORS MUST CHOOSE A CONCENTRATION:
			Animal Industries
			Bioscience

All Graduate Programs (excerpt)

Graduate Majors, Degrees and Certificate Programs

The University of Tennessee, Knoxville

2020-2021 Academic Year/ Listed by College and Department

Below is a list of all graduate degree programs offered at the University of Tennessee, Knoxville. A degree or certificate is awarded upon completion of a specified program of study in a major field. Degree titles are posted on transcripts and diplomas. Titles of majors and certificates are posted on transcripts. A formally approved subcomponent of a degree program is a concentration. The current *Graduate School Catalog* may be viewed online at <http://tiny.utk.edu/grad-catalog>

DEPARTMENT	MAJOR	DEGREE	CONCENTRATION(s) available GRADUATE CERTIFICATES AVAILABLE
Herbert College of Agriculture			
Agricultural Leadership, Education and Communications	Agricultural Leadership, Education and Communications	MS	Agricultural Communications
			Agricultural Education
			Agricultural Leadership
Agricultural and Resource Economics	Agricultural and Resource Economics	MS	Agricultural Economics
			Natural Resource Economics
			Available with Haslam College of Business
Animal Science	Animal Science	MS	
		PhD	
		Dual MS-DVM	Available with College of Veterinary Medicine
Biosystems Engineering and Soil Science	Biosystems Engineering	MS	
		PhD	Energy Science and Engineering
	Biosystems Engineering Technology	MS	
	Environmental and Soil Science	MS	
Entomology and Plant Pathology	Entomology and Plant Pathology	MS	Bioinformatics and Genomics
			Entomology
	Entomology, Plant Pathology and Nematology	PhD	Plant Pathology
			Bioinformatics, Genomics, & Molecular Interactions
Food Science	Food Science	MS	Organismal biology, ecology, and systematics
			Sustainable Disease & Integrated Pest Management
Forestry, Wildlife and Fisheries	Forestry	MS	Food Chemistry
			Food Microbiology
			Food Processing
			Sensory Science
Forestry, Wildlife and Fisheries	Natural Resources	PhD	Bio-based Products & Wood Science & Technology
			Bio-based Products & Wood Science & Technology
			Natural Resource Economics
			Wildlife Health
Interdepartmental	Plant, Soil and Environmental Sciences	MS	Wildlife Health
			Crop Sciences

4. Abstract (one page maximum)

- a. The University of Tennessee, Knoxville (UT) is proposing an undergraduate Horticultural Therapy Certificate. The certificate will have 9 credit hours supplied by three 3 credit courses spread over two semesters. Each class will provide at least 2100 lecture hours of instruction in accord with the University's credit hour definition. PLSC 411 Introduction to Horticultural Therapy will be taught during second session of fall semester (~mid-Aug to early Oct), PLSC 412 Horticultural Therapy Programming and Techniques will be taught first session of spring semester (~mid January to mid-March), and PLSC 413 Horticultural Therapy Programming will be taught second session of spring semester (~mid-March to early May). PLSC 411 and PLSC 412 will be taught online. PLSC 413 will be taught in a hybrid format: the first 13 weeks online with a four-day (32 contact hours) residential experience at the Knoxville campus in week 14 to provide hands-on learning in accord with the University's QEP of Experience Learning.

A final exam in PLSC 413 will be used to directly assess two student learning outcomes of each cohort: 1) Demonstrated ability to match correct types of horticultural therapies to client needs, 2) Demonstrated ability to plan and communicate horticultural therapy sessions for a variety of populations and medical conditions. Exam portions will be evaluated with scores below 70% deemed unsatisfactory, 70-90% satisfactory, and 90% or above exceptional. Rubrics will be used to determine unsatisfactory, developing, satisfactory, or advanced levels of written and verbal communications. Curriculum changes or pedagogy will be based on analysis of assessment results. Students must receive a passing grade of C or above in all three courses for successful completion of University of Tennessee's Horticultural Therapy Certificate.

- b. This program is proposed to begin Fall semester of 2021. The first cohort has a project goal of 10 to 15 students taking the courses. In future years, the program could accommodate up to 30 students per cohort.
- c. This will be an ongoing program that will continue to be offered in subsequent years. It is expected to be self-sufficient by the second year; the College will subsidize costs as needed until self-sufficiency is achieved. If self-sufficiency does not occur, or seems unlikely to occur by year 3, the program will be discontinued before any new cohorts will be accepted.
- d. The target population for this certificate program will be healthcare professionals who already possess a minimum of a bachelor's degree. Some students may possess an Associate degree or similar education. The goal of this certificate is to provide an additional level of training for allied health professionals in the use of horticulture as therapy.
- e. UT has the resources necessary to offer this certificate program. Dr. Derrick Stowell will be leading this certificate program, and he is UT Gardens' Education and Horticultural Therapy Program Administrator. He has a Master of Science degree in Therapeutic Recreation and a PhD in Plant, Soil, and Environmental Studies. He is currently a Certified Therapeutic Recreation Specialist (CTRS) and a Horticultural Therapist – Registered (HTR). He has served on the board of the American Horticultural Therapy Association (AHTA) and has been awarded their Rhea McCandliss Professional Service Award. He is currently AHTA's President-elect. He has also worked with over 20 students completing internships and practicums at the UT Gardens over the past eight years. Dr. Stowell has also conducted and published research on horticultural therapy.

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

There are currently seven AHTA-Accredited Certificate Programs and nine colleges or universities that offer at least one course in horticultural therapy (AHTA, 2018). In 2019, one of the organizations offering a Horticultural Therapy Certificate program, Chicago Botanic Garden, closed its program due to lack of a qualified instructor. That program regularly had approximately 60 applicants and only accepted 25 students.

Dr. Stowell often receives emails and requests from students and potential students wanting to learn more about horticultural therapy. That information, along with the knowledge of a need to replace the certificate program that closed, is what initiated the discussion with Dr. Senseman, Plant Sciences department head, and Dr. Stier, Herbert College of Agriculture Associate Dean, to create the horticultural therapy certificate program at UT. Through our conversations, we created a proposal to the University and determined a need for developing this undergraduate certificate program.

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

The primary mission of the institution is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. Horticultural therapy has been shown to help improve health and wellbeing of a variety of individuals. There is a need to further explore the therapeutic effects of horticultural therapy, and the introduction of a horticultural therapy certificate program will allow UT to not only educate future practitioners, it will also provide opportunities for developing further collaborations with healthcare organizations and future research on horticultural therapy.

7. Provide documentation of faculty involvement in the planning and approval of the change. Select emails showing process of development and inclusion of faculty.

Faculty Involvement, Documentation 1: Email sent to a number of people associated with Tennessee agriculture to propose the idea; names of faculty in the Department of Plant Sciences at the University of Tennessee Knoxville/Institute of Agriculture are highlighted.

From: Stowell, Derrick Ryan

Sent: Tuesday, February 12, 2019 11:01 AM

To: Gibson, Richard Eugene <rgibso21@utk.edu>; Durkot, Shalena <sdurkot@utk.edu>; Newburn, James D <jnewburn@utk.edu>; ewillis2 <ewillis2@utk.edu>; Jones, Holly Sledjeski <hjones3@utk.edu>; Upchurch, William G (Gregg) <gupchurch@utk.edu>; Hayes, Robert M (Bob.) <rhayes1@utk.edu>; Hitch, John Walter (Walt Hitch) <jhitch@utk.edu>; Stearns, Lisa <lstearns@tennessee.edu>; Massengill, April Moore <amoore9@tennessee.edu>; Hulsey, Jean M <jmhulsey@tennessee.edu>; Fawver, Timothy P <tfawver@utk.edu>; Barber, Keith <kbarber@utfi.org>; Looney, Thomas K (Tom) <tom.looney@tennessee.edu>; Howard, Tiffany Lee Mullins <thoward@utfi.org>; Sides, Michele <msides@utfi.org>; Vath, Lauren Patricia <lvath@utfi.org>; Dugger, Sherri Herman <sdugger@utk.edu>; Pulte, Andrew Jon (Andy) <apulte@utk.edu>; Bumgarner, Natalie Ruth <nbumgarn@utk.edu>; Cordes, Ben <bcordes@utk.edu>; Reeves, Jason S <jreeves3@utk.edu>; Reese, Carol <jreese5@utk.edu>; Rowsey, Ginger <grice@utk.edu>; Ford, Lisa Ann <lford@utfi.org>; Salvador, Tory <tsalvador@tennessee.edu>; Smith, Alexandria L <asmit288@vols.utk.edu>; Kimbrell, Alice <akimbrel1@vols.utk.edu>; Hoffman, Emily Laura <ehoffman@tennessee.edu>; Hamilton, Susan Lynne (Sue) <sueham@utk.edu>; Hall, Beth Nicole <bhall20@utk.edu>; Senseman, Scott <ssensema@utk.edu>; Lamb, Jerry Don <jlamb2@utk.edu>; Seigel, Dawn <dbrown10@utk.edu>; nancyofgardensandquilts@gmail.com

Subject: Re: Concept for consideration

Richard and Jason

Thanks for sharing. I believe this is a great idea and in line with what I am working on right now. I am currently in the process of writing a proposal to UT for the UT Gardens to develop an online horticultural therapy certificate program. To do this, I have to develop a proposal and work with the college to submit to UT online learning for approval. We would need to negotiate how the fees can be used to pay me for teaching the program. Then I would begin to develop the curriculum and seek accreditation from the American Horticultural Therapy Association.

So the idea of a professional certificate for horticulture/green industry certificate is very possible. I believe a model of online and hands on in class/practical experiences would be good for adult learners. It would be a way to further develop the State Botanical Garden's education programs and revenue streams also. To move this direction we would need someone who can work on developing a proposal similar to the one I am working on with horticultural therapy. The important part of this would be to illustrate a need and a market for the certificate program.

The process to create the horticultural therapy certificate is a 2 or more year investment before we are able to offer classes. This will also be dependent on my ability to write the proposal in between everything else we have going on.

Thanks

Derrick Stowell, MS, CTRS, HTR

UT Gardens Education Director

UT Gardens - Knoxville

Mail: 252 Ellington Plant Sciences, 2431 Joe Johnson Drive

Knoxville, TN 37996

Office location: 120 Environmental Landscape Laboratory

865-974-7151 Office

dstowell@utk.edu | utgardens.tennessee.edu/

Faculty Involvement, Documentation 2: Minutes of College-level approval of the program (highlighted area; all approvers listed at top of page one are College faculty, except Brent Lamons)

Herbert Undergraduate Council Minutes

September 28, 2020

ZOOM

ZOOM: Jennifer Richards, John Stier, Andy Pulte, Kevin Moulton, Karen Jones, Daniel Yoder, Cheryl Kojima, Jon Walton, Emma Willcox and Brent Lamons

Meeting called to order at 2:05

Motion to approve minutes as written by Daniel Yoder and 2nd Andy Pulte and motion carried.

No old business

Each department gave updates/changes on their curriculum.

John Stier presented the AGNR changes and additions:

AGNR 100 – to change grading course to A-F

AGNR 101 (3) Introduced the One health minor – Deb Miller will lead and Adam Willcox will be teaching the course.

Jon Walton presented AREC

AREC 395 course name change was discussed and would not be supported by most of the council.

This will be pushed back to 21-22.

Jennifer Richards presented ALEC

Proposing a new on-line bachelors degree

Adding

ALEC 150 – History of Land Grant SS, ALEC 475 Student Teaching in AG (15) hours, ALEC 421

Youth Development (3) and ALEC 485 Global Sustainable Development Goals (3)

Cheryl Kojima presented ANSC

ANSC 491 Special Topics in ANSC 491 (1-3 credit hours) varied topics repeated max of 6.

Daniel Yoder presented Biosystems Engineering

With Paul Ayres and Willie Hart retiring

BSE 326 Engineering with Incompressible Fluids (3), BSE 351 Basic and Electronic Principles (3) and

BSE 403 Design Presentation and Reporting (1), BSE 426 Design Hydrology and Monitoring for

Agriculture, LID and other Ecological Systems (3) also has Honors section BSE 427 (3)

Charlie Parker presented Construction Science

CSAS 224 Construction Surveying (2)

CSAS 270 Behavior of Construction Materials (4)

Daniel Yoder presented ESS

With Joanne Logan retiring dropping the ESS Honors Water and Civilizations (3) and ESS 495

Professional Certification (1)

Andy Pulte presented PLSC

Adding a BS/MS degree program

Adding a program Horticultural Therapy Certificate (9 hrs) PLSC 411, 412 and 413 on-line with 1 week intensive in person (GPA must make C- or better) checking on GPA scoring instead of the C- rule

Karen Jones presenting FDSC

Didn't add any courses, updated the CHEM throughout the showcases

FDSC 442 several varied topics for a 1-hour seminar

Emma Willcox presented the FWF

Not any corrections updating CHEM in all showcases and adding AGNR 180

WFS

Updated CHEM in all showcases and added EEB 444 (4) summer only and EEB 471

EPP – Kevin Moulton

EPP 201 and 210 for VOLCORE

John Stier brought this up at the end of the meeting

AGNR 188 Freshman Seminar (incoming Freshman) on line taught by Smith Center – changing the title to remove Freshman.

Meeting ended at 4:05

[Faculty Involvement, Documentation 3:](#) Minutes of the institution's Undergraduate Council describing in detail the courses and certificate, as reviewed and approved by the following faculty on the committee: Cheryl Kojima, Joanne Devlin, Anthony Welch, Brian Ambroziak, Ken Baker, John Bell, Richard Bennett, Robyn Blakeman, Alison Buchan, Jamie Coble, Sarah Colby, Erin Hardin, Yuanyang Liu, Lindsay Mahony, Harrison Meadows, Christine Nattrass, Yujeong Park, Charlie Parker, Devendra Potnis, Andy Puckett, Urmila Seshagiri, Phillip Stokes, Kathleen Thompson, Amanda Warren, Josh Weinhandl, and Emma Willcox.

Additional information at:

https://trace.tennessee.edu/cgi/viewcontent.cgi?article=1117&context=utk_undergradcouncil

Department of Plant Sciences

(PLSC) Plant

DROP COURSE

Sciences Mid-

PLSC 328 Conservatories: Management, Operations, and Display (1)

impact:

Rationale: Has not been taught in several years and is not integrated into curriculum. No

Drop

impacts on other units, no financial impacts.

Mid-impact:

ADD COURSE (multiple courses)

Add

PLSC 411 Introduction to Horticultural Therapy (3)

Short Title: Intro to Horticultural Therapy

This course provides an introduction of the horticultural therapy profession. Students will develop a basic understanding of the history of the horticultural therapy profession. This course includes additional topics such as populations served and the different environments in which horticultural therapy can take place. This online course will consist of three weekly class sessions totaling 5 hours per week. Class sessions will be a combination of live interactive sessions, recorded instruction, and monitored discussion with feedback. The course will be completed in 7 weeks.

Rationale: This course is being offered to give students the opportunity to complete a partial requirement towards become a registered horticultural therapist through the American Horticultural Therapy association. Future plans include offering this course as part of an entrepreneurial effort of a certificate program in this area. Impact on other units: None. Financial impacts: will be taught by existing instructor associated with State Botanical Garden of Tennessee.

PLSC 412 Horticultural Therapy Programming & Techniques (3)

Short Title: Hort. Therapy Prog & Tech

This course provides an in-depth review of horticultural therapy programming and techniques. Students will be able to describe the program planning process and different techniques that can be utilized when implementing programs for a variety of audiences. This online course will consist of three weekly class sessions totaling 5 hours per week. Class sessions will be a combination of live interactive sessions, recorded instruction, and monitored discussion with feedback. The course will be completed in seven weeks.

(RE) Prerequisite(s): PLSC 411 or consent of instructor.

Rationale: This course is being offered to give students the opportunity to complete a partial requirement towards become a registered horticultural therapist through the American Horticultural Therapy association. Future plans include offering this course as part of an entrepreneurial effort of a certificate program in this area. Impact on other units: None. Financial impacts: will be taught by existing instructor associated with State Botanical Garden of Tennessee.

PLSC 413 Horticultural Therapy Program Management (3)

Short Title: Horticultural Therapy Prog Mgt

This course provides an in-depth review of program management. Students will understand the importance of budgeting, marketing and other key components to running successful horticultural therapy programs. Students will also explore risk management and develop a risk management plan for horticultural therapy programs. This hybrid course will consist of seven weeks. The online portion of this course will take part over six weeks with two weekly sessions totaling three hours per week. A five-day residential period, totaling a minimum of 32 hours of class time will be held on week seven at the University of Tennessee in Knoxville, TN. The five-day residential period may be modified if any University mandated travel restrictions are in place.

(RE) Prerequisite(s): PLSC 412 or consent of instructor.

Rationale: This course is being offered to give students the opportunity to complete a partial requirement towards become a registered horticultural therapist through the American Horticultural Therapy association. Future plans include offering this course as part of an entrepreneurial effort of a certificate program in this area. Impact on other units: None. Financial impacts: will be taught by existing instructor associated with State Botanical Garden of Tennessee.

ADD PROGRAM: CERTIFICATE

Horticultural Therapy Certificate

The Horticultural Therapy Certificate is intended for working professionals and undergraduate students interested in incorporating horticultural therapy into their current practice and skills. This certificate is intended to be an accelerated program and students can complete the certificate in seven months. The certificate is available to individuals who are 1) post-baccalaureate and enrolled solely in the certificate program or 2) pursuing Plant Sciences or other academic programs at the University of Tennessee or 3) a current student at an outside accredited 4-year post-secondary institution.

Campus Code

Knoxville Campus

Undergraduate Certificate Type

Stand-Alone

Add-On

Admissions Standards/Procedures

Students seeking admission to the Undergraduate Certificate must meet the admissions standards established by the Undergraduate Council.

Academic Standards

No grades of below C are acceptable for students wishing to receive this certificate. In such cases, students must repeat courses and earn a grade of C or better prior to the awarding of the certificate from the University of Tennessee.

Credit Hours Required

9 credit hours

Required Courses

- ☐ PLSC 411 *Introduction to Horticultural Therapy* (3 credit hours)
- ☐ PLSC 412 *Horticultural Therapy Programming & Techniques* (3 credit hours)
- ☐ PLSC 413 *Horticultural Therapy Program Management* (3 credit hours)

Prerequisites: Courses must be taken in the following order: PLSC 411, PLSC 412, PLSC 413.

Non-Course Requirements

Students may pursue the Undergraduate Certificate on a full-time or part-time basis. Students must earn all 9 hours of horticultural therapy coursework at the University of Tennessee.

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

Approval is not required. The Tennessee Higher Education Commission (THEC) requires a Notification Form for certificates to be sent by the Chief Academic Office (i.e., our Provost). The attached Notification Form has been prepared and will be submitted by the May 15 deadline.

2. Curriculum for the Program

1. PLSC 411 *Introduction to Horticultural Therapy* (3 credit hours)
2. PLSC 412 *Horticultural Therapy Programming & Techniques* (3 credit hours)
3. PLSC 413 *Horticultural Therapy Program Management* (3 credit hours)

3. Schedule of Course Offerings

1. 2nd session, fall 2021: PLSC 411
2. 1st session, spring 2022: PLSC 412
3. 2nd session, spring 2022: PLSC 413

4. Program-Specific Goals

The goal of the program is to educate and train the next generation of horticultural therapy professionals. Through this certificate program, students will learn the knowledge, skills, and abilities necessary to be a successful horticultural therapist and explore ways to grow the profession of horticultural therapy. By the end of the certificate program students will be able to:

- Define horticultural therapy and discuss how horticultural therapy is a profession.
- Discuss how horticultural therapy relates to other allied health care professions.
- Explain how evidence-based practice contributes to the profession of horticultural therapy and learn how to use evidence-based practices to enhance your skills as a practitioner.
- Identify areas for improvement needed in the profession of horticultural therapy.
- Identify how to assess clients for horticultural therapy interventions.
- Work with treatment teams to develop horticultural therapy program goals and objectives to meet the assessed needs of clients.
- Plan and implement horticultural therapy sessions for a variety of populations and medical conditions.
- Describe the process of professional registration and understand the importance of participating in professional healthcare associations.
- Document client progress in horticultural therapy programs.
- Discuss the importance of research and demonstrate skills to conduct research related to measuring the impact of horticultural therapy programs.
- Complete coursework requirements for nine hours of horticultural therapy coursework.

5. Assessment of Student Learning Outcomes

The required annual program assessment of the student learning outcomes will be performed by program faculty and results will be discussed with faculty in the college to determine actions taken to improve student learning. The program assessment report is reviewed by additional faculty members and members of the administration as part of the institution's established meta-assessment process. Results of the meta-assessment process are shared with the associate dean and dean of the Herbert College of Agriculture, then with the Vice Provost for Academic Affairs.

6. Course descriptions

PLSC 411 Introduction to Horticultural Therapy

This course provides an introduction of the horticultural therapy profession. Students will develop a basic understanding of the history of the horticultural therapy profession. This course includes additional topics such as populations served and the different environments in which horticultural therapy can take place. This online course will consist of three weekly class sessions totaling 5 hours per week. Class sessions will be a combination of live interactive sessions, recorded instruction, and monitored discussion with feedback. The course will be completed in 7 weeks.

PLSC 412 Horticultural Therapy Programming & Techniques

This course provides an in-depth review of horticultural therapy programming and techniques. Students will be able to describe the program planning process and different techniques that can be utilized when implementing programs for a variety of audiences. This online course will consist of three weekly class sessions totaling 5 hours per week. Class sessions will be a combination of live interactive sessions, recorded instruction, and monitored discussion with feedback. The course will be completed in seven weeks. (RE) Prerequisite(s): PLSC 411 or consent of instructor.

PLSC 413 Horticultural Therapy Program Management

This course provides an in-depth review of program management. Students will understand the importance of budgeting, marketing and other key components to running successful horticultural therapy programs. Students will also explore risk management and develop a risk management plan for horticultural therapy programs. This hybrid course will consist of seven weeks. The online portion of this course will take part over six weeks with two weekly sessions totaling three hours per week. A five-day residential period, totaling a minimum of 32 hours of class time will be held on week seven at the University of Tennessee in Knoxville, TN. The five-day residential period may be modified if any University mandated travel restrictions are in place. *(RE) Prerequisite(s): PLSC 412 or consent of instructor.*

7. Admission and Graduation Requirements

1. Students seeking admission to the Undergraduate Certificate must meet the admissions standards established by the Undergraduate Council. The certificate is available to individuals who are:
 - a. Post-baccalaureate and enrolled solely in the certificate program or
 - b. Pursuing Plant Sciences or other academic programs at the at the University of Tennessee or
 - c. A current student at an outside accredited 4-year post-secondary institution.
2. No grades of below C are acceptable for students wishing to receive this certificate. In such cases, students must repeat courses and earn a grade of C or better prior to the awarding of the certificate from the University of Tennessee. Students may pursue the Undergraduate Certificate on a full- or part-time basis and must earn all 9 hours of horticultural therapy coursework at the University of Tennessee.

8. Compliance with Standard 10.7

The certificate will have 9 credit hours supplied by three 3-credit courses spread over two semesters. Each class will provide at least 2,100 lecture hours of instruction in accord with the institution's credit hour definition. The program and the three courses were proposed by the faculty in the Herbert College of Agriculture and approved by the college and institutional Undergraduate Councils.

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

The three courses for this certificate program have recently been granted accreditation by the American Horticultural Therapy Association, for a period of five years (through March 31, 2026). The program coordinator is the administrator for the on-campus UT Gardens Education and Horticultural Therapy Program, in addition to being eminently qualified in the field. The certificate program was developed in cooperation with faculty in the Herbert College of Agriculture, was approved by the College's undergraduate council, and subsequently, both the program and individual courses were approved by the institution's undergraduate council (faculty committee).

The required annual program assessment of student learning outcomes will involve additional faculty members in the college, as well as review by additional faculty and members of the administration as part of the institution's established meta-assessment process. Results of the meta-assessment process are shared with the associate dean and dean of the Herbert College of Agriculture, then with the Vice Provost for Academic Affairs.

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

The certificate program was compressed to be completed in 21 weeks of actual instruction, spread across 1.5 semesters, to accommodate the students who are expected to take the courses. It is expected that most students will be working adults who need to complete course work in a compressed timeframe without compromising learning or experience.

Each student will be required to attend two live online classes each week, with the exception of the resident period. In addition to the live sessions, there will be videos to view. Students will be required to post on the discussion board about the videos and respond to a comment from one other student. Discussion board postings will be graded, and the questions posed will require some reading, research, and thoughtful reflection. Questions about the videos are listed on the syllabus and will be graded as to content and the completeness of the answers.

The assessments will determine if students are comprehending the course content and reading the required texts.

11. Common Content B – Faculty Qualifications

1. Provide a completed Faculty Roster Form for faculty members scheduled to teach
See attached Faculty Roster Form.

2. For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program (Refer to Standard 6.2a (Faculty qualifications) of the *Principles of Accreditation*. To-be-hired faculty can be included on the Faculty Roster with expected qualifications for teaching the courses assigned.

See attached Faculty Roster Form.

3. Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery.

The Horticultural Therapy Certificate program will consist of three college courses totaling nine (9) semester credit hours of college credit. The workload for this certificate will be 10-20% time depending on the semester for the instructor of this certificate program. Current responsibilities can be shifted to others or dropped, if needed, in order to ensure time for the certificate instruction.

12. Common Content C – Resources

Library and Learning Resources

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

Students enrolled in the Horticultural Therapy Certificate program will have full access to UT Libraries' online resources, which include numerous databases typical of flagship land grant universities. Specific databases most relevant to the certificate program include Biological Abstracts, CABI, Web of Science Core Collection, Medicine and Zoological Record, and Scopus. The courses will utilize the institution's learning management system Canvas. The courses will also utilize Zoom or similar type of video-conferencing software for distance instruction.

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

The following are discipline-specific journals that students will be able to access through the UT Libraries: Journal of Therapeutic Horticulture, HortTechnology, International Journal of Environmental Research and Public Health, Complementary Therapies in Medicine.

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

As an enrolled student, access to all online journals and publications are available at no cost. If a student is geographically close to Knoxville, they may go to any of the UT Libraries branches and check out books, periodicals, etc. Students will have access to online and digital resources of the UT Libraries to read and utilize research and publications related to horticultural therapy.

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

At the beginning of each course, the instructor will provide a list of available resources to students and information on how they can access them. The institution provides a free email account for each student along with a unique ID that gives them access to password-protected resources and information. The UT website provides a plethora of other websites to help student access support services and information. A list of important website links will be listed in the syllabi.

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

The UT Libraries provides access to online materials 24/7. Students will have access to library staff to assist with accessing and using library resources. Students may also meet with an academic advisor in the Plant Sciences Department.

- <https://onestop.utk.edu/>
- <https://www.lib.utk.edu/>
- <https://utia.tennessee.edu/>
- <https://utk.edu>
- <https://ag.tennessee.edu/utg/Pages/default.aspx>

UT uses Canvas for online course delivery. It is a large, stable, robust system that provides several options for students and instructors to interact. There are no anticipated issues with this number of students being online simultaneously.

UT Libraries is a national leader in [digital collections](#); in support of open access through our digital repository, [Trace](#); and through a rich history of designing innovative spaces and building key partnerships that enhance the teaching/learning enterprise. UT Libraries is a member of the Association of Research Libraries, the Association of Southeastern Research Libraries, HathiTrust, the Library Publishing Coalition, LYRASIS, and the Center for Research Libraries. UT Libraries collaborates actively at the state level with the other University of Tennessee System libraries, as well as the libraries in the Tennessee Board of Regents system.

Student Support Services

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

Office of Information Technology (OIT) will provide the Learning Management System (Canvas) and support, plus access to, and support for, Zoom.

Registrar's Office will provide transcripts, a final check that coursework has been satisfactorily completed, and provide the certificate upon completion.

Physical Resources

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

This program will be offered primarily online. A one-week residency will be held at the UT, Knoxville campus. The UT Gardens and classroom spaces in the University of Tennessee Institute of Agriculture (UTIA) will be utilized to host the one-week residency.

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

University computers will be utilized by instructors to run class sessions and manage online content for the certificate program.

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

The online program will have minimal impact on the physical resources of the institution. Space will be allocated for the one-week residency. As stated earlier, electronic resources are sufficient to support this new program.

Financial Resources

1. Describe the financial resources available to support the proposed change, including a budget for the first year of the proposed change. For a new branch campus, a three-year budget is required. Do not send the institutional budget.

This certificate program will be self-supporting. Funds from tuition will be utilized to pay instructors and support staff. Budget details are provided below.

2. Include in the budget resources going to institutions or organizations for contractual or support services for the proposed change.

See budget below.

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

See budget below.

4. Include a contingency plan in case expected revenues do not materialize.

If revenue does not materialize, this program will not continue. The Herbert College of Agriculture will support requisite expenses if needed as a stop gap measure for up to three years. The program will be dependent on student enrollment to support the certificate program.

	Year 1 (projected 15 students)
Expenses	
Marketing	\$1,000.00
Brochures	\$500.00
On-line ads	\$500.00
Video production	\$1,000.00
Conference travel and presentations	\$2,000.00
Equipment and Supplies	\$1,500.00
Printing Costs for Certificate	\$400.00
Plant Materials	\$1,000.00
Personnel	
Instructor (30% salary and benefits Herbert appointment)	\$30,000.00
Other (Bookkeeping, On-site assistance)	\$5,000.00
Accreditation	\$1,400.00
Graduation Banquet (\$30/person)	\$500.00
Transportation (Vans)	\$200.00
Facilities (Class room)	\$0.00
Communication Expense (Phone allowance)	\$100.00
Insurance (Student liability insurance \$20 per student)	\$300.00
Miscellaneous	\$4,000.00
Total Expenses	\$49,400.00

Revenue	
State Support	\$0.00
Tuition (\$3600 each)	\$54,000.00
Total Revenue	\$54,000.00
Net Income	\$4,600.00

13. Common Content D – Institutional Evaluation and Assessment Processes

1. Provide a brief description of institutional assessment processes.

The courses in the certificate program will utilize examinations to measure student learning. An end of course evaluation in the third course (PLSC 413) will be conducted to directly assess two learning outcomes of each cohort: 1) Demonstrated ability to match correct types of horticultural therapies to client needs, 2) Demonstrated ability to plan and communicate horticultural therapy sessions for a variety of populations and medical conditions. Exam portions will be evaluated with scores below 70% deemed unsatisfactory, 70-90% satisfactory, and 90% or above exceptional. Rubrics will be used to determine unsatisfactory, developing, satisfactory, or advanced levels of written and verbal communications.

The assessment data will be collected and analyzed by faculty annually to improve student learning, with data and analysis loaded into the campus' assessment database. The information is reviewed annually at the campus level with feedback provided to the faculty assessors for improvement of the data collection, analysis, and use for curriculum or pedagogical revisions.

Students must receive a passing grade of C or above in all three courses for successful completion of University of Tennessee's Horticultural Therapy Certificate.

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

The program faculty will enter the Student Learning Outcomes into Campus Labs Planning module, the software used to collate assessment information. Learning outcomes will be assessed using direct measures each spring semester at the end of each instructional cohort. Data will be reviewed, and program content or pedagogical techniques altered as needed to ensure desirable outcomes are being achieved.



Policy A1.5 Academic Actions Notification

Form A1:5A: Establishment of Certificate less than 24 Semester Credit Hours

Reporting Schedule Notification Dates:

- _____ May 15 for all actions approved between Jan 1 and April 30
 _____ Aug 15 for all actions approved between May 1 and July 31
 _____ Jan 15 for all actions approved between Aug 1 and Dec 31

Instructional Delivery Mode: Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

Institution: _____

Certificate Level: _____ Undergraduate _____ Graduate

6 Digit Federal Program CIP Code (XX.XXXX): _____

Semester Credit Hours: _____

Certificate Title: _____

Degree Designation: _____

Delivery Mode: _____

Institutional or Governing Board Approval Date (month/year): _____

Implementation Date (month/year): _____

Provide a description of the graduate certificate program, including a list of course rubrics and course titles and descriptions.

Chief Academic Officer Signature (electronic signature acceptable)

Date