



South Dakota Board of
Technical Education

May 21, 2026

Southeast Technical College
2320 N Career Ave.
Sioux Falls, SD 57107

RE: Academic Affairs – Approval of Non-Substantive Program Application(s)

To whom it may concern:

After review, the Executive Director of the South Dakota Board of Technical Education (SDBOTE) has approved the following application(s):

Long-Term Certificate
Advanced Emergency Medical Technician

Long-Term Certificate
Landscaping

Associate of Applied Science Option
Business Administration: Entrepreneurship Emphasis

Per Board Policy 303.3, the receipt of this letter completes the SDBOTE's approval process, and the technical college may proceed with program implementation.

The SDBOTE's approval is valid for three years upon the date of this letter. If a technical college does not implement an approved program within three years, approval is terminated.

A technical college must update the program's profile in the SDBOTE's Academic Program Database by June 30 prior to the year in which students are first enrolled or at least 30 days prior to enrolling students, whichever is first.

Sincerely,

Scott DesLauriers
Deputy Director
South Dakota Board of Technical Education
800 Governors Drive
Pierre, SD 57006
Scott.DesLauriers@state.sd.us
(605) 295-7033

PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	
Program Title	Landscaping
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input checked="" type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	1.0605
Projected Implementation Date	8/24/2026
Approved Parent Program Title (If applicable)	Horticulture Technology; Sports Turf Management Technology
Approved Parent Program Identifier Code (If applicable)	S06013; S06023
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

SUMMARY

Type of Non-Substantive Change	<input checked="" type="checkbox"/> Program created using subset of existing courses (B.1.1) <input type="checkbox"/> Creation of associate of applied science option (B.1.2) <input type="checkbox"/> Consolidation of existing programs (B.1.3) <input type="checkbox"/> Program award level change (B.1.4) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

This proposal adds a Landscaping Certificate (LCERT) option that is restricted to students enrolled in either the Horticulture AAS or the Sports Turf AAS programs. While both degree programs include coursework that develops select landscaping-related skills, neither currently provides the full set of competencies needed for comprehensive preparation for landscaping careers. Students and industry partners have identified a need for a focused landscaping pathway aligned with workforce expectations.

The proposed certificate allows eligible students to complete all landscaping-focused coursework concurrently with their selected AAS program, ensuring program alignment and instructional coherence. Students completing the Horticulture AAS will complete 8 additional credits to earn the certificate, while students completing the Sports Turf AAS will complete 7 additional credits.

CRITERION 2: DEMAND

The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

This is an established career field.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

None for a certificate or AAS in landscaping. None for the particular focus of this certificate. SDSU does offer a 4 year Landscape Architecture degree.

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- Unmet Demand (C.5.1.1)
 Industry Partnership (C.5.1.2)

- Increases Student Access (C.5.1.3)
 Other:

I. For each condition selected above, provide a brief justification.

The 4-year Landscape Architecture degree although having the name "landscaping" in the degree has a focus on design for architecture. The STC certificate will focus on performing and managing landscaping

projects. The certificate will provide knowledge of plants, trees, perennials, and turf as well as their specific care to plan, manage, and care.

CRITERION 3: DESIGN

The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- Yes
 No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

Landscaping Certificate Learning Outcomes:

Apply irrigation principles and practices to install, maintain, and troubleshoot residential and commercial irrigation systems.

Demonstrate foundational landscape design skills by completing site analyses, producing hand-drawn design concepts, and applying core design principles in lab and field settings.

Implement sustainable horticulture and landscape maintenance practices that promote soil health, water conservation, integrated pest management, and ecologically responsible plant care.

Exhibit effective foremanship and professional workplace skills, including team leadership, quality management, and basic financial responsibility within landscape and turf operations.

B. Describe the how the program learning outcomes were developed and validated.

The program learning outcomes were developed through faculty review of course content, industry standards, and workforce expectations, followed by input and confirmation from the program's advisory board to ensure alignment with employer needs. These outcomes were then evaluated for clarity, rigor, and assessment alignment by the institution's Assessment Team before advancing through the formal approval process. Final approval was granted by the Curriculum Committee and the Vice President of Academic Affairs, ensuring institutional oversight and consistency with academic quality standards.

3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

Student mastery of the program learning outcomes will be demonstrated through a combination of hands-on performance assessments, design projects, industry-based internships, and applied skill demonstrations in lab and field settings. Faculty use rubrics aligned to each outcome to evaluate students' ability to install and troubleshoot irrigation systems, develop functional landscape designs, apply sustainable horticulture practices, and exhibit effective foremanship skills. Mastery is verified through successful completion of course-embedded assessments and the internship experience, providing direct evidence of readiness for entry-level employment in the landscaping industry.

- B. Is the program preparation for a professional licensure and/or certification examination?

- Yes (Detail in Appendix 4: Section 3)
 No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

- A. Does the program have a work-based learning component? If so, select all that apply.

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Clinical |
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> Capstone |
| <input checked="" type="checkbox"/> Internship or Externship | <input type="checkbox"/> Other: |

- B. If none, describe why.

An internship is completed in the Horticulture pathway as part of the 8 additional Landscaping credits. The internship for the Sports Turf pathway is completed as part of the initial AAS. Students seeking the certificate will be advised to seek a Landscaping specific internship in either case.

3.5. Describe the program's delivery methods.

- A. Select the program's primary delivery method(s)¹. Select all that apply.

- | | |
|---|---|
| <input checked="" type="checkbox"/> On Campus | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Online | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Blended | |

- B. Describe how flexible delivery methods are being leveraged to increase student access.

Although the program is delivered on campus and follows a cohort model, flexible delivery methods are intentionally built into the learning experience to increase access and support student success. Select coursework incorporates hybrid components, supplemental online learning modules, and technology-enhanced instruction that allow students to review materials, practice skills, and engage with content outside of scheduled class times.

¹ **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.

These flexible elements maintain the benefits of a structured cohort while providing students additional pathways to stay on track, manage personal and work commitments, and deepen their learning through multiple modalities.

CRITERION 4: ALIGNMENT

The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
 - 4.1.1. Non-degree credential/industry certification
 - 4.1.2. Certificate to diploma
 - 4.1.3. Diploma to associate of applied science
 - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The proposed certificate will allow students to complete all landscaping-focused coursework alongside their chosen Horticulture Technology or Sports Turf Management AAS program. Students completing the Horticulture AAS will take 8 additional credits to achieve the certificate. Students completing the Sports Turf AAS will take 7 additional credits to achieve the certificate. Enrollment in the Landscaping Certificate is limited to students who are concurrently enrolled in the Horticulture AAS or Sports Turf AAS programs, ensuring the certificate complements and builds upon degree-level coursework rather than operating as a stand-alone credential.

C. As applicable: Insert any additional comments here.

See next page.

Horticulture Technology, AAS

Program Curriculum | 66 Credits Minimum

FIRST SEMESTER

- [SSS 100 - Student Success Seminar](#) 2 Credit Hours
- [HT 111 - Horticulture Science](#) 2 Credit Hours
- [HT 111L - Horticulture Science Lab](#) 1 Credit Hours
- [HT 113 - Turf Management](#) 3 Credit Hours
- [HT 226 - Equipment Operations & Maintenance](#) 3 Credit Hours
- [HT 234 - Pest Management](#) 3 Credit Hours

SECOND SEMESTER

- [GEN ED REQ - Horticulture Technology Computer Requirement](#) 3 Credit Hours
- [GEN ED REQ - Horticulture Technology Mathematics Requirement](#) 3-5 Credit Hours
- [HT 121 - Herbaceous Landscape Plants](#) 3 Credit Hours
- [HT 123 - Soils & Nutrition](#) 2 Credit Hours
- [HT 123L - Soils & Nutrition Lab](#) 1 Credit Hours
- [HT 125 - Greenhouse Production](#) 2 Credit Hours
- [HT 125L - Greenhouse Production Lab](#) 1 Credit Hours
- [HT 131 - Internship](#) 2 Credit Hours

THIRD SEMESTER

- [GEN ED REQ - Horticulture Technology Communications Requirement](#) 3 Credit Hours
- [HT 112 - Woody Plants](#) 2 Credit Hours
- [HT 112L - Woody Plants Lab](#) 2 Credit Hours
- [HT 211 - Landscape Construction](#) 2 Credit Hours
- [HT 211L - Landscape Construction Lab](#) 2 Credit Hours
- [HT 213 - Greenhouse Operations & Maintenance](#) 3 Credit Hours
- [HT 219 - Sustainable Horticulture](#) 3 Credit Hours

FOURTH SEMESTER

- [GEN ED REQ - Horticulture Technology Additional Gen-Ed Requirement](#) 3 Credit Hours
- [GEN ED REQ - Horticulture Technology Humanities/Natural Sciences/Social Sciences Requirement](#) 3 or 4 Credit Hours
- [HT 124 - Landscape Design I](#) 2 Credit Hours
- [HT 124L - Landscape Design I Lab](#) 2 Credit Hours
- [HT 223 - Garden Center Management](#) 3 Credit Hours
- [HT 228 - Fruits & Vegetables](#) 2 Credit Hours
- [HT 231 - Arboriculture](#) 3 Credit Hours

Landscape Certificate (Additional Courses)

- [HT 126 - Irrigation Principles & Practices](#) 3 Credit Hours
- [HT 215 - Foremanship Training](#) 3 Credit Hours
- [HT 142 - Turf Management Internship II](#) 2 Credit Hours

Sports Turf Management, AAS

Program Curriculum | 66 Credits Minimum

FIRST SEMESTER

- [SSS 100 - Student Success Seminar](#) 2 Credit Hours
- [HT 111 - Horticulture Science](#) 2 Credit Hours
- [HT 111L - Horticulture Science Lab](#) 1 Credit Hours
- [HT 113 - Turf Management](#) 3 Credit Hours
- [HT 226 - Equipment Operations & Maintenance](#) 3 Credit Hours
- [HT 234 - Pest Management](#) 3 Credit Hours

SECOND SEMESTER

- [GEN ED REQ - Sport Turf Management Computer Requirement](#) 3 Credit Hours
- [GEN ED REQ - Sport Turf Management Mathematics Requirement](#) 3-5 Credit Hours
- [HT 121 - Herbaceous Landscape Plants](#) 3 Credit Hours
- [HT 123 - Soils & Nutrition](#) 2 Credit Hours
- [HT 123L - Soils & Nutrition Lab](#) 1 Credit Hours
- [HT 127 - Turfgrass Chemicals](#) 2 Credit Hours
- [HT 127L - Turfgrass Chemicals Lab](#) 1 Credit Hours
- [HT 141 - Turf Management Internship I](#) 2 Credit Hours

THIRD SEMESTER

- [GEN ED REQ - Sports Turf Management Communications Requirement](#) 3 Credit Hours
- [HT 112 - Woody Plants](#) 2 Credit Hours
- [HT 112L - Woody Plants Lab](#) 2 Credit Hours
- [HT 126 - Irrigation Principles & Practices](#) 3 Credit Hours
- [HT 142 - Turf Management Internship II](#) 2 Credit Hours
- [HT 211 - Landscape Construction](#) 2 Credit Hours
- [HT 211L - Landscape Construction Lab](#) 2 Credit Hours

FOURTH SEMESTER

- [GEN ED REQ - Sports Turf Management Humanities/Natural Sciences/Social Sciences Requirement](#) 3 or 4 Credit Hours
- [GEN ED REQ - Sports Turf Management Additional Gen-Ed Requirement](#) 3 Credit Hours
- [HT 215 - Foremanship Training](#) 3 Credit Hours
- [HT 224 - Turf Management in Sports](#) 3 Credit Hours
- [HT 231 - Arboriculture](#) 3 Credit Hours
- [HT 240 - Turf Equipment Operations & Maintenance](#) 2 Credit Hours
- [HT 240L - Turf Equipment Operations & Maintenance Lab](#) 1 Credit Hours

Landscape Certificate (Additional Courses)

- [HT 124 - Landscape Design I](#) 2 Credit Hours
- [HT 124L - Landscape Design I Lab](#) 2 Credit Hours
- [HT 219 - Sustainable Horticulture](#) 3 Credit Hours

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 2.A: Labor Market Information

Southeast Technical College
 Landscaping Certificate

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961
37-3011	Landscaping and Groundskeeping Workers	534	3649	4068	419	11.48	\$ 31,420.00	\$ 33,900.00
11.9013	Ag Manager	2415	21349	22751	1402	6.57	\$ 87,980.00	
17-1012	Landscape Architects	12	139	152	13	9.35	\$ 69,680.00	\$ 81,570.00

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
37-3011	Landscaping and Groundskeeping Workers	158200	1192500	1235000	42500	4%	\$ 38,090.00	
11.9013	Ag Manager	85500	836100	825000	-11100	-1%	\$ 83,790.00	
17-1012	Landscape Architects	1700	21800	22600	800	4%	\$ 79,660.00	

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 03/06/2026

NOTES: National Data is for 2024 and 2034

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Southeast Technical College

Landscaping Certificate

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	10	15	20
Headcount: Full-Time	10	15	20
Headcount: Part-Time			
Headcount: Total	10	15	20
Total Program or Site Capacity	25	25	25

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 3: Program of Study

Southeast Technical College
 Landscaping Certificate

MONTHS:	
SEMESTERS:	2
TOTAL CREDITS:	15

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
I. GENERAL EDUCATION CORE				
SUBTOTAL OF GENERAL EDUCATION CREDITS:		0	TOTAL NEW COURSES:	0

II. PROGRAM CORE					Horticulture	Sports Turf
HT 126	Irrigation Principles and Practices	3	Exposes students to the principles of irrigation, installation techniques, and troubleshooting. Students will perform procedures used in the installation and repair of an irrigation system.	Y	Add for LCERT	Part of AAS
HT 215	Foremanship Training	3	Exposes students to employee and team management skills, total quality management, and financial responsibility will be covered.	Y	Add for LCERT	Part of AAS
HT 142	Turf Management Internship II	2	Turf students will apply turf management practices in a specific industry discipline. This practical gives students a working knowledge of an entire growing season.	Y	Add for LCERT	Part of AAS
HT 124	Landscape Design I	2	Fundamentals of landscape design principles, basic drawing skills, and site analysis will be covered in this course.	Y	Part of AAS	Add for LCERT
HT 124L	Landscape Design I Lab	2	This lab course focuses on the applications of landscape design principles, basic drawing skills, and site analysis.	Y	Part of AAS	Add for LCERT
HT 219	Sustainable Horticulture	3	Students will utilize hands-on learning to understand the importance and benefits of applying sustainable horticulture practices. This course will allow students to enter the workforce with key concepts on how to provide functional, aesthetic, and environmentally sound designs to care for our landscapes. The primary focus will be on landscape maintenance, integrated pest management, soil health, water conservation, local food production, beneficial pollinators, and alternative growing methods. An emphasis will be placed on common industry practices and how they can be improved with a more sustainable approach.	Y	Part of AAS	Add for LCERT
SUBTOTAL OF PROGRAM CREDITS:		15	TOTAL NEW COURSES:	0		

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Southeast Technical College
 Landscaping Certificate

TOTAL CREDITS IN PROPOSED PROGRAM:
 15

I. STACKABLE OPPORTUNITIES							
PROGRAM NAME		Short-term Certificate	<input checked="" type="checkbox"/>	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
Horticulture Technology		Long-term Certificate	<input type="checkbox"/>	Forthcoming			
		Diploma	<input type="checkbox"/>				
	<input checked="" type="checkbox"/>	AAS	<input type="checkbox"/>				
						66	7
PROGRAM NAME		Short-term Certificate	<input checked="" type="checkbox"/>	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
Sports Turf Management		Long-term Certificate	<input type="checkbox"/>	Forthcoming			
		Diploma	<input type="checkbox"/>				
	<input checked="" type="checkbox"/>	AAS	<input type="checkbox"/>				
						66	8
PROGRAM NAME		Short-term Certificate	<input type="checkbox"/>	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate	<input type="checkbox"/>	Forthcoming			
		Diploma	<input type="checkbox"/>				
		AAS	<input type="checkbox"/>				
PROGRAM NAME		Short-term Certificate	<input type="checkbox"/>	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate	<input type="checkbox"/>	Forthcoming			
		Diploma	<input type="checkbox"/>				
		AAS	<input type="checkbox"/>				

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
		<input type="checkbox"/>	Forthcoming			
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
		<input type="checkbox"/>	Forthcoming			
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
		<input type="checkbox"/>	Forthcoming			

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?



21366 476th Avenue, Aurora, SD 57002

Office: (605) 693-3926 | cell: (605) 204-6039

normsgreenhouseandnursery.com

Dear Members of the South Dakota Board of Technical Education,

I am writing on behalf of Norm's Greenhouse and Nursery as an advisory board member and industry professional for over 10 years to express strong support for Southeast Technical College's proposal to add an optional Landscaping Certificate within the Horticulture and Sports Turf Management program.

Our work at Norm's centers on providing diverse, high-quality greenhouse and landscape plant material and designing and installing sustainable, naturalistic gardens throughout South Dakota. In recent years, we have seen a growing need for employees who not only understand horticulture and turf fundamentals but who also possess landscape-specific competencies such as design principles, sustainable practices, irrigation knowledge, and on-site leadership skills.

Graduates who come to us with this broader skill set are better prepared to contribute meaningfully from day one. They are more confident in plant selection, more capable of understanding site conditions, and more effective in implementing environmentally responsible design and installation practices. These abilities directly impact the quality of work we deliver to clients and the long-term success of the landscapes we create.

A formal Landscaping Certificate would help ensure that students entering the workforce have the well-rounded training our industry increasingly requires. Coursework in Landscape Design, Sustainable Horticulture, Irrigation Principles and Practices, Foremanship, and advanced internship experience aligns closely with the competencies we value when hiring and promoting team members. This credential would also give employers a clear indicator of a candidate's readiness and commitment to the profession.

For these reasons, I fully support Southeast Technical College's proposal. This certificate would strengthen the regional workforce, enhance graduate employability, and help meet the growing demand for skilled professionals in horticulture, landscaping, and sustainable garden design.

Thank you for your consideration.

Sincerely,

Connor Evers

(605) 204-6039 | connor@normsgreenhouseandnursery.com