

NYBG

SCHOOL OF PROFESSIONAL HORTICULTURE

VOLUME XIV 2021-22

NEW YORK BOTANICAL GARDEN



DIRECTOR'S NOTE

I am often asked what is horticulture, as many people confuse horticulture with botany or agriculture. Horticulture is a varied and diverse field, defined as the art and science of growing plants such as fruit, vegetables, and flowers. It includes plant conservation, landscape restoration, soil management, landscape design, construction and maintenance, and arboriculture.

Since its founding in 1932, the School of Professional Horticulture at The New York Botanical Garden has been one of the world's leaders in hands-on horticulture training. The School's two-year program combines the academic with the practical, offering its graduates a solid pathway to exciting and rewarding careers in the growing and diverse green industry. The School of Professional Horticulture's mission is to educate and train motivated individuals to become horticulturists of the highest caliber equipped to succeed in green industry leadership positions in both the public and private sectors.

During the program, students become familiar with the cultural needs of more than 1,000 plants and some of the common pests and diseases that affect them, while working in state-of-the-art facilities across our 250-acre campus. Students learn about native plants, ecological restoration, conservation, urban agriculture, composting, and sustainable practices in their coursework, during their horticulture rotations, on plant walks and field trips, and by attending special lectures and symposia sponsored by the School and the Garden. Class sizes are limited to 15 students.

Upon graduation, students are highly sought after for both internships and permanent employment. Private businesses and public gardens actively recruit our students, knowing they possess superb professional skills. In fact, the School boasts a 100% placement rate over the past nine years! Among the prominent positions held by alumni are Head Gardener at the Abby Aldrich Rockefeller Garden, Head Curator at the Bermuda Botanical Gardens, estate gardeners at celebrity estates, Director of Horticulture at the Horticultural Society of New York, and Executive Director at Mountain Top Arboretum.

If you are ready to develop the vital skills and knowledge needed to protect and care for landscapes and plants, the School of Professional Horticulture is the right place for you. We look forward to seeing you at the Garden!

Charles M. Yurgalevitch, Ph.D.

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INTRODUCTION

Garden History

In 1891 an eminent Columbia University botanist, Nathaniel Lord Britton, and his wife, Elizabeth, also a botanist, inspired by their 1888 visit to the Royal Botanic Gardens, Kew, determined that New York should possess a great botanical garden. A site was selected in the Bronx, part of which had belonged to the estate of Pierre Lorillard, a leading tobacco merchant. The land was set aside by the State Legislature for the creation of “a public botanic garden of the highest class” for the City of New York. Prominent civic leaders and financiers, including Andrew Carnegie, Cornelius Vanderbilt, and J. Pierpont Morgan, agreed to match the City’s commitment to finance the buildings and improvements—initiating a public/private partnership that continues today.

School of Professional Horticulture

Begun in 1919 at The New York Botanical Garden as a horticulture vocational training program for returning war veterans, the School was expanded into a professional gardener-training program in 1932 by distinguished horticulturist Thomas H. Everett. An alumnus of the Royal Botanic Gardens, Kew, Everett modeled the School after the programs at British botanical gardens such as Kew and Edinburgh, which combined practical and academic work in horticulture.

The School’s mission is to educate and train motivated individuals to become horticulturists of the highest caliber equipped to succeed in green industry leadership positions in both the public and private sectors. The School combines academic studies with hands-on practical training in a two-year, full-time program. Students learn the botanical and horticultural sciences in the classroom and practice what they learn on the Garden grounds. After successfully completing the program, students receive The New York Botanical Garden’s Diploma in Horticulture.

The School of Professional Horticulture is a key component of the Education Division at The New York Botanical Garden. Since the Garden’s founding nearly 130 years ago, it has maintained a strong commitment to public education, offering a full spectrum of programs focused on the science, function, and beauty of plants, and the relationship between plants and people.

Garden Landscape

The 250-acre grounds of The New York Botanical Garden include dramatic rock outcroppings, wetlands, ponds, a cascading waterfall, and a 50-acre, uncut tract of the native forest that once covered much of New York City. Among the many horticultural attractions are 50 gardens and plant collections, including the Edible Academy, Native Plant Garden, Enid A. Haupt Conservatory, Thain Family Forest, Ross Conifer Arboretum, Benenson Ornamental Conifers, Perennial Garden, Home Gardening Center, Rock Garden, and Peggy Rockefeller Rose Garden, as well as outstanding collections of orchids, New World tropical and desert plants, ferns, daffodils, and flowering trees and shrubs.

Sustainability Projects

Projects include the Green Materials Recycling Center (2017)—where all plant materials from the Garden are recycled to produce mulches, compost, and soil for use throughout NYBG’s landscape, and the Edible Academy (2018)—a state-of-the-art campus, with a classroom, lab, greenhouse, and outdoor gardens, which serves as the hub for garden-based education at NYBG. In the Enid A. Haupt Conservatory, world-class exhibitions delight and educate visitors about plants and gardens, including the popular *Orchid Show* and *Holiday Train Show*®.

Our Graduates

School alumni include hundreds of professional horticulturists around the world. Recent graduates include:

- Gardeners and landscape designers, The Plant Shed, Untermyer Garden, U.C. Berkeley Botanical Garden, Governors Island, The High Line, Dumbarton Oaks
- Chief Horticulturist, The Battery Conservancy
- Lead Grower & IPM Coordinator, Curio Wellness
- Director of Landscaping and Horticulture at Citi Field, home of the New York Mets
- Executive Director, Mountain Top Arboretum
- Executive Director, High Glen Gardens
- Director of Horticulture at Green-Wood Cemetery
- Entrepreneurs and business owners, such as CFgardens.com, HarlemHorticulture.com, Flora Landscapes, Gardens by Gabriel, Inc.
- Business partners at Foras Studio, LLC, and Watson & Salembier Studio

To see what other alumni are doing, visit our website, nybg.org/soph/alumni.php

Alumni Network

Alumni remain an integral part of the School, and students have numerous opportunities to network with them. The School holds an Alumni Reunion every two years in the fall, featuring a guest speaker and reception for alumni to get reacquainted with classmates and meet and network with current students.

PROGRAM OVERVIEW

Classes, horticulture rotations, plant walks, field trips, group projects, student garden plots, and lectures expose the student to a myriad of concepts, practices, and philosophies designed to best develop each student's mastery in botanical and horticultural sciences.

The program begins in February. Students tackle core courses in botany as well as horticultural and soil sciences. As the growing season approaches, the program shifts from the classroom to horticulture rotations. Students participate in installing exhibitions in the Conservatory, growing display crops in the Nolen Greenhouses, scouting pests in the different plant collections, and planting displays in various outdoor gardens. At the same time, students begin planting their individual 100-sq.-ft. garden plots and participate in weekly plant ID walks and regularly scheduled field trips. In the fall, students return to the classroom to continue studies in botany, landscape design, and plant propagation. In addition to the coursework, the students complete their herbarium collection project and explore their second-year specialized training opportunities which are designed to allow students to expand their horticultural skills and focus on career goals. The second-year internship affords students a unique opportunity to gain real-world experience while focusing on a select area of study. Students often choose internships in the greater New York City area, but have also ventured further within the United States and abroad.

After completing their six-month specialized training, students return in late September to finish their coursework, take the two-day plant final exam, and deliver an oral presentation and written paper on their internships before graduating in early March.

Licenses & Certificates

The School of Professional Horticulture has been recognized for its high standards and holds the following certifications:

- Licensed by N.Y. State Education Department
- Accredited by the Accrediting Council for Continuing Education & Training (ACCET), which is listed by the U.S. Department of Education as a nationally recognized accrediting agency
- Certified by U.S. Department of Education as a Title IV school
- Certified by U.S. Department of Homeland Security for International M-1 visa applicants
- Certified by N.Y. State Division of Veterans' Affairs

“I arrived at the school as an ‘enthusiastic but amateur home gardener’ and two years later, I have seen the beauty and creativity of renowned garden designers first hand. This inspiration and the friends I have made will last a lifetime. ”

—*Catherine Wedgbury, Class of 2020*

SCHEDULE

YEAR 1

Winter		Course hours: 120
February and March (9 weeks)		Rotation hours: 100
Plant Structure	BOT 315	24
Morphology of Flowering Plants	BOT 431	16
Introduction to Public Speaking	COM 101	12
Soil Science I: Physical Properties	HRT 301	18
Pruning Principles & Practices	HRT 321	14
Vegetable Gardening	HRT 431	8
Landscape Design History	LAN 301	24
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Spring		Course hours: 108
April to June (12 weeks)		Rotation hours: 225
Plant Diversity	BOT 317	24
Pressing Plants for Art and Science I	BOT 338	6
Landscape Techniques	HRT 311	15
Landscape Plants: Spring Perennials	HRT 336	9
Landscape Plants: Bulbs	HRT 342	12
Insect Pests of Landscape Plants	HRT 381	18
Landscape Plants: Spring Trees & Shrubs	HRT 334	12
Graphics I	LAN 311	24
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Summer		Course hours: 44
July and August (8 weeks)		Rotation hours: 225
Career Preparation	COM 102	10
Horticultural Techniques: Turf Equipment	HRT 315	12
Landscape Plants: Annuals	HRT 341	8
Tropical Plants	HRT 361	14
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Fall		Course hours: 95
September to December (15 weeks)		Rotation hours: 200
Pressing Plants for Art and Science II	BOT 338	6
Systematic Botany	BOT 432	21
Landscape Plants: Fall Trees and Shrubs	HRT 331	12
Landscape Plants: Broad-leaved Evergreens	HRT 332	8
Landscape Plants: Late Season Perennials & Grasses	HRT 338	12
Plant Propagation I	HRT 411	18
Disease Identification & Management	HRT 481	18

“The School is one of the most important things to ever happen at NYBG, training people to be leaders in the next generation of horticulturists.”

—Mike Ruggiero, Instructor, former Senior Curator in Horticulture, NYBG

YEAR 2

Winter

January to March (13 weeks)

Plant Physiology	BOT 316	21
Soil Science II: Chemistry & Nutrition	HRT 302	18
Landscape Plants: Conifers	HRT 333	12
Plant Propagation II	HRT 412	16
Winter Tree Identification	HRT 440	10
Landscape Design I: Site Analysis & Schematic Design	LAN 401	24

Course hours: 101

Rotation hours: 200

Spring/Summer Internship

April to September

Internship Hours: 1,040

Fall

October to December (10 weeks)

(make-up days for work rotation if necessary)

Advanced Presentation Skills	COM 103	10
Horticultural Techniques: Basic Horticultural Construction	HRT 314	12
Introduction to Plant Communities	HRT 353	6
Landscape Management	HRT 443	24
Weed ID & Management	HRT 482	12
Nursery & Greenhouse Management	HRT 491	24
Principles of Ecological Landscape Design	LAN 350	10

Course hours: 98

YEAR 3

Winter

January to February (9 weeks)

Introduction to Business Management	COM 104	12
Preparation for Pesticide Applicator Certification Exam	HRT 357	30
Tree Management	HRT 422	14

Course hours: 56

Graduation: First Friday of March

Courses

630 hours

Horticulture Rotations, Group Projects, Plant Walks, etc.

990 hours

Internship

1,000 hours

Total Hours:

2,620 hours

“I enrolled just to gain plant literacy, but graduate with exciting worlds of knowledge extending from soil science to global sustainability.”

—*Adeline Chew, Class of 2020*

COURSES

Designed by horticulturists, botanists and landscape designers, the academic courses introduce and explore the multifaceted green industry field. Students are pre-registered for all required courses. Students complete 630 clock hours of academic courses and have the option to take up to 60 hours of elective courses for personal enrichment.

BOTANY courses encompass a broad range of topics, i.e., anatomy, morphology, physiology, systematics, ecology, evolution, and field studies.

Plant Structure

Get a solid grounding in the basic plant body, including the cell, roots, stems, leaves, flowers, and fruits. Use dissecting and compound light microscopes to observe plant anatomy. Learn the base-level chemistry required for understanding the world of plants.

Hours: 24 **BOT 315**

Plant Physiology

The role of plant hormones in growth and development is discussed, as well as plant movement, water transport through the plant body, and plant metabolism, including photosynthesis and anaerobic and aerobic respiration.

Hours: 21 **BOT 316**

Plant Diversity

Survey the plant kingdom through the study of morphological, anatomical, and life-cycle diversity of the major divisions. An introduction to the principles and mechanics of evolution and classification provides the framework for understanding how these divisions are defined. The fundamental nutrient cycles and ecological concepts are presented.

Hours: 24 **BOT 317**

Pressing Plants for Art and Science

Students will gain the knowledge and skill to develop their own herbarium, for use as a permanent floristic record, study-aid or graphic art project. Preserved plant specimens have been used for centuries as the foundation for plant-based scientific, cultural and industrial development. This course brings together the preservation techniques developed by the ancient Egyptians with those of the 21st century.

Hours: 12 **BOT 338**

Morphology of Flowering Plants Angiosperms are the dominant plants in most of the habitats of the world today. Through laboratory demonstrations and dissections, examine the morphology of flowers, fruits, and vegetative plant parts, and learn about the development of these structures.

Hours: 16 **BOT 431**

Systematic Botany

Survey major angiosperm families. Learn the characters and principles used to classify them, newly recognized higher order groupings of species, evolutionary trends in floral and vegetative structure, and recently reconstructed evolutionary phylogenies of flowering plants.

Hours: 21 **BOT 432**

HORTICULTURE courses are designed to increase and enhance understanding of plant identification, culture, selection, and sustainable landscape management practices.

Soil Science I: Physical Properties

Soil is a dynamic, living organism and the foundation of sustainable horticulture and agriculture. This course focuses on the texture, structure, density, and color of different soils and the dynamic relationship that exists among soil, water, and plants. Learn irrigation and drainage techniques and the importance of soil organic matter and microbiology in relationship to plant health and soil conservation.

Hours: 18 **HRT 301**

Soil Science II: Chemistry and Nutrition

Gain an understanding of the cornerstones of soil chemistry, pH and its effects on nutrient availability to plants, and the ionic exchange capacities of soil. Study the macronutrient cycles in the soil with emphasis on the complex nitrogen cycle and its importance to environmental sustainability. Explore the use of organic and inorganic fertilizers and composted soil amendments. Perform an analysis of your own soil sample in class.

Hours: 18 **HRT 302**

Horticultural Techniques: Landscape Techniques

Learn the basic techniques and practical skills of landscape gardening. Topics include soil preparation, efficient water and fertilization practices, planting and transplanting, cultivation techniques, and maintaining healthy plants.

Hours: 15 **HRT 311**

Horticultural Techniques: Landscape Construction

Learn basic techniques such as installing posts and rails, mixing and using concrete, installing paving stones and path edging, building stone walls, carpentry, plumbing repairs, and painting.

Hours: 12 **HRT 314**

Horticultural Techniques: Turf Equipment

This introductory course covers the equipment used in the maintenance of grounds, arboretum, and turfgrass. Proper use, care, and safety will be discussed. Students will operate various pieces of equipment, and maintenance techniques will be demonstrated.

Hours: 12 **HRT 315**

Pruning Principles and Practices

This course combines class study and hands-on pruning, matching knowledge to practice. Topics include woody plant structure and physiology as they relate to pruning; correct techniques and tools; timing; and pruning as an integral part of plant health care. Creation and maintenance of hedges and pollarding techniques are considered.

Hours: 14 **HRT 321**

COURSES

Landscape Plants: Fall Trees and Shrubs

Explore the identification and landscape use of major groups of shade trees and shrubs grown for ornamental foliage and fruit. Major groups studied include *Acer*, *Quercus*, *Viburnum*, and other genera that are particularly ornamental in autumn.

Hours: 12 **HRT 331**

Landscape Plants: Broadleaved Evergreens

Learn about native and exotic broadleaved evergreens; become familiar with their cultural requirements, identification features, and ornamental value. Learn how to incorporate this plant ground into naturalistic and formal landscape settings. Major groups studied include *Ilex*, *Rhododendron*, *Buxus*, and groundcovers.

Hours: 8 **HRT 332**

Landscape Plants: Conifers

Learn the identification, classification, and landscape use of ornamental conifers. Major plant groups studied include *Chamaecyparis*, *Picea*, *Pinus*, and other genera that may be grown in the northeastern United States. Gain a working knowledge of the best species and cultivars of conifers for naturalistic and formal landscape designs.

Hours: 12 **HRT 333**

Landscape Plants: Spring Trees and Shrubs

Learn the identification, classification, and landscape use of spring-flowering trees and shrubs. Major plant groups include *Magnolia*, *Malus*, *Prunus*, *Viburnum*, and other genera that are particularly ornamental in spring.

Hours: 12 **HRT 334**

Landscapes Plants: Spring Perennials

Learn the identifying characteristics, classification, scientific and common names, and landscape uses of approximately 60 spring-blooming perennials.

Hours: 9 **HRT336**

Landscape Plants: Late Season Perennials and Grasses

Learn identifying characteristics, classification, scientific and common names, and landscape uses of approximately 60 summer- and fall-blooming perennials.

Hours: 12 **HRT 338**

Landscape Plants: Annuals

Become familiar with the identification, culture, and landscape use of plants commonly used as annuals. Review major and unusual groups of common annuals. Learn how to select low-maintenance plants. Topics include a review of scientific names, common names, and identification of approximately 60 annuals.

Hours: 8 **HRT 341**

Landscape Plants: Bulbs

Learn about the biology identification and classification of commonly used bulbs. Learn about common and unusual spring, summer, and autumn-flowering bulbs.

Hours: 12 **HRT 342**

Introduction to Plant Communities

Plants surround us in a profusion of forms. But in naturally occurring landscapes, these combinations are far from random, and are often dictated by complex factors, which limit or encourage the growth of particular plants. In this workshop you will gain insight into how, where and why these "plant communities" form. The concepts will fundamentally change the way you view natural landscapes, and give you a new toolbox for designing plantings inspired by plant communities.

Hours: 6 **HRT 353**

30-Hour Pesticide Technician Training Course

Prepare now for the Core (Basic) and Category 3A (Ornamentals and Turf) exams that New York State Department of Environmental Conservation require of all pesticide applicators. We'll cover the handling, use, storage, and application of pesticides; safety and environmental considerations; and insect and disease problems. At least three years of work experience or 30 hours of class instruction are required to be eligible to take these exams.

Hours: 30 **HRT 357**

Tropical Plants

Learn the identification, classification, and culture of houseplants, greenhouse, and conservatory plants. Major plant groups to be studied include aroids, bromeliads, Marantaceae, and other ornamental tropical plants grown indoors.

Hours: 14 **HRT 361**

Insect Pests of Landscape Plants

Learn to identify the insects common to the northeastern United States that feed on woody and herbaceous plants and the damage that they cause. Learn to judge the severity of an infestation and to select and implement control measures based on the insect's biology.

Hours: 18 **HRT 381**

Plant Propagation I: Basic Principles

Learn the principles and techniques of plant propagation by seed and cuttings. Explore the basics of sexual and asexual propagation, with attention to fruit development, seedling production, root initiation, stem and leaf cuttings, and layering.

Hours: 18 **HRT 411**

COURSES

Plant Propagation II: Applications

Through lectures, laboratories, and field trips, learn how to work with plants that are difficult to propagate by seed or cuttings. Subjects include advanced seed propagation and techniques of grafting, budding, and micro-propagation. Learn about tissue culture at NYBG's Plant Research Laboratory, and tour a retail nursery for a hands-on grafting project that you can take home.

Hours: 16 **HRT 412**

Tree Management

Explore a holistic approach to keeping trees healthy and vigorous. Topics include planting and transplanting, pruning, fertilization, root system management, common problems, tree defenses, and lightning protection. Samples of tree problems, supplies, and tools are exhibited.

Hours: 14 **HRT 422**

Vegetable Gardening

Examine pre-planting procedures, from soil preparation to crop rotation planning. Study the timing and techniques of planting, pest management, and harvest and post-harvest handling. Survey heirloom varieties, new cultivars, and classic selections.

Hours: 8 **HRT 431**

Winter Tree Identification

Learn the basic techniques of winter tree identification using dormant-season characteristics. Buds, bark, fruit, and growth habits on deciduous plants as well as unique aspects of conifers are taught. Specialized techniques and tools of the trade are discussed.

Hours: 10 **HRT 440**

Landscape Management

Examine the most important factors in the management and maintenance of commercial and residential landscapes using sustainable techniques. Learn to develop programs that reduce adverse effects on the environment, including alternative approaches to conventional lawn management. Focus on how to keep plants healthy, solve problems, and maximize resource allocation.

Hours: 24 **HRT 443**

Disease Identification and Management

Learn about common diseases of woody and herbaceous ornamentals and turfgrass caused by bacteria, fungi, nematodes, viruses, and abiotic factors and the cultural, biological, and least toxic strategies for their control. Discuss diagnoses of plant problems, including identification of disease- and nutrient-related symptoms.

Hours: 18 **HRT 481**

Weed Identification and Management

Learn how to identify and manage common turf and landscape weeds found in residential and commercial sites. Examine a variety of weed control methods, including herbicides and non-chemical approaches. Study weed biology, biochemical pathways, and equipment calibration and care, as well as seasonal weed control programs.

Hours: 12 **HRT 482**

Nursery and Greenhouse Management

Learn the basic principles and best practices of greenhouse and nursery construction and design, and commercial greenhouse and field plant production. Understand how to manage a commercial growing operation, including site selection, planning and layout, and production methods of greenhouse and nursery crops, both in the field and in containers. The course includes a field trip to area nurseries.

Hours: 24 **HRT 491**

LANDSCAPE DESIGN *courses include graphics, ecological design, development, and construction of sustainable outdoor landscapes.*

Landscape Design History

Study theories and principles that have shaped the design of landscapes from antiquity to the present. Explore Eastern and Western garden traditions. Survey all types of gardens and landscapes, including corporate and public spaces, through visual presentations, assigned readings, projects, and classroom discussion. Landscape designs will be considered in the context of the times and societies in which they were created.

Hours: 24 **LAN 301**

Graphics I

Graphics are essential in developing and communicating your design ideas. Practice various graphic techniques and learn how to organize and render landscape plans on paper for optimal presentation to clients. Work with a range of drawing materials and drafting equipment.

Hours: 24 **LAN 311**

Principles of Ecological Landscape Design

Yes, a landscape can be stunning and low maintenance, and a haven for urban wildlife, and a self-sustaining ecosystem, all at the same time. Landscape health starts with smart design. Using successful projects at NYBG as examples, students explore the intricate relationships within ecosystems and how to work with them to create beautiful and healthy landscapes based on a suite of ecological principles.

Hours: 10 **LAN 350**

Landscape Design I: Site Analysis and Schematic Design

Turning a vision into a plan is the designer's first challenge. Learn how to analyze existing landscapes and formulate the programmatic and functional requirements of a design project. Translate these into schematic design solutions. Take part in class discussions and critiques, and present projects. Extensive out-of-class design homework is required.

Hours: 24 **LAN 401**

COMMUNICATIONS AND BUSINESS MANAGEMENT

courses help students prepare for the horticulture profession by providing them with skills for public speaking, job acquisition, and business management. All COM courses are compulsory and are taught in workshop style.

Introduction to Public Speaking

Possessing effective public speaking skills is as crucial as knowing how to edge a display border. Learn the skills to become a good public speaker: how to research, write, and deliver. Students will deliver several presentations during the course.

Hours: 12 **COM 101**

Career Preparation

How do I start? Where do I look? These are some common questions that people have, whether they are seasoned horticulturists or looking for a career change. Learn how to prepare resumes with key industry terms, target public gardens, and dress for the interview. This course prepares students to embark on their externship search.

Hours: 10 **COM 102**

Advanced Presentation Skills

This advanced level course focuses on how to create presentations for different purposes, how to utilize audio-visual equipment and computer programs, and how to deliver speeches. Students prepare and deliver speeches of varying lengths.

Hours: 10 **COM 103**

Introduction to Business Management

Learn different components of business management: staffing, marketing, operations, financial management, and customer/client development. Students will prepare a marketing plan in this class taught in a workshop style.

Hours: 12 **COM 104**

ELECTIVE COURSES

Students have the option to take up to 60 hours of electives for personal enrichment in any of the courses listed in the Garden's Adult Education course catalogs. Students are responsible for the payment of any materials fees and for any courses above 60 hours. Students have one (1) year beyond graduation to use the 60 hours of course electives.

If a student registers for an elective course and then wishes to drop it, he/she must submit a written request to the Director at least five (5) business days before the start date for that course. Failure to do so will result in the student incurring a \$25 drop fee for that course. If dropped after the course begins, then the student will forfeit the elective hours for that course. Sufficient and reasonable excuse must be given.

HOW DO I REGISTER FOR COURSES?

New course listings are published in February and August. Students are preregistered for all required courses, but may choose to change sections, subject to the Director's approval.

“It opened me up to a whole new world that I was minimally aware of in horticulture. I learned many new things and expanded on knowledge I had already. I made new friends and connections that will last for years.”

—*John Jacono, Class of 2018*

ROTATIONS

During their first year, students receive hands-on training in four areas of major concentration, along with plant health care and plant records practices. Each rotation is approximately 200 hours. Day to day duties may involve menial tasks like raking, weeding, sweeping—all important in maintaining the high standards practiced here at NYBG. There are also opportunities to take part in special projects around the Garden as they occur throughout the year.

Rotation Evaluations and Student Exit Survey

All students are evaluated on their horticulture rotation. In order to be evaluated, a student must have worked a minimum of 85% of the hours for that evaluation. If a student has worked less than the 85% of the scheduled hours, the student must make up the hours before evaluation. All students must work the total number of assigned hours in their first year in order to graduate.

Students evaluate their rotation through the Student Exit Survey (evaluation forms are found in the Student Manual). The Student Exit Survey must be handed in to the School upon completion of the rotation. Students are evaluated by the rotation supervisor on: *Professional Development*, *Quality of Work*, and *Attitude*. All students are to maintain an average GPA of 2.0 “Good” on each rotation. (Refer to the Student Manual for a detailed breakdown of rotation grades.) Failure to do so will place the student on probation for the next rotation. At graduation, the student possessing the highest rotation grade point average (GPA) will receive the *Thomas H. Everett Horticultural Achievement Award*.

Skills Tests

At the end of each rotation, students are tested on their mastery of horticultural skills covered in the rotation, such as planting, propagation, watering, pruning, perennial care and fertilization techniques.

ROTATION	SKILLS LEARNED AND UTILIZED	LOCATION
AREAS:		
Enid A. Haupt Conservatory	How to plant for indoor displays and exhibitions, caring for conservatory plants and tropical collections, grooming, watering, syringing, misting, soil preparation and amending. Specific culture for succulents and cacti, aquatics, tropicals, and/or others.	Conservatory
Nolen Greenhouses	Climate control systems: heating, cooling, humidity, shade, and ventilation. Basic techniques: fertilizing, soil mixture preparations, repotting, pricking, transplanting, crop production, seeding and cutting propagation, forcing bulbs, growing annuals, and container growing.	Nolen Greenhouses
Outdoor Gardens	Planting and maintaining perennials, annuals, and bulbs for outdoor seasonal displays: grooming, weeding, watering, transplanting, deadheading, edging, spacing, scouting, and staking. Work with Plant Records and learn about living collections records management, making plant labels, and updating BG-Base & Garden Navigator.	Outdoor gardens and collections
Turf and Grounds	Caring for turf areas: irrigation, edging techniques, fertilizing (equipment and type of fertilizer), weed control, leaf raking and blowing. Trimming hedges, pruning techniques, tree and shrub planting.	Various gardens and collections
SPECIAL PROJECTS MAY INCLUDE:		
Aquatic Planting	Greenhouse Management	Ornamental Pruning
Bulb Planting	Introduction to Tree Climbing	Plant Health Care
Composting	Invasive Species Management	Plant Sale
Ecological Research	Irrigation	Rose Pruning
Glasshouse Exhibitions and Collections	Mapping	Topiary Planting
Turf Renovation	Nursery Management	Tree Transplanting
	Vegetable Gardening	Workplace Safety

SPECIALIZED TRAINING

Plant Walks and the Plant ID Final

Plant walks are designed to help students learn to identify more than 1,000 plants based on morphological similarities and differences in preparation for the second-year two-day Plant Final exam to test students on the Master Plant List. The exam is scheduled at the end of October, and students are required to identify plants from specimens by plant family, genus, and specific epithet.

Field Trips

During their first year, students participate in 10 to 12 field trips to public and private gardens, nurseries, celebrity estates, and ecological areas. These trips encourage students to explore opportunities, meet practitioners in the field, and see how a variety of sites function.

Student Garden Plots

The Student Garden allows first-year students to creatively apply newly acquired skills. Each student is assigned a plot and provided instruction on how to design, install, care for, and dismantle a vegetable and flower garden that measures about 100 square feet. Students are responsible for day-to-day care of the site and will receive a grade after the final evaluation.

Second-Year Training

Second-year hands-on training is designed to further expand students' horticultural skills and to work on their professional development. Second-year students commence their six-month internships in April and end them in September (total of 1,000 hours). Students are responsible for identifying areas and businesses or institutions they would like to explore for their internships and for securing approval from the Director prior to starting. Upon completion, students deliver a 10-minute presentation and write a 10-page paper on their experiences.

Conferences, Lecture Series & Symposia

Students in the School are able to attend the many lecture series and symposia sponsored by the Garden throughout the year. Among them are the Landscape Design Portfolios Lecture Series, the Humanities Institute Symposia, the Winter Lecture Series, and other special events. Because of the world-class reputation of the Garden, these lectures and symposia showcase leading experts in the field on topics such as native plants, ecological design, and urban farming, thereby enriching students' knowledge of their chosen fields.

STUDENT LIFE

Orientation

Orientation starts the last week in January. New students meet staff and become familiar with the Garden's philosophies, policies, procedures and facilities. Orientation and special group projects with Horticulture continue through February and March to prepare students for their horticulture rotations that start in April.

School Facilities

Classrooms and academic facilities are in the Watson and Library Buildings. The Student Room is available for meal breaks, studying, drafting, and computer use. Horticulture training is carried out at locations throughout the Garden. The Garden's Staff Lunch Room is located in the Pratt wing, room P-102, and has the following: snack machines, microwave, sink, coffee machine, lounge area and a computer terminal. This room is for use by employees, instructors and other students.

Library

The LuEsther T. Mertz Library is available for use by the students. Students may apply for a library card and for stack access. An electronic key issued by the Security Office is needed to gain access to the stacks.

Student E-Mail and Computer Access

Computers are available 24 hours a day in the Student Room, M-280. Students will be assigned a NYBG e-mail address. In addition, there is Wi-Fi service in the Watson Building and other buildings on the campus.

Holidays and Vacation Days

The School regularly observes the following 12 holidays: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, and Christmas. The week of Memorial Day and the last two weeks of August and December are class breaks.

Food

The Garden's Pine Tree Café and Hudson Garden Grill are open Tuesdays through Sundays, and students enjoy a 20% discount at both. The Café serves pizza, panini, salads, snacks, and beverages. The Hudson Garden Grill is a more formal dining option on Garden grounds. There also are several moderately priced diners, cafes, and pizzerias within walking distance of the Garden.

NYBG Shop

Students enjoy a 20% discount at NYBG Shop, which stocks a wide range of horticultural and botanical books, plants, gardening equipment, and gifts.

Campus Security

The Garden is committed to providing a safe and secure environment for students, staff, and visitors. The grounds are protected by licensed security personnel of 55 full-time employees. The School submits an annual Security Report to the U.S. Department of Education as is required from Title IV schools.

Housing

Housing is available in the Bronx and lower Westchester County within a convenient distance from the Garden. Housing is not provided by the School, and out-of-town and international students are advised to secure housing prior to arriving in New York.

Post-Graduation Job Placement

Jobs are posted on the "Job Listings" board in the Watson building. In addition, the School provides placement assistance on an informal basis. However, the School cannot promise or guarantee employment.

Notable Alumni

Check out nybg.org/learn/school-of-professional-horticulture/alumni-speak/some-success-stories/ to see what our Alumni are currently doing. If you would like to ask a question of a specific graduate, e-mail the Director, cm@nybg.org, who will put you in touch with the respective alumnus.

Recent Completion and Placement Rates:

Graduation Year	Completion Rate (%)	Placement Rate (%)
2011	100	100
2012	90	100
2013	100	100
2014	100	100
2015	60	100
2016	60	100
2017	90	100
2018	90	100
2019	100	100

OCCUPATIONAL EDUCATION DATA July 1, 2017 to June 30, 2018

Admissions and Applications	
Total Applications	17
Applications Accepted	10
Current Year Enrollment	
New Enrollment	10
Graduates	9
Graduate Follow-up	
Employed in the horticulture field	9
Total Graduates July 1, 2017 through June 30, 2018	9

FACULTY AND STAFF

The School's operations are managed by the Director, who also guides students in all aspects of the program from coursework to job placement. An advisory board composed of instructors, supervisory staff, and professionals from the horticultural community meets periodically to review the School's curriculum.

The School, the Director, and all faculty are licensed by New York State Department of Education's Bureau of Proprietary School Supervision.

Learn more at aces.nysed.gov/bpss

ADVISORY BOARD

Ani Adishian	Jeanne Lapsker, MD	Dennis Schrader
Cathy Deutsch	Bill Logan	Brian Sullivan
Todd Forrest	Jeff Lynch	Douglas Thomas
Ed Hollander	Kurt Morrell	

Barbara Corcoran

Vice President for Education

Charles M. Yurgalevitch, Ph.D.

Director, School of Professional Horticulture

Eric Lieberman

Manager, School of Professional Horticulture

FACULTY

Ani Adishian is the President of Flora Landscapes Ltd, a landscape design, build, and maintenance company working in Westchester County, N.Y. for the last 20 years. She is also an alumna and Advisory Board Member of the School of Professional Horticulture.

Daniel Atha is Director of Conservation Outreach at NYBG. He has conducted botanical fieldwork in all 50 states and in such far-flung places as Vietnam, Bolivia, Mexico, Belize, and several states of the former Soviet Union. His work is focused on floristics, taxonomy, conservation, and applied botany. He holds a BA from the City University of New York.

Regina Alvarez, Ph.D., is a graduate of the City University of New York with a degree in Urban Forest Ecology. She worked for the Central Park Conservancy for 19 years, beginning as a seasonal gardener and working her way to Director of Horticulture and Woodland Management. Recently she left the Conservancy and now teaches for the Dominican College in Rockland County.

Jamie Boyer, Ph.D., is Stavros Niarchos Foundation Vice President for Children's Education at NYBG, and the Botany Program Coordinator for Adult Education. He holds a doctorate in plant biology from the State University of New York at Binghamton where he studied the evolution of early land plants.

Daryl Beyers, NYBG's Gardening Program Coordinator for Adult Education, brings over 25 years' experience designing and caring for residential gardens and private estates to NYBG. He's a former editor at *Fine Gardening*, and author of *The New Gardener's Handbook*. He holds an Environmental Design degree from the University of Minnesota Twin-Cities.

Katie Bronson is a Gardener on the Marjorie G. Rosen Seasonal Walk and in the Everett Children's Adventure Garden at NYBG. Katie has a BA in Fine Art from Pratt Institute, a Graduate Certificate in Sustainable Landscape Design from the George Washington University, and a horticulture certificate in Plant Identification from NYBG. Katie is an avid hiker and enjoys volunteering with local trail organizations.

Wayne Cahilly is Manager of the Lionel Goldfrank III Institutional Mapping Department at NYBG. He is the owner of Cahilly's Horticultural Services, LLC, an ISA-Certified Arborist, Qualified Tree Risk Assessor, NJ Licensed Tree Expert, and part-time tree and garden consultant to public and private clients, and a graduate of the School of Professional Horticulture.

Eric Cioffi works in Nursery Sales and Customer Service for Hardscrabble Farms in North Salem, NY. He previously spent 5 years as a horticulturist for Blondie's Treehouse, a New York landscape design, build and maintenance firm, where he was responsible for sourcing, purchasing and maintaining nursery stock for all of their exterior landscaping projects. He is a 2015 graduate from NYBG's School of Professional Horticulture.

Deanna Curtis, Thain Senior Curator of Woody Plants and Landscape Project Manager at NYBG, is an ISA-certified arborist. She holds a BS in horticulture from Michigan State University and graduate degrees in both horticulture and landscape architecture from Cornell University, where she specialized in urban horticulture.

Adam Dooling is Curator of Outdoor Gardens and Herbaceous Collections for the New York Botanical Garden. He is a graduate of the Longwood Garden's Professional Gardener Class of 2015, and was recipient of the 2016 Great Gardens of the World TRIAD Fellowship. A self-proclaimed garden evangelist, Adam's horticultural interests lay at the intersection of research and design.

William Einhorn, RLA, principal of Landscape Design Associates of Westchester, Inc., and AquaScape Pool Company, holds a BLA from the College of Environmental Science and Forestry in Syracuse.

Michael Hagen is Curator of the Native Plant Garden and the Rock Garden at NYBG. He previously served as staff horticulturist for Stonecrop Gardens in Cold Spring, N.Y., and garden manager at Rocky Hills, a preservation project of the Garden Conservancy in Mt. Kisco, N.Y.

Amelia Huckel-Bauer is a Bronx-based actor and teaching artist. She holds a BFA in Acting from Tisch School of the Arts, NYU and a Master's in Educational Theater from Steinhardt School of Education, NYU. She is the founder of an educational theater company, Elora Theater Arts, and as an actor, she works primarily with Red Monkey Theater Group of Riverdale, Bronx.

Kelly Ivanoski is the Manager of the Nolen Greenhouses at The New York Botanical Garden. She is a 2018 graduate of the School of Professional Horticulture.

Mark Kokinchak earned his BS degree in Environmental Horticulture from the University of Connecticut in 1985. He has trained with Bartlett Tree and implemented the first IPM Monitor program in Danbury, CT. He then worked for 15 years for Lesco, Inc. where he used his knowledge to encourage sales helping customers to understand insect and disease controls. Currently Mark conducts a wide range of insect, disease and weed control at a large wholesale nursery in Newtown and Watertown, CT.

David Laswell is the Gardener for the Burn Family Lilac Collection and the Steinhardt Maple Collection at NYBG. He received an AAS from SUNY Cobleskill in Recreational Area and Sports Field Management and also holds a BS from the University of Rhode Island in Urban Horticulture and Turfgrass Management.

Eric Lieberman has many years of experience working in both interior and exterior landscaping. He graduated from the School of Professional Horticulture in 2012 and is currently the Manager for the School. He also helped to oversee the Plant Information Office.

Bill Logan is an ISA-certified arborist, a member of the American Society of Consulting Arborists, founder and president of Urban Arborists, Inc., and author of four acclaimed books: *Dirt*, *Oak*, *Air*, and the most recent, *Sprout Lands: Tending the Endless Gift of Trees*.

George Lozefski is a Soil Scientist and the Laboratory Manager at the NYC Urban Soils Institute and Environmental Sciences Analytical Center of Brooklyn College. George received his B.S. Geology from Queens College, CUNY and a M.A. Environmental Science at Brooklyn College, CUNY. George has conducted environmental research at Columbia University's Lamont Doherty Earth Observatory for over 10 years and has been teaching geoscience courses for over 10 years at Brooklyn College.

Marta McDowell holds a Certificate in Landscape Design from NYBG and is a writer, lecturer, and gardener. She has published four books with Timber Press including *Emily Dickinson's Gardening Life* and was awarded the Garden Club of America's *Sarah Chapman Francis Medal for Literary Achievement* from the Garden Club of America in 2019.

Kurt Morrell is AP Farm Associate Vice President for Landscape Operations at NYBG. After graduating from the School of Professional Horticulture in 1987, he was hired as a Botanical Garden Aide and has received many promotions over the years prior to his current role.

Lydia Paradiso is currently a Ph.D. student at the City University of New York and NYBG. Her research focuses on *Larix* (Pinaceae), a genus of deciduous conifers. She previously received a MSc in Biodiversity and Taxonomy of Plants from the Royal Botanic Garden, Edinburgh. Lydia is passionate about science education and communication, and has experience teaching in both formal and informal settings.

Michael Ruggiero came to the Garden in the summer of 1961 and is the former Senior Curator of Horticulture. During his time at the Garden he was responsible for the Orchid Collection, Propagation Greenhouses, Annual Displays, Plant Records, and The Peggy Rockefeller Rose Garden. He lectures and writes on many diverse gardening topics and has authored *Annuals with Style*, *Perennial Gardening*, *Reliable Roses* and *Spotters Guide to Wildflowers of North America*

Jessica A. Schuler, Program Coordinator of Natural Resources, Westchester County Department of Parks, Recreation, and Conservation is responsible for the 234 acres of gardens, arboretum, conservatory, and forest preserve at Lasdon Park, Arboretum & Veterans Memorial. Prior to this, she was Director of NYBG's Thain Family Forest. Jessica earned a BS in Plant Science from Cornell University, is an ISA-certified arborist and Certified Ecological Restoration Practitioner with the Society for Ecological Restoration.

Shawn Spencer currently works for the NYC Department of Parks and Recreation as a Special Projects Manager, directing a wide range of projects, including Greenroofs, Electric Vehicles, Pesticide applications, and much more. He holds BS degrees in Forestry and Wildlife Biology and has been an outdoor educator and restoration specialist for more than 27 years. In his spare time, he works with the Boy Scouts of America here in the City directing the Conservation and Outdoor Ethics programs.

Nick Storrs, owner of Homegrown Nurseries and Farm, grew up on a small farm in rural New Hampshire. Since moving to New York City he has worked as a gardener for the Central Park Conservancy and as the farm manager at the Randall's Island Park Alliance. He currently helps home gardeners create beautiful and flavorful kitchen gardens and raises vegetable, herb, and heirloom transplants for home and community gardens.

Jenna Vasquez is an experienced Human Resources Manager with a demonstrated history of working in the non-profit organization management industry. She is skilled in database administration, full cycle recruiting, employee relations, training and management. She holds a MS from Baruch College, City University of New York (CUNY) for Industrial and Labor Relations.

Mobe Weinstein, Foreman of Gardeners at NYBG, holds a BS in plant studies from Lehman College and is a graduate of the School of Professional Horticulture.

HORTICULTURE ROTATION SUPERVISORY STAFF

Toby Adams, Gregory Long Director of the Edible Academy
Adam Choper, Marjorie G. Rosen Manager of Outdoor Gardens
Don Gabel, Director of Plant Health
Kelly Ivanoski, Manager of the Nolen Greenhouses
Annie Novak, Manager of the Edible Academy
Kristine Paulus, Plant Records Manager
Eric Pioselli, Foreman of Gardeners
Christian Primeau, Conservatory Manager
Mobe Weinstein, Foreman of Gardeners

CALENDAR

	HOLIDAYS	YEAR ONE: DATES TO NOTE	YEAR TWO: DATES TO NOTE	YEAR THREE: DATES TO NOTE
JANUARY	New Year's Day Martin Luther King, Jr. Day	Orientation (last week)	Winter classes begin	Winter classes begin Internship paper
FEBRUARY	Lincoln's Birthday Presidents' Day	Classes begin (first full week)	Hort. Rotation begins	Complete course work and make up rotation hours
MARCH		Hort. Rotation begins (last week)	Rotations end	Graduation first Friday
APRIL			Internship begins (first full week)	
MAY	Memorial Day	Spring Break (one week)		
JUNE				
JULY	Independence Day			
AUGUST		Summer Rotation ends Summer Break (last two weeks)		
SEPTEMBER	Labor Day	Fall classes begin	Internship ends (end of month)	
OCTOBER	Columbus Day		Fall classes begin (first week) Plant ID exam (last week)	
NOVEMBER	Election Day Thanksgiving and the following Friday	Alumni Reunion (biannual) Fall Rotation begins		
DECEMBER	Christmas Week	Fall Rotation ends Winter Break (last two weeks)	Internship presentation	

INTERN FIELD DAY

Each July the School hosts its Annual N.Y.C.-Area Hortie Hoopla Intern Field Day. This free event for horticultural interns from around the tri-state area offers them the chance to learn about the diverse opportunities in the green industry and to meet and network with peers and professionals. The industry-sponsored event features talks from top horticulturists and garden designers, tours of the Garden's amazing collections, and a BBQ finale complete with games and prizes.

FAQs

What's the advantage of attending the School of Professional Horticulture versus earning an associate's or bachelor's degree in horticulture?

The advantage can be summarized with one word—skills! The School's strength is that it teaches students valuable horticulture skills, which give our graduates a competitive advantage over other programs based solely on academic coursework. The School's program combines the theoretical and the practical, teaching not just how to grow plants, but why plants grow the way they do. It is due to this kind of education that our students are highly sought after, not just for internships, but also for full-time employment upon graduation.

As someone who is switching careers, what is it like to work in the horticulture industry?

It is a close-knit community of dedicated and passionate professionals who are willing to share their knowledge, experience, information, and employment opportunities. As a student, you meet many key people in this profession from around the world in diverse areas of horticulture, and as a graduate, you become part of that community. One of the biggest benefits of attending the School is making these lifelong contacts here at NYBG and beyond.

What is the typical demographic of students in the School?

Students come from all over the country and the world. Most students have some college background, and many have degrees in fields other than horticulture. The majority of students are career changers and range in age from their early 20s to mid-50s.

Will I be able to find a job when I graduate?

The School has had a job placement rate of 100% for the past nine years. Our alumni are highly sought after by botanical gardens, public parks, celebrity estates, and even major league sports stadiums. Exceptional students also are often hired at NYBG upon graduation when a position is available. However, the School does not promise or guarantee employment.

What kind of starting salary can I expect to receive?

Generally, private industry pays more than public parks and gardens. The starting salary range in private industry is typically \$50,000–\$70,000; for non-profits it is \$45,000–\$65,000.

How is the two-year program divided?

The program is divided into nine terms. Academic classes are concentrated between rotations and include evening sessions.

What if I have fewer hours of experience by the application deadline? Should I still apply?

Yes; contact the Director to assess your situation.

How many hours of studying can I anticipate?

On class days, students may start at 10 a.m. and finish at 6 or 9 p.m. On horticulture rotation days, students start at 8 a.m. and finish at 4 p.m., and can expect to have classes some evenings throughout the year. Most courses require homework and studying outside class hours.

Why are some courses taught in the evenings?

About half of the courses are taught by our expert staff. Due to their daytime schedules, they are only free to teach after 4 p.m.

Is it possible to work part-time while I am a student in the School?

Due to the intense schedule of academic courses and work rotations, in addition to various lectures, field trips, and plant ID walks, it's nearly impossible to hold a part-time job, find time to study, and stay in good academic standing for the two-year program.

What does one receive after graduating from the school?

After successfully completing the program, students receive The New York Botanical Garden's Diploma in Horticulture.

Contact Information

Charles M. Yurgalevitch, Ph.D., Director
718.817.8797
cm@nybg.org

School of Professional Horticulture
The New York Botanical Garden
2900 Southern Boulevard
Bronx, New York 10458-5126
Web site:
nybg.org/soph

“Jump-started my career in horticulture through knowledge, networking, and resources”

—Chris Freimuth, Class of 2017

ADMISSIONS

Admission is selective and based on a combination of academic achievement, practical experience, and demonstrated commitment to the field of horticulture.

Requirements

- Must possess 500 hours of hands-on experience in the field of horticulture prior to entering the School. This experience may be volunteer work experience. (Most public institutions have volunteer opportunities.) These hours must be fulfilled under the guidance of a horticulturist. If working full-time at 40 hours per week, applicants may expect to complete the 500-hour requirement in about three months.
- Hands-on experience in horticulture is defined as the action of planting, transplanting, maintaining, pruning, recording, and/or removing live plants. Cashiering or working in one's own garden does not qualify. Experience must be under the guidance of a horticulturist in the public or private sector. (A horticulturist is a person possessing a degree in horticulture or having more than five years of work experience.) Examples of acceptable work experience are horticulture internships, nursery work, growing, landscape installation, and gardening. Applicants should be prepared to discuss their work experience during their interview.
- Must possess at least a high school or a New York State equivalency diploma. Two years of post-secondary education are strongly encouraged and preferred. All transcripts must be submitted.
- Must be at least 18 years of age at the time of entrance in the School.
- Must be able to do rigorous work both indoors and outdoors.
- Must complete an application form, submit all required documents by the due date, and interview either in person or by phone (out-of-town applicants).

Application Procedures

The following must be submitted:

1. Completed application form
2. Non-refundable application fee of \$75 in U.S. currency by check or money order, made payable to School of Professional Horticulture.
3. Photocopy of birth certificate or other official proof of age and nationality, such as a passport
4. Transcripts of all post-secondary education; if none, then high school transcripts are required
5. Proof of work experience such as letters from employers stating start and end dates and the hours completed
6. Three letters of reference. This can be combined with documentation of practical experience. At least one letter should be a horticultural reference

7. Medical examination report on the form supplied by the School
8. Résumé

International Applicants

The School welcomes applications from foreign nationals and is authorized by the U.S. Immigration and Customs Enforcement to accept non-immigrant foreign students. All international applicants must submit, in English, the eight items previously listed, as well as the results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper based), and 100 (Internet based). The School also accepts the International English Language Testing System (IELTS) with a minimum band score of 7 in the academic module. Applications must include a photocopy of the applicant's passport ID page along with a letter of financial support in English or translated into English from the applicant's bank. If accepted, non-immigrant foreign students will be enrolled under the M-1 visa status.

Note: Applicant's proficiency in English should be sufficient to understand class instruction, to converse comfortably and to write effectively.

Interview Process

Interviews are scheduled for the third week of September. The Admissions Committee is made up of approximately 10 members of horticulture staff, instructors, administrators, and alumni. Applicants should be prepared to discuss all aspects of their horticulture experience, their career aspirations, and how the School can help them achieve their goals. We encourage but do not require applicants to present their experience through a work portfolio. Applicants from outside the New York area will be interviewed by phone or Skype.

Non-Discrimination Policy

The School of Professional Horticulture has a policy of non-discrimination. It prohibits discriminatory actions against and treatment of applicants for admissions based on actual or perceived race, color, national origin, alienage or citizenship status, religion or creed, gender, gender identity, disability, age (18 and over), military status, prior record of arrest or conviction, marital status, genetic predisposition or carrier status, sexual orientation, or status as a victim of domestic violence, a sex offense, or stalking, and unemployment status. The New York Botanical Garden is an affirmative action, equal opportunity employer. The School is accessible and accommodating to persons with disabilities. Please ask about special needs accommodations when you apply.

Application Deadline: August 1

All application materials must be postmarked by August 1.

We suggest that applicants secure letters of reference at least one month prior to deadline. Late applications will be accepted only at the discretion of the Director. All applicants who have met the School's admission requirements will be interviewed by the end of September. Those who are accepted for enrollment will be notified by October 1.

SEND ALL INQUIRIES TO:

Charles M. Yurgalevitch, Ph.D., Director
School of Professional Horticulture
The New York Botanical Garden
2900 Southern Boulevard, Bronx, NY 10458-5126
718.817.8797 cm@nybg.org

TUITION

Tuition and Fees

Application fee.	\$75
(non-refundable)	
Tuition	\$16,000
(two-year total)	
Total cost	\$16,075

Tuition and fees are subject to Administrative Committee approval and may change.

Includes:

- Registration for required courses
- Registration for Garden symposia
- Special workshops and seminars
- Winter Lecture Series
- Basic tools (Soil knife, hand lens, and hand pruners)

Does not include:

- Field trip expenses—\$200
- Books—\$2,500
- Drafting equipment—\$300
- Safety shoes—\$200
- Personal living expenses, including housing, meals, transportation, and other living expenses

Payment Schedule

1st Year

\$75	application fee due by August 1
\$200	tuition deposit (refundable)
\$3,800	due by first day of Orientation
\$4,000	due by June 15

2nd Year

\$4,000	due by January 15
\$4,000	due by June 15

Tuition must be paid in full on or before the due date. If a payment is more than five days late, a \$25 late fee will be charged automatically each month until the balance is paid in full. The payment plan fee is \$50 until the next tuition payment is due. The installment payment will depend on the amount, \$1,000 being the minimum down payment. There is no interest charged on monthly payments.

Payment Methods

We accept cash, personal check, bank check, and money orders. Payments are due according to the above schedule.

If Termination Occurs

See page 20 for the Tuition Refund and Cancellation Policy.

Delinquent Accounts

In order to graduate, a student must have made all tuition payments in full. Should a student be unable to make a payment on time, the School will arrange a payment schedule with the student to pay a certain amount each month until tuition payment is complete.

In the event that a student's check or credit card charge is not honored by the bank or other institution for any reason, the School will charge the student's account a \$50 service fee. In addition, the School will accept future payments only in the form of a certified check or money order.

Refund Policy

A student who cancels within seven days of signing the enrollment agreement receives all monies. Thereafter, a student will be liable for the tuition, plus the cost of textbooks or supplies accepted.

Tuition Liability

Pursuant to N.Y. State Education Law 5002(3) C(1), tuition liability is calculated as of the student's last date of physical attendance. Tuition liability is divided by the number of quarters in the program.

Note: The failure of a student to notify the Director of withdrawal in writing may delay refund of tuition due pursuant to Section 5002(3) of the N.Y. State Education Law.

“I feel more confident applying to institutions for my desired work. I know I can do the job and I have resources and foundation to learn what I do not already know.”

—Lindsay Gleason, Class of 2017

FINANCIAL AID

Financial aid is available in several forms (i.e., tuition scholarships, grants, and loans).

Tuition scholarship awards are made by Vice President for Continuing and Public Education, and Director of the School of Professional Horticulture. Tuition scholarship applications are distributed biannually in mid-May and in mid-November to currently enrolled students. Notification will be by mid-June and mid-December, respectively.

Scholarship award amounts are variable and are based on:

- Financial need
- Good academic standing
- Overall performance and professionalism

Title IV

The School of Professional Horticulture is certified by the U.S. Department of Education to administer Title IV funds (Federal Pell Grant Program and Federal Direct Student Loan Program) to qualified students. Students may apply online at fafsa.ed.gov

Veterans Administration Educational Benefits

In accordance with Title 38 US Code 3679 subsection (e), our school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Our school will not:

- Prevent nor delay the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

To qualify for this provision, students will be required to produce the Certificate of Eligibility by the first day of class and provide a written request to be certified. Contact the Director for further information.

FINANCIAL ASSISTANCE	
Federal/State Financial Assistance Programs July 1, 2017 to June 30, 2019	
	Total Students
Federal Direct Student Loan	14
Federal Pell Grant	4

LICENSING AND ACCREDITATION

What you should know about N.Y. State Licensed Private Schools

The School is a department within the NYBG which is complex in its organization, consisting of many departments and individuals. It is realistic, therefore, that certain problems will be more difficult to resolve than others.

1. Students are encouraged to bring their complaints to the attention of the Director, either by telephone, e-mail, or in writing. Many potential problems can be resolved by early discussion with the School's staff.
2. Students not satisfied with this informal resolution should formally notify the Director in writing, with appropriate documentation, of any unresolved problem or complaint. The Director will research the problem and will respond to the student in writing.
3. The School is accredited by the nationally recognized and internationally certified Accrediting Council for Continuing Education and Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of the School and ACCET to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt through the formal complaint procedure within the School to find a fair and reasonable solution. However, in the event that a student has exercised the channels available within the School to resolve the problem(s) by way of the School's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:
 4. The student should contact the ACCET in writing by mail, fax, or e-mail. Complaints received by phone will be logged, along with a request for a written follow-up; an initial letter speeds up the process.
 5. The letter of complaint must contain the following:
 - a. The nature of the problem(s);
 - b. The approximate date(s) that the problem(s) occurred;
 - c. The name(s) of the individual(s) involved in the problem(s), including both institutional staff and/or other students who were involved;
 - d. Copies of important information regarding the problem(s) (facts, not rumors, lead to solutions);
 - e. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f. Signature: All complaints should be signed. Complainants will receive an acknowledgement of receipt within 15 days.

6. Send to: ACCET
Chair, Complaint Review Committee 1722 N Street, NW
Washington, DC 20036
Tel: 202.955.1113
Fax: 202.955.1118 or 202.955.5306

TUITION REFUND AND CANCELLATION POLICY

All tuition refunds are calculated based on that which is most favorable to students.

BPSS Refund Policy: 4 tuition payments, each \$4,000

1st Payment Student Withdrew	% Tuition Refund to the Student	Amount of Tuition Refund to Student
Prior to or during week 1	100%	\$4,000.00
During week 2	80%	\$3,200.00
During week 3	65%	\$2,600.00
During week 4	50%	\$2,000.00
During week 5	30%	\$1,200.00
After week 5	0%	\$0.00
2nd, 3rd, and 4th Payments		
During week 1	80%	\$3,200.00
During week 2	65%	\$2,600.00
During week 3	50%	\$2,000.00
During week 4	30%	\$1,200.00
After week 4	0%	\$0.00

ACCET Refund Policy:

- A. The School retains a \$100 administrative fee associated with the withdrawal or termination.
- B. During the first week of classes, tuition charges withheld will not exceed ten percent (10%) of the tuition up to a maximum of \$500. When determining the number of weeks completed by the student, the School considers a partial week the same as if a whole week was completed, provided the student was present at least one (1) day during the scheduled week.
- C. After the first week and through fifty percent (50%) of the period of financial obligation of six months, tuition charges retained will not exceed a pro rata portion of tuition for the training period completed, plus ten percent (10%) of the unearned tuition for the period not completed. After fifty percent (50%) of the period of financial obligation is completed, the School may retain the full tuition paid.
- D. Thereafter, a student will be liable for the non-refundable application, plus the cost of any textbooks or supplies accepted.
- E. The refund due will be calculated using the last date of attendance and be paid within thirty (30) calendar days from the documented date of determination. The date of determination is the date the student gives written or verbal notice of withdrawal from the School or the date the School terminates the student by applying the School's Attendance, Conduct, or Satisfactory Academic Progress policies.
- F. If an applicant accepted by the School cancels prior to the start of scheduled classes, or never attends class, the School will refund all monies paid, less the non-refundable application fee (\$75) and a refundable tuition deposit (\$200).
- G. If the School cancels or discontinues its program, the School will make a full refund of all tuition paid for that period.

Federal Return of Title IV Funds Policy:

This policy governs the return of Title IV (Federal financial aid) funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. The School of Professional Horticulture (the School) at the New York Botanical Garden adheres to Federal policy regarding Return of Title IV funds. Return of funds policies are fair and equitable and applied uniformly. The School will use the forms and software developed by the U.S. Department of Education in determining the refund due to the financial aid program and in determining any repayment due from the student.

Withdrawal Process

Withdrawal information is obtained from the Director's office in line with the School's withdrawal policies. The date of withdrawal used to calculate the last date of attendance will be the effective date of withdrawal noted in the School's records. Students who withdraw during the add/drop period will undergo a Return of Title IV funds calculation even though no institutional charges may have been assessed.

Their official date of withdrawal will be noted on the administrative computer system and will be used in the refund calculation process, as follows:

- 1.) An otherwise eligible student who began attendance at the School and was disbursed or could have been disbursed Title IV grant or loan funds prior to a withdrawal has earned a portion of those Title IV funds and must undergo a return of Title IV fund calculation, or
- 2.) If the student began attendance but was not and could not have been disbursed Title IV grant or loan funds, the student is not considered to have been a Title IV recipient and a return of Title IV funds calculation is not required.

The last date of attendance will be the date submitted or the date of the last documented academically related activity, whichever is earlier. Students who leave without completing an official withdrawal form or for whom an official withdrawal form is not completed will have their last date of attendance be the date of the last documented academically related activity.

Policy Guidelines

Students who withdraw before sixty percent (60%) of the term is completed will have their Federal financial aid eligibility calculated in direct proportion to the length of the enrollment. The percentage of time the student remained enrolled is the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the sixty percent (60%) point earns all aid for the period. The responsibility to repay unearned aid is shared by the School and the student in proportion to the aid each is assumed to possess. The School's share is the lesser of the total amount of unearned aid or institutional charges multiplied by the percentage of aid that was unearned. The student's share is the difference between the total unearned amount and the institution's share. The return of Title IV funds will be in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Pell Grant

Other Title IV Programs

After the student's share is fully allocated among the Title IV programs, any amount owed to a grant program is reduced by half. Return of Federal (Title IV) funds calculation is performed independently of the School's costs incurred for the period of enrollment. The School will return its share of unearned Title IV funds no later than 45 days after determination of withdrawal. The student may be entitled to a post-withdrawal disbursement of Federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Post-withdrawal disbursements will be credited first toward unpaid institutional charges. Any portion of a post-withdrawal disbursement that exceeds unpaid institutional charges will be offered as a disbursement to the student. Students must accept this disbursement within 14 days of the offer. If a response is not received or if the offer is declined, these excess funds will be returned to the appropriate Title IV program.

Non-Title IV Funds

The School will calculate return of non-Title IV funds in accordance with the appropriate institutional and state refund policy. Refunds (after Title IV aid has been included in the formula) will be made to programs in the following order: state, institutional, private. Institutional funds will be returned on a case-by-case basis upon appropriate administrator review of financial assistance awarded and balance due.

SCHOOL POLICIES

The Administrative Committee formulates policy in matters pertaining to quality of work and standards of performance in the School. Student progress in academic and practical work is measured by grades and other evaluations; all students will receive periodic progress reports on their work.

I. SATISFACTORY ACADEMIC PROGRESS

Students must maintain a cumulative weighted average of 73% on a 100% scale, or 2.0 on a 4.0 scale, and must pass all courses with a minimum grade of 60%. All students are required to complete a minimum of 90% of their cumulative registered clock hours. Students who do not meet the 90% cumulative completion percentage will be placed on probation.

Courses for which a student receives a letter grade of A, A-, B+, B, B-, C+, C, C-, D+, D, and P (passing) are included in the calculation of cumulative clock hour completion percentage as courses successfully completed. Courses for which a student receives a letter grade of INC and F will be treated as courses attempted, but not successfully completed. Students are required to meet these minimum standards at each point of their program evaluation.

Grading

Grade	GPA	Percentile
A	4.0	94–100
A-	3.7	90–93
B+	3.3	87–89
B	3.0	83–86
B-	2.7	80–82
C+	2.3	77–79
C	2.0	73–76
C-	1.7	70–72
D+	1.3	67–69
D	1.0	60–66
F	0	0–59–FAIL

W=Withdraw

Time Limit to Complete a Course

All coursework (final exams, papers, projects) must be completed on time. If a student is unable to complete all coursework on time due to extenuating circumstances, he/she may be granted an additional two (2) weeks beyond the final exam date or final project due date to complete coursework, only with approval from the instructor. Failure to complete required coursework by that time will result in the student receiving an 'F' grade. A student must then repeat the course and earn a passing grade in order to fulfill the graduation requirements.

Time Limit on Program Completion

In specific cases (e.g., a prolonged absence due to sickness), students have up to one (1) year after the graduation date to complete all School requirements as long as the student is making satisfactory progress towards completion of the program. If the student does not fulfill all requirements as outlined on the School agreement one (1) year after graduation, the student will be administratively withdrawn.

Program Evaluation and Transcripts

All students are required to meet with the Director at regular intervals (typically June and November of the first year and April and October in the second year, and in February prior to graduation to discuss their overall performance. At all meetings, students receive a copy of their transcripts, attendance records and other academic materials. In addition, these meetings serve to assess students by the Director to ensure they are making satisfactory progress academically, on their horticulture rotations, and in the program overall. Students determined not be making satisfactory progress or exhibiting unprofessional conduct will meet with the Administrative Committee and will be asked to leave the program.

Graduation Requirements

To qualify for graduation, students must:

- Successfully complete all required academic courses (minimum GPA of 2.0), as measured at each evaluation period.
- Complete a minimum of 90% of cumulative clock hours, as measured at each evaluation period.

- Complete all horticulture rotation assignments (minimum GPA of 2.0 and 2,620 hours).
- Pass all skills tests and plant ID exams.
- Attend all scheduled horticultural activities and events such as lectures, field trips, and plant identification walks.

At graduation, the student possessing the highest grade point average (GPA) will receive the *Arlow Burdette Stout Academic Achievement Award*.

Course Exemptions Policy

The Director will evaluate any student's formal post-secondary education and award an appropriate course exemption if, in his discretion, the coursework is comparable to that of the School and was earned at an institution accredited by an accrediting agency recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA).

Requests should be made in writing within thirty (30) days of enrollment to permit adequate time to set the student's schedule. The School will not grant exemptions for more than three (3) courses, or for coursework earning less than a "B."

To ensure that the competencies attained in the prior coursework are comparable to those covered in the School curriculum, the student or applicant is asked to provide the following information:

- Official transcript, sent under seal from the institution that originally awarded the credit.
- Catalog and catalog description of the course to be considered for exemption.
- Copies of course syllabi or outlines.
- A completed Course Exemption Request form.

A decision will be rendered within seven (7) calendar days or receipt of the official transcript and catalog description and any other appropriate supporting documentation. If a student is exempted from the courses, he/she is required to take an equal number of hours of approved personal enrichment courses to complete the diploma.

To Transfer Course Hours

To facilitate transfer of the School's course hours to another institution, the School provides the following to graduates:

- Official transcripts, sent under seal to the institution requested by the graduate.
- Course description (found in the catalog).
- Detailed course syllabus.

Disclaimer Statement: Licensed private career schools offer curricula measured in clock hours, not credit hours. Certificates of completion, i.e., school diplomas, are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend. Please contact the Director for assistance.

Failure to Achieve Satisfactory Academic Progress & Federal Financial Aid

1. Financial Aid Warning

Students who fail to meet the requirements above at the end of any term will be placed on Financial Aid Warning. However, a student may continue to receive federal Title IV funds while on Financial Aid Warning. The Director will notify the student of his or her Financial Aid Warning status.

2. Financial Aid Probation

A student placed on Financial Aid Warning status who does not meet the minimum GPA requirements noted above at the end of any subsequent evaluation point will be placed on Financial Aid Probation. During the Financial Aid Probation period students are not eligible for Financial Aid and assume the responsibility for paying the tuition associated with the cost of attendance during this period. Tuition for the period must be paid with funds from outside the Title IV program.

3. School Dismissal

After being placed on Financial Aid Probation, a student may, in certain circumstances, be dismissed from the school, as deemed appropriate by the School Director.

4. Non-Title IV Eligible

A student may remain enrolled if they can demonstrate the ability to complete the program within the maximum time frame of the program although they will not be eligible for Title IV Federal Financial Aid. Students who are Non-Title IV Eligible will receive academic advisement and an academic advising plan to assist them in improving their academic progress. All clock hours attempted during Non-Title IV Eligibility count towards the maximum timeframe. A student who achieves the required SAP minimums at the end of a term or payment period in which he or she is Non-Title IV Eligible will be placed back into good standing and eligible to continue receiving Federal Financial Aid (Title IV funds).

5. Making An Appeal

Students who wish to continue to receive Federal Title IV funds after being placed on Financial Aid Probation must file an appeal in writing. The appeal may be based on the following factors: the death or serious illness of a relative, an injury or illness of the student, or other special circumstances. The appeal must contain (1) information detailing why the student failed to make satisfactory academic progress, (2) documentation of the situation if applicable, and (3) what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation point. The appeal must be filed within five (5) business days of the receipt of notice that the student has been placed on Financial Aid Probation. If the student's appeal is accepted, the student may continue to receive Federal Financial Aid for that term or payment period. The School will inform the student of the determination of the appeal no later than five (5) business days from the date that the appeal is filed.

Probation

When a student fails a course or the student's weighted GPA falls below 73%, he/she will be placed on academic probation. A student on probation is considered to be making satisfactory academic progress as long as no more than two (2) classes are failed. A student will remain on probation until all failed courses are repeated and passed and the cumulative weighted average is raised to 73%. (The grade for repeating the course replaces the failing grade.) The student is responsible for the cost of retaking the course. A student failing more than two (2) classes, or continuing on probation for more than one (1) year will be dismissed from the School.

Attendance

Attendance is required at all classes, work assignments, field trips, and other School-sponsored activities. Unexcused absences, tardiness and early departures are not accepted; excused tardiness and absences will be evaluated on a case-by-case basis. Excused absences are the death or serious illness of a relative, an injury or illness of the student, or other special circumstances. Excused absences will count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences. Makeup quizzes and exams must be requested by the student and may be scheduled at the instructor's convenience.

Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor. A student who is absent from a class without adequate reason may be assigned a failing grade. A pattern of excessive absence or lateness will result in disciplinary action and may result in suspension. Any absence must be fully explained to the Director and will be excused only for sufficient cause. Absences due to serious illness or death within a student's family are recognized as excused absences. To validate such absences, the student should present evidence to the Director.

In accordance with the U.S. Department of Education's Title IV policy on attendance: Any student who is absent more than 10 percent of the total number of instructional hours offered during each marking period of the student's program, excluding approved leaves of absence, and who has not maintained satisfactory academic progress, shall be dismissed or placed on academic probation. Any student who fails to meet satisfactory academic progress at the end of any marking period, regardless of attendance, shall be dismissed or placed on academic probation. Satisfactory progress means a

cumulative average of 2.0 (grade of C) for the curriculum or course, unless otherwise approved by the Director. A student who misses 14 or more calendar days from the School without any explanation is subject to immediate dismissal.

Tardiness and Early Departure Policy

Students are expected to arrive in class, on plant walks, field trips, horticulture rotations and all School events on time and be ready to perform the duties of that position. Education relies on the dependability of students being at work on time and prepared to perform the duties of their position. Tardiness is defined as a student failing to report for any event at the time scheduled. Unexcused early departure will be considered as an unexcused tardy under the procedures dealing with excessive tardiness. Tardiness will be tracked and kept on students Attendance Records. When a student has 5 unexcused tardies, the student will face corrective disciplinary actions, starting with an oral reprimand. After 5 more tardies, the student will then receive a written reprimand.

Leave of Absence

In the case of a prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, a leave of absence may be granted to the student if requested to the Director in writing by the student with the specific reason for the leave request. It should include the approximate length of the requested leave. No monetary charges or accumulated absences may be assessed to the student during a leave of absence. When a student returns from an approved leave of absence, the student shall be placed in the instructional program at the point commensurate with the skill level retained by the student at the time of his/ her return in accordance with the following:

1. for leaves of absence less than 30 calendar days, the School shall assess the student's retention level either through a counseling session with the student or by employing a written or oral evaluation instrument designed to measure a student's level of retention in the instructional program; or
2. for leaves of absence 30 calendar days or longer, the School shall assess a student's retention level either through a written or oral evaluation instrument designed to measure a student's level of retention in the curriculum, and document that such evaluation took place.
3. the leave of absence is limited to 180 calendar days in one calendar year, or one-half the program length, whichever is shorter. Multiple leaves of absences may be permitted provided the total of the leaves does not exceed this limit.

A student who misses 14 or more calendar days from the School without any explanation is subject to immediate dismissal.

Make-Up Policy

Students who are unable to meet the attendance requirement for a particular course may be able to make up missed time in order to achieve the required attendance for that course. The policy regarding the establishment of make-up days in order to make up missed class time varies and students are advised accordingly during Orientation sessions. Make-up rotation days are scheduled the last week in March before the start of the six-month internship to allow students to make up missed time. All missed rotation hours must be made up in order to graduate.

The School encourages students who miss in-class assignments to seek make-up assignments from their instructors. Make-up work must be completed within 14 calendar days (2 weeks) at the end of the course. In general, all make-up work must be completed within 2 weeks, unless circumstances prevent the student from doing so. Students who still have uncompleted assignments or tests on the last day of a course are required to complete the required assignments/tests within the 2-week time frame in order to receive a passing grade for that course. All make-up work may be subject to a grade reduction as explained in each course syllabus.

paraphernalia. For more information on alcohol or other substance abuse problem, contact the New York State Office of Alcoholism and Substance Abuse Services to request a listing of local rehabilitation and treatment centers: New York City office, 501 7th Avenue, New York, NY, 10018-5903, 877.846.7369, or visit oasas.ny.gov

II. GENERAL

Program Dismissal and Withdrawal

The School requires a notice of withdrawal be submitted in writing to the School. The School reserves the right to dismiss students who: a) fail more than two (2) classes; b) have falsified information required by the admissions process; c) are dishonest involving assignments or examinations; d) have repeated disruptive or unprofessional behavior; e) have delinquent accounts; and f) fail to sign and return a Notice of Academic Probation.

Upon dismissal or withdrawal, the student's tuition obligation to the School is calculated based on the refund policy as published in this catalog and in the student enrollment agreement. Refunds, when due, are made to the student within 30 days of dismissal or withdrawal.

Withdrawal and Re-Admission Policy

Students who wish to withdraw should meet with the School Director to review their progress and options for completing their education at the School at a later date. Approval for return to the program will be determined based on course schedule and other factors at the discretion of the School. Students must also meet with the Director to review their account for refunds or remaining balance owed to the School. All students seeking to return to School must be in good standing with regards to all financial obligations, including prior balances that were due at the time of withdrawal or dismissal from the School. Returning students will be responsible for any differences in tuition between the original enrollment period and their return.

Disciplinary Actions

Students are expected to establish good working relationships with their supervisory fellow students, and all other members of the Garden's staff.

It is the policy of the School to treat all students equitably and to administer all policies, procedures, and rules and regulations consistently. When a student's performance is unsatisfactory (refer to academic policy), or when students violate the policies and procedures of the School, appropriate corrective disciplinary action may be taken.

The Director may administer the forms of progressive discipline set forth below. Naturally the type of discipline selected will depend on the severity of the offense. Where warranted, the Director may elect to impose a suspension or termination whether or not there has been prior disciplinary action.

- Oral Reprimand and/or Student Counseling
- A Written Reprimand
- A Final Written Reprimand
- Probation (one term)
- Dismissal

A student who wishes to appeal may present his/her case to the Administrative Committee. The School will not tolerate the following misconduct and students will be subject to disciplinary action up to and including dismissal: falsifying documents, consumption of alcohol, dangerous conduct, disturbing the peace, profanity, harassment, physical abuse, plagiarism, property damage, sexual harassment and/or assault, arson, theft, unauthorized use of Botanical Garden property, using or possessing fire arms, use and/or possession of drugs or drug-related

Privacy

The School of Professional Horticulture complies with the Family Education Rights and Privacy Act (FERPA) of 1974. FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The following categories of information concerning individual students and former students may be made available to the general public: name, attendance dates, telephone listing, date and place of birth, field of study, previous education institutions attended by the student. Any student may request that any of the above information not be released without his/her prior consent.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Copyright Infringement

Students must adhere to the following copyright and software license infringement standards. "Copyright infringement occurs when a person reproduces someone else's copyrighted items without permission. This would also include public display of a copy of copyrighted work. If it is determined that a person is guilty of copyright infringement, penalties could include a court order to stop producing that item, confiscation of the items, fines, and attorney's fees. In addition, penalties for students found in violation of copyright laws may be as severe as expulsion from the School. Use of copyrighted material for reference purposes must be cited as indicated by the author/publisher of the material and following generally accepted grammatical rules of reference."

Cheating/Plagiarism

Concern exists in all educational institutions over student cheating and plagiarism. The School views all breaches of academic integrity as serious.

A. Definition of Cheating/Plagiarism

1. Any direct copying of another student's material.
2. Directly copying any other author's work and presenting it as one's own, without clearly citing the source and using quotations.
3. Any plagiarizing or copying of another student's work on assignments or homework. Word for word reproductions are clear violations. Plagiarism exists when a clear preponderance of a student's work is copied or changed only slightly from another author.
4. Any illegal acquisition, theft, reproduction or other method of securing testing materials before test material administration.

B. School Procedures

1. School faculty will advise the Director that cheating/plagiarism has taken place. Faculty will submit the test, posting or assignment in question to the School.
2. The School will advise the student(s) in writing of the instructor's finding.

C. Penalties

1. Upon first violation, an immediate failure for the course will be given. No averaging of tests or other criteria will even be considered. The student receives a zero for the course.
2. Upon any subsequent violation the student will be dismissed permanently from the School and a citation of that dismissal will be noted on the School's permanent record.

MEDICAL EXAMINATION REPORT

Dear Doctor:

has applied for admission as a student at The New York Botanical Garden's School of Professional Horticulture.

This is an intensive two-year program to train professionals in the field of horticulture, and combines classroom work with practical training on the grounds and in the greenhouses at the Garden. The practical training sometimes involves rather strenuous physical exertion. The following are examples of the type of work that a student may be called upon to do under proper supervision:

- Climb trees using rope and saddle
- Work in adverse weather conditions
- Lift 50 pounds
- Dig trees with hand tools

After examination, please inform us as to the applicant's general health and whether he/she would be able to complete a two-year training program of this kind. Please note your appraisal and recommendations in the space provided and return this form to:

Director, School of Professional Horticulture
New York Botanical Garden
2900 Southern Boulevard
Bronx, NY 10458-5126

Date

Comments

Doctor's Name (Print)

Doctor's Signature

Address

Phone

“I learned a great range of topics in horticulture from landscape design to soil science.”

—*Tova Hadar, Class of 2017*

APPLICATION FORM

Application Deadline: Postmarked by August 1

Please send the items listed to:

Director, School of Professional Horticulture
 The New York Botanical Garden
 2900 Southern Boulevard
 Bronx, NY 10458-5126

- \$75 U.S. (non-refundable) check or money order
- Résumé
- Proof of Age and Nationality
- Transcripts
- Documentation of 500 hours of work in horticulture
- Three (3) letters of reference
- Medical examination report on form provided on page 24
- International students: TOEFL or IELTS score and proof of financial support

Please print in black ink or type:

Name _____

Address for all correspondence _____

Phone _____

E-mail _____

How did you hear about the School? (If from a website or publication, which one?)

Horticultural Work Experience: (If you require more space to write, please use an attached sheet.)

Job Title/Description	Dates	Name of Business	Name of Supervisor and Contact Number	Number of Hours	Hours: Paid (P) or Voluntary (V)

On a separate sheet please provide the following: (Your name and phone number must be on every attachment.)

1. In 300 words or less, describe your career goals and how the School of Professional Horticulture can help you achieve them.
2. Describe the areas in the green industry in which you have experience.
3. List schools attended, starting with high school. Provide school names, degrees or diplomas earned, and years attended.
4. List the names, addresses, and telephone numbers of your three (3) references.

I certify that all the above and attached information was completed by myself and is accurate.

Name _____ Date _____

DIRECTIONS



The Garden is easily accessible by car, Metro-North commuter railroad, subway, and bus. Please call the Garden's general number, 718.817.8700, or visit the website at nybg.org for detailed information. Learn more about public transportation options at mta.info

Catalog Disclaimer:

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

Director, School of Professional Horticulture
The New York Botanical Garden
2900 Southern Boulevard
Bronx, New York 10458-5126
nybg.org/soph

