WELCOME

Since its founding in 1932, the School of Professional Horticulture (SoPH) at The New York Botanical Garden (NYBG) has been one of the world’s leaders in hands-on horticulture training. The 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’s mission is to educate and train motivated individuals in a supportive environment to become horticulturists of the highest caliber equipped to succeed in green industry leadership positions in both the public and private sectors.

During the SoPH 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 NYBG’s 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 11 years! Among the prominent positions held by alumni are Head of Horticulture at Little Island Park, Executive Director of Bowman’s Hill Wildflower Preserve, Head Gardener at the Abby Aldrich Rockefeller Garden, Director of Horticulture at the Horticultural Society of New York, and Executive Director at Mountain Top Arboretum, and gardeners at celebrity estates. And many alumni go on to start their own successful businesses, often in partnership with other SoPH graduates.

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!

Richard M. Smith
Director
School of Professional Horticulture
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 Lorrillard, a leading tobacco merchant. The land was set aside by the State Legislature for the creation of “a public botanical 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 in a supportive environment 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 more than 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 Coleman P. and Susan Burke Oak Collection (2022), 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 at The Plant Shed, Untermyer Garden, U.C. Berkeley Botanical Garden, Governors Island, The High Line, Dumbarton Oaks
• Horticulturist at Winged Foot Golf Club
• Arborist at Bayard Cutting Arboretum
• Chief Horticulturist, The Battery Conservancy
• Lead Grower & IPM Coordinator, Cuito Wellness
• Director of hands-on horticulture and Horticulture at Citi Field, home of the New York Mets
• Executive Director, Mountain Top Arboretum
• 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 & Saletenim 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 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 that 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 farther 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

“The day I entered the NYBG SoPH program, I knew almost nothing about plants. Looking back since I graduated, I am astounded by how much I learned as a student and the connections I’ve made. I am ready to launch a successful career in horticulture!”

—Delaney Pitman, Class of 2022
### Year 1

#### Winter

- **February and March (9 weeks)**
  - Plant Structure: BOT 315 (24 hours)
  - Introduction to Public Speaking: COM 101 (12 hours)
  - Soil Science I: Physical Properties: HRT 301 (18 hours)
  - Pruning Principles & Practices: HRT 321 (14 hours)
  - Landscape Design History: LAN 301 (10 hours)

- **Course hours:** 118
- **Rotation hours:** 100

#### Spring

- **April to June (12 weeks)**
  - Plant Diversity: BOT 317 (24 hours)
  - Pressing Plants for Art and Science I: BOT 338 (6 hours)
  - Landscape Techniques: HRT 311 (15 hours)
  - Landscape Plants: Spring Perennials: HRT 336 (9 hours)
  - Landscape Plants: Bulbs: HRT 342 (12 hours)
  - Insect Pests of Landscape Plants: HRT 381 (18 hours)
  - Landscape Plants: Spring Trees & Shrubs: HRT 334 (12 hours)
  - Graphics I: LAN 311 (24 hours)

- **Course hours:** 120
- **Rotation hours:** 225

#### Summer

- **July and August (8 weeks)**
  - Career Preparation: COM 102 (10 hours)
  - Horticultural Techniques: Turf Equipment: HRT 315 (12 hours)
  - Landscape Plants: Annuals: HRT 341 (8 hours)
  - Tropical Plants: HRT 361 (14 hours)

- **Course hours:** 44
- **Rotation hours:** 225

#### Fall

- **September to December (15 weeks)**
  - Pressing Plants for Art and Science II: BOT 338 (6 hours)
  - Systematic Botany: BOT 432 (21 hours)
  - Landscape Plants: Fall Trees and Shrubs: HRT 331 (12 hours)
  - Landscape Plants: Broad-leaved Evergreens: HRT 332 (8 hours)
  - Landscape Plants: Late Season Perennials & Grasses: HRT 338 (12 hours)
  - Plant Propagation I: HRT 411 (18 hours)
  - Disease Identification & Management: HRT 481 (18 hours)

- **Course hours:** 95
- **Rotation hours:** 200

### Year 2

#### Winter

- **January to March (13 weeks)**
  - Plant Physiology: BOT 316 (21 hours)
  - Soil Science II: Chemistry & Nutrition: HRT 302 (18 hours)
  - Landscape Plants: Conifers: HRT 333 (12 hours)
  - Plant Propagation II: HRT 412 (16 hours)
  - Winter Tree Identification: HRT 441 (10 hours)
  - Landscape Design I: Site Analysis & Schematic Design: LAN 401 (24 hours)

- **Course hours:** 101
- **Rotation hours:** 200

#### Spring/Summer Internship

- **April to September**
  - Internship Hours: 1,000

#### Fall

- **October to December (10 weeks)**
  - Advanced Presentation Skills: COM 103 (10 hours)
  - Horticultural Techniques: Basic Horticultural Construction: HRT 314 (12 hours)
  - Introduction to Plant Communities: HRT 353 (6 hours)
  - Landscape Management: HRT 443 (24 hours)
  - Invasive Weed ID & Management: HRT 482 (12 hours)
  - Nursery & Greenhouse Management: HRT 491 (24 hours)
  - Principles of Ecological Landscape Design: LAN 350 (15 hours)

#### Summer Internship

- **April to September**
  - Summer Internship Hours: 1,000

#### Year 3

#### Winter

- **January to February (9 weeks)**
  - Introduction to Business Management: COM 104 (12 hours)
  - Preparation for Pesticide Applicator Certification Exam: HRT 357 (30 hours)
  - Tree Management: HRT 422 (14 hours)

#### Fall

- **October to December (10 weeks)**
  - Advanced Presentation Skills: COM 103 (10 hours)
  - Horticultural Techniques: Basic Horticultural Construction: HRT 314 (12 hours)
  - Introduction to Plant Communities: HRT 353 (6 hours)
  - Landscape Management: HRT 443 (24 hours)
  - Invasive Weed ID & Management: HRT 482 (12 hours)
  - Nursery & Greenhouse Management: HRT 491 (24 hours)
  - Principles of Ecological Landscape Design: LAN 350 (15 hours)

#### Summer Internship

- **April to September**
  - Summer Internship Hours: 1,000

### Graduation: First Friday of March

- **Courses**
  - 637 hours
- **Horticulture Rotations, Group Projects, Plant Walks, etc.**
  - 983 hours
- **Internship**
  - 1,000 hours

**Total Hours:** 2,620 hours

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“Studying at NYBG and working with all of the amazing horticulture staff has given me a wealth of knowledge and a curiosity to continue learning long after the program ended.”

—Max Buckland, Class of 2022

“I joined the program hoping to learn how to integrate designed landscapes into their broader ecological and environmental context. I left with that plus an amazing professional network.”

—Adam Beneke, Class of 2021
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 637 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 ploidy-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
Preserved plant specimens have been used for centuries as the foundation for scientific, cultural and economic innovation. This course combines ancient plant preservation methods with techniques of the 21st century. Students will gain the knowledge and skills to develop their own herbarium to use as a permanent floristic record, identification aid, and creative portfolio.

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 plants, 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. 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 cornerstone soils of 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, arboretums, 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

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, Pyrus, Viburnum, and other genera that are particularly ornamental in spring.

Hours: 12
HRT 334

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

Hours: 9
HRT 336

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 sexual and asexual plant propagation. Explore various forms including: growing ferns from spore, starting plants from seed, stem and leaf cuttings, how to propagate gesneriads, and types of layering.

Hours: 18
HRT 411
COURSES

Invasive 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.

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 431

Invasive 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 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, a field trip 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: 15  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.
Hours: 24  COM 101

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 102

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 103

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 104

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 105

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, they 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.

“SoPH was the best decision in my life and helped build who I am now. I learned a great deal and met incredible people. I have been fortunate to be a member of the amazing SoPH community.”

— EunYoung Scharzo, Class of 2006
ROTATIONS

During their first year, students receive hands-on training in four areas of major concentration (Outdoor Gardens, Arboretum and Grounds, Nolen Greenhouses, Enid A. Haupt Conservatory), along with plant health care and plant records practices. There are four rotations: Spring, Summer, Fall, and Winter. Each rotation is approximately 200 hours and takes place in NYBG's esteemed landscape, living collections, and glasshouses. NYBG horticulturists provide training in essential horticulture skills. 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 missed 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 the fall rotation, students are tested on their mastery of horticultural skills covered in the rotations, such as planting, propagation, watering, pruning, perennial care, and fertilization techniques.

<table>
<thead>
<tr>
<th>ROTATION</th>
<th>SKILLS LEARNED AND UTILIZED</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enid A. Haupt Conservatory</td>
<td>How to plant for indoor displays and exhibitions, caring for conservatory plants and tropical collections, grooming, watering, spraying, misting, soil preparation and amending. Specific culture for succulents and cacti, aquatics, tropicals, and/or others.</td>
<td>Conservatory</td>
</tr>
<tr>
<td>Nolen Greenhouses</td>
<td>Climate control systems: heating, cooling, humidity, shade, and ventilation. Basic techniques: fertilizing, soil mixture preparations, repotting, pruning, transplanting, crop production, seeding and cutting propagation, forcing bulbs, growing annuals, and container growing.</td>
<td>Nolen Greenhouses</td>
</tr>
<tr>
<td>Outdoor Gardens</td>
<td>Planting and maintaining perennials, annuals, and bulbs for outdoor seasonal displays: grooming, 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 &amp; Garden Navigator.</td>
<td>Outdoor gardens and collections</td>
</tr>
<tr>
<td>Arboretum and Grounds</td>
<td>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.</td>
<td>Various gardens and collections</td>
</tr>
</tbody>
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SPECIAL PROJECTS MAY INCLUDE:

- Aquatic Planting
- Bulb Planting
- Composting
- Ecological Research
- Glasshouse Exhibitions and Collections
- Turf Renovation
- Greenhouse Management
- Introduction to Tree Climbing
- Invasive Species Management
- Irrigation
- Mapping
- Nursery Management
- Vegetable Gardening
- Ornamental Pruning
- Plant Health Care
- Plant Sales
- Rose Pruning
- Topiary Planting
- Tree Transplanting
- 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 their Main 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, and know the major horticultural characteristics of each plant studied.

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 restoration 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 at the end of March.

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 WiFi service in the Watson Education Building and other buildings on the campus.

Holidays and Vacation Days
The School regularly observes the following 13 holidays: New Year’s Day, Martin Luther King, Jr. Day, Lincoln’s Birthday, Presidents’ Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Federal Holiday (10.10.22 and 10.23), 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 Cafe and Hudson Garden Grill are open Tuesdays through Sundays, and students enjoy a 20% discount at both. The Café serves pizza, panini, salads, drinks, drinks, and beverages. The Hudson Garden Grill is a more formal dining option on Garden grounds. There are also 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 a security personnel of 40 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 Education 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 who our Alumni are currently doing. If you would like to ask a question of a specific graduate, e-mail the Director, cmy@nybg.org, who will put you in touch with the respective alum.

Recent Completion and Placement Rates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate (%)</th>
<th>Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2012</td>
<td>90</td>
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<tr>
<td>2021</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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 acces.nysed.gov/bpps

ADVISORY BOARD

Ani Adishian
Emmanuel Akintayo
Cathy Deutsch
Todd Foreman
Ed Holland
Jeanne Lapsker, MD
Bill Logan

Kay Chubbuck
Vice President for Education

Richard M. Smith
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.

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. She is now Assistant Professor of Biology for 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.

Katie Bronson is a Gardner 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.

Melissa Finley is the Train Curator of Woody Plants at the New York Botanical Garden. She holds a BS in Sustainable Crop & Landscaping Systems from the University of Idaho and an MS in Plant Pathology from Penn State. She is an International Society of Arboriculture certified arborist and tree risk assessor.

Don Gabel is Director of Plant Health at NYBG, where he monitors, diagnoses, and prescribes treatments for all the plants growing on the grounds and in the glasshouses. Active in the green industry for more than 40 years, he is an ISA-certified arborist and certified nurseryman. He also helps in educating and advising the NYBG staff and teaches the public about the many aspects of horticulture.

Brooke Gibbard is a Garden Coordinator at the Edible Academy at The New York Botanical Garden. Brooke received her A.S. in Landscape Horticulture from Oakland Community College and her B.S. in Agriculture, Food, and Natural Resources from Michigan State University.

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, NY, and garden manager at Rocky Hills, a preservation project of the Garden Conservancy in Mt. Kisco, NY.

Trevor Hall has been in the tree care industry for 33 years, with the last 30 years at Bartlett Tree Experts. He is a graduate of the University of Maryland with a degree in Urban Forestry. He has been a climber, Ipm technician, Crew Leader and Arborist Sales Representative and is the Local Manager of the Bartlett Tree Elmsford NY location. Trevor is an ISA Certified Arborist, NYSDCC Certified Pest Applicator, and Past President of New York State Arborist Association.

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, NYU and a Master’s in Educational Theater from the Steinhardt School of Education, NYU. She is the founder of an educational theater company, Elora Theater Arts, NYU and an ISA Certified Arborist and certified nurseryman. He also helps in educating and advising the NYBG staff and teaches the public about the many aspects of horticulture.

OCCUPATIONAL EDUCATION DATA

<table>
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<tr>
<th>Admissions and Applications</th>
<th>June 2021</th>
<th>June 2022</th>
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<tr>
<td>Total Applications</td>
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<tr>
<td>Applications Accepted</td>
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<tr>
<td>Graduate Follow-up</td>
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<tr>
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<td>8</td>
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<tr>
<td>Total Graduates</td>
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<td>9</td>
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</tbody>
</table>

No 2021 Enrollment Due to the COVID-19 Pandemic
Kelly Ivanoski is the Manager of Nolen Greenhouses at the Garden and a graduate of The New York Botanical Garden’s School of Professional Horticulture. She holds a BS in Accountancy from Bentley University and worked for KPMG with a focus in manufacturing and operations.

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.

Ilija Kornspun is Associate Director for Maintenance and Special Events. Ilija’s specialties include electrical, plumbing, masonry, and carpentry work. Prior to joining the NYBG staff in 2016, Ilija owned and managed his landscaping and construction business in which he maintained corporate and residential accounts.

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 Manger 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, Aix and the most recent, Sprout Lands: Tending the Endless Gift of Trees.

George Lozefski is an Environmental Soil Scientist and the Laboratory Manager/Education Outreach Coordinator at the NYC Urban Soils Institute. 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 CUNY.

Marta McDowell holds a Certificate in Landscape Design from NYBG and is a writer, lecturer, and gardener. She has published five books with Timber Press, including Unearthing the Secret Garden and 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.

Michael Ng is the Manager of Arboretum and Grounds. He has been with NYBG since 2007, starting as an entry-level Botanical Garden Aide and coming up through the ranks to Gardener and Manager. He also spent 7 years as a representative and advocate for union staff members. Michael earned a Bachelor’s of Science in Agriculture from Rutgers University.

Lydia Paradiso is currently a Ph.D. student at the City University of New York and NYBG. Her research focuses on Lanix (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.

Liz Poccia is a NYBG Certified Landscape Designer teaching graphics and specializing in large scale high-end residential designs throughout the Tri-State area. Liz has been with NYBG since 2017, immediately teaching after graduation from NYBG’s certificate program, and is passionate about teaching graphic communication to future designers.

Michael Ruggiero came to NYBG in the summer of 1961 and is the former Senior Curator of Horticulture. In that role, he oversaw the care of many of the Garden’s indoor collections and outdoor gardens. 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.

Mobee Weinstein, is Foreman of Gardeners for Outdoor Gardens at the NYBG. She has a BS in Plant Studies from University of Connecticut in 1985, She has a BS degree in Environmental Conservation and Outdoor Ethics programs. She holds a Certficate in Landscape Design from NYBG’s certifcate program, and is currently a NYBG Certifed Landscape Designer.

“Illy 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 Manger for the School. He also helped to oversee the Plant Information Office.

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“Whether you’re a career changer or have been in the field for years, the education you’ll receive at SoPH will ensure you’ll be ready for whatever your career in horticulture will ask!”

—Max Barresi, Class of 2021

“The School’s comprehensive education in all possible facets of horticulture has left each one of us ready to excel in the field’s myriad careers.”

—Max Barresi, Class of 2021

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“I found the horticulture rotations through all four horticultural areas at NYBG to be invaluable. They gave me the knowledge and confidence I needed to become a professional gardener.”

—Elena Day, Class of 2020
ADMISSIONS

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

Requirements

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). Applicants from outside the New York area will be interviewed online.

Applicants should be prepared to discuss all aspects of their horticulture experience, their career aspirations, and personal qualifications. The Admissions Committee is made up of approximately 10 members of horticulture staff, instructors, administrators, and alumni. Applicants must be able to digest information, think critically, to write effectively, and to understand class instruction, to converse comfortably, and to write effectively.

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.
4. Transcripts of all post-secondary education; if none, then two years of post-secondary education are strongly encouraged and preferred. All transcripts must be submitted.
5. Three letters of reference. This can be combined with proof of work experience such as letters from employers or private sector. (A horticulturist is a person possessing a 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 recorded 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.
6. Three letters of reference. This can be combined with proof of work experience such as letters from employers or private sector. (A horticulturist is a person possessing a 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 recorded 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.
7. 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.
8. 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.
9. 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 recorded 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.
10. 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.
11. Must be at least 18 years of age at the time of entrance in the School.
12. Must be able to do rigorous work both indoors and outdoors.
13. 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 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:
Director
School of Professional Horticulture
The New York Botanical Garden
2900 Southern Boulevard, Bronx, NY 10458-5126
718.817.8797
rsmith@nybg.org

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. Applicants 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.

Admission is selective and based on a combination of academic achievement, practical experience, and personal qualifications. 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.

Applicants from outside the New York area will be interviewed online.

Non-Discrimination and Anti-Harassment Policy

The School of Professional Horticulture (SoPH) is committed to maintaining an environment that encourages and fosters professional conduct and is free from harassment or discrimination. Accordingly, SoPH prohibits discrimination and harassment of applicants for admissions, students, employees, or any affiliates based on race, color, national origin, alienage or citizenship status, religion or creed, gender, gender identity, pregnancy, disability, age, 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 School of Professional Horticulture exists within The New York Botanical Garden (NYBG). NYBG is an Affirmative Action and Equal Employment Opportunity employer. The School will make reasonable accommodations for applicants with disabilities and for bona fide religious beliefs and practices of applicants. If you have questions about this policy or if you require an accommodation, please contact the Director.

“The SoPH program was probably the most incredible transformative experience I have ever had in adult education. It is not for the faint hearted, and for those that are committed to pursuing a career in horticulture I can’t think of a better place to obtain a deep learning of plant science, contemporary horticulture techniques, and green industry experience.”

—Rebecca Cittadini, Class of 2021
TUITION

Tuition and Fees
Application fee .................................................. $75
Tuition .......................................................... $17,500
Total cost ...................................................... $17,575

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
• 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)
$4,175 due by frst day of Orientation
$4,375 due by June 15

2nd Year
$4,375 due by January 15
$4,375 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 $35 late fee will be charged automatically each month until the balance is paid in full. 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 24 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.

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 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 frst day of class and provide a written request to be certifed. Contact the Director for further information.

FINANCIAL ASSISTANCE

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<th>Federal/State Financial Assistance Programs</th>
<th>July 1, 2019 to June 30, 2021</th>
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<tr>
<td>AmeriCorps</td>
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What you should know about N.Y. State Licensed Private Schools

The School is a department within NYBLS, 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 names 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 acknowledgment of receipt within 15 days.

6. Send to: ACCET
   Chair, Complaint Review Committee
   1722 N Street, NW
   Washington, DC 20036
   Tel: 202.955.113
   Fax: 202.955.118 or 202.955.5306
   Website: accet.org

7. The student may also file a written complaint to the state licensing agency, the N.Y. State Education Department’s Bureau of Proprietary School Supervision at 116 West 33rd Street, 5th Floor, New York, NY 10001, or via telephone at 212.643.4760. The Bureau cannot investigate any complaint made more than 2 years after the date of occurrence.

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 $4,375

| 1st Payment |
| Student Withdrawal |
| % Tuition Refund to the Student | Amount of Tuition Refund to Student |
| Prior to or during week 1 | 100% | $4,375.00 |
| During week 2 | 80% | $3,500.00 |
| During week 3 | 65% | $2,843.75 |
| During week 4 | 50% | $2,187.50 |
| During week 5 | 30% | $1,312.50 |
| After week 5 | 0% | $0.00 |

2nd, 3rd, and 4th Payments

| | % Tuition Refund to the Student | Amount of Tuition Refund to Student |
| During week 1 | 100% | $4,375.00 |
| During week 2 | 80% | $3,500.00 |
| During week 3 | 65% | $2,843.75 |
| During week 4 | 50% | $2,187.50 |
| During week 5 | 30% | $1,312.50 |
| 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 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).

G. If the School cancels or discontinues the 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 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 to 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 disbursable 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 the student earned. 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:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. 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 unearned 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.
The Administrative Committee formulates policy in matters pertaining to quality of work and standards of performance of the Student. Progress in academic and practical work is measured by grades and other evaluations; all students will receive grades for their work.

I. SATISFACTORY ACADEMIC PROGRESS

Students must maintain a cumulative weighted average of 73% on a 100% scale, or 2.00 on a 4.0 scale, and complete all coursework with a minimum grade of 60%. All students are required to complete a minimum of 90% of the cumulative registered clock hours; however a student must complete 100% of the required rotation hours. Students who do not maintain a 95% cumulative completion percentage will be placed on probation.

Courses for which a student receives a letter grade of A, B+, B, B-, C+, C, D+, D, and P (pass) are included in the calculation of cumulative clock hours/credit course requirements successfully completed. Courses for which a student receives a letter grade of F and F(x) 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.

Graduation Requirements

Students must complete the program in the time frame noted above. To graduate, students must:

- Successfully complete all required academic courses (minimum GPA of 2.00, unless otherwise noted by the School Director).
- Complete a minimum of 90% of cumulative clock hours, as measured at the end of academic evaluation period.
- Complete all horticulture rotation hours (minimum GPA of 2.00 on evaluations).
- Pass all skills tests and the Plant Final 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 will receive the Ariele Bunkele Staud Academic Achievement Award.

Course Exemptions Policy

The Director will evaluate any students formal post-secondary education and award an appropriate course exemption if, in the Director’s 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 will be asked to provide the following information:

- Official transcript, sent under seal from the institution that originally awarded the credit.
- Catalog and syllabus of the institution that originated the course.
- 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 exemption request.

To Transfer Course Hours

To facilitate transfer of the course hours to another institution, the student must request an official transcript and catalog and syllabus of the institution granting the credit. If a student is exempted from the courses, they are 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 course hours to another institution, the student must request an official transcript and catalog and syllabus of the institution granting the credit. If a student is exempted from the courses, they are required to take an equal number of hours of approved personal enrichment courses to complete the diploma.

Failure to Achieve Satisfactory Academic Progress & Federal Financial Aid Warning

2. Financial Aid Probation

A student identified as Financial Aid Warning status who does not meet the minimum GPA requirements noted above at the end of any subsequent academic evaluation period shall be placed on Financial Aid probation. During the Financial Aid Probation period, students are not eligible for Financial Aid and must pay tuition on a payment plan 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-Titled IV Eligible

A student who fails to respond to the financial aid warning letter as outlined above will be administratively withdrawn.

Time Limit to Complete a Course

All coursework (finals, papers, projects) must be completed on time. If a student is unable to complete all coursework on time due to extenuating circumstances, they may be granted an additional two (2) weeks beyond the final exam date of the course to complete the 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 coursework as long as the student is making satisfactory progress towards completion of the program. If the student does not fulfill all requirements as outlined in 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 progress. At all meetings, students receive a copy of their transcripts, attendance records, and additional academic materials. In addition, these meetings serve to assist 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.

Tardiness and Early Departure Policy

Students are required to attend all classes, rotation assignments, field trips, horticulture rotations, and all School events on time and be ready to perform the duties of their position. Tardiness reflects in the case of a prolonged illness or accident, death in the family, or other circumstances that may make attendance impossible or impractical, a leave of absence may be granted. Leave of absence requests must be made in writing by the student with the specific reason for the leave request. It should include the approximate length of the required leave. No monetary charges or accumulated absences may be assessed to the student during a leave of absence. Upon the student’s return to the School, the student shall be placed in the instructional program at the point commensurate with funds from outside the Title IV program.

Failure to achieve satisfactory academic progress and probability of probation status may result in the student being placed on Financial Aid Probation. During the Financial Aid Probation period, students are not eligible for Financial Aid and must pay tuition on a payment plan associated with the cost of attendance during this period. Tuition for the period must be paid with funds from outside the Title IV program.

Leaves of Absence

In the case of a prolonged illness or accident, death in the family, or other similar circumstances, students must notify the School immediately. The School will inform the student of the requirements for receiving 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.

Proclamation

If a student fails a course or the student’s weighted GPA falls below 73%, they will be placed on academic probation. A student on probation is considered as a student failing to make satisfactory academic progress as long as no more than two (2) courses are failed. A student will remain on probation until all financial aid and scholarship obligations are satisfied. If a student fails more than two (2) courses, the student will be administratively withdrawn.

Attendance

Attendance is required at all classes, rotation assignments, field trips, plant walks, and all School-sponsored events. Unexcused absences, tardiness, and early departures are not accepted; excused tardiness and absences will be evaluated on a case-by-case basis. Absences due to serious illness or death in the family are recognized as excused absences. Absences due to illness or death in the family are excused only for sufficient cause. Absences due to serious illness or death in the family are excused only for sufficient cause. Absences due to illness or death in the family are excused only for sufficient cause.

Deficiency in any required work resulting from absence from class must be made up. Repeated failure in satisfactory completion of the work. Students who fail from a class without adequate reason may be assigned a failing grade. A pattern of excessive tardiness or absence will result in disciplinary action and may result in suspension. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s academic performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance. Any absence must be fully explained to the Director and will be excused only due to serious illness or death in the family’s performance.
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.

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 regarding 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 accounts 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 supervisors, 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 actions will 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 their 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, cheating, consumption of alcohol, dangerous conduct, disturbing the peace, disruptive or unprofessional behavior, profanity, harassment, physical abuse, verbal 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 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 10019-5903, 877-846-7365, or visit oasas.ny.gov

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 unless the student has formally requested that all of the above information not be released without their 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 been 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 work, 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

Cheating 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 tests on the last day of a course are required to complete the
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.
3.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.

D. Appeal Rights

1. If a student disagrees with an instructor’s finding of cheating or plagiarism, the student will formally notify the Director, in writing, of the student’s desire to appeal the finding. The appeal must list the reasons why the finding is unjustified, and other pertinent data the student feels necessary in a review of the case. The student has 30 days from the date of notification of the finding to exercise this right.
2. The decision of the Director and Vice President is final, and cannot be further reviewed within the School.

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 glasshouses 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:

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

After examination, please inform us as to the applicant’s general health and whether they 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 10458-0126

Date
Comments
Doctor’s Name (Print)
Doctor’s Signature
Address
Phone
I certify that all the above and attached information was completed by myself and is accurate.

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.

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

- International students: TOEFL or IELTS score and proof of financial support
- Medical examination report on form provided on page 28
- Three (3) letters of reference
- Documentation of 500 hours of work in horticulture
- Transcripts
- Proof of Age and Nationality
- Résumé

Name Date