



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
HANDBOOK

Handbook
2020

INTRODUCTION

National Garden Clubs (NGC) Schools are Flower Show Schools, Landscape Design (LDS) Schools (begun in 1958), Gardening (GS) Schools (begun as Gardening Study Schools in 1977) and Environmental (ES) Schools (begun as Environmental Studies Schools, approved by NGC in 1991, first school conducted in 1993). Flower Show Schools have unique requirements, are administered separately from the other schools and are therefore not governed by this Handbook. The other **(ES, GS, LDS)** schools each have subject matter that overlaps with and complements the curricula of each school. Each of these three schools includes a series of four courses and refreshers and provides for the establishment of Councils. Over the years, they have developed common threads related to refresher requirements, criteria for Master Consultant status and other administrative details. In recent years, they have been the subject of increased coordination under the auspices of various NGC joint schools educational committees. That has led to the development of an initial set of common forms to be utilized in the administration of each of these schools and this initial version of a Handbook common to all three schools.

This Common Handbook has been developed in conjunction with new School Forms that can be utilized for each of these three Schools because many students who take one of these schools eventually take two or all three of them and because many chairmen who conduct one school eventually conduct one or both of the others. It is believed that achieving as much consistency as possible between the three schools will be beneficial to those who conduct and attend these Schools.

In addition to a section containing criteria applicable to all three Schools, this Handbook contains separate units for each School that contain information and forms that are applicable to only that one School.

NGC welcomes all students, both members and non-members, to its schools, which are sponsored by the State Garden Clubs and their member organizations (clubs, districts, councils) and by National or International Affiliates.

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Section 1 – Organization of NGC Schools

NGC Schools' Chairmen are appointed for the two-year administrative term by the NGC President-elect who will serve as President during that term. Chairmen should be Consultants in the School to which they are appointed. These NGC board members are responsible for administering the Schools' programs. Changes to committee composition should be evaluated on an ongoing basis and proposed to the President-elect at least every two years.

Chairmanships may vary by school and will include:

NGC Schools' Chairman

Each NGC School's Chairman has overall responsibility for the operation and activities of that School's program. The Chairman, in coordination with the School's Committee:

- Responds to inquiries about the program
- Develops, promotes and updates the School
- Submits information and articles to *The National Gardener* and *Keeping in Touch*
- Reviews website information for accuracy and submits information as needed
- Reviews the Handbook, forms and other procedural information for accuracy and ease of use
- Evaluates required/recommended reading for ongoing viability
- Prepares agendas and reports for NGC meetings, and as needed ensures notes of meeting proceedings are taken and circulated to all committee members
- Coordinates with the other Schools' Chairmen to achieve and maintain consistencies among Schools
- Reviews and approves or denies, requests for exceptions to procedure, approves or denies Student/Consultant Extension Requests, Reinstatement Requests and Requests for Emeritus Status when recommended by the State Chairman, Handles requests for exceptions to School policies
- This chairman may delegate any of these duties to other members of the committee.

Accrediting Chairmen

Accrediting Chairmen are assigned to deal with students, consultants and records of various regions and serve as liaisons to the state schools' chairmen within each assigned region, helping to maintain the educational standards of the school. The number of chairmen may vary according to the volume of schools and consultants within the states of each region. The chairman will:

- Assist with the registration (ES and GS) of each course and refresher within assigned regions, including the credentialing of instructors, review of course outlines and approval of exams
- **For LDS only**, the Instructor's Chairman is involved in registration, instructor credentialing, review of course outlines and approval of exams.
- Review and approve paperwork submitted upon completion of each course or refresher (student/refresher rosters, course summaries, applications for consultant and refresher accreditation), assure that such approvals are filed with the NGC Schools Secretary, issue Consultant and Refresher cards, maintain consultant records (ES database, LDS card files, GS working towards completed databases)
- Process requests for Extension, Reinstatement and Emeritus Status as delegated by the NGC School's Chairman
- Receive rosters from completed Multiple Refreshers directly from the Multiple Refreshers Chairman or through the NGC School's Chairman, review eligibility for credit, update records, issue refresher cards

Consultants' Council Chairmen

- Encourages the establishment and maintenance of Councils specific to that school or as part of a Bi- or Tri-Council including provision of guidelines and support for State Garden Clubs forming or having Councils
- Encourage attendance at NGC Schools so that students become Consultants and join Councils.
- Maintain a current list of Councils with contact information for their Presidents/Chairmen as part of a roster (names, positions, street addresses, telephone numbers and email addresses) of state and region schools and credentials chairmen for posting on the website and distribution to local, state, region and national committee members
- Assist Councils and serve as a liaison between Councils, reporting on innovative activities, sharing information about awards offered by Councils, maintaining and sharing files of Council bylaws, encouraging Council members to maintain Consultant status and encouraging Councils to participate in and assist or sponsor School Courses and Refreshers
- Communicate (edit and distribute a newsletter such as LD's *Newscape* via email distribution and posting on the website) with Councils (and NGC officers, NGC Schools' Committee members, state, region and local schools chairmen, and Consultants) to share ideas, events, problems and solutions

International Affiliates (IA) Schools Chairmen

NGC Schools and refreshers are conducted outside the U.S. in accordance with an International Affiliates Handbook/ Operations Guide. The IA Guide reflects their national organizations, heritage, horticulture, official and historical designations.

Region Chairmen

Some or all regions may have Schools and/or Council Chairmen. There may be a School Chairmen for each NGC School or there may be an All Schools Chairman. These are appointed by the Region Director and function according to the policies and procedures of each region. They primarily serve as liaisons between NGC Schools' Chairmen and the State Schools' Chairmen within that region. They should be aware of and communicate with the State Chairmen and Council Chairmen/Presidents assigned to their School. They should be knowledgeable about their assigned school, promote the school and encourage participation in schools by members throughout the region, not just by those in the sponsoring state. They provide support, assistance and encouragement to the State Chairmen.

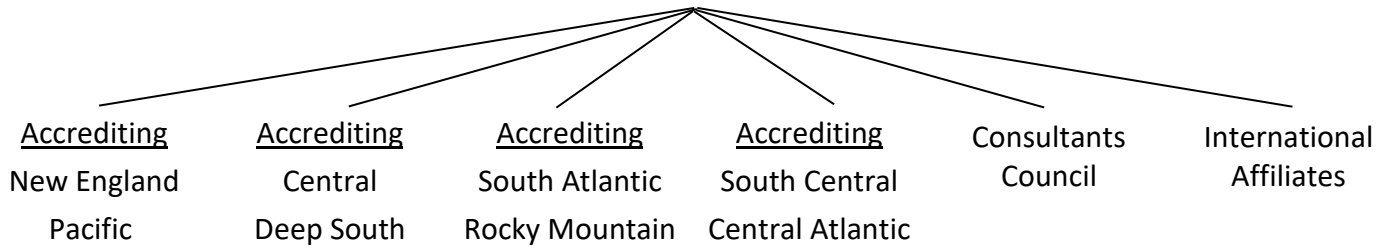
NGC Schools Secretary

- Works at NGC Headquarters
- Refers callers (Local, State Schools Chairmen, students, Consultants etc.) to appropriate NGC Chairmen
- Contacts NGC Chairmen for information or to alert them of problems
- Receives copies of event Registration Forms and refers these for posting on the NGC website
- Receives testing and refresher fees for completed events along with copies of Course Rosters & Summaries
- Upon approval of appropriate NGC Accrediting Chairman, updates Headquarters' records with information from rosters (in conjunction with copies of Applications for Accreditation and Refresher Certificate Applications) and issues Good Standing Letters to State Chairman and applicable Accrediting Chairman
- Receives approved Emeritus Status Applications and issues Emeritus Cards
- Receives approved Applications for Extensions and records the information in NGC records
- Receives approved Applications for Reinstatement and records the information in NGC records
- Receives approved Consultant Moving or Death Forms and updates NGC records accordingly

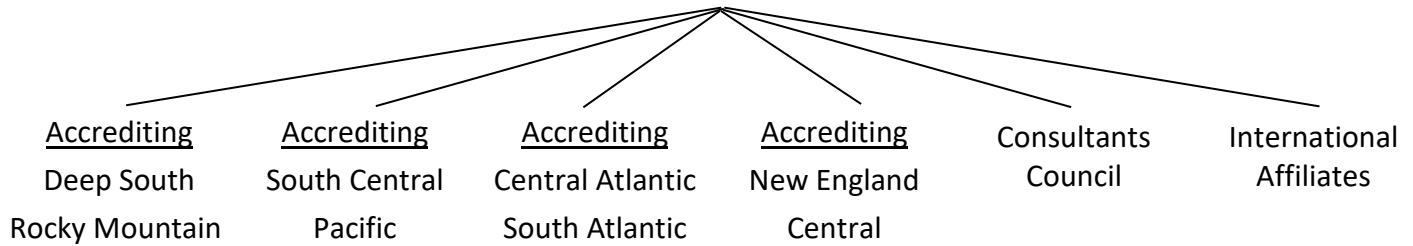
NATIONAL GARDEN CLUBS

Organizational Chart

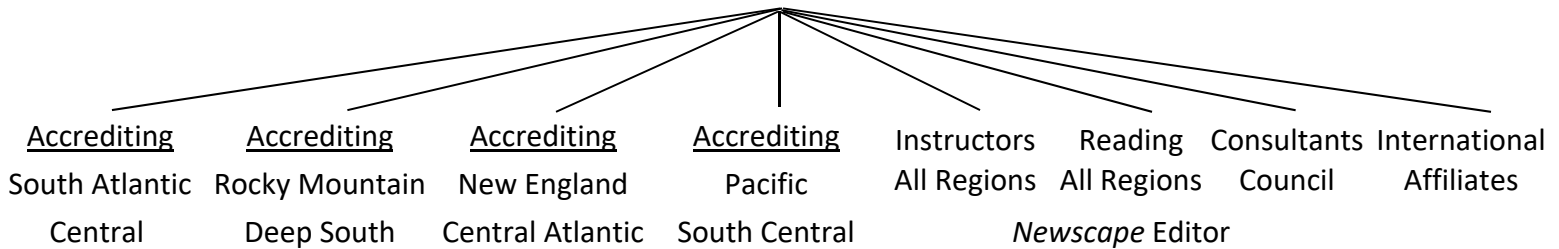
Environmental School



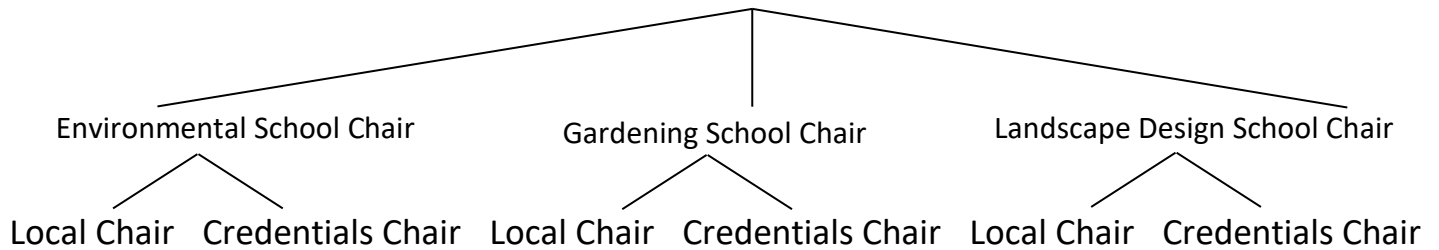
Gardening School



Landscape Design School



State Level



Section 2 – Schools State Level

State Chairmen

It is recommended and highly preferred that State Chairmen be Consultants in the School within which they will be working in order to have some background, experience and expertise with the School (or at least be on the way to obtaining Consultant status in that School).

- State Schools' Chairmen are generally appointed by the State President to serve during the President's two-year term of office.
- The State School's Chairman is responsible for the assigned (ES or GS or LDS) School offered within his/her state. Schools may be sponsored by a member club, group of clubs, district, council or the state, but the State School Chairman is responsible for the program, regardless of the sponsoring group and acts as general overseer.
- The State School Chairman will work cooperatively with the Local Chairman to accomplish the steps necessary to conduct a course.
- State School Chairmen are required to download and read the School's Handbook to expedite the education program.
- **The State School Chairman is responsible for confirming that state guidelines for school approval have been followed, which may include date, place, budget and NGC forms.**
- See State Chairman Task Checklist Form 12-2020 on page 11 and/or 41
- See Local Chairman Task Checklist Form 13-2020 on pages 12 & 13 and/or 42 & 43
- Refer to Section 7 Common Forms for ES, GS, & LDS page 20

Miscellaneous Duties of the State Schools Chairman

- Promote and encourage Schools and Refresher Events within his/her state
- Maintain digital records for each student/consultant within the state, noting courses attended with dates and that exams were passed, and dates of refreshers taken for credit
- Upon receipt of Certificate cards (Consultant, Refresher, Master, or Emeritus), distribute to Consultants with congratulatory note
- Send refresher reminders to Consultants at least once per two-year term
- If an extension is needed for a student or Consultant, apply to the appropriate NGC Chairman.
- Forward records of out-of-state students to the appropriate State Chairman
- The record file is to be passed on to the succeeding State Chairman. If no chairman is appointed, the file shall be held by the state president, or other designee.
- Notify the NGC School Secretary, NGC School Chairman and Accrediting Chairman and/or state keeper of records of successor.

A Credentials Chairman for each School or one Chairman for all Schools

- This Chairman maintains student and consultant records within the state
- Reminds students of course opportunities and reminds consultants of refresher opportunities
- Warns students and consultants of upcoming lapse dates
- *These functions may be and often are handled as part of the duties of the State Schools Chairman.*

Local Chairmen

Local School Chairman may volunteer for this position or be appointed by the local sponsoring organization.

- This Chairman coordinates with the State School's Chairman all aspects of holding and administering a School, and may have a committee that may include a registrar, a treasurer, a

proctor, a food/meals chairman, a publicity chairman etc.

- It is recommended and highly preferred that Local Chairmen be Consultants in the School within which they will be working in order to have some background, experience and expertise with the School (or at least be on the way to obtaining Consultant status in that School).
- In some cases, especially in small population states or small area states, the State Schools Chairman will also perform the duties of a Local School's Chairman and actually administer the School.
- *In such cases, the State Schools Chairman will be responsible for performing all tasks applicable to a Local Chairman as well as those applicable to the State Chairman.*
- State and Local Chairmen who will be taking a course, they are administering, for credit may do so if they arrange with someone else to obtain exams from the instructors, review the exams, forward the exams to the appropriate NGC School's Chairman and reproduce the exams for the students. In other words, they may not see or handle the exams prior to taking them.

Section 3 – Conducting the School

Instructor Qualifications

Instructors & Areas of expertise for Instructors teaching in a Course

- Each instructor is required to present the information in a clear manner with up-to-date visual materials and information in a continuing-education format for an audience composed of garden club members and the public.
- Instructors, who teach a subject on a regular basis, should routinely update all presentation and examination materials.
- Instructors of required and tested subjects must be persons academically associated with a department of a college or university, or be professionals who are specialists in their field. They should have experience in teaching and/or lecturing.
- Instructors for supplemental subjects, tours, etc. must be well informed and employed and/or involved in some field of the subject and/or professions.

Instructors Duties

- Prepare a typed synopsis or detailed outline of the lecture to be presented. This should be suitable for student use and will be included in a Study Manual or packet for distribution to each registrant in the course.
- Provide additional materials of special local value or information to topic.
- Prepare an exam, if required and submit exam and answers to Local Chairman **at least six weeks prior to the course date for approval.** (*Questions should require students to memorize only those things that will make them better gardeners. Only multiple-choice questions are allowed. No true/false or open-ended questions are allowed. Avoid questions that are ambiguous, tricky, confusing or wordy.*)



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
STATE CHAIRMAN TASK CHECKLIST

State Chairman
Task Checklist
Form 12-2020

Series _____ Course _____

Dates _____ Location _____

REGISTERING A COURSE

Task Completed

- ☐ Request approval from State Federation for a new series of Schools and supply budget if requested.
Date requested _____ Date approval received _____
- ☐ Register course with NGC ES or GS Accrediting Chairman or LDS Chairman – **3 months prior** to course. Send Course Registration Form 1-2020, Course Information Form 2-2020, course flyer or brochure, and when received, Instructor's Credentials Form 3-2020 for each new instructor. Note: Form 2-2020 does not need to be sent concurrently with Form 1-2020 but as soon as possible.
Date requested _____ Date approval received _____
- ☐ Receive instructor's outlines and exam questions and answer key from Local Chairman – **5 weeks prior** to course. Retain outlines and one copy of exams and answer key for file. Email one copy of exam and answer key to NGC Accrediting Chairman & LDS Instructors Chair.
Date received _____ Date sent _____ Date approval received _____

ACCREDITING A COURSE

Task completed

- ☐ Receive accrediting materials from Local Chairman – **within 4 weeks** following the course: Course Roster & Summary Form 5-2020 and check for testing students and refreshing consultants.
Date received _____
- ☐ Prepare Accreditation Application Form 6-2020 for any students completing their fourth course. Prepare Refresher Accreditation Application Form 7-2020 for any Consultants who refreshed.
Date form(s) prepared _____
- ☐ **UPDATE STATE CONSULTANT ELECTRONIC SPREADSHEET**
- ☐ Accredit course with NGC Accrediting Chairman - **within 5 weeks** following course completion. Email to Accrediting Chairman: Course Roster and Summary Form 5-2020, Application for Accreditation Form 6-2020, Refresher Application Form 7-2020 - where applicable and copy of check. (If unable to send electronically, you may send materials via postal mail.) Upon approval of Course Roster and Summary by Accrediting Chairman, send copy of Roster and Summary with check, by postal mail, to NGC School Secretary. Retain a copy of all forms for state records. Upon receipt of the Course Completion Consultant, Master Consultant and/or Refresher cards, mail card to each student and consultant
Date materials sent _____ Date approval received _____



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
LOCAL CHAIRMAN TASK CHECKLIST

Local Chairman
Task Checklist
Form 13-2020

Series _____ Course _____

Dates _____ Location _____

ORGANIZING A COURSE – more than 3 months prior to course

Task Completed

- ☐ Consult with sponsoring entity – financial underwriter/sponsor. Request Approval.
Date requested _____ Date approval received _____
- ☐ Consult with State School Chairman to select location. Request Approval.
Date requested _____ Date approval received _____
- ☐ Consult with State School Chairman to select school dates. Request Approval.
Date requested _____ Date approval received _____
- ☐ Establish a budget and determine course fees. Request approval from sponsor as needed.
Date requested _____ Date approval received _____
- ☐ Establish and brief Local Committee members as necessary.
- ☐ Request State Federation's ratification of series, location and dates from State School Chairman.
Date requested _____ Date approval received _____

REGISTERING A COURSE – 3 months prior to course

Task completed

- ☐ Prepare/develop course flyer or brochure. See sample brochure on each NGC school website. Submit to State Chairman for approval
- ☐ Complete Course Registration Form 1-2020 and Course Information Form 2-2020. Email to State Chairman for approval. Note: Form 2-2020 does not need to be sent concurrently with Form 1-2020 but as soon as possible.
Date completed _____ Date sent _____
- ☐ Receive Instructor's Credentials Form 3-2020 for each first time instructor.
Date requested _____ Date received _____
- ☐ Email Instructor's Credentials Form 3-2020 to State School Chairman for approval.
Date sent _____ Date approval received _____

PREPARING FOR A COURSE

Task Completed

- ☐ Submit course date and registration information to state publication and/or state website. Print and distribute flyers as desired.
Date sent to website chairman _____ Date sent to publication editor _____
- ☐ Receive instructor's outlines and, if applicable, examination papers and answer key - **6 weeks prior** to course. (Local Chairman arranges for someone else to receive the exams if she/he is taking the course as a student.) Retain one copy of examinations and answer key for duplication and file. Email one copy to State Chairman.
Date requested _____ Date approval received _____
- ☐ Duplicate instructors' outlines. Send to students as a study packet, if desired, or distribute in class.
Date sent _____
- ☐ Duplicate exams, upon receipt of approval, for each testing student plus a few extras for last minute students wishing to take the exam and for the Proctor. Duplicate the answer key for distribution to testing students as they turn in their exams.
- ☐ Send reminder notices to instructors – **2 weeks prior** to course. Include travel, site instructions and cell phone number available, on site, for the day of the course.
- ☐ Duplicate Student/Consultant Guide for distribution to students. See NGC school website for Guide.
- ☐ Duplicate Evaluation Form 11-2020
- ☐ Arrange for chairs, tables (if possible) and audiovisual equipment. Arrange for refreshments – morning, afternoon snack and lunch.
- ☐ Prepare nametags using a large font, or something similar, to enable instructors and attendees to see the name of each attendee easily.
- ☐ Prepare Daily Attendance Cards Form 16-2020 to be given to students upon registration/sign-in at the Course. Use to track all sessions are attended.

ACCREDITING A COURSE

Task Completed

- ☐ Have exams graded and return to students.
- ☐ Prepare Course Roster and Summary Form 5-2020
- ☐ Prepare Accreditation Application Form 6-2020
- ☐ Prepare Refresher Accreditation Application Form 7-2020
- ☐ Send accrediting materials, Form 5-2020, Form 6-2020 and Form 7-2020 (if applicable) to State School Chairman – **within 3 weeks** of the course completion along with check (payable to NGC) for fees for testing students and refreshing consultants. **Send all forms by email and check by postal mail.**
Date materials sent _____ Date approval received _____

Section 4 – Courses

Scheduling Courses

- **Length of Time:** Each Course consists of a number of classes/subjects that may vary per School. It is generally conducted over a two-day period and **must total ten hours of instruction**.
- **Time between Courses:** There are no time restrictions between attending and scheduling courses.
- Courses may be scheduled according to local preference.
- School Courses are open to everyone and students are not required to be members of garden clubs.

Taking Courses

- **Order Taken:** Course 1 to 4 of each school may be taken in any order (sequential is preferred)
- **Length of Time to Complete the Course:** From the date of the first course taken in any school, the student must complete all courses in that school by the end of the **seventh calendar year** or all course credits expire.
- **Student Completion Extension:** If a student cannot complete all four courses within that time period, the student may request (in writing to the State Schools Chairman) an extension of time to complete all courses before losing all credit. (*Use Schools Form 9-2020 on page 37*) If granted by the appropriate NGC Schools Chairman, an extension will be given to a student to the end of the next calendar year. One subsequent request may be made to extend such extension one additional year.
- **Chairman Needing Course:** A Chairman who is not already a Consultant may take Courses for credit if arrangements are made for others to handle and reproduce the exams.
- **Requirements:** Students and Consultants are required to read *The National Gardener* (TNG), the official publication of NGC, and the official source of news and updates about all schools (available online at the NGC website).

Course Exams

- **Number of Exams Given:** Exams are given for each class subject except supplementary subjects.
- **Who Takes Exams:** Students are not required to take the course exams unless intending to become a consultant.
- **Number of Exam Questions:** The number of questions on a test will vary depending on the length of the lecture unless otherwise noted. (*Please check the individual schools and courses.*)
- **When Exams Given:** Exams are administered, as the Local Chairman deems appropriate - at the end of each class session, at the end of each day of instruction, or at the end of both/all days of instruction).
- **Type of Exam:** All exams are open book/open note.
- **Length of Exam:** No more than a total of three hours will be allocated for completion of all exams per Course.
- **Exam Scoring:** Exams are scored to determine that at least 70% of the total questions are answered correctly (in order to receive a pass). Proctors, other local OR state chairmen or the instructors may grade the exams. Exams must be scored to determine that an overall pass grade is achieved, but specific scores are not tracked or retained.
- **Student Exams:** Students should be given copies of the examination key at the conclusion of

the course and/or have their exams returned to them.

- **Non-Passing Grade:** If a student fails an exam, the exam may be re-taken within six months under the supervision of a Proctor.

Student Missed Course or part thereof due to unexpected circumstances

- An approval of the State Chairman & NGC Accrediting Chairman must be obtained to be allowed to give a make-up class.
- Proctor or local chairman may utilize an instructor led make-up of materials
- If instructor is unable to lead a make-up, a proctor or local chairman may lead a review of the material.
- An examination of material will then be given within 3 months after obtaining approval.

Use of Proctors

- Proctors will have access to the exam questions and answers **during the lecture and will review material covered in class prior to administration of the exams.**
- Proctors are present during testing to assure that each student's work is his or her own.
- It is advantageous for School Chairmen and Proctors to be Consultants in the specific School.

Section 5 – Status Conditions that Affect Consultants

Certification

- **To achieve certification, that is Consultant status**, a student must attend all course lectures, fulfill all class time requirements, take and pass all exams of all four courses in a school and must be a member of an NGC garden club or become a member within one year of completing the series.
- **NGC Consultant's Pins:** When Consultant status is obtained NGC Consultant pins may be purchased from Member Services at NGC Headquarters in St. Louis, MO. To order by telephone or online see the Member Services section of the NGC website www.gardenclub.org.
- Garden club members (of clubs belonging to NGC) completing a school series and passing the examinations on a pass/fail basis are eligible to receive the Consultants Certification Card, a NGC credential, for that school.
- *This certification as a consultant is not a professional or academic designation, but it is considered a significant achievement among NGC members.*
- **Certificates of Completion** may be awarded to non-member students who complete a course in a school.

Status Eligibility

- **Provisional Status:** After passing two courses of any school, a student becomes a Provisional Consultant in that school and is eligible to join a Council.
- **Consultant status** is attained upon completion of all four courses of a school and fulfillment of all requirements for that school (passing all required exams and being a member of an NGC-member garden club).
- **Non-garden club members** who have completed all courses and passed all exams may become Consultants by joining a member garden club within one year of completion of the school series.
- **Lapsed Consultants** may be reinstated within a seven-year time period from the last year of certification (within two years of the date of lapse) by completing two courses of the specific School (exams are not required for reinstating consultants as they previously took the exams in order to become Consultants). Reinstatement returns the Consultant to Good Standing. If, for example, a Consultant had taken two refreshers and then lapsed, reinstatement brings the Consultant back to Good Standing with credit for two refreshers. The next refresher for credit may be taken at any time after the first of the next calendar year following reinstatement. (See *NGC Form 10-2020 on page 38*)
- **Master Consultant** status is achieved by receiving credit for four refreshers. Upon qualifying as a Master Consultant, a Master Consultant card is issued. Master Consultants are required to continue refreshing every five years.
- **Emeritus Status** may be granted, if while in good standing a **Master Consultant** is unable to continue refreshing, they apply (in writing to the State Schools Chairman) for Emeritus status. If granted by the appropriate NGC Schools Chairman, an Emeritus Consultant card is issued. This status does not expire and the Emeritus Consultant is no longer required to take refreshers and may maintain Council membership as permitted by Council bylaws. (See *NGC Form 8-2020 on page 36*)

Maintaining Certification and Refreshing

- **To maintain certification**, Consultants and Master Consultants must be members of a NGC-member garden club, refreshing their credentials by the end of the fifth calendar year from their last certification.

- **Refresher credit** for Consultants and Master Consultants will be granted **once** only within a calendar year beginning in the year following receipt of Consultant or Master Consultant certification.
- **Refresher credit is obtained by**
 - Attending all lectures of a course in the school for which credit is sought, no examination required. OR
 - Attending a single-subject refresher approved by the NGC Chairman of that school. OR
 - Attending a multiple (Bi- or Tri-) refresher approved by the NGC Multiple Refresher Chairman.
- **Good Standing Date** is defined as the end (December 31) of the **fifth calendar year** after becoming a Consultant or after refreshing. A Consultant is in Good Standing for the entire period up to that date and lapses (loses Consultant status) the following day.
- **Extensions:** If a Consultant is unable to refresh by the end of the fifth calendar year following the last certificate date, the Consultant may request (in writing to the State Schools Chairman prior to lapsing) an extension of time to refresh. If granted by the appropriate NGC School's Chairman, the Consultant will be given an extension to the end of the next calendar year. One subsequent request may be made to extend such extension one additional year. (*See NGC Form 9-2020 on page 37*)

Certification Cards

- **A Consultant card** is issued which indicates the date of completion of the fourth course, (day Consultant status was achieved) and the date that good standing as a Consultant will expire.
- **A Master Consultant Card** is issued which indicates the date of completion of the fourth refresher (day Master Consultant Status was achieved) and the date that good standing as a Master Consultant will expire.
- **Consultant Refresher Card:** After completion of each refresher for credit, a Refresher card is issued which indicates the day the Consultant completed the refresher and the date that good standing as a Consultant will expire.
- **Master Consultant Refresher Card** will indicate the date of the event and the date that good standing as a Master Consultant will expire.
- **Emeritus Consultant Card** will indicate the date Emeritus status was granted.
- **Consultant and refresher cards** will be issued by the School's Accrediting Chairman for email distribution to the Consultant and the State Chairman in the state where the consultant's records are maintained.
- **Certificates of Attendance/Completion** which may go to those who do not become consultants (*See NGC Form 15-2020 on page 45*)

Records

- *Consultant cards are not the official record of Consultant status.*
- The **official record** of that status is contained in the official state schools records of the Consultant's state of residence (or some other state where arrangements have been made to maintain those records) and in the official schools records at NGC Headquarters.
- State and NGC records should be in sync.
- It is the responsibility of Consultants to maintain a record of courses attended, Consultant certification date, refreshers attended and dates that good standing will expire.
- **Student records are maintained at the state level for eight years.** Consultant records are maintained at the state and national levels for eight years. If there has been no course or refresher activity within this period, the individual's records are removed from all files.

Four-Star and Five-Star Members

Becoming a Four and Five Star Member is an awards/recognition program, recognizing achievement as of a point in time. Achievement of this recognition does not eliminate or alter any Schools requirements. The Consultant must apply for this recognition.

See information on NGC website –

<http://www.gardenclub.org/schools/four-five-star-program.aspx>

See forms on NGC website -

<http://gardenclub.org/resources/ngc-4-star-application.pdf>

<http://gardenclub.org/resources/ngc-5-star-application.pdf>

- **NGC 4-Star:** Those who complete all four NGC Schools, becoming Environmental, Gardening and Landscape Design Consultants and Flower Show Judge are eligible to be recognized as NGC Four Star Members. Upon achieving Four-Star status, Consultants must continue to refresh as stated in handbook for each particular school in order to achieve Master Consultant status.
- **NGC 5-Star:** Those who achieve Master status in all four schools are eligible to be recognized as NGC Five Star Members. Upon achieving Five-Star status, Master Consultants must continue to refresh to remain in Good Standing. They may request and receive extensions or Emeritus status or lapse and cease to be Master Consultants.

Section 6 - Refreshers

State Garden Clubs and Councils are encouraged to expand their educational programs by sponsoring meetings and other activities in the form of symposia, conferences, forums, etc. Such events may be set up to meet eligibility requirements to be an accredited Refresher, providing refresher credit to eligible Consultants. Certain academic courses taken in recognized professional curricula may also be used as a refresher course.

Duties and Objectives

Duties are generally the same as for those involved in conducting school courses except that the chairman does not have to plan for exams with a refresher.

Objectives: To provide greatly expanded educational opportunities; to allow Consultants to receive refresher credit outside regular School courses that they have already taken at least once; to interface with NGC Consultants and learn new subject matter from the other NGC schools as in the case of a Multiple Refresher.

Single-subject Refreshers

- **Hours** – a state-sponsored refresher must be comparable in scope to a regular School course with at least eight hours of instruction and/or tours. The refresher may include as many additional hours of tours, instruction, etc., as the chairman wishes.
- The refresher **must clearly indicate a depth of study** that fosters the highest standards of continuing education in the applicable school subject.
- **Attendance is mandatory** at all activities for a refreshing Consultant to receive credit.
- **Requests for Approval** The outline and/or printed brochure or program schedule, including the names of lecturers, must be sent to the NGC Schools Chairman along with the Registration and Course Information Forms (*Use Form 1-2020 on page 24 & Form 2-2020 on page 25*). The State Schools Chairman is responsible for preparing this application. Requests should be sent at least three months prior to the event.

Multiple Refreshers

Refreshers may be **Multiple Refreshers**, using the Steps for Multiple Refreshers, Multiple Refresher Chart and Forms on the Multiple Refresher section of the website.

See information on NGC website – <http://www.gardenclub.org/schools/multiple-refreshers.aspx>

See forms on NGC website – <http://www.gardenclub.org/schools/multiple-refresher-forms.aspx>

Section 7 – Common Forms for ES, GS & LDS

Forms will be found online at the NGC website. Be sure you have Adobe Acrobat Reader DC on your (hard drive) computer. Please download and save forms to your computer. Then complete and save the forms again with appropriate school title. Send as email attachments to whoever is required to receive them. Maintain copies for your records. *Follow instructions on forms.* Use Arabic numbers to designate Series and Course number. *(Copies of forms follow this section)* **Use online fillable forms only. Do not reproduce the sample forms in this handbook. The most current version of any form will always be available online.**

General Instructions for all Forms

All chairmen must follow these instructions with regard to completing forms unless otherwise noted.

- One set of forms (Form 1 and other forms as applicable) is required to be submitted for each of the four courses.
- The Local Chairman will fill in the forms and send them to the State Chairman.
- The State Chairman sends electronic copies, as indicated on the forms, to the NGC Schools Secretary at the NGC office, the NGC Schools Chairman and NGC Accrediting Chairman and for LDS to the Instructors Chairman and Reading Chairman.

Form 1-2020 Registration Form for ES, GS & LDS

Replaces forms (ES 1-2014), (GS 05-1); (LDS 1)

Complete this form to register any School Course or any Single-subject Refresher. This form causes your event to be listed on the NGC website and *Keeping in Touch*. You do not need to contact website personnel directly.

- Follow-up if you do not receive an email acknowledgment from the Schools Secretary within a week.
- Submit this form as soon as the information is available and the event has been approved by your state organization and at least three months prior to event.
- Landscape Design School - Registration Form 1-2020 needs to be submitted to the NGC LDS Chairman, NGC LDS Instructors Chairman, NGC LDS Reading Exam Chairman, NGC Accrediting Chairman and NGC School Secretary.
- For Multiple Refreshers, use the forms and instructions on the Multiple Refreshers section of the NGC Schools website.

Form 2-2020 Course Information Form for ES, GS & LDS

Replaces forms (ES 1-2014), (GS 05-1), and (LDS 2a/b)

Complete this form to get your courses, supplemental subjects and instructors approved.

Form 3-2020 Instructor Credentials Form for ES, GS & LDS

Replaces forms (ES 2-2010), (GS 05-6), and (LDS 4a)

Complete this form for any instructor who is teaching a specific class for the first time or whose credentials were approved more than ten years ago. Send to State and NGC ES AND GS Accrediting Chairmen and LDS Instructors Chairman.

Form 4-2020 Instructor Contract

Replaces forms (ES 3-07), (GS 05-7), and (LDS 4b)

Once an instructor is approved/credentialed, the Local Chairman may contract with the instructor to provide services to the school. **This is an optional form for that purpose, for the benefit of the specific school. It is not submitted to NGC.**

Form 5-2020 Course Roster & Summary Form for ES, GS & LDS

Replaces forms (ES 4-2014), (GS 05-2, 05-3, 05-4), (LDS 5a/b, 6a/b, and 7)

This form is for the purpose of recording a course or event upon its completion and accrediting the students and refreshing consultants.

- At the conclusion of each School Course or Single-subject Refresher, the Local Chairman completes (Form 5-2020).
- The State Chairman reviews it for accuracy and submits it electronically with a scanned copy of the fees check to the appropriate NGC Accrediting Chairman, and submits a hard copy with a check for the applicable fees to the NGC Schools Secretary.

Form 6-2020 Application for ES, GS or LDS Accreditation

Replaces forms (ES 5-2014), (GS 05-8, 05-10), (LDS 8a)

This form causes the student to be recorded as a Consultant in the state and NGC records and causes the Accrediting Chairman to complete a Consultant Card.

- Upon completion of a student's fourth course in a School, the State School Chairman completes this form and submits it electronically to the appropriate NGC Accrediting Chairman for review and approval and electronic submission to the NGC Schools Secretary.
- A Consultant Card will be sent to the State School Chairman for delivery to the Consultant.
- **Failure to submit this form will prevent the student from being recognized as a Consultant.**

Form 7-2020 Consultant Refresher Accreditation Application

Replaces forms (ES 6-2014, 7-2014, 8-2014), (GS 05-9, 05-11), (LDS 8b)

This form causes the Consultant to be recorded as having completed a Refresher in state and NGC records, causing the Consultant's Good Standing date to be updated.

- Each time a Consultant completes a Refresher for credit, the State School Chairman completes this form.
- This causes the Accrediting Chairman to complete a Refresher Card that is sent to the State School Chairman for delivery to the Consultant.
- Upon completion of the fourth Refresher, the Consultant is noted in state and NGC records as a Master Consultant, and the Accrediting Chairman completes a Master Consultant Card that is sent to the State School Chairman for delivery to the Master Consultant.
- **Failure to submit this form will prevent the student from receiving refresher credit and/or from being recognized as a Master Consultant.**

Form 8-2020 Application for ES, GS or LDS Emeritus Status

Replaces forms (ES 9-2012), (GS 05-13), (LDS 8b)

Master Consultants in good standing who are unable to refresh within the required timeframe may complete this form requesting Emeritus status.

- The State School Chairman verifies their eligibility and forwards the form electronically to the NGC Accrediting Chairman.
- NGC Accrediting Chairman approves the form and forwards it electronically to the NGC School's Secretary.
- The Emeritus Card is sent by the NGC Schools Secretary to the Consultant with a copy of the cover letter to the State School Chairman, who records the Consultant as an Emeritus Consultant.

Form 9-2020 Application for Student/Consultant Extension

Replaces forms (ES 10-2014), (GS 05-14), (LDS 9)

This form is used for two different situations:

1) Students who have not completed all four courses of a School by the end of the seventh calendar year since taking the first course may request a one-year extension to complete all courses. If the student does not complete all courses by the end of the seventh calendar year or receive an approved extension, credit expires for all courses.

2) Consultants in good standing who are not able to refresh by the end of the fifth calendar year since becoming a Consultant or since the last Refresher taken for credit may request a one-year extension of time to refresh.

- Extensions for both situations may be extended one additional year upon approval prior to the end of the first extension period.
- The form is completed by the student/Consultant and submitted electronically to the State School Chairman who approves it and submits it electronically to the NGC Accrediting Chairman.
- Upon approval by the NGC Accrediting Chairman, the form is forwarded electronically to the NGC Schools Secretary and the State School Chairman who record the extension.
- The State School Chairman informs the student/Consultant.
- **Failure to submit this form when needed results in the student losing all credit towards becoming a Consultant or the Consultant or Master Consultant lapsing and thus no longer being a Consultant or Master Consultant.**

Form 10-2020 Application for ES, GS or LDS Reinstatement

Replaces forms (ES 11-2014), (GS 05-15), (LDS 10)

Lapsed Consultants who did not refresh by the end of the fifth calendar year following becoming a Consultant or last refreshing for credit may reinstate their certificate by completing two courses of the School in which they lapsed within a two-year period following the lapse. This must be done by the end of the seventh calendar year following becoming a Consultant or last refreshing for credit.

- To avoid confusion, the form should be initiated prior to attending the two reinstating courses by submission to the State School Chairman.
- The State School Chairman will submit the form to the NGC Accrediting Chairman, who records that a reinstatement is in process.
- Upon the completion of the two courses, that information should be added to the form by the State School Chairman who submits it electronically to the NGC Accrediting Chairman.
- Upon approval by the NGC Accrediting Chairman, the form is forwarded electronically to the NGC School Secretary and the State School Chairman who both record the Consultant as reinstated.

Form 11-2020 Evaluation Form

Replaces form (LDS 11a/b)

This form has two sides, one for evaluation of the instructor and one for evaluation of the subject itself.

- This form should be given to students/Consultants attending all School courses.
- Using the evaluation numbers provided, the Local Chairman should tabulate the scores and review the forms to consider changes that might improve subsequent courses in a specific School series.
- The forms (or copies of them) should be forwarded to the State School Chairman and NGC School Chairman for similar review.

Form 12-2020 State Chairman Task Checklist

This is the Task List for Environmental, Gardening or Landscape Design STATE School Chairman to help accomplish workload and project the anticipated time line. It informs you of work to be accomplished and allows you to mark that it was completed.

This is for your use, not to be sent anywhere.

Form 13-2020 Local Chairman Task Checklist

This is the Task List for the LOCAL Chairman of the school. Please note, sometimes this is the same person. This list facilitates your planning and sending required forms in a timely manner to your State Chairman or your Accrediting Chairman. This instructs you on completing tasks to receive accreditation for everyone.

Form 14-0219 Consultant Moving, Death or Removal

This form is filled out and sent to the State **and** National Chairman of the appropriate school so that records may be moved or eliminated as the case warrants. The National Chairman will notify NGC.

Form 15-2020 Certificate of Completion

This is the Certificate of Completion that may be awarded to the attending student who is not a Garden Club member. If attendee needs an official record for work – use this. They may receive after each course. Taking the exam is expected by employers.

Form 16-2020 Daily Attendance Cards

This is for the Local Chairman/Registrar to facilitate ease of accurate attendance. Simply complete the form, using extra pages as needed, and cut apart. It is easiest to put in their notebooks. Have attendees place cards at their seat, then punch or mark the appropriate space for the period indicated. In larger class, settings it is an easy way assure everyone gets appropriate credit. Once your roster is complete, you do not need to keep it. They go nowhere else.

Schools conducted by the International Affiliates follow their own separate guidelines.



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
REGISTRATION

Registration
Form 1-2020

State ES, GS or LDS Chairman – Send an electronic copy of this Registration to the respective NGC ES and GS Accrediting Chairmen and to LDS School Chairman. The ES and GS Accrediting Chairman and LDS School Chairman will send approved Registration Form to NGC School Secretary.

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Course # _____ Series # _____ or Single-Subject Refresher Title _____

City/State _____ Date(s) _____

State Garden Club _____ Region _____

Sponsoring Organization (Club, Council, District, State, Region) _____

Local School/Event Chair _____ Phone _____

Address _____ City _____

State _____ Zip Code _____ Email _____

Registrar Name, Address, Phone, Email _____

School Contact Person for NGC Website Listing

Name _____ Position _____

State Chairman, Local Chairman or Registrar

Address _____ Phone _____

City/State/Zip Code _____ Email _____

State Environmental, Gardening or Landscape Design Chairman

Name _____ Phone _____

Address _____

City/State/Zip Code _____ Email _____

Permission is granted to publish the information as listed above in Keeping in Touch and on the NGC Website.

Submitted by _____

Authorized by _____

Signature of State ES, GS or LDS Chairman

Approved by _____ Date _____

Appropriate NGC Schools Chairman

NGC Office Use Only:

Submitted to NGC Website by _____ Date _____



**National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
COURSE INFORMATION**

Course Information
Form 2-2020

State ES, GS or LDS Chairman – Send an electronic copies of this form to the respective NGC ES or GS Accrediting Chairmen or to the LDS Instructors Chairman.

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Course # _____ Series # _____ or Single-Subject Refresher Title _____

City/State _____ Date(s) _____

State Garden Club _____ Region _____

Local Chairman _____ Phone _____ Email _____

State ES, GS or LDS Chairman

Name _____ Phone _____

Address _____ Email _____

City/State/Zip Code _____

LECTURE TITLE/SUBJECT

HOURS

INSTRUCTORS

a _____ ☐ Name _____

Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Address _____

City/State/Zip Code _____

Email/Phone _____

b _____ ☐ Name _____

Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Address _____

City/State/Zip Code _____

Email/Phone _____

c _____ ☐ Name _____

Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Address _____

City/State/Zip Code _____

Email/Phone _____

LECTURE TITLE/SUBJECT**HOURS****INSTRUCTORS**

d _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

e _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

f _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

g _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

h _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

i _____
Instructor Credentials Form 3-2020 attached ☐
Instructor's Credentials Form on file with appropriate
NGC Schools Chairman ☐

Name _____
Address _____
City/State/Zip Code _____
Email/Phone _____

ELECTIVE/SUPPLEMENTAL SUBJECT (If Elective/Supplemental Subject is applicable)

Special Interest Topic _____

LECTURE TITLE/SUBJECT

HOURS

INSTRUCTOR

☐

Name _____

Address _____

City/State/Zip Code _____

Email/Phone _____

Instructor Credentials Form 3-2020 attached ☐

Instructor's Credentials Form on file with appropriate

NGC Schools Chairman ☐

Field Trip/Tour Detailed Information (if field trip/tour is applicable)

Any Other Pertinent Information

Submitted by _____ **Date** _____

Signed by State ES, GS or LDS Chairman

Approved by _____ **Date** _____

NGC ES/GS Accrediting Chairman or LDS Instructors Chairman



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
INSTRUCTOR CREDENTIALS

Instructor Credentials
Form 3-2020

State ES, GS or LDS Chairman – Send an electronic copy, at least 90 days prior to the start of the course, to the respective NGC ES or GS Accrediting Chairman or LDS Instructors Chairman.

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Course # _____ Series # _____ or Single-Subject Refresher Title _____

City/State _____ Date(s) _____

State Garden Club _____ Region _____

Local Chairman _____ Phone _____ Email _____

School subject(s) to be approved to teach (Presentation title to correspond with Subject/Title in Course Curriculum in School Handbook or provided by School Chairman)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Supplemental Subject _____

Instructor's Name _____ **Phone** _____

Address _____ **Email** _____

City/State/Zip Code _____

Education – please attach biography/resume/curriculum vitae

Undergraduate _____

Graduate _____

Other _____

Teaching & Lecture Experience _____

Present Position _____

Publications _____

Additional Education and/or Information _____

Other Teaching Interests/Topics _____

Would you participate in Courses in other states? ☐ Yes ☐ No

Submitted by _____ **Date** _____

Signed by State ES, GS or LDS Chairman

Approved by _____ **Date** _____

NGC ES/GS Accrediting or LDS Instructors Chairman



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
INSTRUCTOR CONTRACT

Instructor Contract
Form 4-2020

Event Chairman, please complete first section.

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Course # _____ Series # _____ or Single-Subject Refresher Title _____

Sponsoring Organization (Club, Council, District, State, Region) _____

City/State _____ Date(s) _____

State Garden Club _____ Region _____

Local Chairman _____ Phone _____ Email _____

I, _____ agree to teach _____
Instructor's Name Subject(s)

on _____ at _____ at _____
Date Time Location

for a fee of \$ _____ or \$ _____ per hour for a maximum of _____ hours.

Total mileage expense (if applicable) \$ _____ Exam with Answer Key Required: ☐ Yes ☐ No

Other anticipated expenses \$ _____

Instructor, please complete this section.

I understand that I will submit a detailed outline of my presentation suitable for duplication for the students at least six weeks in advance of the course date, including the exam and answer key if one is required. The exam is to be approved by the National Garden Clubs, Inc. respective chairman for the school.

My presentation requires: Microphone ☐ Lectern ☐ Dry Erase/Blackboard ☐ Tables ☐ (How many?) _____

Laptop ☐ Projector: Digital ☐ Slide ☐ Overhead ☐ Screen ☐ Other: _____

Lunch may be provided; will you join us for lunch? Yes ☐ No ☐

Name _____ Phone _____

Address _____

City/State/Zip _____

Email _____ FAX _____

Signed _____
Instructor Date

Approved _____
Local or State School Chairman Signature Date

Email _____ Phone _____

Address _____

City/State/Zip Code _____

NOTE: The appropriate NGC School Committee Chairman must approve the instructors (Form 3-2020) to teach the subject before a contract may be signed.



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
COURSE ROSTER & SUMMARY

Course Roster &
 Summary
 Form 5-2020

State School Chairman:

- Send one hard copy of this Course Roster & Summary (Form5-2020), **upon receiving approval** of respective Accrediting Chairman, along with check payable to NGC, Inc. to: NGC Schools' Secretary, NGC Headquarters, 4401 Magnolia Avenue, St. Louis, MO 63110-3406.
- Send one electronic copy of this Course Roster & Summary (Form5-2020) to the ES, GS or LDS Accrediting Chairman for your region along with a scanned copy of the check sent to NGC Headquarters.
- Include fees of \$5.00 for each attendee seeking credit as a student or a refresher as calculated below.*
- Keep a signed copy for your state records.

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Course # _____ Series # _____ or Single-Subject Refresher Title _____

City/State _____ Date(s) _____

State Garden Club _____ Region _____

Local Chairman _____ Phone _____ Email _____

Completed & Submitted by _____ Date to State School Chairman _____

Local School/Event Chairman

State School Chairman _____ Email _____

Address _____ Phone _____

City/State/Zip Code _____

Attendance Summary:

NGC Member Students	# Registered	# Taking Exam @ \$5 each	# Passed	# Failed
Non-NGC Members	# Registered	# Taking Exam @ \$5 each	# Passed	# Failed
Subtotal	# Registered	# Taking Exam @ \$5 each	# Passed	# Failed
NGC Consultants	# Registered	# Taking for Credit @ \$5 each		
TOTAL	# Registered	# Taking Exam or for Credit @ \$5 each	Total* \$	

*Make check payable to NGC for this amount and send as indicated above. **Date Sent** _____ **Check #** _____

IMPORTANT!

List Students and Refreshers alphabetically by last name, first name. Check only one: (CR) for students taking course for credit OR (R) for refreshing Consultants. Check (M) for a NGC Garden Club Member or (NM) for a non-member of NGC. Check other boxes as appropriate for each attendee.

1	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
2	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							

Course # _____ Series # _____

3	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
4	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
5	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
6	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
7	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
8	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
9	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
10	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
11	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
12	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
13	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							

State Chairman _____ Date _____

Approved by _____ Date _____

NGC ES/GS/LDS Accrediting Chairman

Course # _____ Series # _____

14	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
15	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
16	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
17	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
18	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
19	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
20	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
21	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
22	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
23	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							
24	CR	R	M	NM	Name	Email	Phone
Address						Garden Club	
Students: Pass <input type="checkbox"/> Fail <input type="checkbox"/> # of courses previously passed							
Check one: Consultant <input type="checkbox"/> Master Consultant <input type="checkbox"/> Date of last course/refresher:							

State Chairman _____ Date _____

Approved by _____ Date _____

NGC ES/GS/LDS Accrediting Chairman



**National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
CONSULTANT APPLICATION FOR ACCREDITATION**

Accreditation
Application
Form 6-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Name of Applicant _____
Last name First name

Street Address or P.O. Box _____

City/State _____ Zip Code +4 _____

Email _____ Phone _____

Applicant's Garden Club _____ District _____

State Garden Club _____ Region _____

Student Record of School Courses Completed:

Course	Series	Location – City and State	Date course Completed	Passed
1				
2				
3				
4				

Date Consultant Status Achieved _____

Approved by State ES, GS or LDS Chairman

Verify student's record against your state records and initial "passed" column, sign and submit electronically to NGC ES, GS or LDS Accrediting Chairman.

Submitted by _____ Date _____ Phone _____
Signed by State ES, GS or LDS Chairman

Approved by NGC ES, GS or LDS Accrediting Chairman

Verify student's record; sign and send electronic copy to NGC, Inc. Headquarters Schools Secretary, State ES, GS or LDS Chairman and NGC ES Accrediting Chairman. Retain a copy for your records.

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman

Date sent to NGC Headquarters _____ Date Confirmation Received from NGC Headquarters _____

Consultant Cards: Sent To _____ **Sent By** _____ **Date** _____

NOTE: Out-of-State Students, send copy of this record to your home state ES, GS or LDS Chairman.

Signature of Out-of-State ES, GS or LDS Chairman _____



**National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
CONSULTANT REFRESHER ACCREDITATION APPLICATION**

Refresher Accreditation
Application
Form 7-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Name of Applicant _____
Last name First name

Street Address or P.O. Box _____

City/State _____ Zip Code +4 _____

Email _____ Phone _____

Applicant's Garden Club _____ State Garden Club _____

Date of Consultant's Original Certificate _____

REFRESHER RECORD

Refresher	Series	Course	Multi	Location – City and State	Date of Last Course or Refresher
First					
Second					
Third					
Fourth Master					
Fifth					
Sixth					
Seventh					
Eighth					
Ninth					

Approved by State ES, GS or LDS Chairman

Submitted by _____ Date _____
Signed by State ES, GS or LDS Chairman

Approved by NGC ES, GS or LDS Accrediting Chairman

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman

REFRESHER RECORD (Continued)

Refresher	Series	Course	Multi	Location – City and State	Date of Last Course or Refresher
Tenth					
Eleventh					
Twelfth					
Thirteenth					
Fourteenth					
Fifteenth					
Sixteenth					
Seventeenth					
Eighteenth					
Nineteenth					
Twentieth					
Twenty-first					
Twenty-second					
Twenty-third					
Twenty-fourth					

Approved by State ES, GS or LDS ChairmanSubmitted by _____ Date _____
Signed by State ES, GS or LDS Chairman**Approved by NGC ES, GS or LDS Accrediting Chairman**Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
EMERITUS STATUS APPLICATION

Emeritus Status
Application
Form 8-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Name of Applicant _____
Last name First name

Street Address or P.O. Box _____

City/State _____ Zip Code +4 _____

Phone _____ Email _____

Applicant's Garden Club _____ State Garden Club _____

Date of Consultant's Original Certificate _____

Date of Original Master Certificate _____ Date of Last Refresher _____

State(s) where Master Certificate was earned AND where records are kept _____

Good Standing Date (current certificate expiration date) _____

.....
Comments _____

Consultant is eligible for Emeritus Status ☐

Approved and Verified by State ES, GS or LDS Chairman

Submitted by _____ Date _____
Signed by State ES, GS or LDS Chairman

Approved by NGC ES, GS or LDS Accrediting Chairman

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman

NGC Schools Secretary

Please remove the above referenced NGC Consultant from the active file and note as Emeritus. We thank this Consultant for her/his service to NGC.

Date sent to NGC Headquarters _____

Date Confirmation Received from NGC Headquarters _____



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
APPLICATION FOR STUDENT/CONSULTANT EXTENSION

Extension Application
Form 9-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Name of Applicant _____
Last name First name

Street Address or P.O. Box _____

City/State _____ Zip Code +4 _____

Email _____ Phone _____

Applicant's Garden Club _____ State Garden Club _____

Status: Student ☐ Request for extension of seven-year period to complete courses ☐

Completion date of first Environmental, Gardening or Landscape Design Course _____

Course(s) Needed: Course 1 ☐ Course 2 ☐ Course 3 ☐ Course 4 ☐

Reason for Extension _____

Status: Consultant ☐ Request for extension of five-year period to refresh ☐

Date of Current Certificate (became a Consultant or last refreshed on this date) _____

Good Standing Date (date current certificate expires) _____

Reason for Extension: _____

State ES, GS or LDS Chairman

Submitted by _____ Date _____
Signature of State ES, GS or LDS Chairman

Request Granted Yes ☐ No ☐ Complete work by this date _____

Comments _____

Approved by NGC ES, GS or LDS Accrediting Chairman

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
APPLICATION FOR CONSULTANT REINSTATEMENT

Reinstatement
Application
Form 10-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

NOTE: Application must be within two years of certificate lapse.

Name of Applicant _____
Last name First name

Street Address or P.O. Box _____

City/State _____ Zip Code +4 _____

Email _____ Phone _____

Applicant's Garden Club _____ State Garden Club _____

I am applying for reinstatement as a Consultant. My last expired Certificate is dated _____ and was earned in the state of _____. Good Standing Date Expired _____

Applicant Signature _____ Date _____

State ES, GS or LDS Chairman

Approved by _____ Date _____
Signature of State ES, GS or LDS Chairman

NGC ES, GS or LDS Accrediting Chairman

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman

.....
I am applying for reinstatement. I have attended two courses. Date of completion _____

• Series # _____ Course taken: Course 1 ☐ Course 2 ☐ Course 3 ☐ Course 4 ☐
Location (City/State) _____ Dates _____

• Series # _____ Course taken: Course 1 ☐ Course 2 ☐ Course 3 ☐ Course 4 ☐
Location (City/State) _____ Dates _____

Applicant Signature _____ Date _____

State ES, GS or LDS Chairman

Approved by _____ Date _____
Signature of State ES, GS or LDS Chairman

NGC ES, GS or LDS Accrediting Chairman

Approved by _____ Date _____
Signature of Appropriate NGC Schools Accrediting Chairman

- Date of Certificate _____
- Date sent to NGC Headquarters _____
- Date Confirmation Received from NGC Headquarters _____



**National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
EVALUATION**

Evaluation
Form 11-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Series Number _____ Course Number _____

Location (City/State) _____

Dates _____ State Garden Club _____

Please use these evaluation numbers:
Excellent = 4
Very Good = 3
Satisfactory = 2
Unsatisfactory = 1

INSTRUCTOR EVALUATION

Name of Instructor and Subject of Lecture	Was instructor clear conveying ideas and lecture content?	Was the pace of the lecture satisfactory?	Were the visual aids & information correct?	Was the lecture interesting and worthwhile?	How would you rate the overall quality of the presentation?	TOTAL SCORE FOR INSTRUCTOR	Were the exam questions clear and fair?
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Comments _____



**National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
EVALUATION**

Evaluation
Form 11-2020

Check appropriate School: Environmental School ☐ Gardening School ☐ Landscape Design School ☐

Series Number _____ Course Number _____

Location (City/State) _____

Dates _____ State Garden Club _____

Please use these evaluation numbers:
Excellent = 4
Very Good = 3
Satisfactory = 2
Unsatisfactory = 1

SUBJECT EVALUATION

Subject of Lecture	Was the lecture content relevant to your interests?	Was the content stimulating and challenging?	Were the visual aids & information correct?	Did the amount of learning meet your expectations?	Is the curriculum at an appropriate level?	TOTAL SCORE FOR CONTENT
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

LDs ONLY: Were the reading exam questions clear and fair? Yes ☐ No ☐

Comments _____



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
STATE CHAIRMAN TASK CHECKLIST

State Chairman
Task Checklist
Form 12-2020

Series _____ Course _____

Dates _____ Location _____

REGISTERING A COURSE

Task Completed

- ☐ Request approval from State Federation for a new series of Schools and supply budget if requested.
Date requested _____ Date approval received _____
- ☐ Register course with NGC ES or GS Accrediting Chairman or LDS Chairman – **3 months prior** to course. Send Course Registration Form 1-2020, Course Information Form 2-2020, course flyer or brochure, and when received, Instructor's Credentials Form 3-2020 for each new instructor. Note: Form 2-2020 does not need to be sent concurrently with Form 1-2020 but as soon as possible.
Date requested _____ Date approval received _____
- ☐ Receive instructor's outlines and exam questions and answer key from Local Chairman – **5 weeks prior** to course. Retain outlines and one copy of exams and answer key for file. Email one copy of exam and answer key to NGC Accrediting Chairman & LDS Instructors Chair.
Date received _____ Date sent _____ Date approval received _____

ACCREDITING A COURSE

Task completed

- ☐ Receive accrediting materials from Local Chairman – **within 4 weeks** following the course: Course Roster & Summary Form 5-2020 and check for testing students and refreshing consultants.
Date received _____
- ☐ Prepare Accreditation Application Form 6-2020 for any students completing their fourth course. Prepare Refresher Accreditation Application Form 7-2020 for any Consultants who refreshed.
Date form(s) prepared _____
- ☐ **UPDATE STATE CONSULTANT ELECTRONIC SPREADSHEET**
- ☐ Accredite course with NGC Accrediting Chairman - **within 5 weeks** following course completion. Email to Accrediting Chairman: Course Roster and Summary Form 5-2020, Application for Accreditation Form 6-2020, Refresher Application Form 7-2020 - where applicable and copy of check. (If unable to send electronically, you may send materials via postal mail.) Upon approval of Course Roster and Summary by Accrediting Chairman, send copy of Roster and Summary with check, by postal mail, to NGC School Secretary. Retain a copy of all forms for state records. Upon receipt of the Course Completion Consultant, Master Consultant and/or Refresher cards, mail card to each student and consultant
Date materials sent _____ Date approval received _____



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
LOCAL CHAIRMAN TASK CHECKLIST

Local Chairman
Task Checklist
Form 13-2020

Series _____ Course _____

Dates _____ Location _____

ORGANIZING A COURSE – more than 3 months prior to course

Task Completed

- ☐ Consult with sponsoring entity – financial underwriter/sponsor. Request Approval.
Date requested _____ Date approval received _____
- ☐ Consult with State School Chairman to select location. Request Approval.
Date requested _____ Date approval received _____
- ☐ Consult with State School Chairman to select school dates. Request Approval.
Date requested _____ Date approval received _____
- ☐ Establish a budget and determine course fees. Request approval from sponsor as needed.
Date requested _____ Date approval received _____
- ☐ Establish and brief Local Committee members as necessary.
- ☐ Request State Federation's ratification of series, location and dates from State School Chairman.
Date requested _____ Date approval received _____

REGISTERING A COURSE – 3 months prior to course

Task completed

- ☐ Prepare/develop course flyer or brochure. See sample brochure on each NGC school website. Submit to State Chairman for approval
- ☐ Complete Course Registration Form 1-2020 and Course Information Form 2-2020. Email to State Chairman for approval. Note: Form 2-2020 does not need to be sent concurrently with Form 1-2020 but as soon as possible.
Date completed _____ Date sent _____
- ☐ Receive Instructor's Credentials Form 3-2020 for each first time instructor.
Date requested _____ Date received _____
- ☐ Email Instructor's Credentials Form 3-2020 to State School Chairman for approval.
Date sent _____ Date approval received _____

PREPARING FOR A COURSE

Task Completed

- ☐ Submit course date and registration information to state publication and/or state website. Print and distribute flyers as desired.
Date sent to website chairman _____ Date sent to publication editor _____
- ☐ Receive instructor's outlines and, if applicable, examination papers and answer key - **6 weeks prior** to course. (Local Chairman arranges for someone else to receive the exams if she/he is taking the course as a student.) Retain one copy of examinations and answer key for duplication and file. Email one copy to State Chairman.
Date requested _____ Date approval received _____
- ☐ Duplicate instructors' outlines. Send to students as a study packet, if desired, or distribute in class.
Date sent _____
- ☐ Duplicate exams, upon receipt of approval, for each testing student plus a few extras for last minute students wishing to take the exam and for the Proctor. Duplicate the answer key for distribution to testing students as they turn in their exams.
- ☐ Send reminder notices to instructors – **2 weeks prior** to course. Include travel, site instructions and cell phone number available, on site, for the day of the course.
- ☐ Duplicate Student/Consultant Guide for distribution to students. See NGC school website for Guide.
- ☐ Duplicate Evaluation Form 11-2020
- ☐ Arrange for chairs, tables (if possible) and audiovisual equipment. Arrange for refreshments – morning, afternoon snack and lunch.
- ☐ Prepare nametags using a large font, or something similar, to enable instructors and attendees to see the name of each attendee easily.
- ☐ Prepare Daily Attendance Cards Form 16-2020 to be given to students upon registration/sign-in at the Course. Use to track all sessions are attended.

ACCREDITING A COURSE

Task Completed

- ☐ Have exams graded and return to students.
- ☐ Prepare Course Roster and Summary Form 5-2020
- ☐ Prepare Accreditation Application Form 6-2020
- ☐ Prepare Refresher Accreditation Application Form 7-2020
- ☐ Send accrediting materials, Form 5-2020, Form 6-2020 and Form 7-2020 (if applicable) to State School Chairman – **within 3 weeks** of the course completion along with check (payable to NGC) for fees for testing students and refreshing consultants. **Send all forms by email and check by postal mail.**
Date materials sent _____ Date approval received _____



National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
NOTIFICATION OF REMOVAL, MOVING OR DEATH
OF STUDENT/CONSULTANT

Consultant Removal,
Moving, Death
Form 14-2020

State Schools Chairman - Please email form to your NGC Accrediting Chairman.

- Please type the names and addresses of the students and consultants whose records you have removed from your files due to death or because they moved to another state. Note: consultants' records are retained for a period of 8 years from the last date of accreditation.
- Separate students and consultants. Note: List only those students who have received extension permission. No other student records are kept in the files of the NGC Accrediting Chairman.
- Indicate with an asterisk* those who are deceased.

State School Chairman _____

State Garden Club _____

Date Submitted _____

Name (Last, First, Middle)	Address (Street, City, State, Zip)

NGC Accrediting Chairman _____

Date _____

Certificate of Completion

This certificate is presented to

In recognition of the successful completion of

National Garden Clubs, Inc. _____ Course _____

Name of School

1 - 4

Series _____ Date _____

State

Number

Local Chairman

State Chairman



National Garden Clubs, Inc.

National Garden Clubs, Inc.
Environmental, Gardening and Landscape Design Schools
DAILY ATTENDANCE CARD

Daily Attendance Card
Form 16-2020

AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM

AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM
AM	DAY 1	PM
School		Date
Name		
AM	DAY 2	PM

Section 8 – Environmental Schools

NATIONAL GARDEN CLUBS, INC. THE LIVING EARTH ENVIRONMENTAL SCHOOL

History, Description, Mission, Goals & Objectives

HISTORY

In May of 1991, the NCSGC Board approved a motion to create a school of Environmental Studies. This was accomplished by Violet Dawson, NCSGC President 1991-1993, and her administration. The development of the school was directed to the Environmental Education Committee.

To give workable form to environmental education, which has been called the entire fabric of human knowledge, was an awesome charge and challenge even though this chairman brought three decades of experience in this discipline. The magnitude on the responsibility to create a school worthy of NCSGC demanded much research and the gathering of ideas from members and environmental professionals from across the country.

History was made when the pilot course of The Living Earth Environmental Studies School opened April 1, 1993, at the Mosquito Hill Nature Center, New London, Wisconsin. Grateful thanks to Chairman Julie Schoenike, State President Liz Murken, Violet Dawson and Dr. John Kirk.

Strong support for this fledgling program was given by Eleanor Yates, NCSGC President 1993-95 and was supported by Mary Louise Michie, NCSGC President 1995-1997. During the past four years, the NGC Environmental Schools have been initiated by the State Garden Clubs of New York, Florida, South Carolina, Washington, Tennessee, Illinois, Indiana, Georgia, California, Colorado, Massachusetts, Maine, West Virginia, Michigan, Pennsylvania, Texas, Wisconsin and Kentucky.

DESCRIPTION

The Living Earth Environmental School is composed of a minimum of forty hours of study of specific units divided into four courses of ten hours each that includes a two-hour field trip. The courses investigate AIR, LAND and WATER. The units are divided into Ecology and Environmental Science, Life on Earth and Earth Stewardship.

MISSION STATEMENT

To teach environmental literacy to cherish, protect and conserve the living earth.

GOALS AND OBJECTIVES

- A. Develop a citizenry that is *aware* of, and concerned about, the total environment and its associated problems, and which has the *knowledge, attitude, motivation, skill* and *commitment* to work individually and collectively toward solutions of current problems and the prevention of new ones.
- B. Promote the NGC, Inc. Environmental School.
- C. Foster value systems that preserve the biotic community.
- D. Increase awareness of the interdependencies of life on earth.
- E. Prevent pollution to protect public health and heal the planet.
- F. Help citizens become involved with their communities and the natural world.
- G. Network and reach out to all segments of the community to achieve common goals.
- H. Encourage conservation education programs in all levels of garden club activity.
- I. Promote the inclusion of environmental education in classrooms and youth organizations throughout

the country.

- J. Establish Environmental Councils to provide opportunity for personal growth and community service for NGC, Inc. Environmental Consultants and Provisionals.

Environmental Literacy Definition

Environmental literacy is a learning process concerned with the interrelationship within and between the various components of the natural and human-made world producing growth in the individual and leading to responsible stewardship of the earth.

Official Recommended Textbooks

- *Living in the Environment* by G. Tyler Miller, Jr.
- *Bringing Nature Home* by Douglas W Tallamy
- *Nature's Best Hope* by Douglas W. Tallamy

The above books are the official recommended texts for these courses. They are available from many online new and used textbook stores.

Why Environmental Education

As man became progressively urbanized, his intimate association and interaction with natural resources diminished and with it his awareness of his dependency on them. It is imperative that man comprehends that his welfare is dependent upon the “proper” management and use of these resources.

Our communities are being plagued with lack of comprehensive environmental planning; indiscriminate use of pesticides; community blight; air and water pollution; traffic congestion; and the lack of institutional arrangements to cope effectively with environmental problems. These problems are legitimate concerns of community governmental officials and planners. The responsibility for their solutions rests, largely, with citizens.

Citizens cast votes on community issues; they elect representatives to policy-making bodies; they directly act upon the environment itself. Ask informed questions, serve on advisory and policy-making committees, support sound legislation directed at resolving environmental problems. Be knowledgeable, aware and motivated to work toward effective solutions.

It is important that each individual obtains a fuller understanding of the environment, problems that confront it, the interrelationship between community and surrounding land, and opportunities for the individual to be effective in working toward the solution of environmental problems.

This new approach, designed to reach citizens of all ages, is called “environmental education.” Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution.

The major objectives of environmental education are to help individuals acquire:

1. A clear understanding that man is an inseparable part of a system consisting of man, culture, the biophysical environment, and that man has the ability to alter the interrelationships of this system.
2. A broad understanding of the biophysical environment, both natural and man-made and its role in contemporary society.
3. A fundamental understanding of the biophysical environmental problems confronting man, how these problems can be solved, and the responsibility of citizens and government to work toward their solution.
4. Attitudes of concern for the quality of the biophysical environment that will motivate citizens to participate in biophysical environmental problem solving.

Attitude implies a combination of factual knowledge and motivating emotional concern that result in a tendency to act. To achieve its greatest impact environmental education must:

1. Provide factual information which will lead to an understanding of the total biophysical environment
2. Develop a concern for environmental quality which will motivate citizens to work toward solutions as to biophysical environmental problems
3. Inform citizens as to how they can play an effective role in achieving the goals derived from their attitudes.

The University of Michigan School of Natural Resources (Reprinted from original ESS Handbook)

NATIONAL GARDEN CLUBS, INC.

ENVIRONMENTAL SCHOOL CURRICULUM

Course 1 – The Living Earth

ECOLOGY

1 hour

5 exam questions

- Introduce and explain the Four Major Components of Earth's Life Support System: atmosphere (air), hydrosphere (water), geo-sphere (rock, soil, and sediment), and biosphere (living things).
- Study the major components of an Ecosystem: Community, Population, Organism and Species.
- Explore environmental challenges and opportunities – human population and its impact on the environment (harmful and beneficial effects of affluence vs. harmful and health effects of poverty).
- Recognize that consumers are not currently required to pay for the full environmental costs of an ever-consuming society (i.e. recycling of computers and electronic devices).

PLANTS - BIODIVERSITY

1 hour 5 exam questions

- Explore the role of species in an ecosystem, including evolution, causes of extinction, genetic variation and ecosystem diversity. Include examples of protective mechanisms and sensitivities to environmental change.
- Study a species in depth to validate that every species has value and a role to play in its ecological niche.

ENVIRONMENTAL SCIENCE

1 hour

5 exam questions

- Examine the principles of environmental science.
- Identify non-renewable (coal, oil, nuclear, natural gas etc.) and renewable resources (wind, solar, hydropower, geothermal biofuels, etc.)
- Acknowledge the aspects of pollution, consumption, technology and economics factors of non-renewable, renewable and perpetual resources.
- Explore ways to conserve “wasted energy” and avoid loss through “vampire power.”
- Discuss how renewable resources can be wisely managed to achieve balance and sustainability.

ENVIRONMENTAL ISSUES

1 hour

5 exam questions

- Realize that earth is finite and has a carrying capacity. Understand the “Tragedy of the Commons.”
- Identify some of the beneficial and harmful impacts that humans have on the environment. Identify problems managing and disposing of solid waste.

BACKYARD WILDLIFE HABITAT

1 hour

5 exam questions

- Explore methods of creating habitat for wildlife in home, school, public and commercial settings that incorporate energy conservation, pest reduction and soil health without sacrificing recreational and aesthetic considerations.
- Discuss designing home landscapes to achieve maximum benefit for the care and protection of wildlife. This includes the study of planting practices, providing food, water, nesting sites and habitat enhancement.

NETWORKING AND OUTREACH

1 hour

5 exam questions

- Explore ways to work effectively with individuals, organizations, institutions, businesses, industry and government in the pursuit of common goals beneficial to the earth and life on earth.
- Investigate ways in which NGC, Inc. environmental service programs may be shared with others; emphasizing ways in which garden club members and the community groups may exchange current priorities and information.
- Realize the potential of enriching lives by working with others to heal the earth.

HISTORIC ENVIRONMENTAL ACTIONS AND LEADERS

1 hour

5 exam questions

- Study the history of human actions that has had far-reaching impacts on the environment, both positive and negative.
- Learn about the evolution of environmental education and why it the key to the survival of life on earth.
- Examine landmark legislation to preserve and protect the environment, such as the Wilderness Act, the Clean Air Act, the Clean Water Act and the Endangered Species Act, when they went into effect and their current status.
- Review the works of selected philosophers and writers on the environment with special emphasis on the books on the Supplemental Reading List (See Page 47) for Environmental School (i.e. Rachael Carson, Aldo Leopold, Gifford Pinchot and Thoreau).

SUSTAINABILITY

1 hour

5 exam questions

- Realize that “Sustainability” is not limited to reducing; reusing; recycling; composting; practicing energy conservation; using alternatives to toxics; preventing pollution and employing the ‘using less is more’ philosophy (“Green Energy”, “Zero Energy”).
- Understand that “Thinking globally/Acting Locally and Committing Personally” is necessary when accepting responsibility for one’s personal actions. Identify your “Carbon and Ecological Footprint(s).”
- Pledge to work with others who will bring about change that will make the world a better place.

COURSE REVIEW AND WRAP-UP - Proctor or Appointee by State ES Chairman**NATURE DISCOVERY FIELD TRIP**

2 hour minimum

Visit a **natural** area to study ecology under the direction of trained environmental educational facilitators.

NATIONAL GARDEN CLUBS, INC.

ENVIRONMENTAL SCHOOL CURRICULUM

Course 2 – Land And Related Issues

ECOLOGY – LAND

1 hour

5 exam questions

- Study various land types (forests, grasslands, deserts, mountains); their origins, characteristics and the life forms they sustain. Investigate land management practices of public, private and natural areas.
- Recognize types of soil degradation/ compaction and soil erosion with a focus on soil renewal and reclamation.
- Discover how cities can be made more livable and sustainable through wise urban land use, the how and why of land conservation.

PLANTS – AGRICULTURE

1 hour

5 exam questions

- Explore the origin of food plants, and food production. Understand the problems associated with world food production such as distribution protection of the genetic pool and farmland preservation.
- Identify the limiting factors in food production such as soil qualities, water resources, insects and fungi.
- Investigate the qualities of sustainable agricultural systems and soil renewal. Identify methods of sustainable food production and benefits of purchasing locally grown food (Community Sustainable Agriculture)
- Recognize the positive and negative effects of Modified Genetics on food, animals and environment.
- Understand the impacts of corporate farming on human and ecological health.

SOURCE REDUCTION OF POLLUTANTS, TOXICS AND MATERIALS

1 hour

5 exam questions

- Examine pollution abatement through utilization of recapturing and recycling of materials. Identify possible sources and risk factors of toxins and possible diseases in the environment.
- Explore techniques of pollution control applying the principles of sustainability. Understand the basics of laws such as Resource Conservation and Recovery (RCRA), Comprehensive Environmental Response, Compensation and Liability Act (CERCLA or Superfund), Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) and the Toxic Substance Control Act (TSCA).
- Explore green technology.

COASTAL ZONE MANAGEMENT

1 hour

5 exam questions

- Realize the values, uses and functions of coastal zone ecosystems.
- Identify stress factors and pollution problems in coastal areas; management techniques involved in the protection of these vital resources, including the Coastal Zone Management Act.

ENVIRONMENTAL SCIENCE – RESOURCES

1 hour

5 exam questions

- Study of the earth's resources, renewable and finite (Solar, hydropower, wind, biofuel, geothermal) including their distribution around the world; how economic factors and population impact these resources.
- Identify methods of extracting resources such as hydraulic fracking, aka fracking.
- Emphasize the 5 R's of earth care: Reduce, Reuse, Recycle, Rebuy and Rethink.
- Identify types of "wasted energy", "vampire power," and making transit more sustainable.

WILDLIFE – ANIMALS – THE MISUNDERSTOODS

1 hour

5 exam questions

- Explore and acknowledge the value of animals and organisms such as reptiles, bugs, bats, worms, fungi and microorganisms.
- Understand their positive contributions in the web of life.

SUPPLEMENTAL SUBJECT

1 hour

5 exam questions

- Select from "Approved Supplemental Subjects" (page 58) a topic with the pre-approval of the NGC, Inc. ES Accrediting Chairman.

EARTH STEWARDSHIP - GARDENING WITH NATURE

1 hour

5 exam questions

- Study the landscaping of home and public grounds applying conservation principles with understanding and respect for site limitations. Topics may include but are not limited to: landscaping for energy efficiency; planting native plants and wildflowers; composting; water conservation; integrated pest management; application of chemicals and fertilizers; and providing wildlife habitat, nesting sites, water and food plants.
- Identify invasive plants recognizing their negative impact on the environment.
- Identify eco-friendly management principles to control and/or mitigate invasive species impact(s).

COURSE REVIEW AND WRAP-UP - Proctor or Appointee by State ES Chairman**NATURE DISCOVERY FIELD TRIP**

2 hours minimum

Visit a **natural** area emphasizing land issues under the direction of trained environmental education facilitators.

**"A thing is right when it tends to promote the integrity, stability and beauty of the biotic community.
It is wrong when it tends otherwise."**

Aldo Leopold

NATIONAL GARDEN CLUBS, INC.

ENVIRONMENTAL SCHOOL CURRICULUM

Course 3 – Air And Related Issues

ECOLOGY – AIR

1 hour

5 exam questions

- Study the qualities of air including temperature, climate and chemical composition, as well as the relationship of climate and vegetation in determining climate.
- Review of the global warming issue, protection of the ozone layer, acid deposition and the implementation and impact of the Clean Air Act with emphasis on air quality and climate control.

PLANTS – THE RAIN FOREST

1 hour

5 exam questions

- Explore rain forests, their functions, ecology and significance to earth's critical systems.
- Study the causes of tropical deforestation and biodiversity loss.
- Investigate actions that citizens, institutions, businesses and nations can take to halt the destruction of tropical forests.

ENVIRONMENTAL ETHICS

1 hour

5 exam questions

- Learn how to foster a value system of right and wrong which respects earth, life on earth, and the interdependence of all nature.
- Understand the moral duty, obligations and principals of responsible earth citizenship, ecosystem protection and healing.
- Investigate what actions are needed by individuals, families, communities, religious centers, businesses, industries and political bodies for sustainable development to ensure resources for the current and future generations.

ENVIRONMENTAL SCIENCE – POLLUTION

1 hour

5 exam questions

- Investigate outdoor and indoor air pollution (natural and man-made), their effects on plants, animals, structures, the environment and human health.
- Review air pollution laws and regulations.
- Examine progressive programs in pollution abatement, minimization and safe disposal of toxics, include what citizens can do to reduce pollution and toxics, and minimize exposure to UV rays in their daily lives.

WILDLIFE- ENDANGERED PLANTS AND WILDLIFE

1 hour

5 exam questions

- Explore the principle causes of species depletion and extinction, including the elimination of habitat, environmental toxins, natural causes and over-consumption.
- Study the history and impact of the Endangered Species Act. Explore ways to protect endangered plants and wildlife and the inter-relationships to all living things.

INITIATING SCHOOL PROGRAMS

1 hour

5 exam questions

- Review inclusion of environmental education in schools; initiatives by business, industry and conservation organizations.
- Explore options to provide supplemental, environmental-grade appropriate lessons/projects.
- Consider opportunities to become involved with environmental education programs.

SUPPLEMENTAL SUBJECT

1 hour

5 exam questions

- Select from “Approved Supplemental Subjects” (page 58) a topic with the pre-approval of the NGC, Inc. ES Accrediting Chairman.

EARTH STEWARDSHIP

1 hour

5 exam questions

- Study the landscaping of home and public grounds applying conservation principles with understanding and respect for site limitations. Topics may include but are not limited to: landscaping for energy efficiency; planting native plants and wildflowers; composting; water conservation; integrated pest management; application of chemicals and fertilizers; and providing wildlife habitat, nesting sites, water and food plants.
- Identify invasive plants recognizing their negative impact on the environment.
- Identify eco-friendly management principles to control and /or mitigate invasive species impact(s).

MATERIAL SOURCES AND CITIZEN EDUCATION PROGRAMS

- Explore sources of environmental information.
- Identify contacts at the local, state and federal level for information about how to report pollution.
- Provide website and hotline numbers; examples of working programs in adult environmental education sponsored by business, industry, government and conservation organizations such as the Environmental Protection Agency (EPA), National Wildlife Federation, Trout Unlimited, the National Audubon Society, Sierra Club, Ducks Unlimited, etc. Identify green/or sustainable technology, i.e. recovering oil from plastic containers.

COURSE REVIEW AND WRAP-UP - Proctor or Appointee by State ES Chairman**NATURE DISCOVERY FIELD TRIP**

2 hours minimum

Visit a **natural** area emphasizing the study of air and related issues under the direction of trained environmental education facilitators.

**“A stewardship is a trust.
A steward is one called upon to exercise responsible
care over possessions entrusted to him or her.
Stewardship involves a sense of being accountable
to someone or something higher than self.”
Stephen R. Covey**

NATIONAL GARDEN CLUBS, INC.
ENVIRONMENTAL SCHOOL CURRICULUM

Course 4 – Water And Related Issues

ECOLOGY

1 hour

5 exam questions

- Recognize water resources, surface water, groundwater the hydrologic cycle, including worldwide supply, distribution, renewal and management.
- Investigate the concerns pertaining to water resources, sustained ground water/ aquifers.
- Identify the sources and the effects of water pollutants both natural and man-made.
- Discuss actions individuals, families, businesses, industries and governments can take to sustain a supply of useable water. .

PLANTS – AQUATIC PLANTS

1 hour

5 exam questions

- Explore plants in aquatic ecosystems, including plant culture, beneficial and harmful plants, eutrophication and the effect of pollutants on aquatic vegetation.
- List the major advantages and disadvantages of aquaculture, and associated food production.

WETLANDS

1 hour

5 exam questions

- Explore the various types of inland and coastal wetlands, their qualities and functions.
- Discuss natural and human interactions affecting wetlands, such as agriculture, land development, mining pollution and wetland destruction.
- Review the important values of natural wetland ecosystems such as providing flood protection, erosion prevention, the recharge of groundwater supplies, improved groundwater quality, providing crucial habitat required to support plant and animal biodiversity, and what needs to be done to protect these valuable natural resources.

ENVIRONMENTAL SCIENCE – SUSTAINABILITY

1 hour

5 exam questions

- Review the practices a society must use to sustain biodiversity needed by society in agriculture and economics that will meet the demands of an ever-increasing and demanding human world population.
- Learn to live off the interest of the finite natural resource base and not the capital. Insure that actions in all facets of daily life do not interfere with the natural cycles of the earth so that the earth's life support systems are maintained for all species

WILDLIFE – AQUATIC ANIMALS

1 hour

5 exam questions

- Examine fresh water and salt water animals, their world distribution, life cycles and benefits to mankind.
- Review the life support ecosystems of aquatic animals, including the special functions of estuaries, coastal wetlands coral reefs and barrier islands.
- Take into account the impacts of over-harvesting, pollution, disruption of life cycles and habitat destruction on aquatic life.
- Explore actions that can be employed to protect aquatic animals.

YOUTH PROGRAMS IN ENVIRONMENTAL EDUCATION

1 hour

5 exam questions

- Investigate environmental awareness programs and materials designed for young people by National Audubon Society, National Wildlife Federation, camping associations, and/or other nonprofit agencies, governmental bodies, business and industry.
- When possible provide sample educational materials, and discuss the scope, goals and effectiveness of such programs.
- Review action programs, which have been initiated by young people to protect the earth.
- Highlight ways we may become involved with youth environmental education/action projects.

SUPPLEMENTAL SUBJECT

1 hour

5 exam questions

Select from “Approved Supplemental Subjects” (page 58) a topic with the pre-approval of the NGC, Inc. ES Accrediting Chairman.

EARTH STEWARDSHIP – EFFECTIVE CITIZENSHIP

1 hour

5 exam questions

Explore opportunities that demonstrate leadership in the protection of earth systems and resources in the home, community, state and national levels through personal actions, consumerism and political involvement. Review meaningful steps we may take to protect the environment.

COURSE REVIEW AND WRAP-UP - Proctor or Appointee by State ES Chairman**NATURE DISCOVERY FIELD TRIP**

2 hours

Visit a **natural** area to emphasize the study of water and related issues under the direction of trained environmental education facilitators.

**“Think globally, Act locally
Think locally, Act globally
But most of all
Feel and Act personally!”**

Field Trips

A TWO-HOUR Nature Discovery field trip will be included in each course. A longer field trip may be built in at the chairman's discretion. The site of the trip should be related to some aspect of the subjects covered in that particular course. The trip is to be a study of a natural area directed by trained Environmental Education Facilitators. Opportunities for "hands on" student involvement should be provided whenever possible. The trip experience may last longer than two hours depending on the time frame of the school.

Approved Field Trip Subjects

To be designed to increase our understanding and appreciation of the natural world:

- The Ecology of a Natural Area (meadow, stream wetland, etc.)
- An example or habitat enhancement for a specific life form
- A trip to an organic farm and investigating the techniques used
- An on-site study of trees, soil, wild plants, etc.
- Edible wild plant tour with samplings, if possible. Experts needed.
- History of the Land excursion, comparing then and now
- Animal discovery - a wild habitat study
- Investigating a zoo, aquarium or farm
- A visit to a nature center with hands-on involvement
- A wildlife rehabilitation center
- A visit to land reclamation site
- A museum on air, volcanoes, thermal dynamics

Approved Supplemental Subjects

For a one-hour unit in Courses 2, 3 and 4

American Forests	Art in Nature
Beneficial Insects	Wild Wings
The Value of Raptors	The Value of Flood Plains
The World in Your Garden – Plant Origins	Organic Gardening
Developing School Site Outdoor Laboratories	Toxics in the Home
Green Space Preservation	The World in a Mud Puddle
Medicinal Herbs	Edible Plants
Plants that Clean the Air	Butterflies
Study an Endangered Plant or Animal	Pollution Resistant Plants
Rails to Trails	Rain Gardens
Alternatives to Toxins	How to Start a Conservancy
Ocean Resource Preservation	Current Conservation Legislation
Preserving Plant Genetic Diversity	Amazing Microbes
Wilderness Preservation	Historic Trails
Mushrooms of the World	The Life of (Any animal)
The Life of (Any Plant)	Water in the Home Landscape
Health and Diseases of the Land, Air and Water	
Preservation of Farm Lands Through Legislation	

Additional field trips and supplemental subjects are possible with the prior approval of the NGC, Inc. ES Accrediting Chairman.

Course Vocabulary

The following words are in the Glossary or referenced in the Index to increase your understanding of the subjects. We advise you to research the definitions in the Glossary and Index of *Living In The Environment*

COURSE 1 VOCABULARY

biomagnification	biodiversity	biome
biosphere	carrying capacity	consumer
decomposer	ecological niche	ecology
ecosystem	endangered species act	environment
environmental degradation	EPA	environmental science
food chain	geosphere	habitat
hydrologic cycle	producer	sustainability
symbiotic relationship	synergistic interaction	tragedy of the commons

COURSE 2 VOCABULARY

Agricultural Revolution	rangelands
barrier islands	renewable resources
carrying capacity	nonrenewable resources
coastal zone	slash-and-burn cultivation
composting/compost	soil conservation
deforestation	sustainable agricultural system
desertification	urban microclimate
gene pool	urban sprawl
green revolution	wetlands
grasslands	Wilderness Act of 1872
integrated pest management	Wildlife Restoration Act of 1937

COURSE 3 VOCABULARY

acid deposition	global warming
Aldo Leopold	greenhouse effect
atmosphere	oxygen cycle
Biocentric	photochemical smog
Clean Air Act	primary (air) pollutant
epiphytes	rain forest
environmental ethics	Resource Conservation and Recovery Act
extinction (biological)	Superfund Act
extractive reserves	thermal (temperature) inversion
first law of ecology	threatened species
fossil fuel	weathering

COURSE 4 VOCABULARY

aquaculture	bacteria	Clean Water Act 1977
commercial extinction	coral reefs	cultural eutrophication
drainage basin	economic system	estuary
Infiltration	inland wetlands	leaching
riparian zones	surface water	watershed
groundwater	non-point source pollution	polychlorinated biphenyls (PCBs)
Recharge Federal Water Pollution Control Acts 1972, 1978		
National Wild and Scenic Rivers Act 1968		

Required and Recommended Reading

REQUIRED READING

The National Gardener— 4 issues per year
Student/Consultant Guide by NGC

RECOMMENDED READING

BRINGING NATURE HOME by Douglas W. Tallamy for Course 1

Nature's Best Hope by Douglas W Tallamy

LIVING IN THE ENVIRONMENT by G Tyler Miller Jr.

Living in the Environment is continuously revised. In the Environmental Schools, the basics of Environmental Science, Ecology and an understanding of how earth processes works, is taught.

Recommended readings, as future editions are published, will be available from NGC, Inc., ES Chairman and/or Accrediting Chairman.

The following is the recommended reading for the Environmental Schools:

Seventh Edition

Course 1 - Introduction	Chapters 1, 2, 4, 5, 16, 20
Course 2 - Land	Chapters 9, 12, 14, 15, 19, 23
Course 3 - Air	Chapters 6,10,11,21, 25, 26
Course 4 - Water	Chapters 3, 13, 17, 18, 22, 24

Eighth Edition

Course 1 - Introduction	Chapters 1, 2, 4, 5, 16, 20
Course 2 - Land	Chapters 9, 12, 14, 15, 19, 21, 24
Course 3 - Air	Chapters 3, 13, 17, 18, 23, 25
Course 4 - Water	Chapters 3, 13, 17, 18, 23, 25

Tenth Edition

Course 1 - Introduction	Chapters 1, 2, 5, 6, 13, 25
Course 2 - Land	Chapters 7, 9, 20, 21, 22, 23
Course 3 - Air	Chapters 12, 14, 15, 16, 17, 28
Course 4 - Water	Chapters 8, 10, 11, 18, 19, 26, 27

Eleventh Edition

Course 1 - Introduction	Chapters 1, 4, 6, 7, 9, 23, 24
Course 2 - Land	Chapters 7, 8, 12, 14, 15, 22, 26
Course 3 - Air	Chapters 15, 16, 18, 19, 24, 26, 29
Course 4 - Water	Chapters 8, 10, 11, 13, 17, 20, 27, 28

Twelfth Edition

Course 1 - Introduction	Chapters 1, 2, 4, 6, 9, 11, 16, 20, 22, 26, 27, 28
Course 2 - Land	Chapters 1, 6, 20, 21, 22, 23, 25, 26, 27, 28
Course 3 - Air	Chapters 1, 6, 15, 17, 18, 22, 26, 27, 28
Course 4 - Water	Chapters 1, 4, 7, 13, 15, 19, 20, 24, 26, 27, 28
Appendixes 5 & 6 for all Courses	

Thirteenth Edition

Course 1 - Introduction	Chapters 1, 2, 4, 5, 6, 7, 8, 9, 12, 21, 22, 23
Course 2 - Land	Chapters 10, 13, 15, 17, 20, 21, 23, 25
Course 3 - Air	Chapters 6, 17, 18, 22, 27, 28
Course 4 - Water	Chapters 1, 4, 7, 14, 19, 24
Appendixes 1, 2, 3 and Glossary	

RECOMMENDED READING (Cont.)

Fourteenth Edition

Course 1 - Introduction	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 18, 19, 20, 21, 22, 23, 24, 26, 27
Course 2 - Land	Chapters 1, 2, 5, 6, 7, 11, 13, 14, 15, 16, 21, 22, 23, 25, 27
Course 3 - Air	Chapters 1, 2, 4, 5, 6, 8, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28
Course 4 - Water	Chapters 1, 4, 7, 8, 14, 15, 19, 22, 26, 27 Appendixes 2 & 5, Glossary CD-ROM

Fifteenth Edition

Course 1 - Introduction	Chapters 1, 2, 3, 4, 8, 10, 11, 12, 13, 14, 17, 18, 21
Course 2 - Land	Chapters 1, 5, 6, 8, 10, 13, 15, 20, 21, 22, 23, 24, 25
Course 3 - Air	Chapters 1, 2, 3, 4, 5, 7, 11, 15, 19, 20, 22, 25, 26
Course 4 - Water	Chapters 1, 6, 12, 14, 21, Supplement 5 Supplements 4 & 5; Glossary

Sixteenth Edition

Course 1 - Introduction	Chapters 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 15, 16, 17, 22, 24, 25 Plus Supplements 3, 4, 5, 9, 10, 11, 12
Course 2 - Land	Chapters 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 21, 25 Plus Supplements 3, 4
Course 3 - Air	Chapters 1, 3, 4, 7, 9, 12, 17, 18, 19, 21, 24, 25 Plus Supplements 3, 4, 8, 9, 10, 11, 12
Course 4 - Water	Chapters 1, 3, 4, 6, 7, 8, 9, 11, 13, 20, 22, 23, 24, 25 Plus Supplements 3, 4, 7, 8, 9, 11, 12 Glossary

Seventeenth Edition

Course 1 - Introduction	Chapters 1, 5, 6, 9, 10, 21, 22, 25 Plus Supplements 3, 6, & Glossary
Course 2 - Land	Chapters 1, 8, 12, 14, 21, 23, 24
Course 3 - Air	Chapters 1, 18, 19, 23, 24 Plus Supplement 7 & Glossary
Course 4 - Water	Chapters 1, 8, 11, 13, 24 & Glossary

Nineteenth Edition

Course 1 – Introduction	Chapters 1, 3, 4, 5, 6, 9, 10, 11, 14, 15, 23, 24
Course 2 – Land	Chapters 3, 4, 5, 8, 9, 10, 11, 12, 20, 21
Course 3 – Air	Chapters 4, 7, 9, 18, 21, 23, 24, 25
Course 4 – Water	Chapters 8, 11, 13, 20, 22, 23, 24

Supplemental Reading List

ENVIRONMENTAL SCHOOL SUPPLEMENTAL READING LIST

BOOKS

Diversity of Life, The; E. O. Wilson (1992 & 2000)
Earth Making a Life on a Tough New Planet Bill McKibben (2010)
Earth, In the Balance; Al Gore (1992)
End of Nature Bill McKibben (2005)
Enough: Staying Human in an Engineered Age, Bill McKibben (2003)
Fierce Green Fire: The American Environmental Movement, A; Shabecoff (2003)
If You Love This Planet; Helen Caldicott (2009)
In Defense of Nature; John Hay (2007)
Land That Could Be: Environmentalism and Democracy in the Twenty-First Century, The; Shuki (2001)
Last Child in the Woods; Richard Louv (2005 & 2008)
Lorax, The; Seuss (1978)
Making Collaboration Work; Wondolleck and Yaffee (2000)
Maps of Time an Introduction to Big History David Christian
Precious Heritage "The Status of Biodiversity in the United States"; Stem, Kutner, Adams (2000)
Sand County Almanac and Sketches Here and There, A; Aldo Leopold (1990)
Sense of Wonder; Rachael Carson (To introduce children to nature) (1990)
Silent Spring; Rachael Carson (1962)
Something New Under the Sun: An Environmental History of the Twentieth Century; (2001) J.R. McNeill, W.W. Norton
Ten-Minute Field Trips; Helen Ross Russell (1998)
Teaching Kids to Love the Earth; Marina Lachecki Herman, Joseph F. Passineau, Ann L. Schimpf, Paul Treuer (1990)
Wilderness and the American Mind; Nash (2001)

PERIODICALS — Free with your membership in these organizations

Audubon
Amicus Journal, Environmental Defense Fund
Clean Ocean Action
Nature Conservancy

INTERNET/WEBSITES

Department of Natural Resources – Wisconsin <https://dnr.wi.gov/>
Ecology <http://www.ecology.com/>
EEK! – Environmental Education for Kids <https://www.eekwi.org/>
Endangered Animals <https://defenders.org/>
Endangered Species <https://www.fws.gov/endangered/>

Environment Web Directory <https://www.webdirectory.com/>
Environmental Protection Agency- Clean Water Act
<https://www.epa.gov/laws-regulations/summary-clean-water-act>
EPA Environmental Kids Club: Home Page <https://www.epa.gov/students>
Invasive Species <https://www.doi.gov/invasivespecies/>
Land Use <http://landuse.org/>
National Wildlife Federation <https://www.nwf.org/>
Nature Net <https://www.naturenet.org/>
Threatened and Endangered Plants
https://www.ncrs.fs.fed.us/gla/tesweb/plants/Plants_Main.htm
U.S. Environmental Protection Agency <https://www.epa.gov/>
Water Resources of the United States <https://www.usgs.gov/mission-areas/water-resources>
USGS National Wetlands Research Center
<https://www.usgs.gov/centers/wetland-and-aquatic-research-center-war-c>
Wisconsin Center for Environmental Education College of Natural Resources, UW - Stevens Point
<http://www.uwsp.edu/cnr/wcee/>

OTHER RESOURCES

NGC, Inc. Member Services
CDs
Videos
Natural Science Museums
Public Radio Nature Presentations
NOAA Resources

Section 9 – Gardening Schools

Purpose, Objectives & Course Requirements

1. Purpose and Scope of Schools

NGC Gardening Schools were established in May 1977. Four courses were designed to learn the correct way to plant, to prune and marvel at what we have accomplished. We are stewards of the land; we have a responsibility to serve and protect for future generations. This is in keeping with NGC Bylaws Article II, Number 5:” to study and to advance the fine arts of gardening, landscaping, floral design and horticulture.”

2. Objectives of the Gardening Schools

- a. Stimulate interest in the growth of plant materials to their peak of perfection.
- b. Give the student an understanding of how and why a plant grows.
- c. Teach soil structure and methods for making the soil more productive.
- d. Provide an understanding of plants’ reactions to certain weather conditions and how to modify these conditions to encourage optimum growth.
- e. Provide an understanding of commercial and natural fungicides and pesticides, growth regulators and other chemicals used in general horticultural procedures.
- f. Illustrate methods for rapid propagation.
- g. Offer plant identification instruction.
- h. Explore growing techniques for garden plants, vegetables, fruits, houseplants, trees, shrubs and specialized styles of gardening.
- i. Develop a respect for and appreciation of plants and their roles in our lives and activities.

3. Course Requirements

- a. Each of the four courses consists of ten hours of lectures, which may include field trips to evaluate and receive instruction on specific course topics.
- b. Attendance is mandatory at all lectures and field trips.
- c. **Textbook “Botany for Gardeners”**
- d. The student/prospective consultant must take and pass each exam to receive credit.
- e. **Open book/notes for all test questions**
- f. **Each Test Question valued at 2.5 points for Course 1 and 2 points for Courses 2, 3, & 4**
- g. **A score of 70 is passing**

CURRICULUM GUIDE FOR NGC GARDENING SCHOOLS

TEST QUESTIONS REQUIRED—REVISED JULY 2018

Course 1 (botany, soils, outdoor flowers, plant propagation)

COURSE 1	Total Hours: 10	
BASIC BOTANY	2.5 hours	15 QUESTIONS
<ul style="list-style-type: none"> A. Plant anatomy (roots, stems, leaves, flowers) B. Plant requirements (light, temperature, water, humidity) C. Life cycle of plants (annuals, biennials, perennials) D. Reproduction (sexual, asexual - pollination and fertilization) E. Study of plant structure (specific plant group studied - use of hand lens or other visual aids) 		
SOILS	2.0 hours	10 QUESTIONS
<ul style="list-style-type: none"> A. Characteristics and structure of soil B. Soil testing (Extension Service/state) C. Function of soil D. Importance of roots E. Maintenance F. Fertilization (compost, fertilizers) 		
TECHNIQUES FOR GROWING OUTDOOR FLOWERS	1.5 hours	8 QUESTIONS
<ul style="list-style-type: none"> A. Environmental factors and choice of plant material <ul style="list-style-type: none"> a. Weather, climate b. Soil temperature c. Cultivar selection -- Locally based important B. Organic gardening C. Crop rotation and landscape suitability D. Pruning and training of plants E. Problems and problem solving 		
PLANT PROPAGATION	1.5 hours	7 QUESTIONS
<ul style="list-style-type: none"> A. Seed selection <ul style="list-style-type: none"> a. Organic, non-GMO, non-organic b. Seed storage and germination c. Seedling success and transplanting B. Vegetative propagation <ul style="list-style-type: none"> a. Bulbs, roots, corms, tubers, rhizomes b. Layering c. Stem and leaf cuttings d. Grafting e. Tissue Culture C. Propagation workshop (hands on project) workshop 1.5 hours 		
SUPPLEMENTAL SUBJECT <i>See page 69</i>	1.0 hour	
Study of specific plant group/regional should relate to course locally		

CURRICULUM GUIDE FOR NGC GARDENING SCHOOLS

TEST QUESTIONS REQUIRED—REVISED JULY 2018

Course 2 (disease & pests, irrigation & water, lawns & alternatives, fruits & vegetables)

COURSE 2 Total hours: 10

PLANT DISEASES AND GARDEN PESTS 2.5 hours 15 QUESTIONS

Site/Visit - farm, CSA, garden center, nursery, botanic garden, university extension

A. Overview of good growing techniques (**Controls** - organic and inorganic)

B. Regional insect and disease problems

a. Seasonal

b. New insect/disease problems (add prohibited and invasive species in area)

C. Beneficial insects - predators

D. Problem solving/prevention

a. Sanitation

b. Interplanting

c. Mulching

E. Examples of plant problems - disease and insects **Note:** Students bring in examples

IRRIGATION AND WATER 1.5 hours 8 QUESTIONS

A. Planting efficiently

B. Water use and water saving factors

a. How much water is necessary?

b. Water problems - regional

1. Water bans

2. Water quality

LAWN ALTERNATIVES AND GROWING GRASS 1.5 hours 8 QUESTIONS

A. Site preparation and selection of grass/plants

B. Maintenance of site

C. Problem solving

GROWING FRUIT 1.5 hours 8 QUESTIONS

A. Choice of varieties

B. When and how to plant

C. Training and pruning

D. Environmental factors

E. Problem solving and solutions

GROWING VEGETABLES 2.0 hours 11 QUESTIONS

A. Choice of varieties (organic, non-GMO, non-organic)

B. When and how to plant

C. Crop rotation and inter-planting

D. Pest control

E. Problems and solutions

SUPPLEMENTAL SUBJECT 1.0 hour

Suggested topics - Alternative plant groups instead of grass, regional fruit trees or shrubs

CURRICULUM GUIDE FOR NGC GARDENING SCHOOLS

TEST QUESTIONS REQUIRED—REVISED JULY 2018

Course 3 (plant growth, new plant development, containers, houseplants)

COURSE 3

Total hours: 10

SUGGESTED: Site visit to: Botanic Garden, Horticulture Center/Test Gardens, Commercial Seed Company, Hybridizer site, Garden Center, Nursery.

FACTORS THAT INFLUENCE PLANT GROWTH	2.0 hours	11 QUESTIONS
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- A. Environmental factors
 - a. Local, regional conditions
 - b. Light, water, and temperature
 - c. Weather - Seasonal, drought, flood
 - d. Pollution problems
- B. Nutrients - organic, inorganic
- C. Plant/cultivar choices

NEW PLANT DEVELOPMENT AND EVALUATION	1.5 hours	9 QUESTIONS
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- A. Hybridization
- B. Cultivar selection - Include Native Plants and Nativars
 - a. Commercial operation – seed company
 - b. Plant specialist - (i.e., plant society hybridizers)
- C. Environmental suitability
- D. Test gardens

CONTAINER GARDENING – OUTDOOR	2.0 hours	11 QUESTIONS
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- A. Plants suitable for containers
- B. General culture
 - a. Environmental, temperature, light, humidity
 - b. Annuals, perennials, vines, etc.
- C. Types of containers
 - a. Size, weight, and adaptability
 - b. Single container, combination plantings, dish gardens, planters, and troughs

HOUSEPLANT BASICS	1.5 hours	9 QUESTIONS
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- A. Growing conditions indoors
- B. Plant choices
- C. Training and pruning
- D. Types of indoor containers (Single container, combination plantings, dish gardens, terrariums)

TEACHING TOUR OF A BOTANICAL GARDEN	2.0 hours	10 QUESTIONS
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- A. Indoor and outdoor plants
- B. Annuals, perennials, trees, shrubs, container plants, wildflowers, etc.

SUPPLEMENTAL SUBJECT	1.0 hour	
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Suggested topics: - Related plant group, hybridizing, weeds

CURRICULUM GUIDE FOR NGC GARDENING SCHOOLS

TEST QUESTIONS REQUIRED—REVISED JULY 2018

Course 4 (classification, garden styles, plant identification, pruning, wood ornamentals)

COURSE 4

Total hours: 10

Suggested Location: University or extension service, botanic garden

PLANT CLASSIFICATION AND NOMENCLATURE	1.0 hour	7 QUESTIONS
<ul style="list-style-type: none"> A. Overview of all studied plants B. Binomial nomenclature - naming system <i>Note: Keep it simple</i> C. Important flowering/foilage plant groups 		
OUTDOOR IDENTIFICATION OF PLANTS	3.0 hours	15 QUESTIONS
<ul style="list-style-type: none"> A. Plant families <ul style="list-style-type: none"> a. Characteristics b. Local/regional choices B. Key/glossary and identification of plants (<i>hand lens required</i>) 		
SPECIALIZED STYLES OF GARDENING	2.0 hours	10 QUESTIONS
<ul style="list-style-type: none"> A. Sun/Shade gardening B. Greenhouse C. Organic D. Rock gardens/alpine gardens E. Hot beds and cold frames F. Hydroponics and aquaponics 		
TECHNIQUES FOR GROWING WOODY ORNAMENTALS	1.5 hours	9 QUESTIONS
<ul style="list-style-type: none"> A. Plant selection and environmental factors B. When and how to plant C. Training and pruning D. Specific problems and solutions 		
PRUNING TECHNIQUES	1.5 hours	9 QUESTIONS
<ul style="list-style-type: none"> A. Overview of proper equipment/tools/training B. Trees and shrubs C. Perennials and annuals D. Any other - specific plant group E. Demonstration <ul style="list-style-type: none"> a. Inside and outside b. Participation by students 		
SUPPLEMENTAL SUBJECT	1.0 hour	
Suggestion: Specific plant group		

Recommended & Required Reading

REQUIRED READING

The National Gardener – 4 issues per year
Student/Consultant Guide

RECOMMENDED READING

Botany for Gardeners, Brian Capon
Nature's Best Hope, Douglas W. Tallamy
Secrets to Great Soil (Storey's Gardening Skills Illustrated), Elizabeth Stell
You Tube video Secrets to Great Soil
The New Western Garden Book: The Ultimate Gardening Guide (Sunset Western Garden Book (Paper) Ninth Edition, Editors of Sunset

In addition to the above, it is recommended that literature appropriate to the gardening region in which each Course is held be used as references. This list may be sent to all registrants with their study packet (outlines) prior to the Course date. The NGC GS Chairman may give permission for substitution of any book that is more appropriate for local specifics, upon request of the State GS Chairman

Supplemental Subjects

SUPPLEMENTAL SUBJECTS

The State GSS Chairman may suggest other subjects for approval by the Accrediting Chairman. Local interests will be considered.

- Any plant-related subject approved by the NGC Accrediting Chairman.
- Gardening for Wildlife/Habitat – resources include National Pollinator Garden Network and The Million Pollinator Garden Challenge, and National Wildlife Federation (see NGC website: The Million Pollinator Garden Challenge)
- Heirlooms (vegetables, flowers) Invasive Plants
- Reconciliation Ecology (see article in the fall 2015 issue of *The National Gardener*) Power Point presentation available on NGC Gardening School web site
- Vermiculture/Vermicomposting

Section 10 – Landscape Design Schools

Purpose, Scope & Objectives

Purpose

On October 7, 1958, NGC established a series of four courses on landscape design in order to develop a greater appreciation of the environment, both natural and manmade, in its membership. This is in keeping with NGC Bylaws Article II, Number 5: “to study and to advance the fine arts of gardening, landscape, floral design and horticulture.”

Objectives of the Landscape Design Schools

- Develop a greater sense of appreciation, pride and knowledge about our private, public and historical gardens.
- Become better informed in order to promote positive changes in our surroundings to encourage beauty, utility, convenience, sound ecological practice and ease of maintenance.
- Encourage a better understanding of the landscape design process to promote landscapes that will sustain sound management.
- Stimulate interest in all phases of landscape design, including community planning.
- Develop a contingent of qualified Landscape Design Consultants to serve in such decision-making areas of public life as providing leadership, educational programs, scholarships, awards and promoting better landscape design.

Course Requirements

Content

Each of the four courses consists of ten hours of lectures, which may include visits to evaluate sites. Attendance is mandatory at all lectures of a course for the student to take the exam and receive credit. Prospective consultants take a written examination. Each course includes:

- Required reading from specified chapters of *Stewards of the Land: A Survey of Landscape and Design in America* (Schools beginning July 1, 2019 and after will utilize the new curriculum approved at the 2018 NGC Fall Board Meeting), and Landscape Design articles in *The National Gardener*. In Course 4, see A Brief History of Urban Garden Programs in the United States by Laura Lawson, at <http://agriurban.rutgers.edu/WhatisUrbanAg.html> - presentation at bottom of page.
- Ten hours of lectures, including a supplemental subject lecture.
- An examination based on the lectures and required reading (five questions worth two points each for each hour of instruction, excluding the supplemental subject lecture) along with five two-point questions on the required-reading Landscape Design articles from TNG.

Curriculum for Schools Begun Before July 1, 2019

The curriculum below relates to the chapters in *The Stewards of the Land* (see LDS Form 25 on NGC website).

In order to be responsive to the needs and interests of the membership, this curriculum is reviewed regularly and may be updated by the NGC LDS Committee on the basis of reports of Course Evaluations (LDS 11b) received from State LDS Chairman. All lectures are one-hour long; the landscape evaluation is three hours long. (Use LDS 21, 22, 23 and 24 for communicating with students and Instructors.)

- Course 1 – See LDS 21 posted on NGC website
- Course 2 – See LDS 22 posted on NGC website
- Course 3 – See LDS 23 posted on NGC website
- Course 4 – See LDS 24 posted on NGC website.

Curriculum for Schools Begun July 1, 2019 and after (approved at 2018 NGC Fall Board Meeting) (*new curriculum follows*)

- We will include a segment in each course aimed specifically at redesigning a home landscape. Nearly all of our students live in suburban homes with existing landscapes. They want to make modest changes that do not require the services of a professional. This will not encroach upon the turf of professionals and if more extensive design work is involved, it will allow the student to better communicate and understand the professional.
- We will emphasize the goals of NGC that relate to landscape design. Fundamentally, we need to be aware of the environmental burdens the typical suburban lawn and a few shrubs places on the national landscape. Even moderate changes in planting choices and cultural practices can make significant impacts on the ecosystems around us.

CURRICULUM GUIDE FOR NGC LANDSCAPE DESIGN SCHOOLS
TEST QUESTIONS REQUIRED
COURSE 1

Course 1 (space, design & people, principles & elements of LD, developing your garden plan, basics of site plans, color in the landscape, design for environment, LD Ancient Times - 1840, xeriscaping)

A. Learning about Your Ecosystem (1 hour)

Our neighborhoods are environments. Our environments include all life, from bacteria, fungus and viruses to the tallest trees. Our environmental conditions include topography, geology (soils especially), climate and man-made structures and alterations to the environment for exploitation (agriculture, mining, landfill for building, altered river courses, etc.) It is vital to learn about our ecosystems before trying to create landscapes that are artificial ecosystems.

From a purely practical standpoint, creating a landscape inimical to the prevailing ecosystem will be extremely costly in terms of manpower, inputs (chemical and hardscape) and the damage to the prevailing ecosystem. From an ethical standpoint, creating a landscape that supports wildlife is a requirement. From an aesthetic standpoint, there is nothing that will delight people more than flowers, birds and butterflies.

B. Space, Design and People (1 hour)

- Spatial structure
- Mass and void
- 3 space-defining components: earth: mounds and grading, plants, structures
- Spatial progression/sequence
- Spatial involvement by people

C. Principles and Elements of Landscape Design (1 hour)

- Design theory
- Approach to design
- Evolution of a design (design process)
- Organization of space for use and beauty
- Art elements as building blocks for design principles
- Design principles: balance, contrast, dominance, proportion, rhythm, scale
- Design elements: color, form, light, line, pattern, shape, size, space, texture

D. Developing Your Garden Plan (1 hour)

- Basic steps in planning a landscape
- Plot plan
- Spatial use design aka blob diagram
- Easements
- Utility lines
- Topographical features
- Drainage
- Paving
- Structures
- Plantings
- Determine environmental conditions
- Determine views: enhanced or hidden?
- Current and future family needs (list priorities)
- Define short-term and long-term goals

E. Basics of a Site Plan (1 hour)

- Methods of simple site measurements
- Common design documents
- Mechanics of delineation simplified
- Symbols of landscape plans
- Computer-aided design (CAD)
- Currently available amateur design software: advantages and pitfalls

F. Color in the Landscape (1 hour)

- Color perception in landscape design
- The color wheel & Seasonal color
- Colors and emotional responses
- Color variations in plants, including foliage, flowers, fruits, seeds, bark
- Incorporating hardscape with plantings to tell a color story
- Design unity through color harmony

G. Design for the Environment (1 hour)

- Identifying your ecosystem
- Plant ecology: native plants, exotic invasive plants
- Designing with sound site-planning practices
- Designing for pollinators
- Native Plants as host plants are vital
- Creating corridors
- Indigenous materials
- Energy conservation, especially seasonal
- Sound water management: xeriscaping, rain gardens, water barrels
- Maintenance reduction
- Cost-effective design
- Implementation practices

H. Development of Landscape Design: Ancient Times to 1840 (1 hour)

Landscape design as influenced by environmental and societal factors.

- Mesopotamian design
- Egyptian design
- Medieval enclosures
- Muslim influence in Spain
- Renaissance order
- English Landscape design 1600-1840

I. Xeriscaping: Not Just for the Desert (1 hour)

- Water-wise gardening
- Well-considered landscape design
- Appropriate drought-tolerant plants
- Reduction or elimination of turf
 - ♦ Rainwater capture and/or efficient irrigation
 - ♦ Soil analysis and amendments
 - ♦ Mulches (including organic, inorganic and living)
 - ♦ Maintenance

J. Supplemental Subject (1 hour)

CURRICULUM GUIDE FOR NGC LANDSCAPE DESIGN SCHOOLS

TEST QUESTIONS REQUIRED

COURSE 2

Course 2 (LD process, design for pollinators & wildlife, plants in landscape, accessible & therapeutic gardens, structures, redesign of areas, development of N. American LD, historic preservation, invasives & natives)

A. Landscape Design Process 1 (1 hour)

1. Program: understanding or creating a program
 - Goals of the design
 - Uses/purposes of the space
 - Problem Areas, e.g. Dining area, screening, agricultural, environmental, entertaining
 - Budget
 - Style/theme
 - Lighting
 - Drainage
2. Site Analysis: understanding the site's opportunities and constraints
 - Reading the existing terrain
 - ♦ Sun/shade
 - ♦ Drainage/irrigation
 - ♦ Hardiness and Heat Zones
 - ♦ Soil characteristics
 - ♦ Interpreting the site's natural scale
 - Understanding the site's history
 - Wetland buffers
 - Local/state regulations including zoning restrictions, regulatory agencies
 - Zoning restrictions
3. Concept Plan: creating a broad-stroke plan for the design
 - Designating main nodes/gathering areas
 - Creating connections/circulation
 - Creating a hierarchy within nodes and circulation
 - Organizing the spaces
 - Utilizing existing topography, designing with the land

B. Designing for Pollinators and Wildlife (1 hour)

- Importance of interrelationships of living organisms
- Layers in wild landscapes
- Layers in home gardens
- Ecological functions/dysfunctions of gardens
- Plants appropriate to your area

C. Plants in the Landscape (1 hour)

- Functional role of plants in the landscape: climate, architecture, sound, erosion, circulation control
- Microclimates
- Design Principles and elements
- Development of a planting plan
- Softscape definition
- Horticultural characteristics

- Climatic tolerance
- Soil conditions
- Environmental factors
- Growth
- Habit
- Longevity
- Disease and pest tolerance
- Role in the garden ecosystem

D. Accessible, Enabling and Therapeutic Gardens (1 hour)

- The five senses
- Raised beds
- Container gardening
- Vertical gardening
- Better tools
- Plant selection

E. Structures in the Landscape (1 hour)

- Hardscape's functions
- Steps, walls, fences, enclosures
- Methods of construction
- Role of design implementation
- Short vs. long-term economics of choices: maintenance, life-expectancy
- Post-construction review and evaluation

F. Redesign of Areas (1 hour)

- Reasons for redesign:
 - ♦ Defective materials
 - ♦ Overgrown plantings
 - ♦ Changes in lifestyle, social patterns and neighborhood
- Maintenance capabilities
- Safety & security measures
- Examples of public and private redesign

G. Development of North American Landscape Design (1 hour)

- Native American shaping of the landscape
- Colonial social, economic and political influences: Spanish, Dutch, English, French
- Early colonial gardens: food and medicine
- Gardens of the Eighteenth and Nineteenth Century: "use and delight"
- Twentieth century: the age of the lawn (the anti-garden)

H. Preservation of Historic Sites and Structures (1 hour)

- Role of historic heritage as communicated by sites and structures
- Historic preservation provides a tangible culture memory and environmental diversity
- Degrees of preservation:
 - ♦ Preservation
 - ♦ Restoration
 - ♦ Adaptive reuse/rehabilitation
 - ♦ Reconstruction

- Historical designations and how to achieve official status
 - ♦ National Register of Historic Places
 - ♦ National Trust for Historic Preservation
 - ♦ Defining historically significant segments of a site
 - ♦ Maintenance of historical integrity
- Preserving natural and built landscapes from these standpoints:
 - ♦ Culture
 - ♦ Economics
 - ♦ History
 - ♦ Aesthetics
- Case study

I. Overused, Often Invasive Plants and Native Alternatives in Your Area (1 hour)

- Definition of invasive exotic plants
- How exotic invasives create dead zones in the landscape
- Definition of native plants
- How native plants feed the insects that feed the birds etc.
- Bringing Nature Home by Doug Tallamy
- Nativars dispute
- Local resources for information about exotic invasives
- Local resources for learning about native plants
- Local sources for purchasing native plants

J. Supplemental Subject (1 hour)

CURRICULUM GUIDE FOR NGC LANDSCAPE DESIGN SCHOOLS
TEST QUESTIONS REQUIRED
COURSE 3

Course 3 (LD process, woody plants, herbaceous material, graphic interpretation, creating your own plan)

A. Landscape Design Process 2 (1 hour)

- Design Development
- Defining shapes
- Dimensioning spaces
- Shaping the land, developing surface drainage and grading
- Incorporating design elements, features and details
- Construction material choices
- Planning ahead for future expansion or changes (conduit sleeves, irrigation, lighting, audio)
- Construction Documents, Planting, Lighting and Final Touches.
- After developing the site layout, the planting and lighting should reflect and complement the spaces.
- Subtle lighting, safety
- Creating a lighting design that guides you through the space in the desired directions
- Creating a planting design that highlights key features, and complements the design style
- Four season interest planting design

B. Woody Plants in the Landscape (1 hour)

- Woody plants are the backbone of the landscape.
- Tree and/or shrub (pruning options)
- Deciduous and evergreen plants and their role in the landscape
- How large will it be? Plant tags may be deceptive in warmer climates.
- Siting correctly to prevent foundation, walkway and roof damage
- Creating a pleasing rhythm with woody plants
- Recommended woody plants for the area
- Siting, planting and maintenance

C. Herbaceous Materials in the Landscape (1 hour)

- Seasonal displays
- Color schemes
- Succession of blooms
- Planting, maintenance, dividing
- Appropriate native plants for the area

D. Landscape Design with Maintenance in Mind (1 hour)

- How will design limitations, structural characteristics and plant selection affect maintenance?
- Requirements for hardscape and softscape elements in the landscape
- Maintenance budget and personnel is a crucial consideration in designing.
- Resource-efficient development
- Plan ahead, especially for public landscapes.

E. Suburban Design (1 hour)

- The domination of suburbs and their landscaping
- How just “a lawn and some foundation plantings” affects wildlife
- Balancing the maintenance load with the desire to garden responsibly
- Suburban restrictions and local government restrictions and variances
- Alternatives to lawn

F. Graphics Interpretation (1 hour)

- Architectural materials
- Reading a landscape plan and understanding engineer scale vs. an architectural scale
- Elementary plans and evaluations
- Liaisons: designers, horticultural consultants, civic committees, planning agencies
- Common design documents:
 - ♦ Bubble plans
 - ♦ Concept/presentation drawings
 - ♦ Construction detail drawings and specifications
 - ♦ Final “as built” plans

G. Creating Your Own Home Garden Landscaping Plan (3 hours)

- Students will each bring an accurately measured drawing of a small area of their landscape that they would like to redesign.
- They will use their knowledge from the first two courses to create a list of their requirements, restrictions and the conditions of the site.
- The Instructor will work with them to create a workable design.
- Good ideas for this project would include an herb garden, a cutting garden or a garden dedicated to a specific genus (Iris, Hosta, Roses, Daylilies, etc.)
- Master Landscape Design Consultants may serve as instructor's aides.

H. Supplemental Subject (1 hour)

CURRICULUM GUIDE FOR NGC LANDSCAPE DESIGN SCHOOLS

TEST QUESTIONS REQUIRED

COURSE 4

Course 4 (contemporary LD, community participation, history of community gardens, evaluating your plans, guidelines for evaluating, evaluation of LDs)

A. Contemporary Landscape Design Trends (1 hour)

- The Modern Movement (1930s-40s)
- Integration of landscape design and structures (especially residential)
- Contemporary uses of softscape and hardscape materials
- Conservation of non-renewable materials
- Native plants
- Latest trends

B. Community Participation in Landscaping Projects (1 hour)

- How to initiate a civic project
- Suitable projects for community groups
- Crucial considerations: Maintenance & Funding
- Pitfalls:
 - ♦ Overambitious project--start small
 - ♦ Lack of maintenance commitment
 - ♦ Vandalism
- Requirements for professional inputs in major projects
- Case study

C. History and Development of Community Gardens (1 hour)

- Benefits
- Evolution of the community garden from the 1890s to the present
- Permanent resources in food deserts
- Creating community and recreating a connection with the land
- Developing a community garden
 - ♦ Land tenure
 - ♦ Community outreach
 - ♦ Engaging a wider network of support

D. Evaluating Your Landscape Plan (1 hour)

Students will bring the plans they have worked on since Course 3. The Instructor will examine the plans and make suggestions as needed.

E. Guidelines for Evaluating Landscape Designs of Residential, Public and Commercial Property (1 hour)

Introduce the NGC LDS Landscape Evaluation form and explain its use.

F. Evaluations of Landscape Designs (4 hour lecture/tour)

Students need an NGC LDS Landscape Evaluation form for each site. They need pencils, because they may change their minds as they walk through the entire property.

G. Supplemental Subject (1 hour)

Required & Recommended Reading

REQUIRED READING

- Assigned chapters in *Stewards of the Land: A Survey of Landscape Architecture and Design in America*. At least one examination question for each topic will be taken from material in the text. – **for schools begun prior to July 1, 2019**
- The National Gardener (TNG)*. Students and Consultants are encouraged to read every Landscape Design article in *TNG*. A copy of the article from which their exam questions will be taken, will be provided with their course outlines.
- “A Brief History of Urban Garden Programs in the United States,” by Laura Lawson is the reference for Course 4’s *History and Development of Community Gardens*.
<http://agriurban.rutgers.edu/WhatisUrbanAg.html>
- The *Guide for Students and Consultants* (Student Guide Revised 2/2019) available at www.gardenclub.org and provided in student packets with course outlines.

RECOMMENDED READING

The Supplemental Reading list may be found at www.gardenclub.org

- Alexander, Rosemary. *The Essential Garden Design Workbook*. Timber Press, 2017.
- Chisholm, Linda. *The History of Landscape Design in 100 Gardens*, Timber Press, 2018.
- Coronado, Shawna. *The Wellness Garden*. Cool Springs Press, MN, 2017
- Darke, Rick and Doug Tallamy. *The Living Landscape: Designing for Beauty and Biodiversity in the Home Garden*, Timber Press, 2016.
- Reed, Sue & Ginny Stibolt, *Climate Wise Landscaping*. New Society Publishing, Gabriola Island, BC, 2018.
- Schwartz, Bobbie. *Garden Renovation* Timber Press. 2017.
- Tallamy, Douglas W. *Bringing Nature Home: How You Can Sustain Wildlife with Native Plants*, Updated and Expanded (2009)
- Tallamy, Douglas W. *Nature’s Best Hope* 2019
- Newscape*, the NGC LDS digital newsletter is published twice yearly. It is posted on www.gardenclub.org.

Supplemental Subjects

- Those topics listed in Suggested Special Interest Topics LDS 20 are automatically acceptable.
- NGC LDS Instructors’ Chairman must approve other topics, along with the Instructors’ credentials.

Examinations – Material tested

- Examinations consist of five questions per class hour except for the supplemental subject.
- At least one question for each topic must be taken from *Stewards of the Land* (**for schools begun prior to July 1, 2019**).
- In Course 4, one question will be taken from material in the required text *A Brief History of Urban Garden Programs in the United States* available at:
<http://ljlawson.rutgers.edu/assets/pdf/UGPlecture.pdf>
- All questions must be multiple-choice.
- The NGC LDS Required Reading Chairman provides five questions from a Landscape Design article in *The National Gardener (TNG)*.
- The State LDS Chairman provides a copy of the relevant article to each student.
- An examination key, with the correct answers in boldface shall be provided as a separate document for the use of proctors during the course.

Specific LDS Forms

These forms, specific to the LDS program, were developed and implemented prior to this current Handbook. They remain available for use on the LDS page of the NGC website.

LDS 2C	Areas of Expertise for Instructors
LDS 13	Notification of Removal from List of Accredited Instructors
LDS 14	Standards for Evaluating Landscape Design
LDS 17	Sample Bylaws for Landscape Design Councils
LDS 18	Course Chairman's Check List
LDS 19	Refresher Chairman Checklist
LDS 20	Special Interest Topics
LDS 21	Course 1 Curriculum for schools begun prior to July 1 , 2019
LDS 22	Course 2 Curriculum for schools begun prior to July 1 , 2019
LDS 23	Course 3 Curriculum for schools begun prior to July 1 , 2019
LDS 24	Course 4 Curriculum for schools begun prior to July 1, 2019
LDS 25	Required Reading by Course for schools begun prior to July 1, 2019
LDS 26	New LDS Curriculum (approved at 2018 Fall Board Meeting)

Section 11 – Consultants’ Councils

Consultants’ Council is a State Organization composed of members who are NGC, Inc. Consultants, Master Consultants, Provisionals or Emeritus. A Council Chairman or President may be appointed by the State President or may be elected within the Council.

Establishing a Council

1. State garden clubs may establish councils to provide activities and additional educational opportunities for Consultants. Historically these were separate Councils for Environmental, Gardening and Landscape Design Consultants. The more recent trend is to have Bi- or Tri- Councils providing combined activities for Consultants from two or three schools (it is common for those who become Consultants in one school to become Consultants in one or both of the other schools). Bi- or Tri-Councils may exist either as a single entity or as a group coordinating the activities of two or three specific councils.
 - A Council may be formed in each state as soon as there are a sufficient number to make it viable, perhaps ten, who are certified as Consultants. More than one Council may be established in a state, according to geographic need. Those planning to form a Council may contact the NGC Consultants Council Chairman for guidance. *The State Garden Club may sponsor the Council, in which case the Council must comply with the financial guidelines required by that organization and the IRS.*
 - Councils generally develop bylaws. They may be led by officers elected by the council or appointed by the State President.

Council Purpose

2. Council purpose
 - To stimulate interest in the Council’s subject matter.
 - Encourage its State Garden Club to sponsor NGC School courses
 - Provide assistance to its State Schools Chairman
 - Encourage NGC members to attend NGC Schools
 - To encourage all Consultants to continue their education in the area of interest with special programs and speakers and interchange of ideas.
 - Encourage Consultants to refresh
 - Recognize good environmental, gardening and landscape design practices so that members may be better qualified to serve as guardians of land use and outdoor beauty.
 - Stimulate public interest through example and recognition in phases of community planning.
 - Encourage further study and activity through conducting workshops, seminars or tours.
 - Support of NGC and State objectives
 - To assist garden clubs and other organizations in Council related activities.
 - To network with other – groups

Council Support Should Include

3. The Council's support *should* include the following
 - Assistance with NGC School courses and refreshers
 - Promotion of attendance at courses and refreshers
 - Preparation of educational exhibits for flower shows, garden club meetings, National Garden Week, etc

Council Support May Include

4. The Council's support may include, but is not limited to, the following
 - Awards for outstanding environmental, gardening and landscape projects
 - Financial support for office equipment and supplies for the State Schools Chairmen
 - Financial support for speakers on environmental, gardening and landscape design issues at State Garden Club meetings
 - Scholarships for students attending NGC Schools courses and refreshers

Advantages of Council Membership

5. Advantages of Council membership
 - Attend programs presented by professionals.
 - Tour public and private gardens
 - Attend workshops to study environmental, gardening and landscape design- focused subjects.
 - Evaluate landscape designs and gardens.

Service to Garden Club

6. Service to Garden Clubs by Council members
 - Present environmental, gardening and landscape design programs
 - Judge gardening and landscape design contests
 - Assist with civic projects
 - Provide assistance with award applications
 - Promotion of awards by each Council should encourage applications for State Garden Club and NGC awards
 - Consult the NGC Consultants Council Chairman for the types of awards offered by other Councils

Community Service

7. Community Service by Council Members
 - Judge civic beautification contests
 - Liaise between civic leaders and the public on matters relating to environmental, gardening and landscape design issues
 - Serve on civic boards for parks, planning, etc.

To Establish A Consultants' Council

8. To Establish a Consultants' Council
 - Gain approval of State Garden Club President and Board
 - Contact Council Chairman for direction
 - Elect officers
 - Develop Bylaws

Consultants' Council Sample Bylaws

ARTICLE I. NAME

Section 1. This organization shall be known as the_____Consultants' Council of _____ .

ARTICLE II. PURPOSE

- Section 1. To continue education in_____in order to improve and maintain a highly qualified leadership.
- Section 2. To assist with – Schools in this state.
- Section 3. To encourage the organization of local councils so they can provide continuing study in the state.

ARTICLE III. MEMBERSHIP

- Section 1. To be eligible for membership one must be a member of a club Federated with NGC, Inc. and have received a Consultant's Certificate or must have passed two of the four courses making them a Provisional Consultant.
- Section 2. To retain membership, an accredited_____consultant must remain in good standing with NGC, Inc. and pay annual dues to the state council.
- Section 3. To retain membership, student members must continue with required academic course(s).
- Section 4. Accredited and student members from neighboring states may become associate members by applying to the president and presenting evidence of good standing with NGC, Inc. and paying annual dues.
- Section 5. All members shall have voting privileges but only state members are eligible to hold office.

ARTICLE IV. OFFICERS AND ELECTIONS

- Section 1. Officers shall be President, Vice-President, Secretary and Treasurer.
- Section 2. The election of officers shall take place at the annual meeting in uneven years.
- Section 3. In even years, a nominating committee of three shall be appointed by the executive committee. Vacancies in office may be filled by the president with the approval of the executive committee.
- Section 4. In the election year, a slate of officers shall be presented by the nominating Committee. Nominations from the floor will be in order. Election will be by ballot and a majority vote shall elect.
- Section 5. Officers shall serve one two-year term except the treasurer, who may serve two consecutive terms.

ARTICLE V. DUTIES OF OFFICERS

- Section 1. The president shall preside at all meetings of the – Council.
 - a. The president shall appoint standing and special committees and shall be an ex- officio member of all committees, except the nominating committee.
 - b. A vacancy occurring in an office shall be filled by the president with the approval of the executive committee.
 - c. The president shall endorse the expenditures of the organization.
 - d. The president shall assist the vice-president in planning the programs.
 - e. At the annual meeting, the president shall present a report concerning the year's activities.

- Section 2. The vice-president shall serve as an aide to the president.
- a. In the absence of the president, the vice president shall take over the duties of the president.
 - b. The vice-president shall serve as the program chairman.
- Section 3. The secretary shall keep the minutes of the meeting in permanent form and shall be custodian of all records relating to the Council.
- a. The secretary shall give a report at each meeting.
 - b. The secretary shall keep an accurate record of members with mailing addresses.
 - c. The secretary shall keep a record of attendance of members.
 - d. The secretary shall conduct all correspondence as is delegated by the president.
- Section 4. The treasurer shall collect all monies.
- a. The treasurer shall give a financial report at each meeting.
 - b. The treasurer's books shall be audited at the close of her term of office by the executive committee.

ARTICLE VI. EXECUTIVE COMMITTEE

- Section 1. The executive committee shall be composed of the president, vice-president, secretary and treasurer.
- Section 2. The executive committee shall define all the policies of the council.
- Section 3. The executive committee shall be empowered to expend funds for meetings and programs.

ARTICLE VII. FISCAL YEAR AND FINANCES

- Section 1. The fiscal year of the council shall be from June 1 through May 31.
- Section 2. Annual dues shall be _____
- Section 3. Dues shall be payable at the annual meeting and shall be received by the treasurer no later than June 1.
- Section 4. Notice shall be given to members whose dues are in arrears. If not paid by July 1, their name(s) shall be dropped from the rolls.

ARTICLE VIII. MEETINGS

- Section 1. Regular meetings shall be held (date) at (time).
- Section 2. An annual meeting shall be held concurrent with the annual meeting of (state).
- Section 3. Special meetings may be called at the direction of the president.
- Section 4. One-fourth of active members of the council shall constitute a quorum.

ARTICLE IX. AMENDMENTS

- Section 1. These bylaws may be amended at an annual meeting by a two-thirds vote of active members present, providing members are notified in writing of the proposed amendment at least two weeks prior to the meeting.
- Section 2. Without previous notice, these bylaws may be amended at an annual meeting by unanimous vote.

ARTICLE X. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order, (Newly Revised)* shall govern in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the council may adopt.

ARTICLE XI. DISSOLUTION

In the event of dissolution, any remaining assets shall be distributed to organizations, organized and operated exclusively for charitable, educational or scientific purposes which shall at the time qualify as exempt organizations under Section 501(C)(3) of the Internal Revenue Code of 1954.

Adopted (Date) Revised (Date)