PROPOSAL FOR:

__X__ NEW INSTRUCTIONAL PROGRAM
_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
_____ COOPERATIVE DEGREE PROGRAM

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Chesapeake College
Institution Submitting Proposal

Fall, 2014
Projected Implementation Date

Associate of Science
Award to be Offered

Landscape Architecture
Title of Proposed Program

Suggested HEGIS Code

Suggested CIP Code

_ Agriculture and Environmental Studies
Department of Proposed Program

Gregory S. Farley
Name of Department Head

Gregory S. Farley
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Signature and Date

President/Chief Executive Approval

Signature and Date

Date Endorsed/Approved by Governing Board

I. Rationale and Need for the Program

A. Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.

"Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Upper Eastern Shore. The College's core commitment is to prepare students from diverse communities to excel in further education and employment in a global society. We put students first, offering transformative education experiences. Our programs and service are comprehensive, response, and affordable. The college is a catalyst for regional economic development and sustainability and a center for personal enrichment and the arts…. The College offers a large selection of credit and continuing education offerings designed to help students prepare for transfer to upper level institutions, for immediate entry into a career, or for enhancing work-related skills…."

The above excerpt from the Chesapeake College mission statement reflects the College's goal of providing programs and courses to meet the current and future needs of the region. Enabling local students to begin or expand their path to a career in the growing fields of landscape architecture and landscape management is central to the College's mission and responsive to the economic needs of the College's service region.

Landscape architecture is a new field of study for Chesapeake College. Development of the Landscape Architecture (AS) degree program at Chesapeake and the potential for articulation with local four-year institutions, can contribute to five of the College's strategic goals included in the 2014-2018 Strategic Plan: transforming student learning, strengthening the regional economy, improving student goal attainment, growing enrollment, and advancing environmental sustainability.

The Chesapeake College Academic and Enrollment Planning and Assessment Council (AEPAC), through research and discussions to build the college's recently adopted Enrollment Management Plan (EMP), reached general consensus on seven philosophies with regard to the need for new academic programs, five of which are relevant to this proposal. The proposed Landscape Architecture program fits these five criteria:

1. *The college needs new programs that appeal to its prospective students, particularly traditional-age prospects if Chesapeake is to rebuild its market share of recent high school graduates.*
   Anecdotal evidence supports the idea that landscaping professions have wide appeal on the Eastern Shore. Among other reasons, these careers allow residents to work and live locally, and the wealth of tasks required here, from design to maintenance, provide steady incomes for a large number of residents. Furthermore, the proposed program

offers a number of potential career pathways, including transfer to BLA programs, which expands career opportunities for mid-shore residents.

Landscape Architecture should have broad appeal: it is neither a technology program nor a classical liberal-arts curriculum nor a practical skills curriculum exclusively, but it melds the three and allows students who have broad interests to develop multiple skill sets at once. It is our hope that tech-savvy students with reasonable academic facility will be attracted to the breadth, and depth, of ideas in landscape architecture, and to the diverse occupational pathways available to graduates with Letters of Recognition, Certificates, and AS Degrees.

2. *The college should concentrate on programs for which it can be demonstrated there are jobs available within the career field in Maryland.*
   Growth in landscape careers is strong, especially at the managerial level. Statewide, entry level landscaping jobs are projected to grow by 780 jobs between 2012 and 2014, and the first-line management positions in those fields are expected to increase by 115 jobs (http://www.dllr.state.md.us/lmi/iandoprojshort2/occgroup37short.shtml). Transitions between entry-level and supervisory/management positions are facilitated by education, including letters of recognition and certificates; that is one goal of the proposed program.

3. *The college needs new programs where there is an identified pool of qualified adjunct faculty to teach any new courses that are required to deliver the program.*
   As part of our focus group, we identified a number of potential adjunct faculty, with whom we have good professional relationships. Many of these individuals are leaders in landscape architecture at the regional level, and are among the most distinguished persons in the field.

4. *The college should concentrate on new programs that can be articulated with four-year, in-state institutions, with particular emphasis on programs for which four-year institutions are already prepared to articulate those programs with Chesapeake.*
   We have worked closely with the University of Maryland College Park to ensure transferability of courses and the program. Students have two options to exit Chesapeake College and enter UMCP's selective, accredited 3-year BLA program: 1) presentation of a portfolio and an application for transfer to the BLA program at UMCP at the beginning of the sophomore year, rendering a "1+3" pathway, or 2) a "2+3" pathway if the student wishes to complete the AS at Chesapeake College before transfer.

5. *The college should emphasize programs that provide reasonable prospects for student completion.*
   The Landscape Architecture program, as proposed, shares a common core of courses with the proposed program in Landscape Management, which is significantly heavier in sciences and points to a slightly different set of potential careers. Students traveling

along the core pathway of courses have the flexibility to change programs with little additional coursework, leaving open an avenue for success even among students who decide that they want to change majors. The core program, however, provides significant structure, so students can easily track and anticipate their progress.

The Landscape Architecture program also includes a certificate. Courses necessary for the certificate are a subset of those necessary for the AS degree. This generates multiple entry and exit points to the program, multiple, valid completion opportunities, and multiple opportunities for students to enter, or return to, the workforce with new knowledge, skills, and abilities.

B. Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland State Plan.

In the 2009 Maryland State Plan for Postsecondary Education, five goals are listed: quality and effectiveness; access and affordability; diversity; student centered learning; and economic growth and vitality. Additionally, in the 2009 State Plan several significant issues that are impacting postsecondary education have been identified. Some of these issues include: changing demographics; funding challenges; college and/or career readiness and accountability. Both the Degree in Landscape Architecture as well as the associated Certificate programs address these goals and issues.

1. *Quality & Effectiveness. Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, and the economic and societal developmental needs of the state and the nation.*
   Chesapeake College has been offering many of the courses in these proposed programs for well over 30 years. The college currently offers a credit general Liberal Arts & Sciences degree and many of the courses necessary for the proposed Landscape Architecture program of study are drawn from coursework shared with Liberal Arts & Sciences. With the addition of the proposed program, students can access a more refined sequence of courses that will easily transfer to baccalaureate programs in Landscape Architecture. Chesapeake College would like to offer potential students the opportunity to pursue a degree program in Landscape Architecture on the Eastern Shore, giving them the ability to further their education in their chosen discipline or seek immediate employment in landscape architecture, landscape design, land use and planning, and other related fields.

   A certificate program in Landscape Architecture would also be very effective for students to use as a career ladder to advance to the proposed degree.

2. *Access & Affordability. Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.*

The proposed Landscape Architecture program (and the accompanying certificate program) is designed to meet the local and regional workforce needs of the Eastern Shore and beyond. The affordable tuition at Chesapeake College will enable students pursuing a career in Landscape Architecture, or leadership positions in landscape design and maintenance, to complete their training in a fully equipped facility at a reasonable tuition cost. Classes will be offered on the Wye Mills campus, which offers excellent computer access to CAD and other design programs, the opportunity to observe both designed and natural landscapes, and a wide variety of ornamental, native, and invasive plants.

Lastly, a certificate program will increase student access to financial aid.

3. *Diversity. Ensure equal opportunity for Maryland's diverse citizenry.*
   According to the Maryland State Plan, "Maryland's community colleges are critical to the state's ability to bring all of its residents, including minorities and those economically disadvantaged, into postsecondary education." Chesapeake College is committed to equal educational opportunity for all populations. Its minority enrollment for students in Fall 2012 was 16%, a percentage that exceeds the 14% minority population in the five-county service area of the college.

4. *Student-Centered Learning. Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.*
   This major goal of Student-Centered Learning is clearly evident in the proposed Landscape Architecture program at Chesapeake College. Our students will be:
   - Engaged and active participants in their learning.
   - Learning in a variety of settings, including lecture, laboratory, field, and computer lab.
   - Learning in a variety of ways, including traditional academic methods, peer discussion and critique, and hands-on learning in the field and laboratory.
   - Meeting established goals and objectives at the course and program level.
   - Frequently assessed and given feedback to become proficient in requisite skills.
   - Maximizing achievement and success when learning gaps are addressed as they occur.
   - Engaged in lifelong learning.

5. *Economic Growth & Vitality. Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.*
   The Landscape Architecture program directly addresses Goal 5, which relates to promoting economic growth and vitality through, "the development of a highly qualified workforce." Landscape architecture, design, installation, and maintenance are significant components of the regional economy on the Eastern shore and state-wide. Maryland's occupational highlights indicate openings for both new and replacement workers, and opportunities for career advancement.

C. *State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.*

The most compelling needs addressed by these programs are to

1) better prepare students to meet their career goals;
2) provide a vehicle for moving students interested in careers that require knowledge of landscape architecture into an appropriate baccalaureate program; and
3) provide training in landscape architecture required for many entry-level positions.

The implementation of a program in landscape architecture will provide a pathway for increasing the pool of qualified entry-level career candidates. Graduates of the proposed program who become entry-level employees, having successfully prepared themselves academically, will be more likely to persist and advance in the profession.

Prior to starting program development, we conducted a focus group of regional landscape architects, designers, and landscapers, who agreed on the need for, and the benefits of, this program to the 5-county area served by Chesapeake College. Among other conclusions from the focus group, it was agreed that the landscape design profession is a viable career choice on the Eastern Shore. Furthermore, the knowledge, skills, and abilities that would be gained by graduates of the program will make existing landscapers, landscape foremen, and landscape designers more valuable to their current employers, and increase the quality and value of landscape work, and careers, on the Eastern Shore. One member of the focus group, writing after the meeting, indicated a willingness to send all of his employees through some aspects of the program, and one additional firm not included in the focus group contacted the College in order to offer support for the concept and willingness to participate.

Particularly attractive to focus-group members was the fact that the proposed program includes multiple entry points and multiple possible exit points, including letters of recognition, a certificate, and a degree. Equally attractive was the common core of courses between our proposed Landscape Architecture and Landscape Management degrees, which gives students increased flexibility and increases opportunities for students to succeed.

Growth in landscape careers in Maryland is strong, especially at the managerial level. Statewide, entry level landscaping jobs are projected to grow by 780 jobs between 2012 and 2014, and the first-line management positions in those fields are expected to increase by 115 jobs (http://www.dllr.state.md.us/lmi/iandoprojshort2/occgroup37short.shtml). Transitions between entry-level and supervisory/management positions are facilitated by education, including letters of recognition and certificates; that is one goal of the proposed program.

Other occupations which will benefit from the program include the following (projected increases are for 2013-2015):

- Grounds Maintenance Workers (OCC 373000, forecast to increase by 193 jobs);
- Landscaping and Groundskeeping workers (OCC373011, forecast to increase by 156 jobs);
- Buildings and Grounds Supervisors (OCC 37100, forecast to increase by 79 jobs);
- Tree trimmers and pruners (OCC373013, forecast to increase by 34 jobs).

Additionally, as counties on the Eastern Shore grapple with environmental regulations, particularly county-level Watershed Implementation Plans and other water-quality legislation; and as those same counties come under increasing pressure to foresee and manage population growth; there will be a growing need for a well-educated workforce that can use landscapes to accommodate and ameliorate the effects of land use on water quality. These persons will be of high value in private firms, planning offices, town and county administration offices, and other offices that consider, permit, regulate, and enforce policies and practices that affect land use and water quality.

The degree program in Landscape Architecture at Chesapeake College, and the accompanying certificate program, will help address workforce needs and environmental needs on the Eastern Shore and throughout Maryland. These programs would serve students from the five county service region of the Eastern Shore, and will help meet the needs of a vital industry. These programs would serve as a ladder for students to go from entry level landscaping workers to highly skilled professionals, fully capable of furthering their education in the field if they so desire.

The "Trends in Degrees and Certificates By Program" report that was authored by MHEC was reviewed to determine how many Landscape Architecture students graduated in 2013. Data cited in the MHEC annual report of 2013 indicates that there were a total of 36 graduates in the state in some form of Landscape Architecture curriculum. Of these graduates, 4 received a lower division certificate, 17 received a bachelor's degree and 15 received masters' degrees. Currently there are no associate degrees in this field within Maryland. There is however a master's degree program offered by a Historically Black Institution, Morgan State University, they do not however offer any lower division certificate, associate or bachelor degree in the field.

These statistics support the need for the program at Chesapeake College.

D. Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?

Enrollment projections are provided by student survey, local businesses, and employment projections.

ESTIMATED ENROLLMENT	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
Certificate	15	24	30	30	35
AS Degree	5	10	20	20	22

E. Project the number of graduates for the first five years of the program following the first year of awarding the degrees.

ESTIMATED GRADUATES	YEAR 1 FY 2015	YEAR 2 FY 2016	YEAR 3 FY 2017	YEAR 4 FY 2018	YEAR 5 FY 2019
Certificate	5	10	15	20	20
AS Degree	0	0	5	10	20

F. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.

We are not aware of any similar degree programs in Maryland, nor, for that matter, at any community college outside of California. Approval of this program would establish a truly unique and innovative opportunity for students on the Eastern Shore.

One certificate program in Landscape Architecture Design exists, at Anne Arundel Community College. It is an 18-credit program featuring an introductory course in the discipline, a course in horticulture, and elements of architectural design and methods.

Our proposed program is similar, in that we will also establish a course in introductory landscape architecture and require a course in horticulture, and we will also require coursework in drafting and design. However, our AS degree program will also require significant coursework in plant identification, soil science, and the history of landscape architecture.

Currently no Historically Black Institution in Maryland offer any lower division certificate, associate or bachelor degree in the field, however Morgan State University does offer a master's degree program.

II. Course of Study Leading to the Proposed Degree

A. State the educational objectives of the program.

The Landscape Architecture programs will prepare students for continued study in the discipline, and/or employment in conservation, community design, land use planning, landscape restoration, historic preservation, site planning, and land development. Potential employers on the Eastern Shore and throughout Maryland include landscape architecture firms and landscape design, installation, and maintenance firms, planning offices, public or municipal

land-use offices such as permitting and parks departments, land developers, and conservation organizations.

B. Describe the program, as it would appear in a catalog, including each area of concentration.

The Landscape Architecture program is designed to provide a strong general education background, as well as skills needed for transfer, employment or advancement in the discipline. Landscape architecture balances the conservation and restoration of natural resources with responsible development of livable, productive and sustainable communities and places. The profession includes work in public parks and open space planning, landscape restoration, urban and community design, historic preservation and reclamation, site planning, residential design and development, and land development. Through curricular course requirements and choices, students build foundations in plant science, digital landscape design, history, and landscape architecture itself. The curriculum demands significant technical and communication skills. Learning takes place in the classroom, the laboratory, the studio, the field, and the library/academic support centers.

C. List the courses, (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).

New	Prefix	No:	Title:	Credit:	Semester:
X	LARC	121	Digital Design Futures Studio	4	Fall I
X	LARC	160	Introduction to Landscape Architecture (G. Ed.)	3	Fall I
	MAT	113	College Algebra (G.Ed.)	3	Fall I
	ENG	101	Composition (G.Ed.)	3	Fall I
	COM	101	Fundamentals of Oral & Organizational Communication (Gen. Ed)	3	Fall I
X	LARC	140	Graphic Fundamentals Studio	4	Spring I
X	BIO	105	Introduction to Horticulture (G.Ed.)	4	Spring I
			Social/Behavioral Sciences elective (G.Ed.)	3	Spring I
	PED	103	Wellness for Life (Gen.Ed.)	3	Spring I
X	LARC	163	History of Landscape Architecture (G.Ed.)	3	Fall II
X	BIO	253	Woody Plant Materials I	3	Fall II
X	LARC	141	Design Fundamentals Studio	4	Fall II
			Bio/Natural Sciences elective (Gen.Ed.)	4	Fall II
			Arts/Humanities elective (Gen.Ed.)	3	Fall II
X	LARC	221	Digital Design Tools	3	Spring II
X	LARC	240	Graphic Communication & Design Studio	4	Spring II
X	BIO	254	Woody Plant Materials II	3	Spring II
	IDC	201	Nature of Knowledge (Gen.Ed.)	3	Spring II

Minimum Required credits: 60

THE FOLLOWING PROGRAM COURSES ARE ALL NEW:

LARC 121 (4 credits): Digital Design Futures Studio: Provides the opportunity to explore basic design principles and practice, explore and apply computer concepts and principles, learn and apply basic computer tools used in landscape architecture and allied disciplines and demonstrate competency in design vocabulary and computer applications. Three hours lecture and two hours laboratory each week.

LARC 140 (4 credits): Graphic Fundamentals Studio: Explores basic techniques and applications of various media for graphic communication associated with landscape architecture, and provides the basic graphic skills needed to illustrate and communicate your design ideas. Two hours of lecture and four hours of laboratory per week.

LARC 141 (4 credits): Design Fundamentals Studio: Covers the fundamentals of basic design focusing on creative problem solving associated with landscape architecture. Provides the opportunity to explore design practices, materials and techniques of landscape architecture. Two hours of lecture and four hours of laboratory per week.

LARC 160 (3 credits): Introduction to Landscape Architecture (G. Ed.): Landscape architecture addresses issues that range from the planning and the design of entire cities to the specific details pertaining to small gardens. The class examines the challenges that arise and the opportunities that are presented when human beings design on the land. It studies the wide-ranging efforts in the field of landscape architecture, which is the art and the science of designing, planning and managing the land. Three hours lecture per week.

LARC 221 (3 credits): Digital Design Tools: The development and application of computing skills as used by the landscape architecture profession. This Computer-Aided Design and Drafting (CADD) course develops computer drafting using a variety of software programs. It also introduces students to Geographic Information Systems (GIS) mapping technologies. Two hours lecture, two hours laboratory per week.

LARC 240 (4 credits): Graphic Communication & Design Studio: Exploration of graphic presentation techniques and original concept development for landscape architecture planning and design. Two hours lecture, four hours laboratory per week.

LARC 263 (3 credits): History of Landscape Architecture (G. Ed): A survey of landscape architecture history from the ancient Western civilizations to the twentieth century with consideration of parallel developments in the Eastern World, European Africa and the Americas. Two hours of lecture and one hour of discussion per week.

BIO 105 (4 credits): Introduction to Horticulture (G. Ed): Covers the principles and practices in the development, production and use of horticulture crops, including classification, taxonomy, structure, growth, development, soils, fertilizers, greenhouse,

turf, pest management and environmental influences of horticulture crops. All areas of horticulture will be introduced to the student. Two hours lecture, four hours laboratory per week.

BIO 253 (3 credits): Woody Plant Materials I: This course focuses on trees, shrubs and vines used in ornamental plantings in the Mid-Atlantic region as well as significant invasive species. Evaluating appropriate use of plant species, landscape values, production and maintenance of particular species is emphasized in lecture. Plant identification is learned in field and laboratory sessions. Two hours lecture, two hours laboratory each week.

BIO 254 (3 credits): Woody Plant Materials II: This course focuses on trees, shrubs and vines used in ornamental plantings in the Mid-Atlantic region as well as significant invasive species. Evaluating appropriate use of plant species, landscape values, production and maintenance of particular species is emphasized in lecture. Plant identification is learned in field and laboratory sessions. Two hours lecture, two hours laboratory each week.

REPRESENTATIVE GENERAL EDUCATION COURSES:

PED 103 Wellness for Life (G.Ed.): The introduction of basic concepts and behavioral choices to become fit and promote wellness for life. All aspects of the total person will be covered, with emphasis on achievement of full potential in the physical, mental, emotional, social, environmental, and spiritual aspects of wellness for life. Assessment activities and program design will be emphasized. Three hours lecture per week. [F/S] 3 credits

COM 101 Fundamentals of Oral and Organizational Communication (Gen.Ed.): Foundations of communication theory and practice relevant to individual, small group, and business and professional settings. Major units include theories of communication, interpersonal communication, group discussions (teamwork), organizational culture, diversity, listening, conflict management, interviewing, public-speaking, and visual aids. Three hours lecture per week. [F/S] 3 credits

ENG 101 Composition (G.Ed.): Instruction in the writing process using published essays as models of effective writing. Students will learn to write clearly organized essays using the basic patterns of expression. The English language, logic, library use, and the form and organization of research papers are studied. A research paper must be completed to satisfy course requirements. Three hours lecture per week. [F/S] 3 credits
PREREQUISITE: Appropriate score on placement test.

PSC 150 General Psychology (G.Ed.): An introduction to the scientific study of psychology with emphasis on learning, cognition, motivation and emotion, individual difference, and adjustment patterns. Three hours per week. [F/S] 3 credits

ART 101 Introduction to Art (G.Ed.): A study of the basic elements of visual form and their application to the richness and variety of art. Traditional and contemporary examples of significant architecture, design, two-dimensional work, and sculpture are examined in relation to the principles of which they may be appreciated. Three hours lecture per week. [F/S] 3 credits

FLM 240 The Art of Film (G.Ed.): An introduction to film as artistic communication. Critical viewing and exploration of firm techniques are undertaken in area such as animation, documentation, comedy, drama, propaganda, and social awareness. Three hours lecture per week. [F] 3 credits

HUM 101 Introduction to Humanities (G.Ed.): An introduction to the role of art, architecture, music, and drama in the human experience. Attention is given to the place of the arts in contemporary American Society. Three hours lecture per week. [F/S] 3 credits

HUM 110 Integrated Arts (G.Ed.): An introduction to theatre, dance, music, and the visual arts. Overview of the arts during major historical periods and an in-depth analysis of one historical period through the arts will be examined. The course will focus on a study of the content, functions, and achievements of dance, music, theatre, and the visual arts as primary media for communication, inquiry, and insight. This experience will enhance self-expression and will provide a better understanding of the human experience. This course meets the integrated arts requirement of the approved Maryland Associate of Arts in Teaching degree. Three hours lecture [F/S] 3 credits

MUS 101 Introduction to Music (G.Ed.): A study of the elements of music designed to give the student a better understanding of the art music of the Western World. Attention is given to the Medieval, Renaissance, Baroque, Classical, and Romantic periods, as well as to the lives of the composers, and various forms of musical composition and expression. Three hours lecture per week. [F/S] 3 credits

THE 172 Introduction to Theatre (G.Ed.)
A survey of theatrical forms from ancient times to the present day. The course is designed to familiarize the student with the practices, philosophies, terminologies, and purpose of the theatre. It includes an analysis of the basic elements of the theatre: the play, playwright, player, director, and audience. Three hours lecture per week. [F/S 3 credits

D. If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.

n/a

E. *Describe expected student learning outcomes for the proposed program and directly relate these to the general curriculum requirements of the program.*

1. Facilitate proficiency in content knowledge and skills for the College's general education competencies.
2. Provide a broad education in landscape architecture that challenges students to acquire appropriate competencies in content knowledge and application skills.
3. Prepare students for entry into the workforce or for further study in the field.

The remaining course requirements for this program are taken from the College's General Education Program Limited Distribution Core. The general education categories included in the Core meet the State's definitions and requirements, as well as Chesapeake's vision to prepare students as independent learners who are intellectually competent, technologically proficient, and skilled in the application of learning.

The English and math requirements of this program provide students with the skills to express themselves clearly and creatively; to compute mathematically; to interpret and analyze information; and to solve problems as well as an awareness of the challenges of a modern, technological society.

III. Faculty

A. Provide a list of current faculty (and areas of expertise) who will teach in the program.

Jessten Murphy, MLA (landscape architecture)
Gregory S. Farley, MS (program supervision and assessment)

B. List faculty by rank required for full implementation of the program. Indicate which additional faculty are to be hired and describe their qualifications.

Due to a retirement incentive program offered at the college, a FT faculty position in another field is being held in abeyance for reallocation to this program area once enrollments in this program warrant a FT faculty member. A current FT faculty member assigned to the Science Department and teaching in the field of environmental science will supervise two new adjunct faculty members who will each teach one of the new courses each semester (Intro to Landscape Architecture, Digital Design Futures, Design fundamental Studio, History of Landscape Arch, Graphic communication & Design studio, Digital Design Tools). All other courses in the program are being taught by FT faculty members. Thus, adjuncts will be teaching a total of 18 credits out of the program total of 60 credits for this program. The remaining 42 credits will be taught by FT faculty.

IV. Accreditation

A. Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?

No.

B. Does the institution intend to seek any State Licensure or certification requirement which may be necessary for graduates to be employed in this field of study?

No.

C. Describe any additional resources, including facilities, required to gain accreditation or licensure.

n/a

V. Cooperative Arrangements

A. *Describe cooperative arrangements with other institutions and organizations that may be used to offer this program. Specify the nature of such agreements and attach any formal statements of agreement that have been developed.*

No formal agreements have yet been forged, but strong possibilities exist in Chesapeake College's service region:

Adkins Arboretum (*in situ* plantings; designed and natural landscapes)
Eastern Shore Land Conservancy (internships, employment)

B. All public institution shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions. All institutions shall also provide evidence that the are available to students through ARTSYS or in written form. In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.

The recommended transfer pathway for our Landscape Architecture students will be to the Bachelor of Landscape Architecture program at the University of Maryland College Park. As the BLA program is an accredited, competitive program, no direct articulation is possible, but Chesapeake College landscape-architecture courses have been designed with this pathway in mind; course numbers are the same between institutions, and course content is carefully aligned between programs. Chesapeake College students or graduates who wish to compete for entry to the BLA program will be actively advised by faculty in the discipline to maximize chances of success.

VI. Library Requirements

Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holdings, the UMS integrated library system, and /or other computerized systems that allow access to library resources housed at other institutions. Attach letter of agreement if appropriate.

The library of Chesapeake College provides students, faculty and community members with various resources to meet their informational and research needs and supports the programs that make up the current curriculum offerings. The library has a collection of 44,818 print titles, 2,834 audiovisual materials and 127 current serials among other holdings are subscriptions to 35 databases which provide full-text and bibliographic citations to thousands of periodicals, images, etc., dedicated to the scholarly disciplines in the sciences, social sciences, education, law and medicine. Additional holdings include a vast microfilm collection boasting 12,000 reels of archived professional journals dating as far back as the 1800s.

The library is a member of the Upper Eastern Shore Library Consortium which provides for resource sharing among the college and local public libraries. In addition, the college participates as a borrower in Marina, the Inter Library Loan program. This program allows our patrons to borrow from public and academic libraries throughout the State of Maryland. Information about the college's library resources can be found at http://www.chesapeake.edu/library

VII. Facilities and Equipment

A. How will the proposed program impact on the use of existing facilities and equipment?

No impact is expected. If anything, this program will better use existing resources at Chesapeake College. Classes will be held in existing lab space used by the science department and also be held in computer lab space used by the drafting and design program. No specialized classroom space is needed to facilitate the offering of this new program.

B. Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program. Indicate the status of the facility and equipment requests to support your needs.

N/A: we have the facilities and equipment we need to offer the program. Equipment currently used by the science department and the drafting and design

department will be made available to students in this program. All equipment and classroom space needs will be adequately met with our current facilities.

VIII. Minority Student Achievement

Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.

Chesapeake College will use its ongoing outreach strategies to feeder high schools and to communities with high concentrations of minority populations. The College has a strong dual enrollment program which will be used to encourage early decisions about career goals and career exploration. Also the college, working in cooperation with the local county schools, has initiatives such as grow your own programs, community mentors, and new financial incentives, to recruit and retain more minority students. The college has an aggressive "early alert" system as part of its student retention initiatives.

IX. Low-Productivity Programs

Those low-productivity programs directly related to the proposed program should be addressed. Careful review should consider the fiscal resources, (faculty, administration, library resources, and general operating expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.

N/A

X. Finance

This information is requested to permit the Secretary to assess the adequacy of resources requested to support his program. Complete Tables 1 and 2). Please provide a narrative rationale for each of the resource requirements.

FINANCE DATA

Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2- Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: RESOURCES

A student needs to complete 60 credits to complete the degree program in Landscape Architecture. To complete the program in two years a full time student working towards either option will take an average of 30 credits each year. Current tuition and fees are $129.00 per credit.

TABLE 1: RESOURCES					
RESOURCE CATEGORIES	**YEAR 1 FY 2015**	**YEAR 2 FY 2016**	**YEAR 3 FY 2017**	**YEAR 4 FY 2018**	**YEAR 5 FY 2019**
1. Reallocated funds					
2. Tuition & Fee Revenue	$20,500	$41,000	$82,000	$82,000	$82,00
a. # Degree students	5	10	20	20	20
b. Annual Tuition& Fee Rate	$4,100	$4,100	$4,100	$4,100	$4,100
c. Total Degree students Revenue (a x b)	$20,500	$41,000	$82,000	$82,000	$82,000
3. Grants, Contracts, & Other External Sources					
4. Other sources					
Total (Add 1-4)	$20,500	$41,000	$82,000	$82,000	$82,000

TABLE 2: EXPENDITURES

All of the required faculty and staff needed for this program are already in the college's operating budget and teaching in other related courses and programs. Thus, it is anticipated that unless enrollment in the program significantly exceeds the projection no additional full-time faculty or staff needs to be hired at this time and the existing resources are adequate to meet the current program needs. We do however anticipate that 1/5 of the salary of a current FT faculty member and prorated administrative and support staff member will be spent on this program.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
1. Faculty (1/5 FT) (b + c below)	15200	15200	15200	15200	15200
a. # FTE	5	10	20	20	20
b. Total Salary	13200	13200	13200	13200	13200
c. Total Benefits	2,000	2,000	2,000	2,000	2,000
2. Administrative Staff (b + c below) prorated	5,368	5,368	5,368	5,368	5,368
a. # FTE	5	10	20	20	20
b. Total Salary	4,750	4,750	4,750	4,750	4,750
c. Total Benefits	618	618	618	618	618
3. Support Staff (b+ c below) prorated	1,695	1,695	1,695	1,695	1,695
a. # FTE	5	10	20	20	20
b. Total Salary	1,500	1,500	1,500	1,500	1,500
c. Total Benefits	195	195	195	195	195
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
Total (Add 1-7)	22,263	22,263	22,263	22,263	22,263