Authorization to Plan (ATP) a New Academic Program

1. Prior to completion of the ATP, proposers must consult with the Vice Chancellor for Academic Affairs (VCAA) of the interest in proposing a new degree/certificate.

   Past School of Architecture Dean Llewellyn consulted with VCAA Dasenbrock regarding the interest in proposing a landscape architecture program.

2. Identify the campus, school/college and department/division requesting the ATP

   University of Hawaii at Manoa, School of Architecture

3. List the planning committee chair and members (2013 – 2014)

   - Judith Stilgenbauer, Associate Professor, SoA (planning committee chair)
   - Spencer Leineweber, Professor and Chair of Professional Programs, SoA
   - Kazi Ashraf, Professor, SoA
   - Andy Kaufman, Associate Professor, CTAHR
   - Priyam Das, Assistant Professor, DURP
   - June Lee, Director of Student Services, SoA
   - Dawn Easterday, landscape architect, Belt Collins Hawaii
   - Ex Officio: Daniel S. Friedman, Dean, SoA

   In addition to this planning committee’s work, the School of Architecture will continue to seek the advice and input of both recognized professionals and academics in the field.

4. Identify the degree/certificate proposed

   Master of Landscape Architecture (MLA), including MLA I, MLA I (AP), and MLA II program tracks (see below for details).

5. Describe the need for program:

   a. Provide a program description

   The proposed Master of Landscape Architecture (MLA) degree in the School of Architecture will enrich and broaden the scope of environmental design education at UH Manoa. Once the new program is implemented, graduates from the School of Architecture’s pre-professional (non-accredited) Bachelor of Environmental Design (BEnvD) program will have the options of pursuing either a professional Doctor of Architecture (D.Arch) degree or a professional Master of Landscape Architecture (MLA) degree. Additionally, the MLA program will be open to other qualified applicants with bachelor degrees from within and outside of UH Manoa and the UH system. In order to accommodate applicants’ varying levels of preparedness through their undergraduate education—and as is common practice in most other established MLA programs across the country—the proposed single degree program will include three closely intertwined tracks, two of which will be phased in during the second year of program establishment (also see Appendix 1):

---

1 A professional, accredited degree is a basic requirement for architectural and landscape architectural licensure.
I. First-professional MLA (MLA I) track
This first-professional three-year degree track will be open to applicants with bachelor degrees with majors in any field of study. Admissions criteria will include—among other required application documents—GRE results, a portfolio of creative work, relevant practical experience, and a statement of intent. Once established, a typical class size in the program would be approx. 10 - 15 incoming MLA I students per year.

II. First-professional MLA Advanced Placement (MLA I AP) track
In the first-professional MLA I AP track applicants with professional (accredited) degrees in architecture (BArch, MArch, DArch) or pre-professional (non-accredited) undergraduate degrees in landscape architecture, architecture, or environmental design and a strong design portfolio may be granted advanced standing of up to two semesters. For example, UH Manoa School of Architecture graduates with a Bachelor of Environmental Design (BEnvD) who meet admissions requirements will qualify for this shortened degree track. Depending on the level of preparedness as demonstrated at the time of application, MLA I AP students will join the three-year MLA I cohort in their second or third semester.

III. Two-year post-professional MLA (MLA II) track
This second-professional degree track will be open to applicants with accredited professional degrees in landscape architecture (BLA, BSLA, MLA I) that fulfill the requirement for landscape architectural licensure. Second-professional degree students will be expected to actively contribute to the interdisciplinary, scholarly discourse and teaching within the School of Architecture and across campus. For parts of their curriculum MLA II students will join the MLA I and MLA I AP track groups during their second and third year of study. A typical MLA II class size would be approx. 6 - 10 incoming second professional degree students per year.

1) List the program learning outcomes
Graduates from this proposed MLA program will have a thorough knowledge of the core skills and applications of contemporary landscape architecture with a focus on sustainable design in (sub)tropical, Hawaiian and Asia/Pacific environments. In an educational context enriched by other disciplines, MLA students will acquire competency in applied research/scholarly methods. The curriculum will explore the role of landscape architectural design as a medium of aesthetics, place, culture, heritage, community, infrastructure, resources, ecology, sustainability, and social equity. Graduates will be prepared to influence the future trajectory of the local, national, and international profession in innovative ways. Program learning outcomes will include:
- Competency in landscape architectural methods and practices at various scales
- Excellent landscape/environmental design skills
- Broad knowledge base of natural and cultural systems including principles of sustainability
- Deep content knowledge of landscape architectural history, theory, criticism, computer applications, advanced technologies, materials, plants, ecosystems,
sustainability, performance, social factors, and public policy
- Research and analytical skills necessary to make informed environmental
design decisions and evaluate outcomes
- Verbal and visual communication and representation skills required to
effectively convey professional concepts and ideas to a variety of audiences
- Ability to apply knowledge of Hawaiian sense of place and cultural practices
- Unique (sub)tropical climate landscape architecture and urban design expertise
- Asia/Pacific focus, international experience
- Professional practice, values and ethics knowledge
- Leadership, critical thinking, and interdisciplinarity

2) Justify the program (include, as appropriate, evidence of internal and
external factors driving need for this program; completion of needs
assessment; number of interested students per year; need for such a
program in relation to workforce development, graduate studies, etc.)

In response to twenty-first century ecological challenges and shifting
societal values, the environmental design profession, over the past two decades,
has focused increasingly on urban issues and sustainable design practices. It is in
this context that the School of Architecture requests authorization to plan a
Master of Landscape Architecture (MLA) program to build upon, complement
and strengthen the school’s, campus’, and system’s existing environmental
design, architecture, urban planning, and sustainability-related program
offerings, research and faculty/student expertise.

The MLA is a professional degree recognized by the Landscape
Architectural Accreditation Board (LAAB), a committee of the American
Society of Landscape Architects (ASLA), the Council of Educators in
Landscape Architecture (CELA), and the Council of Landscape Architectural
Registration Boards (CLARB). Typically, completion of an accredited
professional landscape architecture degree, such as the MLA, practical
experience for a specific period of time under the supervision of a licensed
landscape architect, and passing a national examination (the Landscape
Architect Registration Examination, or LARE) are requirements for professional
licensure in landscape architecture.

Currently a total of 49 accredited/candidacy status MLA programs
exist in the U.S. As illustrated in Appendix 2, Hawaii is one of 10 states
that do not offer landscape architecture degree programs. In contrast, the
local landscape architecture scene in the state is flourishing and the scope
of the field is expanding (see points 5.a.3 and 5.a.4 below). At this time
prospective local students interested in becoming registered landscape
architects have to leave Hawaii to attend mainland universities.

By broadening its disciplinary focus to include an MLA option, UH
Manoa’s School of Architecture—recognized for its Asia-Pacific focus,

---

2 LAAB is recognized by the Council for Higher Education Accreditation (CHEA) as the official accrediting body for first professional programs in landscape architecture. LAAB is a member of the Association of Specialized and Professional Accreditors (ASPA). CHEA reviews LAAB accreditation standards and procedures to ensure that the policies and procedures meet proper standards. (http://www.asia.org/accreditationlab.aspx [accessed 7/18/2013])

3 Source: www.asla.org/Full_listofAccreditedPrograms.aspx [accessed 7/8/2013]; the other states without landscape architecture programs are Alaska, Delaware, Washington D.C., Maine, Montana, New Hampshire, South Dakota, Vermont, and Wyoming
with its commitment to design, sustainability and international, collaborative approaches—will position itself and its students uniquely to address many of the current environmental and social design challenges of our time. No other MLA program with a focus on contemporary, sustainable urban/landscape planning and design in (sub)tropical Asia/Pacific regions, where the majority of global urban growth will occur in the upcoming decades, exists in the U.S. today. (Also see 5.a.4 below.)

Further, Hawaii itself with its rich natural and cultural history and manifold environmental challenges provides a unique opportunity for cutting-edge landscape architectural research, teaching, and practice.

Landscape architecture is a rapidly growing field world-wide, and there is an increasing need for qualified graduates. In recent years the profession has experienced wider recognition and greater demand for its services in creating sustainable environments that advance human and environmental health. In its 2008 article “Best Careers 2009” US News and World Report named landscape architecture as one of the most desirable careers. The U.S. Department of Labor’s Bureau of Labor Statistics in its 2010-2011 report sees landscape architecture as a fast growing profession and projects employment in the field to grow by 16 percent from 2010 to 2020. In many Asian countries, China in particular, this growth rate is significantly higher. According to the 2013 article “The Great Exchange” in Landscape Architecture magazine “landscape architects are among China’s most highly paid professionals, and Chinese students are flooding into American universities to study landscape architecture at an unprecedented rate.”

Many alumni and students currently enrolled in both the School of Architecture’s Bachelor of Environmental Design and first-professional Doctor of Architecture (D.Arch) programs have expressed their genuine interest in the proposed MLA as a professional degree option. This interest is reflected in frequent email and phone inquiries about the proposed program start date and undergraduate students’ selection of the existing urban design and landscape design concentrations. Currently a total of 29 bachelor students have chosen one of those program foci.

As the MLA plans materialize, the school will continue to actively raise awareness of the field of landscape architecture among its own and other local undergraduate students. Further, the school receives frequent requests from prospective applicants from in and outside of the state regarding the start date of the proposed MLA program. Given this context—with the appropriate marketing—the school is confident in its ability to attract sufficient numbers of interested students for the proposed program.

---

4 For further evidence, also see 2007 report “Growing the Profession – A white paper prepared by the ASLA Council of Education”
6 For details, please see the February 2013 “China” issue of Landscape Architecture magazine: http://landscapearchitecturemagazine.org/2013/02/08/the-great-exchange/ [accessed 7/30/2013]
7 7/30/2013 data provided by School of Architecture Office of Student Services
3) Discuss how the program will impact campus, island and/or the state’s economic development.

As part of the green industry, landscape architecture is an expanding field (see point 5.a.2 above) whose economic impact continues to grow. Past Governor Abercrombie considered the development of a sustainable economy for Hawaii an important action item and specifically mentioned improvements of public lands, infrastructure planning, and environmental stewardship in his list of priorities—all areas in which landscape architects make important contributions. Similarly, Honolulu Mayor Kirk Caldwell in his recent inaugural State of the City Address included improvements to the city’s infrastructure, transportation systems as well as public parks high on his list of priorities.

In his letter of support (see Appendix 3), 2012/2013 ASLA Hawaii Chapter President Kyle Sasaki accurately points out that locally-trained landscape architects' environmental/urban design and problem solving skills in resource, water and land use planning, sustainability, applied ecology as well as cultural and social factors will prove to be invaluable in increasing environmental leadership on the campus and in the state.

4) Discuss how the proposed program addresses workforce needs

The two enclosed, recent letters by Chris Dacus, President, Landscape Industry Council of Hawaii (Appendix 4) and Kyle Sasaki, Past President, ASLA (American Society of Landscape Architects) Hawaii Chapter (Appendix 3), summarize Hawaii’s landscape profession’s strong support of the establishment of an MLA program at UH and characterize workforce and community needs. Both letters of support highlight the need for locally trained landscape architects for the growing profession in Hawaii. Mr. Dacus further stresses the potential of serving the greater tropical world. Mr. Sasaki points out that landscape architecture firms in Hawaii in their recruitment rely heavily on graduates from mainland universities. He suggests that students with an MLA from UH Manoa would have a competitive advantage because of their familiarity with tropical, sustainable landscape architecture.

Support letters by Hawaiian landscape architecture firms, solicited by the School of Architecture in 2009, were similarly enthusiastic about the prospect of establishing a local landscape architecture program. (Refer to point 5.a.2 above.)

5) Demonstrate how the proposed program aligns with system and campus mission and strategic plan and outcomes.

An MLA program will strengthen the University of Hawaii System missions of economic diversification and sustainability. UH’s shared value of malama’a’ina, caring for living in harmony with the land—expressed in land stewardship and sustainable environmental design—

---

lies at the core of landscape architecture as an academic discipline and profession.

Similar to the system level, the planned MLA will be directly in line with Manoa’s mission and progress indicators summarized in the 2011 – 2015 Strategic Plan “Achieving our Destiny,” which stresses the campus’s responsibility to community and the environment. On page 5 the report highlights that “[o]ur unique location has required Manoa to prioritize environmental, cultural and economic sustainability so we can become an international leader in this area.” The proposed MLA curriculum will reflect many of the campus’s strategic goals, such as community-based learning, transdisciplinarity, and the application of native Hawaiian values and traditions, for example place-based sustainable design and land management practices inspired by the ahupua’a concept.

On page 17 the strategic plan states: “Our goals for the next five years are supportive of the directions already identified to impart a Hawaiian Sense of Place on campus through landscaping, architectural design, signage and the creation of gathering spaces and recommit to sustainability in facilities management and infrastructure development. By employing innovative practices, involving the campus community, making sustainability a goal of both academic programs and research, and showcasing our results, we can meet our goal of becoming a global leader in these areas.” On page 10 the report mentions the strategic goal “for Manoa to expand professional programs, … and provide students with more opportunities for developing 21st century skills.” An MLA program would significantly strengthen these and many other goals listed in the campus’s current strategic plan.

It is also worth mentioning that UH Manoa recently finalized its 2012 Landscape Master Plan, a document that reflects many of the core objectives of a future MLA program and stresses the significance of landscape architecture to the campus as a professional and academic discipline.

---

b. Can identified need be met by existing UH program(s)?

No landscape architecture degree programs exist in the UH System or in the state. While related disciplines such as architecture and urban planning at UH Manoa offer selected courses related to landscape architecture and professional design/planning degree options, those degrees are not recognized by the Landscape Architectural Accreditation Board (LAAB) and thus do not typically suffice for landscape architectural licensure.

1) List similar degrees or certificates offered in UH System

No similar degree options are offered on other campuses.

2) Describe the impact of the proposed program on current courses or programs at the campus and within the system (is it duplicative? Can resources be leveraged? Can a joint program be offered or campuses collaborate to offer one degree?).

The proposed MLA program will partly rely on leveraging existing resources and collaborations within the School of Architecture, CTAHR/TPSS and DURP. Cross-listing selected, relevant courses will avoid the duplication of efforts, stimulate transdisciplinary faculty/student interactions, and strengthen existing options and concentrations in allied fields.

Related degree programs in other units on the UH Manoa campus include:

Department of Urban and Regional Planning (UH Manoa):
- PhD in Urban and Regional Planning
- Professional Master of Urban and Regional Planning (MURP)

Other, loosely related programs include:
College of Tropical Agriculture and Human Resources (UH Manoa):
- B.S./MS/PhD in Natural Resources and Environmental Management
- B.S./MS/PhD in Tropical Plant and Soil Sciences (Landscape Horticulture Option)

During the program planning phase existing 300/400-level course offerings in the landscape and urban design concentrations of the School of Architecture's bachelor's program and in TPSS's Landscape Horticulture Option (some of which are already cross-listed, such as landscape architecture history) will be examined for their applicability in satisfying first-year MLA I core curriculum and accreditation requirements.

Similarly, in an effort to take advantage of selected courses in the existing D.Arch curriculum, such as basic design, computer applications, research methods, urban design theory, professional practice, and certain design studios (for example ARCH 743 with its urban design focus),
architecture courses may be cross-listed with future MLA requirements or electives. The possibility of cross-listing courses with existing offerings in the MURP program will be explored during the detailed MLA planning phase. In turn, new, relevant courses offered in the planned MLA program could be opened up to architecture, urban planning and TPSS/CTAHR students—broadening and strengthening those disciplines by nurturing interdisciplinarity.

Once the MLA has been established, it would be desirable if formalized, transdisciplinary concurrent professional degree options such as MLA/D.Arch or MLA/MURP could be offered and jointly administered (also see Appendix 1).

3) If a similar program exists, consult with other campuses, identifying, who has been consulted, what campus and date of consultation. Consultation will include:
   a) The VCAA of the other UH campuses with relevant programs by the VCAA of the campus proposing the degree/certificate
   b) Colleagues in related disciplines from other campuses have been consulted.

No similar programs exist on other UH campuses, and thus, at this point, no colleagues or administrators from other campuses have been consulted.

On the UH Manoa campus consultation/collaboration with CTAHR/TPSS and DURP has occurred and will be intensified during the upcoming program planning phase. Faculty representatives of both units with professional MLA degrees are included in the program planning committee.

6. Planning the new program
   a. Planning period.
      1) Planning period (not to exceed two years or reapplication is necessary):
         Summer 2015, Fall 2015

      2) Activities to be undertaken during the planning phase
         The MLA planning committee, in collaboration with other faculty, the administration, students, and the professional community, will develop the proposed program and plan its curriculum according to the guidelines specified in E5.201, Appendix B. This work will include refining the program mission and objectives, determining the program organization, resource planning, program operation, and detailed curriculum planning. These efforts will closely adhere to the professional MLA program requirements and rules specified by the Landscape Architectural Accreditation Board (LAAB).
3) Anticipated submission date of program proposal
   Late 2015 or one year after ATP approval

4) Workload/budget implications during planning period
   MLA Planning Committee chair Judith Stilgenbauer was granted a one-
   course reduction in teaching during Fall 2014 to allow her to coordinate the
   development of the ATP. For other committee members please refer to
   point 3. (p.1). Additionally, funds were set aside to hire a research assistant
   at 10 hours per week during Fall 2013 to support basic ATP and program
   research.
   During the planning period, we contemplate a one-course reduction in
   teaching for MLA Planning Committee chair Judith Stilgenbauer. Further
   support during the planning period will be made available as needed. The
   School will reallocate funds internally to provide the resources required
   during the program proposal, planning, and early implementation phases.

5) How program will be economically sustainable
   The proposed program will leverage existing School of Architecture
   resources and collaborations to every extent possible. Fundraising has
   begun, including a $40,000 student scholarship endowment by PBR Hawaii,
   a large local landscape architecture firm, which exemplifies the professional
   community’s commitment to an MLA for the University of Hawaii-Manoa.
   The School expects this program, including its second-professional
   degree option, to attract international and out-of-state applicants. It is
   further expected that the differential tuition and Outreach College revenue
   will help cover the cost of part-time lecturers.
   Finally, two unexpected resignations by full-time tenured and tenure-
   track faculty January 2015 hold open the possibility to tailor position
   descriptions to support both the criteria for the accreditation of the MLA
   (see paragraph 6.a.6 immediately following), and the strategic priorities of
   the school, which include urban ecological design.

6) Impact proposed program may have on accreditation
   The proposed MLA program will seek Landscape Architectural
   Accreditation Board (LAAB) candidacy status. Upon graduation of its first
   MLA I class (anticipated in 2020), the program will apply for LAAB
   accreditation. LAAB program accreditation, once granted, will be
   retroactive and include the first graduating class.
   LAAB is recognized by the Council for Higher Education Accreditation
   (CHEA) as the official accrediting body for first professional programs in
   landscape architecture. LAAB is a member of the Association of
   Specialized and Professional Accreditors (ASPA). CHEA reviews LAAB
   accreditation standards and procedures to ensure that the policies and
   procedures meet proper standards.
   The proposed MLA degree is not expected to interfere with the School of
   Architecture’s NAAB accreditation (D.Arch program) or UH Manoa’s
accreditation by the Western Association of Schools and Colleges (WASC). In fact, the MLA will support the existing D.Arch’s NAAB accreditation by providing additional potential electives for architecture students. LAAB recognizes WASC as a regional accreditation agency.

7) How program will fit within campus and/or system organizational structure

An accredited, professional design program, the proposed MLA will be in UH Manoa’s School of Architecture, where it can build upon, strengthen, and broaden the focus of existing resources.\(^{13}\)

b. Description of resources required:

1) Faculty (existing and new FTEs)

In its 2010 *Accreditation Standards And Procedures (2013 revision)*\(^{14}\) LAAB’s minimum requirement for achieving and maintaining accredited status in an academic unit that offers one first-professional MLA program (versus a BLA and MLA) is listed as three (3) instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

Currently Associate Professor Judith Stilgenbauer is the only faculty member in the School of Architecture with a professional degree in landscape architecture (1 full-time FTE). A recent search for an Assistant Professor in Environmental Design with Public Health focus resulted in the hire of Sara Carr, who also holds a professional MLA (0.75 FTE within the School of Architecture, starting December 2014). Several other architecture faculty members are qualified to contribute to the MLA curriculum, but their appointments will not count towards LAAB’s minimum FTE requirement. The same is true for affiliated faculty with professional landscape architecture degrees in other UH Manoa units such as CTAHR and DURP.

Thus, over the course of the next few years, in order to fulfill an important minimum accreditation requirement, the program will need a minimum of additional 1.25 FTE representing faculty who hold professional degrees in landscape architecture. The school will seek to achieve this goal through a combination of approaches, including but not limited to the internal reallocation of resources (such as faculty retirements or the aforementioned replacement of faculty resignations with candidates qualified to teach both architecture and landscape architecture); development of MLA-related post-professional, revenue-generating extension courses; and advancement initiatives (e.g. aggregated endowments for support of instruction in landscape architecture). At this time, we require no new general funds to launch the program.

\(^{13}\) Our recent analysis of the 49 LAAB-accredited/candidacy status MLA programs that exist within the U.S. shows that 76% of those programs are associated with architecture, environmental design and/or fine arts disciplines versus only 24% of MLA programs that are located in units featuring agriculture, horticulture, and/or natural resources (Appendix 5).

2) Library resources (estimate of current resources and additional resources required)

The UH Manoa Library holds a significant number of basic landscape architectural resources in digital and print formats. During meetings with Ted Kwok (Librarian and Head, Business Humanities Social Sciences, subject specialist for the architecture and urban design/planning collections) and Eileen Herring (Agriculture Librarian, Science & Technology, subject specialist for CTAHR and plant material resources) both indicated their support for the School of Architecture’s MLA plans.

We will undertake new fundraising initiatives and reallocate existing expendable gift accounts where appropriate to augment the school’s and university’s library resources in landscape architecture, urban design, plant material, and related topics, to a level commensurate with a competitive MLA curriculum.

3) Physical resources (space, equipment, etc.)

During the first years of program establishment existing School of Architecture spaces including the school’s off-campus studio space (through Outreach/Extension) will be sufficient to accommodate incoming MLA classes. School of Architecture classrooms and teaching spaces are appropriate for lecture courses and seminars and general purpose classrooms can be used for lecture courses.

Students in the proposed MLA program will use the School of Architecture’s Digital Fabrication Services lab (room 207) for scanning, printing, laser-cutting, and 3D printing, as well as the Fabrication Workshop (room 104/105) for woodworking and CNC milling. As the program ripens, we will seek to augment and update equipment to accommodate the needs of MLA students. Differential tuition will help fund these additions and improvements.

4) Other resources required (staff, graduate assistantships, etc.)

The School of Architecture Student Services Office will provide support in student advising, admissions, curricular matters, and degree administration. No additional staff will be needed. As the School of Architecture faculty and student body continues to grow, additional pressure will be placed on administrative and staff resources.

LAAB accreditation requires a designated program administrator responsible for the leadership and management functions of the program. Thus, prior to the start of the planned program, we contemplate reallocating internal resources to support an 11-month appointment for a landscape architecture faculty program coordinator.

c. Five-Year Business Plan. Provide a five-year projected budget for the program that answers the following questions and includes a completed Mini Cost Revenue Template:

1) What will be the annual costs to implement the program?
   Please refer to Revenue Template
2) What will be the projected enrollment and estimated tuition revenue?

The expected total enrollment during the first year (MLA I only) will be around 10 - 15 incoming students. During year two, when the MLA I AP and MLA II options will be phased in, the total number of incoming MLA students (all three program tracks) per year is expected to grow to 18 - 25. Thus, total enrollment during year two would be around 28 - 40 MLA students, during year three (and subsequent years) around 46 - 60 students.\textsuperscript{15} The lower enrollment figures are used to estimate tuition revenue.

3) How will the program be funded?

For maximum efficiency, some existing courses will be incorporated, courses in other colleges will be used, and lecturers from the professional field will be utilized. As it is common practice in other, established MLA programs, some core curriculum courses are more appropriately taught by professionals. At least 1.75 FTE of full-time faculty will already be in place by the time the first cohort is admitted. It is expected that additional FTE and/or lecturer costs will be covered by differential tuition; revenue from the Outreach College; through the reallocation of internal resources (e.g. teaching assignments, course development, and cross-listing required coursework); and through strategic recruitment for open faculty positions (e.g. to fill positions vacated by the two January 2015 resignations).

4) Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.

Not at this time. No new general funds will be needed to launch the program.

5) Given a “flat budget” situation or if anticipated enrollment does not materialize, how will the proposed program be funded?

It is expected that the program will be funded by differential tuition and Outreach College revenue.

\textsuperscript{15} During the initial years of program establishment and before initial accreditation these numbers may be lower.
### ENTER VALUES IN HIGHLIGHTED CELLS ONLY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty w/o fringe</td>
<td>150,000</td>
<td>250,000</td>
<td>350,000</td>
<td>350,000</td>
<td>350,000</td>
</tr>
<tr>
<td>Other personnel costs w/o fringe</td>
<td>20,000</td>
<td>40,000</td>
<td>60,000</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Library</td>
<td>500</td>
<td>500</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>5,000</td>
<td>5,000</td>
<td>7,500</td>
<td>7,500</td>
<td>7,500</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **REVENUES** | | | | | |
| Projected Enrollment | 10 | 28 | 46 | 46 | 46 |
| No. of Courses | 8 | 16 | 24 | 24 | 24 |
| No. of Credits* | 30 | 60 | 90 | 90 | 90 |
| SSH† | 300 | 840 | 1,380 | 1,380 | 1,380 |
| Tuition Rate/Credit | 552 | 593 | 637 | 637 | 637 |
| Total Revenue from Tuition | 165,600 | 498,120 | 879,060 | 879,060 | 879,060 |
| Other Sources of Income | 10,000 | 28,000 | 46,000 | 46,000 | 46,000 |
| **TOTAL Revenues** | | | | | |

7. Describe the impact on current courses or programs.

Also see point 5.b.2 (page 7) above. The proposed MLA program is expected to positively impact selected existing School of Architecture courses by enhancing interdisciplinarity. Further it will provide robust enrollment for existing 300/400-level courses (landscape and urban design concentrations) and certain, relevant graduate level (D.Arch) electives.

The proposed MLA program will offer an additional attractive degree option for graduates from UH Manoa and School of Architecture undergraduate programs. Advanced MLA I and MLA II students qualify to serve as teaching assistants in the bachelor program and/or in first-year professional core curriculum courses. The MLA II track will allow the School of Architecture to bring in post-professional degree students who will stimulate the interdisciplinary scholarly environmental design discourse in the school through their thesis work and applied research.

8. If the curriculum includes courses that are offered at other UH campuses, describe how articulation of these courses will be assured prior to the program proposal submission.

We do not anticipate the inclusion of courses offered at other UH campuses.

---

* The number of credits listed in this row assumes one studio course (6 credits) and 3 lecture/seminar courses (3 credits each) or 15 credits per semester; 30 credits per academic year.
† Multiplication of projected enrollment times 30 credits/student and academic year
9. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

While the proposed MLA program will be housed in the School of Architecture, the school, in the context of adding landscape architecture as a new professional discipline, expects to expand its existing collaborations with CTARH/TPSS and DURP (also see point 5.b.2 above). Specifically, as a direct indication of their units' interest, Andy Kaufman, MLA, PhD (Associate Professor and Landscape Specialist, CTAHR) and Priyam Das, MLA, PhD (Assistant Professor in DURP) have served on the MLA Planning Committee. Professors Kaufman and Das have signaled their commitment to continue to teach courses that are currently already cross-listed with architecture.
List of Appendices:

APPENDIX 1 – Program Chart

APPENDIX 2 – Map showing the distribution of accredited or candidacy status professional landscape architecture programs in the U.S.

APPENDIX 3 – Letter of support by Kyle Sasaki, Past President, ASLA Hawaii Chapter

APPENDIX 4 – Letter of support by Chris Dacus, President, Landscape Industry Council of Hawaii

APPENDIX 5 – Pie chart illustrating the proportional, disciplinary/organizational association of U/S. MLA programs
APPROVED / DISAPPROVED

February 23, 2015

Dean

Date

The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers
Reviewed by:

Campus Chief Academic Officer:

____ Recommend

Comments:

Signature ________________________  Print Name ________________________  Date ____________

Chancellor:

____ Approved  _______ Disapproved

Comments:

Signature ________________________  Print Name ________________________  Date ____________

Council of Chief Academic Officers (Systemwide Consultation):

Comments:

Print Name ________________________  Signature ________________________  Date ____________

(A copy of the signed document is provided to the Office of the Executive Vice President of Academic Affairs/Provost)
### Existing SoA degree programs

<table>
<thead>
<tr>
<th>Yrs</th>
<th>Preprofessional</th>
<th>First professional</th>
<th>Two-year post-professional MLA track (MLA II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.EnvD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned SoA MLA degree program

<table>
<thead>
<tr>
<th>Yrs</th>
<th>Preprofessional</th>
<th>First professional</th>
<th>Two-year post-professional MLA track (MLA II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Potential future concurrent degree programs

<table>
<thead>
<tr>
<th>Yrs</th>
<th>Concurrent first professional degree</th>
<th>Concurrent MLA II/D.Arch</th>
<th>Concurrent MLA II/MURP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D.Arch/MLA I AP</td>
<td>D.Arch</td>
<td>MLA II/MURP</td>
</tr>
<tr>
<td>2</td>
<td>D.Arch</td>
<td>MLA II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D.Arch</td>
<td>D.Arch</td>
<td></td>
</tr>
</tbody>
</table>

### MLA Planning Schedule:
- **Summer '13**: Form MLA Planning Committee
- **Fall '14/Spring '15**: Submit ATP for MLA
- **Summer/ Fall 2015**: Detailed program planning & proposal
- **Spring/ Summer 2016**: Approval of proposal
- **Fall 2016**: Program advertisement and application for LAAB accreditation candidacy status
- **Spring 2017**: Admissions
- **Fall '17**: First incoming MLA I cohort
- **Fall '18**: First incoming MLA I AP and MLA II cohorts
- **Spring '20**: First graduating MLA I, MLA I AP & MLA II class
- **Summer/Fall '20**: Application for LAAB accreditation (MLA I and MLA I AP)

Consult with professional community as well as CTAH and DURP administrative and faculty representatives throughout MLA planning process.
APPENDIX 2

Map illustrating the distribution of accredited or candidacy status professional landscape architecture programs in the U.S.

Map graphic: School of Architecture, UH Manoa
Source of data: www.asla.org/FullListofAccreditedPrograms.aspx [accessed 7/8/2013]
Hawaii Chapter of the
American Society of Landscape Architects

July 31, 2013

Judith Stilgenbauer, Associate Professor
MLA Planning Committee Chair
University of Hawaii at Manoa
School of Architecture
2410 Campus Road
Honolulu, HI 96822

Master of Landscape Architecture (MLA) program at the University of Hawaii at Manoa

Aloha Professor Stilgenbauer,

I am pleased to write to you in my role as President of the American Society of Landscape Architects — Hawaii Chapter (HASLA) in response to your request for a letter of support for the School of Architecture’s plans to establish a new Master of Landscape Architecture (MLA) program at UH Manoa. Let me state upfront that the HASLA Executive Committee, which represents the State Chapter’s members, and I offer our enthusiastic and unequivocal endorsement of your planning committee’s and the administration’s efforts to develop the State of Hawaii’s first landscape architecture program.

Founded in 1899, ASLA is the national professional association for landscape architects, representing more than 15,000 members in 49 professional chapters and 68 student chapters. The Society’s mission is to lead, to educate, and to participate in the careful stewardship, wise planning, and artful design of our cultural and natural environments. The ASLA Hawaii Chapter with its currently 91 members fully subscribes to the Society’s mission and applies its objectives to issues that are closer to home. One of the many important local initiatives HASLA has supported for over 25 years is the establishment of a landscape architecture program at the University of Hawaii.

The landscape architecture profession in Hawaii has long anticipated the day that a landscape architecture degree would be offered at the University of Hawaii. Currently, local firms in their recruitment rely heavily on landscape architecture graduates from mainland universities. An MLA program within the School of Architecture at UH will give local students a competitive advantage in tropical, sustainable landscape architecture applications and will provide the needed graduates to support our growing profession. Hawaiian landscape architecture and multi-disciplinary planning, design, and architecture firms as well as public entities have difficulties finding local candidates to
fill vacant positions and would very much welcome the opportunity to hire interns and new graduates of a landscape architecture program at UH Manoa.

As Hawaii broadens its economy from a tourism and military driven basis, locally-trained landscape architects' environmental design and problem solving skills in water and land use planning, sustainability, applied ecology as well as cultural and social factors will prove indispensable in increasing environmental leadership and restoring a Hawaiian sense of place. Through discussions with many fellow ASLA Hawaii Chapter members and other landscape industry stakeholders, I know the list of benefits of a degree-granting landscape architecture program at UH Manoa to the profession, its industry, local community, legislature, and university would be manifold.

For the reasons mentioned above, I enthusiastically support the School of Architecture's efforts to establish this long-awaited and much-needed MLA program in Hawaii. Please feel free to contact me if I may be of any additional assistance and do not hesitate to call upon HASLA, its Executive Committee, and members as needed to achieve and support the university's MLA program plans.

Sincerely,

Kyle Sasaki
Kyle Sasaki, PLA, ASLA, LEED® AP
ASLA Hawaii Chapter President
Senior Landscape Architect
Ki Concepts, 1580 Makalapa St., Suite 1005
Honolulu, HI 96814
July 23, 2013

Judith Stilgenbauer, ASLA
Associate Professor of Landscape Architecture
MLA Planning Committee Chair
University of Hawaii at Manoa
School of Architecture
2410 Campus Road
Honolulu, HI 96822

SUBJECT: Master of Landscape Architecture at the University of Manoa

Aloha Ms. Stilgenbauer,

The Landscape Industry is a strong supporter of the development of the Master of Landscape Architecture program at the University of Manoa.

Formed in June 1986, the Landscape Industry Council of Hawaii (LICH) is a statewide alliance representing Hawaii's landscape trade associations with full time employment of over 11,000 landscape professionals and an economic impact of over $520 million annually. LICH's mission is to build industry unity by promoting industry guidelines and professionalism through education.

The development of a landscape architecture school in Hawaii is very fitting since Hawaii has a rich history of shaping landscape design of the tropical world. In the 1930s and 1940s, Hawaii landscape architect, Richard Tongg authored two books on tropical landscape design with Loraine Kuck, the classic, "The Tropical Garden" and the "Modern Tropical Garden". The Tropical theme defined by Richard Tongg has withstood the test of time and is seen to this day in resort and residential landscape architecture throughout the tropical world. Many great Hawaii landscape architects have built on that foundation.

There is a local need for landscape architects in the State of Hawaii. There are approximately 100 licensed landscape architects in the State and another approximately 150 to 200 landscape architecture trained designers all educated on the mainland.

Hawaii is truly unique being a tropical state and the solutions required for a local sustainable context will be unique to the tropics and transferrable like the Richard Tongg era to the remainder of the tropics. Locally produced landscape architecture graduates will be highly sought after by Hawaii firms being educated in Hawaii requiring less training and knowledgeable about local customs, plants, materials, sustainable practices and design trends. Hawaii is the perfect location for a landscape architecture school.

There's an even larger opportunity if the school is positioned to serve the greater tropical world. Over 60% of the world population resides in the tropics and much of the growth over the next
50 to 100 years will occur in tropical areas. To this day, much of the tropical hemisphere looks to American landscape architects for their creativity. Additionally, Hawaii has a strong destination brand identity and is preferred by Asian and Oceania students. A program with the duality of Hawaii students and Asian students will more than support a Masters and Bachelors program.

The University of Hawaii has an incredible opportunity to provide the next generation of Hawaii designers that will shape the tropical world. The University of Hawaii School of Landscape Architecture should be a world leader.

I am a big believer in the University of Hawaii, if there’s anything I can do to be of assistance, don’t hesitate to contact me at 799-3101.

Sincerely,

Chris Dacus  
President  
Landscape Industry Council of Hawai‘i
APPENDIX 5

School/college distribution of disciplines with which U.S. MLA programs are associated:

- 76% Architecture, Design, and/or Art Related
- 20% Agriculture, horticulture, and/or Natural sciences
- 4% Other

Over 3/4 of U.S. M.L.A. programs are located within a school/college directly related to architecture, design, and/or other art related fields.

Map graphic: School of Architecture, UH Manoa
Source of data: www.asla.org/FullListofAccreditedPrograms.aspx [accessed 7/8/2013]