PURPOSE OF THE CAPSTONE

Completing an MLA capstone represents the culmination of your graduate program with the Department of Landscape Architecture at the University of Washington. It is designed to be a project and process that builds your confidence and sense of competence in the field of Landscape Architecture, particularly in developing your ability to connect theory and practice and to broadly reflect on those connections.

The faculty is committed to helping each of you complete your capstone. They will work with you to frame, shape, and develop it, sharing their experience and expertise.

OVERVIEW: THREE CAPSTONE OPTIONS

As approved by our faculty, the Department offers three capstone options for Master of Landscape Architecture (MLA) students. Whichever option you pursue, your work should exemplify the highest standards of professional education representing the culmination of the MLA education.

OPTION ONE: INDIVIDUAL THESIS

The Individual Thesis option offers the opportunity to pursue design research in the format of a traditional thesis over two quarters. With guidance from a faculty Thesis Committee, this option is typically done individually.

There are four approved types of Individual Thesis: Research, Design, Design Critique, Professional Practice.

Note: Students may petition the Graduate School for special permission to collaborate with one or more other students on an Individual Thesis provided the character of the work is such that each participant is assured sufficient opportunity for individual contribution as well as responsibility to the study as a whole. (see Appendix A).

OPTION TWO: GROUP PROJECT

The Group Project option is for small groups of students (3 – 5 students) wishing to engage a collaborative research agenda related to landscape architectural scholarship and inquiry. This option offers the opportunity for small teams of students to work over the course of two quarters on an advanced design or research problem with the guidance of a Faculty Supervisor, culminating with an integrated project and documentation. The specific form or type of documentation will be determined in collaboration with the student group and Faculty Supervisor.

OPTION THREE: CAPSTONE STUDIO

The Capstone Studio option offers the opportunity for students to work with a Studio Instructor over a year. Typically, there is a preparation or research seminar in the fall quarter followed by a research studio over winter and spring quarters. The project or theme of the Capstone Studio is determined by the Studio Instructor. Students work on a project at an advanced level over multiple quarters, culminating in rigorous output and deliverables.

(Approved by the Department Faculty on 11 January 2012; amended 25 September 2013, 15 August 2015)
TYPICAL CAPSTONE SCHEDULE: COURSES + CREDIT REQUIREMENTS

MLA I TRACK (3-YEAR)

FIRST YEAR
The first year of your study consists of a structured sequence of skill-building courses. Those courses and the theory and scholarship course (LARCH 570) (offered in autumn quarter) provide you with a foundation to pursue topics related to landscape architectural scholarship and inquiry at the advanced level in the second and third years. All MLA students are required to take Introduction to Faculty Research (LARCH 598) (offered in spring quarter) to become familiar with the faculty’s areas of interest and the available resources and expertise in the Department in consideration for your capstone options and topics.

SECOND YEAR
Courses in the second year further provide the intellectual foundation for students to consider their capstone options and topics. In addition, courses in research methods (such as LARCH 571) will provide necessary skills to carry out research activities in relation to your capstone project.

Capstone topics might arise from a theory course or an advanced studio. The advanced studios often have projects that can turn into an excellent, well-supported capstone project. Additionally, it is wise to begin refining your capstone ideas and options by the spring of the second year in consultation with potential faculty advisors.

An early attempt to focus your ideas and identify potential faculty members to work with makes it more likely that you will finish on time and allows you to strategically select elective courses in the autumn of your third year. It may also be helpful to begin any data collection or visit a site over the summer between your second and third years, if you decide on a topic and method that requires such an approach.

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<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>Year 1: LARCH 570 Theory + Scholarship* (3 cr)</td>
<td>LARCH 598 Intro to Fac. Research* (1 cr)</td>
<td>LARCH 571 Research Methods** (3 cr)</td>
</tr>
<tr>
<td>Year 2:</td>
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*Required course | ** Required Research Methods Selective (3 credits): LARCH 571 recommended however approved courses may be substituted. See MLA Curriculum Description Guide for approved alternatives.

MLA II TRACK (2-YEAR)

FIRST YEAR
The theory and scholarship course (LARCH 570) (offered in autumn quarter) provides you with a foundation to pursue topics related to landscape architectural scholarship and inquiry at the advanced level. Courses in research methods (such as LARCH 571) will provide necessary skills to carry out research activities in relation to your capstone projects. Additionally, all MLA students are required to take Introduction to Faculty Research (LARCH 598) (offered in spring quarter) to become familiar with the faculty’s areas of interest and the available resources and expertise in the Department in consideration for your capstone options and topics.

Capstone topics might arise from a theory course or an advanced studio. The advanced studios often have projects that can turn into an excellent, well-supported capstone project. Additionally, it is wise to begin refining your capstone ideas and options by the spring of the second year in consultation with potential faculty advisors.

An early attempt to focus your ideas and identify potential faculty members to work with makes it more likely that you will finish on time and allows you to strategically select elective courses in the autumn of your third year. It may also be helpful to begin any data collection or visit a site over the summer between your second and third years, if you decide on a topic and method that requires such an approach.

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<tbody>
<tr>
<td>Year 1: LARCH 570 Theory + Scholarship* (3 cr)</td>
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<td>LARCH 598 Intro to Fac. Research* (1 cr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARCH 571 Research Methods** (3 cr)</td>
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</table>

*Required course | ** Required Research Methods Selective (3 credits): LARCH 571 recommended however approved courses may be substituted. See MLA Curriculum Description Guide for approved alternatives.
**MLA I + II TRACKS**

**FINAL YEAR**
At the beginning of their final year, all MLA students are required to respond to a capstone survey indicating their preferred capstone option. In the case of the Individual Thesis and Group Project options, students also include a topic and a brief statement of what they intend to work on, if and with which students they would like to collaborate and with which faculty they would like to work.

In the autumn quarter, all MLA students take a preparation seminar course for their capstone. Individual Thesis and Group Project students take the Thesis Preparation Seminar (LARCH 590). All Capstone Studio students take the Capstone Studio Preparation Seminar (LARCH 702A) if offered.

**FINAL YEAR COURSES + CREDIT REQUIREMENTS**
All students, regardless of the capstone option selected, are required to fulfill (12) Capstone credits. Additionally, all students are required to fulfill (12) Open Elective (400+ level courses) credits. Open Elective courses may be strategically selected to support capstone work. Open Elective courses may be taken any quarter; however, LARCH 701 Thesis Studio is offered as an open elective for Individual Thesis and Group Project students during winter and spring quarters to support their capstone work.

**INDIVIDUAL THESIS OPTION:**

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<th>Autumn</th>
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<tbody>
<tr>
<td>Capstone Credits</td>
<td>LARCH 590 Thesis Prep. Seminar* (3 credits)</td>
<td>LARCH 700 Individual Thesis** (6 credits)</td>
</tr>
<tr>
<td>Open Electives</td>
<td>LARCH 701 Thesis Studio (optional, max. 6 credits)</td>
<td>LARCH 701 Thesis Studio (optional, max. 3 credits)</td>
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**GROUP PROJECT OPTION:**

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<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Capstone Credits</td>
<td>LARCH 590 Thesis Prep. Seminar* (3 credits)</td>
<td>LARCH 702(x) Group Project** (6 credits)</td>
</tr>
<tr>
<td>Open Electives</td>
<td>LARCH 701 Thesis Studio (optional, max. 6 credits)</td>
<td>LARCH 701 Thesis Studio (optional, max. 3 credits)</td>
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**CAPSTONE STUDIO OPTION:**

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<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Capstone Credits</td>
<td>LARCH 702 Capstone Studio Prep. Seminar* (1 credits)</td>
<td>LARCH 702A Capstone Studio** (6 credits)</td>
</tr>
<tr>
<td>Open Electives</td>
<td>Open Elective (credits vary)</td>
<td>Open Elective (credits vary)</td>
</tr>
</tbody>
</table>

*Required course.
Note: Capstone Studio Prep Sem. is required only if offered, typically 1 credit but number of credits (1-3) to be determined by Studio Instructor.

** Required Course.
For Individual Thesis + Group Project: typically, 6 credits in winter and 3 credits in spring – must total 9 credits between winter and spring quarters.
For Capstone Studio: typically, 6 credits in winter and 5 in spring – must total 12 credits between fall, winter and spring quarters.
INDIVIDUAL THESIS OPTION DESCRIPTION

The Individual Thesis option is primarily self-initiated; thus, work throughout the final year should be planned, scheduled, and completed in close collaboration with the thesis committee. The student will select the thesis type and outline a research question(s) to be addressed through the thesis process.

For the Individual Thesis option, you are required to complete the LARCH 700 Request Form before you register for 700 credits (a total of 9 credits is required). The Department considers you to be officially working on your thesis when you have:

1. selected an appropriate topic,
2. arranged your committee, and
3. filed your LARCH 700 Request Form (with a proposed outline and an abstract of your intended thesis questions and methods). The LARCH 700 Request Form is available on the Department website - http://larchwp.be.washington.edu/resources/students/

PRODUCTS

- **Thesis Proposal**: Research overview and proposal, literature review, precedent studies, and timeline for completion of project (completed as part of LARCH 590 Thesis Preparation Seminar in Fall Quarter).

- **Thesis Presentation** (proposal, mid-review, and final): present visual and written products as scoped through your related course(s) and with your Thesis Committee. Professional practitioners, scholars, and faculty in related departments will be invited to review presentations for design theses at appropriate times.

- **Thesis**: a final report that includes the standard sections of a thesis or other professional report (see Appendix A) and reflects the rigor of methods and depth of evaluation explored over the course of the capstone.

TYPES OF INDIVIDUAL THESIS

The Department’s faculty members have approved four thesis types for the Master of Landscape Architecture:

1. Research Thesis
2. Design Thesis
3. Design Critique Thesis
4. Professional Project Thesis

A general description and outline for each of these thesis types is provided in the attached Appendix A. You and your committee will develop a more detailed outline, and perhaps modify these suggested chapters and their order depending on the details of the project and thesis type selected. In general, however, the inclusion of all the suggested chapters represents a level of scholarly and professional rigor that we consider necessary to the completion of a Master’s thesis in Landscape Architecture.

LEARNING OBJECTIVES

- Engage in rigorous research
- Learn to develop a thesis proposal
- Learn to define and develop a landscape architectural question or problem, to address a range of scales appropriate to the project (if a design thesis) and to competently resolve the problem as defined.
- Learn to effectively communicate key ideas, theories, or design principles that address the topic.
- Develop a clear research and/or design philosophy and critical stance
- Refine presentation skills in multiple modes (written, visual, verbal)
GROUP PROJECT OPTION DESCRIPTION

For students pursuing the Group Project option, you will work with your student team and one faculty advisor to outline and schedule a research/design project for Winter and Spring Quarters.

Note: For a Group Project option, you must identify between two and four other students interested in pursuing the same topic. This team of students must then identify a primary faculty member as a Faculty Supervisor. There is not a requirement for a second committee member although project teams are encouraged to draw on the expertise and knowledge of Department and University faculty as they address their research/project area of inquiry.

PRODUCTS

- **Group Project Proposal**: Topic proposal, research overview, literature review, precedent studies, and timeline for completion of project as well as expected contributions of each of the students engaged in the project (completed as part of LARCH 590 Thesis Preparation Seminar in Fall Quarter).

- **Group Project Presentation** (proposal, mid-review, and final): present visual and written products as scoped through your related course(s) and with your Faculty Supervisor. Professional practitioners, scholars, and faculty in related departments will be invited to review these presentations at appropriate times. Each student must take an active role in developing narrative and drawings and making the presentations.

- **Project document**: students will work with their Faculty Supervisor to determine how the project will be documented in a way that reflects the rigor of approach and depth of inquiry into the project. Examples of project documentation include a project report, film, installation or exhibition. Each student must contribute significant sections to the document as well as contribute to team-authored sections as deemed appropriate in consultation with the Faculty Supervisor. For a more detailed outline of the Group Project document, see Appendix B.

LEARNING OBJECTIVES

- Engage in rigorous design research at the level of professional practice
- Learn to work effectively in small teams on a research and/or design project
- Develop group and individual design or research proposals exploring specific areas of research in design
- Learn to define and develop a landscape architectural problem, to address a range of scales appropriate to the project and to competently resolve the problem as defined.
- Learn to effectively communicate key ideas, theories, or design principles, and a design process
- Develop a clear research and/or design philosophy
- Refine presentation skills in multiple modes (written, visual, verbal)
CAPSTONE STUDIO OPTION DESCRIPTION

The Capstone Studio option is intended for students to further their design skills in a two-quarter long studio under the guidance of a Faculty Instructor who will determine the topic and scope of the studio project. The goal of the studio is to examine a contemporary or emerging topic in the field and undergo a rigorous research and design process to culminate in a highly developed and innovative solution as well as crafted deliverables.

PRODUCTS

- **Capstone Studio Presentation**: specific format and deliverables will be determined by the instructor.
- **Capstone Studio Portfolio**: at the end of the studio, students are required to produce a portfolio of studio work that include results from both research and design phases of the project.
- **Additional products** may be required by the studio instructor.

LEARNING OBJECTIVES

- Develop a critical stance to a defined studio project.
- Undertake design research for a defined studio project.
- Undergo design iterations and examine multiple approaches and solutions.
- Articulate research findings, design process, and design solutions through effective and highly crafted visual representations.
- Additional learning objective may be defined by the instructor.
SELECTING A TOPIC
(For Individual Thesis and Group Project Options)

There are many ways to identify a topic. The most obvious is to ask yourself what kind of work you want to do after you graduate and design a capstone that lets you develop and showcase your skills in that specific area of work. Another approach is to ask yourself what topic, project type or research question you are sufficiently interested in that you would like to work on it for 6-9 months. Both of those questions can help you identify what is interesting and important enough for you to commit to as a capstone topic.

A critical question to ask is — who is going to be on my committee/faculty supervisor, and what are those faculty interested in studying with me? If you identify a topic that is closely related to the research interests of two faculty members, it is much more likely that you will get to work with those two individuals! To learn more about faculty interests, look at the topics each faculty member has advised in the past, look at their CV to find out what they write about, or make an appointment during their office hours to find out their interests.

WORKING WITH A THESIS COMMITTEE OR FACULTY SUPERVISOR
(For Individual Thesis and Group Project Options)

The Committee Chair (for Individual Thesis option) or Faculty Supervisor (for Group Project option) sets the standard for how the student and committee/project group and faculty supervisor will operate (when and how often it will meet, etc.), and negotiates with the other committee members on any disagreements about the scope or method of the project. Each student should negotiate these issues with the Committee Chair or Faculty Supervisor first, letting them know what you would like to do, but they have the authority of final acceptance. Your Committee Chair/Faculty Supervisor holds the responsibility for upholding the Department’s standards for the capstone and communicating these standards with regard to scope, methods, and products.

It is essential that you manage your process by emailing your committee/supervisor after meetings. This email should summarize what you discussed and what you agreed upon. It is also essential that you seek a regular appointment time with your committee members/supervisor; they will not be able to keep track of you and will expect that you will come to them to meet when you need direction or have something to show them. For the Individual Thesis, you are expected to register for 700 credits with the faculty member(s) on your committee. For the Group Project, you are expected to register for 702(x) credits with your faculty supervisor.

APPLYING TO GRADUATE

STEP 1: MASTER’S DEGREE REQUEST
Apply online by submitting a Master's Degree Request at: http://www.grad.washington.edu/student/mastapp.aspx

This request should be done the first two weeks of the quarter you plan to graduate, especially Spring Quarter, if you would like to have your name to appear in the UW Graduation Program. You must apply to graduate by the last week of the quarter and be enrolled in at least (2) credits, the quarter you plan to graduate. Be sure and check the most current Master’s Degree Request due dates. The Application to Graduate System is closed between the 10th week until the first day of the next quarter.

Individual Thesis option students should refer to the Individual Thesis Tips section for more information for preparing the thesis document and some helpful websites.

STEP 2: WARRANT
The application to graduate generates a hardcopy Warrant, which you can pick up in the Dept. office. Have it signed by your Thesis Committee (for Individual Thesis option), your Faculty Supervisor (for Group Project option) or your Studio instructor (for Capstone Studio option).

Submit your signed Warrant to the Counseling Services Coordinator, in the Dept. Office, by the end of Spring Quarter. You will be officially checked out of the Dept., on MyGrad Program.
APPENDIX A: INDIVIDUAL THESIS RESOURCES
SAMPLE OUTLINES, COLLABORATIVE THESIS REQUIREMENTS + TIPS

INDIVIDUAL THESIS TYPES:
The following are samples of Individual Thesis outlines to demonstrate the differences between the four Individual Thesis options. It is your responsibility to develop an outline in consultation with your Thesis Committee.

RESEARCH THESIS OUTLINE
(THEORETICAL, EXPERIMENTAL OR CORRELATIONAL)

1. Introduction and Literature Review
What is the issue you will explore, and why is it important? Is it typical or unusual for this issue to arise in design practice? What methods have been used to answer questions like yours in the past? How can you group these methods, in terms of their assumptions about the subject area? Who else has written about this subject, and in what fields? What patterns can you detect in the way others have addressed this question, or similar questions? What approaches remain untried, or have not been confirmed by repeated studies in different contexts?

2. Methods and Study Area / Study Participants
What ontological or epistemological frame will you use to approach your topic, and why? What kind of data will you need, and why? Specifically, how will you collect your data (details of mapping techniques, or interview protocols, or field and lab work of other kinds)? How will you analyze your data, and why?

3. Results
What did your analyses show? (Typically, this section contains figures and tables that summarize your results.) How do you judge the significance, accuracy, internal consistency, and repeatability of the methods that produced these results?

4. Discussion
Did your analyses of the data allow you to answer your questions? Were you surprised by any of the results? How do your results compare to the findings of others cited in your literature review? How did your actual use of the methods you selected contribute to answering your questions? Were there any results that led you to believe that you and /or others have framed the questions inappropriately, and led you to any insights about how this subject might be approached in the future?

5. Reflections on Your Approach and Implications for Design
Did you succeed in addressing the questions you raised, in whole or in part? How generalizable are your findings (i.e., do you think they can be expected to apply in many situations, or only a few)? How might a practicing designer find your results useful?

6. References
DESIGN THESIS OUTLINE

A Design Thesis is a distinct form of scholarly research that utilizes a design process. This track may focus more on integrating critical theory and precedents to establish a design framework, with a design exploration as a means of testing this framework. Conversely, the thesis may relate to design theory/scholarship through an extensive documentation of a design process and related outcomes. The structure of this track should be developed in consultation with your thesis committee.

1. Introduction
Significance of the issues/questions/prototypes the student will explore (personal, theoretical and social). Introduce the case or cases that will be the focus of this thesis. Introduce the methods that will be used to establish a critical position and to determine the success of the design studies presented in the thesis.

2. Literature and Precedent reviews
What has been written about this subject? Who else has tried to design something like this, and how did they do it? What related prototypes exist that could be useful to your design studies? What do you think has not been done by others, either in theoretical work or design work, that needs to be done for you to answer your questions/address the issues you feel are significant in your design?

How will you use your literature and precedents to define a "good" design outcome, in relation to the issues addressed in chapter 2 (such as existing theories of aesthetics, landscape/site functions, and cultural/social meaning)? Are there new theories or organizations of theories that you need to propose in order to pursue your questions and frame your design work?

4. Site Analysis and Design Studies
This section needs to clearly represent your design process and outcomes.

5. Reflections and Conclusions regarding your design studies
This section should "close the circle" of your thesis, by referring back to all 4 previous sections. This is where you honestly and explicitly compare your outcomes to your intentions and compare your work to your critical position/framework and to the work of others.

6. References
DESIGN CRITIQUE THESIS OUTLINE

1. Introduction and Literature Review
   What is the issue you will explore, and why is it important? How does it fit within design theory and/or practice? Is it typical or unusual for this issue to arise in design practice?

2. Precedent Studies
   Who else has explored this issue, or related issues, in design? What insights can you gain that may help frame your priorities?

3. Development of a Critical Position
   What are your priorities for critiquing the functional and aesthetic goals of these designs, and why do you believe these are important goals? Given these goals, what are the most important elements of the designs you reviewed (i.e., what explicit, generalizable framework(s) will you use to describe the designs you wish to critique)? In what ways could you say that they succeeded or failed (i.e., what generalizable framework(s) will you use to judge the success of a design or set of designs)?

4. Design Critique
   In the particular design situation, you have selected as the focus of your thesis, what insights can you gain by applying your descriptive and evaluative framework(s)? Does the design(s) accomplish the functional and aesthetic goals you have identified as important?

5. Reflections on the Critique Framework(s)
   Did you succeed in addressing the issues you raised, in whole or in part? How generalizable are your critical position and framework(s) (i.e., can it be used in many situations, or only a few)? What or how did the designer(s) describe the design intent? How does that relate to your framework? How can you reconcile the priorities of your critique with the goals of the designer and client?

6. References
PROFESSIONAL PROJECT THESIS OUTLINE

This type of thesis is the most flexible, and the brief outline below is intended as a starting point between you and your committee members. The goal of a professional project thesis is to simulate as closely as possible what the format and content of a professional consultant’s report would be on your topic. It also generally requires you to identify and work with a client, although the need for this is ultimately up to your committee. Your committee must decide what examples to use that will set the exact format and content guidelines. Often the professional project thesis is completed under the guidance of a practicing landscape architect. If the project is more design-oriented, you may find that using the outline for the “design thesis” as a starting point is more appropriate. If you are working on a project that is more research-oriented, this outline below may be a better fit.

1. Executive Summary
2. Background and Issues Studied
3. Method and Rationale for Method
4. Results of analysis or observations
5. Discussion and recommendations
6. References
COLLABORATIVE THESIS REQUIREMENTS

By special permission of the Graduate School, two or more students may collaborate on certain aspects of their thesis, provided the character of the work is such that each participant is assured sufficient opportunity for individual contribution as well as responsibility to the study as a whole. In this case, a concise account of the contributions of each collaborating individual should be included in the preface or acknowledgment section of the thesis.

Students considering a collaborative effort must petition the Graduate School during the quarter in which they intend to complete the work. This will ensure conditions mentioned previously will be met. It will reassure that preparation and submittal requirements of the Graduate School will be met. For specific information, consult the Graduate Program Adviser.

RULES GOVERNING THE PRESENTATION OF A COLLABORATIVE THESIS

1. Permission to present a collaborative thesis must be obtained in advance from the Graduate School. This is accomplished by means of petition.
2. Each student presents one (1) copy of the collaborative thesis to the Graduate School.
3. Each copy must show all authors’ names on the title page.
4. Each student places a "Collaborative Thesis Statement" in the thesis, following the title page. Copy of statement is shown below.
5. Each student places a standard "quote slip" (see Graduate School Manual) with his/her signature(s) on the copies they present to the Graduate School.

SAMPLE COLLABORATIVE THESIS STATEMENT

This thesis is the result of a collaborative effort of __________ and __________ (modify for three or more) by the authority of the Graduate School. All work was done under the direction of Professor __________.
INDIVIDUAL THESIS TIPS

ELECTRONIC THESIS/DISSERTATION (ETD)
To graduate with a master’s (thesis program) degree, students are required to submit an Electronic Thesis/Dissertation (ETD) and a Committee Approval Form to the Graduate School through the UW ETD Administrator Site. ETDs are distributed by ProQuest/UMI Dissertation Publishing and made available on an open access basis through UW Libraries ResearchWorks Service.

The Graduate School partners with the UW Libraries to provide comprehensive resources for students as they write, submit, and publish academic theses or dissertations. These pages outline information and policies related to preparing your thesis/dissertation, including formatting, deadlines, copyright and distribution decisions, and, ultimately, graduation. We also encourage you to review the ETD Library Guide for additional information.

You are advised to do this well before you are ready to submit your thesis in order to familiarize you with the UW ETD Administrator Site and troubleshoot any technical glitches: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/

COMMITTEE APPROVAL FORM
Print out the Committee Approval Form. This approval form is to be signed by all Individual Thesis Committee members, when your thesis is complete. Original signatures only are allowed. Have your Warrant signed at the same time. Faculty will not sign unless the thesis contains an abstract. Arrange in advance to obtain signatures from your Thesis Committee members, to make sure they will be available.

http://www.grad.washington.edu/students/etd/thesis-approval-form.pdf

PREPARING THE THESIS DOCUMENT

- Familiarize yourself with the required sections of your thesis.
  http://www.grad.washington.edu/students/etd/req-sections.shtml
- Frequently Asked Questions for Thesis Submission:
  http://www.eticadmin.com/cgi-bin/main/faq?siteID=412
- Pay attention to dates and deadlines. See:
  https://www.grad.washington.edu/students/dates.shtml
- Write an abstract, title page and copyright page. See:
  http://www.grad.washington.edu/students/etd/req-sections.shtml
- Instructions for formatting your thesis are at:
  http://www.grad.washington.edu/students/etd/proquest_dissertation_guide.pdf
- For Open Access, Copyright and Publishing information, see:
  http://digital.lib.washington.edu/etd-faq.html

SUBMITTING THE DOCUMENT

- Submit your thesis online to the Graduate School, by the last day of Finals week. See:
  https://www.grad.washington.edu/students/etd/info.shtml
- Once your thesis is submitted, no additional changes to the document are allowed. The submissions are reviewed by the Graduate Enrollment Management Services (GEMS) advisors and then sent to ProQuest for publication. You will receive an email confirmation, if your submission has been accepted.
- Publish thesis with UMI ETD Administrator: http://www.eticadmin.com/cgi-bin/school?siteID=412
• Upload scanned Master’s Supervisory Committee Approval Form to the Administrative Documents section of the UW ETD Administrator Site. The deadlines for the form can be found on the Graduate School website at: http://www.grad.washington.edu/students/etd/thesis-approval-form.pdf

• If you need additional time to format the thesis, you may pay the $250 Graduate Registration Waiver Fee and turn in your thesis within the two-week period directly following the quarter in which all Graduate School and graduate program degree requirements are met. The Thesis, Master’s Supervisory Approval Form and the $250 Graduate Registration Waiver Fee must all be turned into GEMS by the second Friday after the last day of the preceding quarter. See eligibility and instructions for the Graduate Registration Waiver Fee at: http://www.grad.washington.edu/policies/general/regwaiver.shtml

• If the $250 Graduate Registration Waiver Fee option is used, you must go online the first five days of the following quarter and apply to graduate again: https://www.grad.washington.edu/student/mastapp.aspx

• If you are not able to turn in the thesis, by the two-week required period following the last day of the previous quarter, you must sign up for (2) credits of coursework and reapply to graduate, the following quarter.

AFTER SUBMITTING DOCUMENT

• You can order bound (paper) copies of your thesis. See instructions on:
  http://www.grad.washington.edu/students/etd/info.shtml
  http://www.grad.washington.edu/students/etd/proquest_dissertation_guide.pdf
  http://www.etdadmin.com/cgi-bin/school?siteID=412

• Arrange with your Thesis Committee whether they would like a digital and/or paper copy of your thesis.

• Submit your signed Warrant to the Counseling Services Coordinator (JoAnne Edwards), in the Dept. Office, by the next Monday after you have submitted your thesis. You will be officially checked out of the Dept., on MyGrad Program.

• Submit a digital copy of your thesis abstract to the Dept. Counseling Services Coordinator. This will be uploaded to the Dept. website List of Thesis page.

• Be sure you have cleaned out your desk, locker and mailbox and updated your address for the Alumni Database.

• Submit your thesis in the WASLA Competition for the next year, if you wish.
HELPFUL WEBSITES

Thesis/Dissertation
https://www.grad.washington.edu/students/etd

Required Sections for Your Document
https://www.grad.washington.edu/students/etd/req-sections.shtml

Master’s Degree Request
https://www.grad.washington.edu/student/mastapp.aspx

Final Submission of Your Electronic Thesis or Dissertation (ETD)
http://www.grad.washington.edu/students/etd/info.shtml

Master’s Supervisory Committee Approval Form
http://www.grad.washington.edu/students/etd/thesis-approval-form.pdf

ProQuest
http://www.grad.washington.edu/students/etd/proquest_dissertation_guide.pdf

Dates and Deadlines
https://www.grad.washington.edu/students/dates.shtml

Graduate Registration Waiver Fee
http://www.grad.washington.edu/policies/general/regwaiver.shtml

Publish dissertations and theses with UMI ETD Administrator
http://www.etdadmin.com/cgi-bin/school?siteID=412

UMI ETD Administrator – Frequently Asked Questions
http://www.etdadmin.com/cgi-bin/main/faq?siteID=412

UMI ETD Administrator – Creating PDFs

University Libraries – Electronic Thesis and Dissertations – Copyright, Open Access and Publishing FAQs
http://digital.lib.washington.edu/etd-faq.html
APPENDIX B. SAMPLE OUTLINE FOR THE GROUP PROJECT REPORT

1. **Introduction**
   Significance of the issues/questions/prototypes the student team will explore (personal, theoretical, professional, and social). Introduce the case or cases that will be the focus of this project. Introduce the methods that will be used to establish a critical position and to determine the success of the design studies presented in the project. Why is a team approach appropriate? What will be gained by working as part of a collaborative team?

2. **Literature and Precedent reviews**
   What has been written about this subject? Who else has tried to design something like this, and how did they do it? What related prototypes exist that could be useful to your design studies? What do you think has not been done by others, either in theoretical work or design work, that needs to be done for you to answer your questions/address the issues you feel are significant in your design?

3. **Development of a Critical Position(s) for Design**
   How will you use your literature and precedents to define a "good" design outcome, in terms of the existing relevant theories and practice? What framework might you develop to guide your design? Are there new theories or organizations of theories that you need to propose in order to pursue your questions? How will the position or positions framed by the group be tested?

4. **Design Studies / Research Results**
   This section needs to represent the design work as clearly as possible for each individual student as well as the team design work, including relevant analyses. If it is a research project, then this section should address what your analyses showed. (Typically, this section contains figures and tables that summarize your results.) How do you judge the significance, accuracy, internal consistency, and repeatability of the methods that produced these results?

5. **Reflections and Conclusions of individual research and investigation**
   This section should "close the circle", by referring back to all 4 previous sections. This is where each student explicitly compares his/her outcomes to intentions and compares the work to the work of others.

6. **Reflections on Conclusions of team research and investigation**
   This section should "close the circle" of the larger Group Project, by referring back to all previous sections through the lens of the team. This is where the team honestly and explicitly compares outcomes to intentions and argues for how the project contributes to the building of knowledge in landscape architecture.