

# LANDSCAPE ARCHITECTURE Ph.D. PROGRAM HANDBOOK



**DEPARTMENT OF LANDSCAPE ARCHITECTURE**  
School of Architecture and Allied Arts  
University of Oregon  
<http://landarch.uoregon.edu>

Top: photo courtesy Dan Dancer  
Bottom: image courtesy William Wenk (MLA, Univ. of Oregon, 1978)

# DEPARTMENT OF LANDSCAPE ARCHITECTURE

## Ph.D. PROGRAM HANDBOOK

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## 1. FACULTY PROFILES

*The faculty of the department is a group of diverse individuals, with varied backgrounds, professional experience, and research interests.*

**JACQUES ABELMAN** – (B.A. Amherst College, 1996; M.A. University of the Arts London, 2002; M.L.A. Amsterdam Academy of Architecture 2014) Assistant Professor. Jacques teaches design studios, advanced digital media courses, and seminars exploring the concepts underpinning landscape architectural practice. Jacques's research focuses on the potential of landscape as multifunctional infrastructure at the intersection of the social, the spatial, and the ecological.

**LISKA CHAN** – (B.A. Hampshire College, 1993; M.L.A. Cornell University, 2000) Associate Professor. Liska teaches design studios, graphics and design theory. She has a creative practice that explores the relationships between patterns of settlement, socioeconomics, culture and biophysical properties in urban landscapes.

**ARICA DUHRKOOP-GALAS** – (B.A., 1998, Portland State University; C.E.L.T.A., 1999, University of Cambridge; M.L.A., 2005, University of Oregon) Career Instructor. Arica teaches the plants series and landscape technologies II. She is a licensed, practicing Landscape Architect and specializes in residential design. Arica emphasizes sustainability through plant selection and material choices. Her interests include open space planning for habitat corridors and neighborhood walkability.

**MARK R. EISCHEID** – (B.S., 1994, Stanford University; M.L.A., 2000, University of California, Berkeley; M.F.A., 2010, Edinburgh College of Art; Ph.D. in Landscape Architecture (in progress), University of Edinburgh) Assistant Professor. Mark teaches classes, seminars, and studios in history, theory, and design. His research focuses on the history, theory, critique, and aesthetics of 20th and 21st century landscape architecture. He is also a licensed landscape architect and a practicing artist.

**CHRIS ENRIGHT** – (B.A. 1984, University of California Santa Barbara; B.L.A. 2003, M.L.A. 2006, Ph.D. 2013, University of Oregon) Career Instructor. Chris teaches Geographic Information Systems (GIS), Analyzing Land Systems and Master's Project studio. Her research interests include agricultural landscapes, ecosystem services and floodplain restoration.

**DAVID HULSE** – (B.S.L.A., 1981, Colorado State University; M.L.A., 1984, Harvard University) Professor. David teaches Landscape Planning and Computer Applications, Landscape Architecture Research and Theory, design studios and graduate seminars. Interested in the relationship between social value and physical form, his scholarship is concerned with techniques useful in analyzing, predicting and creating places suited to diverse human use.

**BART JOHNSON** – (B.S., 1987, Cornell University; M.L.A., 1992, Ph.D., in Ecology, 1995, University of Georgia) Professor. Bart teaches Applied Ecology, Landscape Architecture Research, Landscape Ecology, design studios and graduate seminars. His work focuses on integrating people, design and land use with native ecosystems and evolutionary processes. Current research focuses on climate adaptation planning, biodiversity conservation, urban ecosystems and ecological restoration.

**HARPER KEELER** – (B.L.A., 1995, M.L.A., 2011, University of Oregon) Career Instructor. Harper directs the Urban Farm Program and also teaches classes and design studios. His research and teaching is centered around place-based experiential education, often focusing on how food systems and local foodways define and shape community.

**YEKANG KO** – (B.S., 2005, Korea University; M. Area Studies, 2007, Kyung Hee University; Ph.D. in Landscape Architecture and Environmental Planning, 2012, University of California, Berkeley) Assistant Professor. Yekang teaches classes, seminars, and studios in landscape planning and analysis and sustainable urban planning / design for climate change mitigation and adaptation.

Her current research interests are urban energy planning, climate-responsive urban design, green infrastructure performance and climate literacy education.

**JUNHAK LEE** – (B.S., 1999, Korea University; M.S., 2001, Korea University; Ph.D. in Environmental Science, Policy, and Management, 2010, University of California, Berkeley). Instructor. Junhak teaches data visualization, advanced Geographic Information Systems (GIS), and remote sensing. He is interested in measuring landscape features using GIS and remote sensing and modeling carbon and water cycle using spatially explicit data.

**ROBERT RIBE** – FASLA (B. Sc., 1977, U.C. Riverside; M. Sc., 1981, M.A., 1987, Ph.D. 1990 in Land Resources Management, University of Wisconsin, Madison. Professor. Rob teaches Site Analysis, Land Use Planning, Landscape Planning Analysis and design studios. His particular interests are in regional environmental planning, landscape aesthetics, applied ecology and forest planning.

**KORY RUSSEL** – (B.S., 2003; M.E.S., 2005, Taylor University; M.S., 2013, Ph.D., in Civil and Environmental Engineering, expected 2016, Stanford University) Assistant Professor. Kory teaches Design for a Sustainable World, Sustainable Design Principles and Practice, and Tech workshops in water and urbanization. His primary research focuses on planning, designing and implementing sustainable water and sanitation (WASH) services in low- and middle-income countries.

**BRAD STANGELAND** – B.L.A., 1983, University of Oregon. Career Instructor. Brad teaches the “Tech” studio with staff members from his firm. This studio integrates technical site-scale design development with the preparation of professional contractual documents. Brad operates an award-winning firm in Eugene that prides itself on working instructively with clients, architects, engineers, and planners to create landscapes that range in scale from residential to commercial to institutional.

**ROXI THOREN** – (B.A., 1996, Wellesley College; M.Arch., 2001, M.L.A., 2002, University of Virginia) Associate Professor. Roxi teaches design studios, media, design theory, and microclimate design. She studies the relationship between landscape processes and architectural form, and the integration of landscapes and buildings.

## **Emeriti**

**KENNETH I. HELPHAND** – FASLA (B.A., 1968, Brandeis University; M.L.A., 1972, Harvard University) Professor. Kenny teaches design studios, History of Landscape Architecture, Contemporary American Landscape, Landscape Perception, Contemporary Design Theory and design studios. His work is directed towards the study of landscape history and theory.

**ROBERT MELNICK** – FASLA (B.A., 1970, Bard College; M.L.A., 1975, State University of New York) Professor and Former Dean of A&AA. Robert teaches design studios, Landscape Preservation, and National Parks. His interests include understanding and protecting cultural and historic landscapes and the role of theory in design education.

## 2. PROGRAM OVERVIEW

The University of Oregon Department of Landscape Architecture is a national leader in design education, with a particular reputation for social responsibility and ecological stewardship. Landscape Architecture is an environmental design discipline of broad scope whose central concern is the wise use of land. As a profession it includes the detailed development of land and sites of all sizes and uses, as well as planning activities, both of which rest on a foundation of ecological understanding that views human value systems as a major force in landscape making. The discipline is growing from a primarily professional field to one that supports scholarship and research, thus changing its role and mission in the academic community and in society. As a result of this growth, a doctoral degree is rapidly becoming preferred for university faculty and certain professional positions in the field.

The doctoral program in landscape architecture offers opportunities for advanced study and scholarship in ecological landscape planning, sustainable urban design, and design history and theory. Topics encompass a range of spatial scales and cultural contexts. Landscape planning is primarily concerned with assessing large landscapes and directing their policy, management and land use patterns to meet social and environmental ends, while design typically addresses smaller areas in greater detail. Planning and design are mutually supportive activities and their integration is essential for achieving long-term land use goals. Our ecological approach to these subjects focuses on how landscape pattern, process, and change interact with cultures and institutions to create land mosaics that maintain the diversity of life and the foundations for human and community well being. We emphasize how landscapes, their ecosystems and human communities interact to create complex socio-ecological systems that change and adapt over time. Sustainable urban design is an area of study that focuses on analyzing and developing approaches to improving the social, environmental, and fiscal performance of the landscape structure and morphology of urban environments. These environments include the networks of streets, plazas, parks, and natural systems that give structure to cities of all scales. Research in landscape architectural history and theory analyzes and interprets designed and vernacular landscapes and the way we think about them. Landscape Architecture is a cultural practice, and scholarship in history and theory situates works of landscape architecture in both time and place as a means of understanding current practice. Our doctoral program is designed to engage these issues through spirited analysis, critique, and prescription of landscapes in Oregon, North America and throughout the world.

Because the profession is large and diverse in its activities, the things landscape architecture Ph.D.s should know and be able to do vary with the kind of career they wish to pursue. What they all must have in common is robust development and maturation of academic, analytical, creative, and integrative capabilities that can continue to grow throughout their careers.

Accordingly, we emphasize the following:

- Advanced expertise and understanding in a focused topic;
- The ability to form integrative conceptual models of landscape issues, problems and solutions, particularly with regard to the student's area of specialization;

- The ability to critically analyze deficiencies in knowledge in the field and identify needs for new, original contributions;
- The ability to form, investigate and answer operationally bounded questions;
- The ability to independently design and execute a complete, rigorous research project;
- The ability to fully document a research project with quality writing and illustrations.

An academic career is a goal for many doctoral students. Given the integrative nature of landscape design as both a science and an art, and the sizeable course requirements of professional design programs, the development of innovative models and methods for design education has become a key area of design scholarship and research. Department faculty employ a range of learning modes to communicate the integrative, synthetic perspectives that characterize the field. Accordingly, our doctoral program also emphasizes opportunities for students to develop their skills as innovative educators through working with faculty as teaching assistants, and to teach their own courses under faculty guidance.

An understanding of the close and supportive relationships among research and scholarship, professional development, artistic achievement, and teaching is one of the key qualities we foster in our doctoral program. There are many paths to excellence in design education, research and practice, and scholars rarely follow a pre-set route. Our program provides substantial flexibility to tailor a student's program of study to their individual needs and interests.

### **3. ADMISSION REQUIREMENTS**

Prospective students must either have a) previously completed a professional degree in landscape architecture or architecture (BLA, MLA, BARCH or MARCH), or b) hold a masters degree (e.g., MA or MS) in a related field and show clear evidence of academic experience and goals suitably aligned with landscape architecture. A record of demonstrated research is an important admission criterion for all applicants. In particular, a clear capacity for and commitment to research will be strongly considered in admissions.

Applications to the Ph.D. program must include the following items:

1. A personal statement describing your background, strengths, interests and aspirations in the field of landscape architecture, including why you want to come to the University of Oregon for your doctoral work. This should include preliminary discussion of your proposed area of specialization, program of study, and a prospective major advisor.
2. A portfolio of scholarly, creative and professional work relevant to the pursuit of doctoral research in landscape architecture, including at least one writing example showing evidence of critical thinking in a research context.
3. Three letters of recommendation, including two from academic sources.
4. Official transcripts from all universities or colleges attended.
5. GRE Report, including both analytical and verbal scores.

6. TOEFL scores (minimum 577 on the paper-based test or 90-91 on the internet-based test) for all non-native speakers. This requirement may be waived for students who have a prior advanced degree from an accredited institution in the United States, Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom.

Please use the online tool Slideroom.com to submit your application materials to the Ph.D. Program, which you can access from our web site at <http://landarch.uoregon.edu/phd-admissions-information>. You may also email us at [landarch@uoregon.edu](mailto:landarch@uoregon.edu), or call us at 541.346.3634 with questions.

Concurrent with the application to the Department of Landscape Architecture, a graduate application must be submitted to the Graduate School (see Graduate Application Procedures on-line also listed on the department website).

*Applications for entry into the fall class are due in mid-November, but applications will be accepted until each entry class is filled. For the exact date, please see <http://landarch.uoregon.edu>*

## 4. PROGRAM OF STUDY

### Overview

The primary educational goal of the doctoral program is to link landscape architecture knowledge to rigorous and advanced approaches to scholarship through research, creative practice and teaching. Successful completion of the doctoral program requires the demonstration of excellence through original contributions to the field. The fundamental indicators of a doctoral student's achievements will be the successful completion their course of study, of the oral and written Comprehensive Examinations, and the development and completion of a dissertation that substantially advances knowledge in their chosen area of expertise.

*Methods of learning* -- Through a series of required core courses in landscape architecture theory, research and investigation, doctoral students learn how to conduct both qualitative and quantitative studies of landscapes and the processes that shape them. After completing these common core classes, advanced studies in methodology are required, but students tailor their methodological preparation to suit their career intentions. Broadly considered, advanced methodological preparation occurs in two categories:

- i) Quantitative research and prescription: e.g., hypothesis testing, spatial analysis, and environment-behavior observation
- ii) Qualitative research and prescription: e.g., case studies, design criticism, content analysis, evaluation of physical landscapes, and their historical interpretation

An underlying intention of the program is to prepare students to understand and apply appropriate methods of inquiry, and to deepen their understanding of the nature and role of rigorous scholarly inquiry in landscape architecture.

### Core Requirements

Students complete a series of common core requirements that develop a knowledge base and skills for conducting original research within their chosen area of specialization. Course requirements are designed to provide both depth and breadth of knowledge in landscape architecture, and to draw on the frameworks and methodologies of related disciplines that support the student's dissertation research.

The student's individualized Program of Study will depend substantially on their prior degrees. Students who hold a research-oriented MLA should expect to take at least 68 graduate quarter-system credit hours. All other students should expect to take up to 18 additional credit hours beyond these basic requirements. The selection of these courses will be based on the student's prior coursework and degrees, and in light of their goals for doctoral study and research. For example, these may consist of foundational courses in landscape design and planning, in landscape ecology and processes, or in analytical and research skills. The length of time to complete the program, steps to completion, and program of study requirements are detailed below, along with a typical sequence of coursework.

At the department's discretion, some credit requirements may be waived or satisfied through transfer credits. To be considered for transfer, credits must not have previously been applied to any graduate or undergraduate degree. No more than 15 credits may be transferred. Requests for waiver or transfer of credits will be evaluated on a case-by-case basis. Decisions will be based on consideration of a student's background and qualifications in relation to their proposed program of study and the requirements for a Ph.D. Successful completion of the doctoral program is a matter of proven excellence through substantial, original contributions to the field of landscape architecture and not necessarily of accumulating a specific number of course hours. *(See Appendix 1 Typical Course Sequence and Appendix 2 Ph.D. Flowchart and Checkpoints.)*

### **Length of Program and Steps to Completion**

A Ph.D. in Landscape Architecture at the University of Oregon requires a minimum of three years of full-time graduate work, including one year of residency. Depending on their background and their research goals, students can expect to complete their degree in 3-6 years, with the expected norm being four to five years.

At the completion of their coursework, normally the end of the second year, each student will complete both written and oral Comprehensive Examinations. The Examination Committee will consist of a minimum of three faculty members, two from landscape architecture and one from an outside department or program, who will administer the written and oral comprehensive exams. *(See Appendix 5 for details of the Comprehensive Exam process.)* Once a student has passed both the written and oral comprehensive exams, they will be formally advanced to candidacy in the program. The student's first steps upon advancement to candidacy are normally to nominate a Dissertation Committee followed by the finalization and submission of the Dissertation Proposal. *(See Appendix 6 for timelines and procedures following advancement to candidacy, which includes procedures up to and including the dissertation defense and submission of the finalized document to the Graduate School.)* The Dissertation Committee consists of four members, including at least two members of the UO Landscape Architecture Faculty, and one from outside the department who serves as an institutional representative. Although it is not required, this latter member generally has expertise that relates to the student's focal area of research. Students should review current Graduate School policy for Dissertation Committee membership (<http://gradschool.uoregon.edu/committee-policy>). Each student is expected to submit a dissertation proposal during the term following passage of the comprehensive exams, and must submit the proposal within three regular terms of the exams. The Dissertation Committee must approve the student's formal written dissertation proposal following a scheduled public presentation before the student undertakes the dissertation. *(See Appendix 7 for details on the preparation and submission of the Dissertation Proposal and Dissertation.)*

### **Course Requirements**

A student's individualized Program of Study is developed during their first year in the program. The student must consult with the major advisor prior to registering for classes in their first term (See Appendix 3). A proposed program of study must be submitted for approval by the Ph.D. Faculty Committee no later than week 5 of spring term of the first year. The Ph.D. faculty

committee may require changes to the program of study based on their assessment of the student's background and goals in relation to a doctoral degree in landscape architecture. Failure to receive approval for their program of study prior to the end of the end of spring term of the student's first year in the program may constitute grounds for receiving an assessment of unsatisfactory progress toward their degree (see Appendix 4). The minimum course requirements for 68 credit hours are listed below. These required minimum credits are divided between *core courses in theory, research and investigation (26 credits)*, *electives (24 credits)*, and *work on the dissertation (18 credits)*. As noted above, students entering the program without a research-oriented MLA should expect to take up to an additional 18 credit hours of courses. Depending on their background and research directions, a student may be required to take more than the minimum of 4 credits in outside analytic-synthetic courses. *All Ph.D. students must fulfill UO Graduate School residency requirements in their first year (see Appendix 9).*

The curriculum is designed to provide a broad foundation in the discipline, as well as flexibility for students to pursue advanced studies in a specialized area of their choosing. Courses that support the student's area of specialization should form the core of elective courses described below. The curriculum leads students through a series of steps that integrate common foundations in literature and scholarship with development of specialized interests, experience in research proposal writing, one-on-one experience working with faculty on current research, and subsequently into advanced scholarship that supports their area of specialization and dissertation.

### ***Theory, Research and Investigation (26-34 credits)***

To prepare students for performing rigorous and original research, a series of six core courses provide a foundation in the culture and conduct of research. After completing the common core classes, advanced studies in methodology are required but students tailor their methodological preparation to suit their area of specialization.

#### LA 601 Research (6)

Involves working on an active research project conceived and directed by a faculty member.

#### LA 617 Design and Planning Theory (4)

Examines the foundational theory in landscape design and planning. Typically offered every other year.

#### LA 620 Research Foundations (4)

#### LA 621 Adv. Research Methods (4)

LA 620 focuses on the culture and context of research in landscape architecture, and provides an overview of research methods common to the field. LA 621 focuses on linking questions, literature and methods in the development of a research proposal, and emphasizes specific qualitative and quantitative methodologies.

#### LA 605 Reading and Conference (2)

Builds on the understandings and topical investigations of LA 617, 620 and 621 toward development of a thesis or dissertation proposal.

### Outside Analytic-Synthetic Courses (4-12 credits)

This requirement is intended to develop competence in specialized analytical methods for a student's doctoral research. It is expected that the course or courses will relate to the student's area of specialization and be used to draw on advanced methods and frameworks not typically taught in landscape architecture. This may include courses in statistics or other quantitative or qualitative methods of data assessment.

***Electives (minimum 24 credits)***

Electives are intended to provide both breadth of knowledge of landscape architecture, and depth of knowledge in the student's individualized area of research. Each student will work with their major advisor to develop a program of study that includes a minimum of 24 credits of electives chosen from two categories. Students pursuing cross-cultural comparisons, or who otherwise need to read foreign language literature for their dissertation, may be required, on a case-by-case basis, to fulfill a foreign language requirement depending on the relevance of this requirement to their scholarship and training. Students who intend to pursue teaching careers will be encouraged to take LA 602 Supervised College Teaching.

***Landscape Architecture Advanced Topics Electives (12 credits)***

LA courses numbered 500 or above in design theory, history, criticism, preservation, planning and ecology, or related courses taught by Landscape Architecture faculty. The following advanced courses are offered on a recurring basis: ARCH 507 Post Occupancy Evaluation, LA 510 Contemporary Landscape Theory, LA 510 Advanced Plants, LA 515 Computers in Landscape Architecture, LA 531 Planting Design Theory, ARCH 535 Principles of Urban Design, LA510 Place, Identity and the Landscape; LA 510 Climate Change Planning and Design; LA 540 Introduction to Landscape Planning Analysis, ARCH 540 Human Context of Design, PPPM 540 Land Use Planning and Growth Management, LA 541 Principles of Applied Ecology, LA 543 Land and Landscape, LA 565 Advanced Landscape Ecology, LA 577 Fire Ecology and Management, LA 510 History of Landscape Architecture I, LA 510 History of Landscape Architecture II, LA 584 Landscape Perception, LA 585 Landscape Preservation, LA 594 Land Planning and Design Studio, LA 602 Supervised College Teaching, LA 605 Reading and Conference, LA 606 Special Problems LA 609 Practicum, LA 610 Landscape Representation, LA 693 Advanced Design Theory, or other approved courses.

***Outside Supporting Courses (12 credits)***

These courses will be selected to provide sufficient depth in the student's area of research. The courses typically are taken outside of landscape architecture and are intended to develop knowledge of a second discipline that supports the student's research.

***Dissertation (minimum 18 credits)***

**LA 603 Dissertation (18)**

Students enroll in LA 603 while working on their dissertation following successful completion of their comprehensive exams and the subsequent submission of a Doctoral Dissertation Proposal that is approved by their proposed Doctoral Dissertation Committee.

## **5. THE DEPARTMENT AS A COMMUNITY**

### **How the Department Functions**

The Department believes in the broadest possible participation by all members of this community. While there are many decisions made by faculty, students share in the responsibility for making many decisions that affect the Department. These include, for example: faculty hiring, lecture series, field trips, new course offerings, and course sequencing. The Department has a number of important meeting times that afford opportunities for student participation and interactions with faculty. These include all-department meetings at the beginning of fall, winter and spring academic terms, and on Wednesdays from 12:00-1:00 P.M. on an as-need basis.

### Review Week

During Week 10 of each regular academic term, Architecture and Landscape Architecture classes are cancelled so that studio classes and graduate projects, theses and dissertations can be scheduled for final reviews. This is an important tradition in the College because it gives all students and faculty the opportunity to view and discuss the design and planning work completed during the term.

### **Faculty Advising**

At the time a student is offered admission to the Ph.D. program, the department assigns a provisional Major Advisor. The designation of the provisional major advisor serves as a mutual understanding between the student and the department that there is sufficient goodness-of-fit between the scholarly goals and aspirations of a student and the skills, interests and availability of at least one faculty member who is willing to serve as their major advisor.

The major advisor serves as the student's primary source of advice and guidance on academic and departmental matters, including department and university requirements for graduation. The initial role of the major advisor is to help the student develop their program of study and research directions, select an outside area of specialization, become acquainted with faculty with relevant interests, and so forth. The Ph.D. Faculty Committee also serves as a second source of oversight for each Ph.D. student. At any point that a student feels another faculty member from the Department of Landscape Architecture would better serve as their major advisor, they may make that switch, contingent upon the agreement of that faculty member and the approval of the Department Head. The role of the provisional major advisor continues until the formal designation of the dissertation major advisor once the student has advanced to candidacy.

Which faculty member may ultimately best serve the role of the dissertation major advisor depends on the development of the student's proposed dissertation directions in relation to the skills and interests of individual faculty, the availability of individual faculty in relation to other obligations, and the person from whom the student feels they can learn the most over time.

While in many cases the provisional major advisor may continue as the student's dissertation major advisor, in others it may turn out that the most appropriate person for that role shifts as the student refines their dissertation ideas and gains experience working with individual faculty. If at any time a student has concerns about their working relationship with their major advisor, they should bring this up with the Ph.D. Program Coordinator, the Department Head, or another department faculty member.

The primary role of the student is to keep the major advisor informed about matters concerning the student's progress in the Department. This may include personal matters such as finances, health problems, etc. if these interfere with satisfactory progress in the Department. Advisors need to be informed about these matters so that they can act effectively as advocates for advisees should it be necessary, including if a student may need to take an official leave of absence (Appendix 8). The time spent with a faculty advisor is arranged by mutual agreement between the student and the advisor. The student is expected to take the initiative in arranging such meetings when needed. However the faculty advisor also may request meetings with the student. The student-faculty advisor relationship is viewed as confidential so that both parties can feel free to be honest and candid in their discussions.

Each academic year the student, in consultation with their major advisor, submits an annual progress report. The report will be used as part of a broader process to guide student progress and assess whether the student is making sufficient progress toward their degree. At the end of the process a copy of both the student's progress report and the Ph.D. Faculty Committee's progress evaluation will be placed in the student's departmental file. Once the student has been advanced to candidacy, the report content is expanded and the student's progress is assessed within the framework of an annual progress meeting with their Dissertation Committee. (*See Appendix 4 for detailed information on both the annual progress reports and annual progress meetings.*)

## **6. FINANCIAL ASSISTANCE**

### **a) General Funding**

For each incoming doctoral student, the department will provide a minimum of two academic years of graduate employment, which include tuition and fee waivers, stipend and health insurance contingent upon satisfactory progress in the program for every year following the first year in the program. Funding after the first year is contingent upon satisfactory progress in the program and, assuming the student successfully completes the Comprehensive Exams, typically continues through the fourth year. As a general rule, one-third of this support is dedicated to the student's development of his or her dissertation research and two-thirds to departmental service. Service may include co-teaching classes with the student's major advisor as well as the potential to teach independently conceived courses, subject to Department Head approval and departmental instructional needs. Students also have the opportunity to participate in ongoing faculty research and to provide other forms of service as defined by the Department Head in consultation with the student's major advisor. A student must be in residence to receive departmental Graduate Employee (GE, formerly GTF or Graduate Teaching Fellow) support.

The academic terms in which the graduate employment is dedicated to the student's research are timed to occur at particularly important points in the student's dissertation development.

Because many students undertake a Ph.D. as a precursor to an academic career, we believe it is important for doctoral students to build a teaching portfolio during their time in the Ph.D. program. Just as each Major Advisor works with their doctoral student to help them grow as a researcher, so too each Major Advisor, in consultation with the Department Head, works to tailor a series of teaching experiences for the Ph.D. student that increase in autonomy and instructional leadership as the student progresses towards completion of the Ph.D. degree. These teaching experiences are targeted toward curricular areas of interest to the student, and are typically aligned with their dissertation topic. This deepening of teaching expertise that proceeds from assistance to lead instructional responsibility over the duration of the Ph.D. program is the most common, though not the only, type of departmental service that our Ph.D. students regularly engage.

#### **b) Doctoral Development Funds**

Contingent upon the availability of funding (which may vary each year) additional funding for PhD students may occur as "Doctoral Development funds."

Students in the PhD program will be notified via email of the availability of the funds and deadline for application typically during the spring term of the year prior to the year the funds will be used. All Landscape Architecture Ph.D. students currently enrolled in the program may submit requests for doctoral development support. If not all funds are allocated during the first round of requests, further calls for proposals may be circulated at any time during the academic year. The submission of an application for Doctoral Development funds does not automatically ensure that the student will receive funding. The department reserves the right to select and prioritize applications, and to adjust the amount of funding available. Students are also encouraged to apply for other funding support within the College (see the College website for other sources of funds).

**The awarding of Doctoral Development funds is a competitive process.** Questions about appropriate uses or amounts may be directed to the Ph.D. Program Director or your major advisor. Examples of eligible uses are given below:

Awards will be made on four primary factors:

- Proposal quality: A clear and compelling articulation of the rationale for the request, the expected outcomes, and how it will benefit the student's academic and professional progress;
- The degree to which the proposed use(s) directly supports a student's doctoral development, including research support, dissertation completion, scholarly activities, or teaching experience, and its importance for those purposes;
- A carefully budgeted proposal with appropriate breakdown of projected costs;

- The equitable distribution of available funds among well-conceived requests.

As with any proposal review, those requests that show clear and careful thinking (and frugal budgeting) are more compelling. Particularly when students budget different amounts for the same or similar events or purposes, the committee adjust budget requests to create more equitable distribution.

Please submit an application by email to the Ph.D. Director that includes the following:

- 1) your name
- 2) a two-page description of the purpose of the request. Specifically address the first three criteria above.
- 3) a detailed line-item budget for all requests except academic year GEs in an Excel spreadsheet

Awards may include funding for:

- a) Travel that supports dissertation development, including presentations or attendance at conferences or workshops, performing field research, etc.
- b) Summer GE stipend for an LA Ph.D. student. Note that the maximum stipend of 0.49 FTE assumes the student will be working the entire summer term on their research. See UO Graduate School webpage for current GE salary rates under "GE Policies and Procedures".
- c) Materials, supplies and services to conduct research.
- d) Academic year GE support. This typically would be at the 0.3 FTE level. Note that all academic year GEs for students in their 5<sup>th</sup> year and beyond will include a service requirement, with an emphasis on independent teaching. You may include a proposal for teaching or other service in your request.
- e) A GE position (GE stipend + tuition, fees and insurance remission) that would be awarded to a qualified master's students during the academic year, or a summer stipend to perform work that supports one or more doctoral student's research -- and potentially one or more MLA projects as well.

## **7. UNIVERSITY, SCHOOL AND DEPARTMENT INFORMATION**

The University of Oregon, located in the scenic Willamette Valley, is a world-class research university that offers students a broad array of resources. The university serves its students and the people of Oregon, the nation, and the world through the creation and application of knowledge in the liberal arts, the natural and social sciences, and the professions. Oregon is a recognized leader in environmental innovation. From public sector actions that protect public beach access, to state land use planning programs, to urban growth management and design, to watershed councils, Oregon's experience in addressing land conservation and development provide compelling learning opportunities. The university reflects these concerns through the environmental emphasis of many of its programs and a variety of other initiatives.

The Department of Landscape Architecture is part of the College of Design, which also includes programs in Architecture; Planning, Public Policy and Management; Art; History of Art and Architecture; Historic Preservation; Interior Architecture; Arts and Administration; and Product Design. In addition to facilities on the UO campus in Eugene, the College has an educational facility through which it offers programs and research opportunities in Portland, Oregon, one of the nation's most highly regarded livable cities. The College also conducts educational activities in two other settings, one urban and one rural, in which it owns and manages properties under endowments that honor the legacy of John Yeon, a Pacific Northwest architect, designer and environmentalist. Landscape Architecture also maintains close ties with UO programs outside the College, such as Environmental Studies, Geography, and Biology, as well as related programs at Portland State and Oregon State Universities that provide additional educational opportunities.

Landscape architecture, by its nature and the way it is taught at the University of Oregon, is an integrative professional discipline. The modes of inquiry and expression for scholarship and creative works are diverse. They range from creative and artistic expression, to historical perspectives, to the development and publication of quantitative research and its application to landscape design and planning. The department's emphasis on synthetic team-based project development also prepares new professionals for leadership in the interdisciplinary settings that are increasingly required to address complex socio-environmental issues.

In addition to the Ph.D. program, we also offer accredited Bachelor of Landscape Architecture (B.L.A.) and Master of Landscape Architecture (M.L.A.) degrees. At the present time, there are approximately 140 students in the department and roughly half of these are graduate students. The combination of degree programs, students and faculty offers rich opportunities for learning and teaching at all program levels.

# Appendices

- Appendix 1. Typical Course Sequence
- Appendix 2. Program Flowchart and Checkpoints
- Appendix 3. Goals for the First Year
- Appendix 4. Annual Progress Reports and Meetings
- Appendix 5. Comprehensive Examinations and Dissertation Prospectus
- Appendix 6. Timelines and Procedures Following Advancement to Candidacy
- Appendix 7. Dissertation Proposal and Dissertation Guidelines
- Appendix 8. Policy on Leaves of Absence
- Appendix 9. University Requirements

## Appendix 1

### Typical Course Sequence for Ph.D. in Landscape Architecture

A Ph.D. in Landscape Architecture at the University of Oregon requires a minimum of three years of full-time graduate work, including one year of residency. Depending on their background and their research goals, students can expect to complete their degree in 3-6 years, with the expected norm being five years. The table shows the expected timelines and sequence for fulfilling the minimum program of study requirements. Students may take further courses or credits as desired, or as needed to meet fulltime status requirements. In the first year, Ph.D. students must take a minimum of 9 graduate credits per term in the Department of Landscape Architecture to fulfill residency requirements. The exact sequence of courses and number of credit hours taken will depend on the student's academic background, program of study and course availability, as noted below.

	Fall	Winter	Spring
Year One	LA Electives/Foundation Courses (9-16) <sup>5</sup> LA 617 Design/Planning Theory (4)*	LA 620 Research Foundations (4) LA 601 Research (3) <sup>1</sup> Electives/Foundation Courses (4-8) <i>LA 617 Design/Planning Theory (4)*</i>	LA 621 Adv. Research Methods (4) LA 601 Research (3) Electives/Foundation Courses (4-8)
Year Two	LA 605 Reading&Conference (2) <sup>3</sup> Electives (4-8) Analytics Courses (4-8) <i>Dissertation Prospectus Abstract due</i>	Electives (4-8) Analytics Courses (4-8) <i>LA 605 Reading&amp;Conf. (2-6)<sup>3</sup></i> <i>Dissertation Prospectus due</i>	<i>LA 605 (2-8)</i> Comprehensive Exams <i>ADVANCE TO CANDIDACY</i>
Year Three	LA 603 Dissertation (6) <i>Submit &amp; Present Dissertation Proposal</i>	LA 603 Dissertation (6)	LA 603 Dissertation (6)
Year Four	LA 603 Dissertation as needed	LA 603 Dissertation as needed	603 Dissertation as needed
Year Five	LA 603 Dissertation as needed	LA 603 Dissertation as needed	603 Dissertation as needed
Year Six	LA 603 Dissertation as needed	LA 603 Dissertation as needed	603 Dissertation as needed

<sup>1</sup> A minimum of six LA 601 credits should be arranged with individual faculty members over one or more terms during the first year. They are shown in the fall and winter for illustration only.

<sup>2</sup> Students entering without a research-oriented MLA will take up to 18 credit hours in foundation courses in their first year as described earlier in this document. These students would most likely fulfill the bulk of their concentration electives in the second year of their program.

<sup>3</sup> Typically taken with the major advisor in fall and/or winter terms of the student's 2<sup>nd</sup> year to assist in developing the Dissertation Prospectus for submittal by week 5 of winter term to their Comprehensive Exam Committee.

<sup>4</sup> LA 605 Reading and Conference is optional in W & Sp of Year 2, but may be taken with the major advisor as part of Dissertation Prospectus development and preparation for Comprehensive Exams.

<sup>5</sup> All Landscape Architecture Ph.D. students must enroll for a minimum of 9 graduate-level Land Arch (LA 5 or 6XX) credits during each term (Fall, Winter and Spring) of their first, residency year.

\* May be offered year one or two, in Fall or Winter terms (please check).

## **Appendix 2**

### **Landscape Architecture Ph.D. Flowchart and Checkpoints**

ADMISSION



COURSEWORK

Complete all course requirements, both inside and outside Department based on the student's individualized Program of Study. This typically happens during the first two years of Ph.D. study. Common core requirements are taken principally in the first three terms of Ph.D. study.



SELECT COMPREHENSIVE EXAM COMMITTEE AND TAKE WRITTEN  
AND ORAL EXAMS

Exams include questions related to the student's area of specialization and their Dissertation Prospectus, as well as core knowledge of landscape architecture. Students typically complete this step in spring term of their second year.



ADVANCE TO CANDIDACY

Students advance to candidacy after successfully completing their Comprehensive Exams. Following advancement to candidacy, students focus on their dissertation research.



SELECT DISSERTATION COMMITTEE AND  
FINALIZE DISSERTATION PROPOSAL

Students are expected to formally select a Dissertation Committee and to submit a Dissertation Proposal during the term following passage of the comprehensive exams, and must submit the proposal within three regular terms of the exams. Dissertation proposals must be approved in writing by all Dissertation Committee members following a public presentation of the proposal.



DISSERTATION RESEARCH AND WRITING

Researching and writing the dissertation takes a minimum of a calendar year, and usually substantially longer. Students register for LA 603 when doing this work.



DISSERTATION DEFENSE

Students complete this step the term they graduate. They must register for three credits of LA 603 during the final term.



DIPLOMA

## **Appendix 3**

### **Goals for the First Year**

Although you may have just arrived at the University of Oregon, it is important to begin planning your doctoral program thoughtfully and carefully from the start. Paying close attention to the following steps during your first year will help you complete your degree in a reasonable amount of time and with maximum success.

1. Plan your 1<sup>st</sup> year coursework carefully so that you can complete your required Program of Study by the end of the second year if possible. This means working with your major advisor and other faculty with whom you wish to consult to identify potential courses in each of the required program areas. You then need to determine the academic term and time each course is offered and whether it is available on a yearly, every other year, or irregular basis. In particular, check to see if each course is offered in the year that you wish to take it. Figure out course schedule conflicts in advance in case you need to take one course in your first year and another in your second. Determine if there are course prerequisites and how you will meet them. Talk to the course instructor to find out if the course content is really what you want, what background you should have, and so forth. Your proposed Program of Study must be submitted to the Ph.D. Faculty Committee no later than week 5 of spring term of your first year and should take into account these needs for the sequence and timing of courses to the extent possible.
2. Explore and develop your dissertation research interests. A doctoral degree is not earned simply through coursework, but uses coursework as a foundation to advanced scholarship, which culminates in your dissertation. The research and theory sequence of LA 617, LA 620, LA 621 and LA 601 is designed to help you progress toward submittal of your dissertation prospectus in winter term of your second year. Research, and your dissertation, require self-directed focus that includes significant preparation and self-study outside of your courses.
3. Explore or develop analytical techniques relevant to your intended research topic if you have not had prior coursework in these areas. For some analytical areas you may need to take beginning and advanced courses in the same subject area, which will require careful course planning.
4. Pay careful attention to departmental and university requirements as described in this handbook and the Graduate School webpage, and consult frequently with your major advisor.
5. Goals for the second and subsequent years should be developed with the major advisor.

## Appendix 4 Annual Progress Reports and Meetings

Each academic year the student, in consultation with their major advisor, submits an annual progress report, which is used by the Department to assess and guide student progress. In addition to submitting the report, the student gives a presentation to the Ph.D. Faculty Committee updating their progress with a focus on coursework and the state of their research. The presentation is typically scheduled for **Thursday or Friday of Review Week** of Spring term. The content of the report, and means of evaluating progress, change substantially once a student advances to candidacy, as described below.

### **1.PROGRESS REPORT**

**(for students who have not yet advanced to candidacy and established a dissertation committee)**

*Doctoral students who have not yet advanced to candidacy, as well as those who have advanced to candidacy but not yet submitted an accepted Dissertation Proposal and established a Dissertation Committee, should use the following annual progress report guidelines.*

The student's self-evaluation report should be submitted to the Ph.D. Faculty Committee by the major advisor no later than week 5 of spring term. The report should include a brief summary of the student's goals, as applicable, for the year's coursework, research and teaching, the ways in which they were addressed, and extent to which they were fulfilled, as well as their comparable goals for the following year. Toward this end, the report should include: a) a list of all courses taken to date during the doctoral program on a term-by-term basis including grades received, and a calendar for completing the remainder of their Ph.D. Program of Study; b) A list of this year's teaching or research appointments (GEs) presented on a term-by-term basis. For GE research appointments, the report should include a brief description of the work performed and the outcomes achieved. The student's major advisor should likewise prepare their own assessment of the student's progress and submit it along with the student's self-evaluation to the Ph.D. Faculty Committee by week 6 of spring term so that committee members can review all reports prior to the Annual Progress Report meeting.

**The student's progress report is discussed at the Ph.D. Faculty Progress Report meeting on Thursday or Friday of Review Week in Spring term, at a meeting scheduled by the Ph.D. Director. Students are expected to be on campus for this meeting. No exceptions. Each Ph.D. student who has not yet formed a dissertation committee will present a brief Progress Report of their work in the program, inclusive of coursework and doctoral research.**

The student's presentation is followed by 10-15 minutes Q&A during which the faculty may ask questions or request clarifications. After this, the major advisor will make any recommendations or describe required remediative actions for the student. These recommendations, later placed in each student's file, are attached to the official progress evaluation prepared by the major advisor

and approved by the Ph.D. Committee, with special attention to academic strengths, weaknesses and appropriate remedies. The major advisor's progress evaluation must include a recommendation of whether the student has or has not made sufficient progress toward their degree in terms of a) adequate progress in coursework to fulfill degree requirements, b) development of dissertation interests, and c) service and research applications of GEs. This Progress Report is added to the student file and serves as official evidence of the student's satisfactory/unsatisfactory progress in the program.

At the end-of-term department faculty meeting, the Ph.D. Program Director presents a summary of each student's progress to the entire department faculty, and solicits feedback from them concerning each student's performance. Based on this discussion, the Department Head makes a decision on whether to accept or alter the recommendation of the Ph.D. Faculty Committee. A copy of both the student's progress report and the Ph.D. faculty's progress evaluation is then placed in the student's file by their Major Advisor. See "Assessment of Satisfactory Progress Toward the Degree" below for specific criteria and potential outcomes.

### **After Advancement to Candidacy and Establishment of a Dissertation Committee**

Following the student's advancement to candidacy, the establishment of a Dissertation Committee, and the formal acceptance of a Dissertation Proposal, the content of the student's annual progress report is expanded as described below and the student's progress is assessed within the framework of an annual progress meeting with their Dissertation Committee. Other committee meetings may be held during the year, but one meeting must be designated to formally evaluate the student's progress. The purposes of the annual progress meeting are to ensure that: 1) the committee is fully informed of the student's progress to date and plans for the coming year; 2) the committee members share their thoughts on the student's progress and plans, and give the student consistent and mutually compatible guidance; and 3) the student is making appropriate progress toward their degree.

### Scheduling the Annual Progress Meeting

The student, in consultation with their major advisor, is responsible for scheduling a two-hour annual progress meeting that can be attended by all Dissertation Committee members. It should occur between week 5 of winter term and week 5 of spring term of each year after advancement to candidacy. If a committee member is on sabbatical or unavailable for an extended period (i.e., one month or longer), your major advisor may choose to hold the meeting without her or him. In this case, you should send your statement of coursework and research progress to the absent member in advance, so that she/he can provide written input to you and the other committee members. You should plan your progress meeting well in advance to avoid conflicts with shorter absences of committee members. To avoid the absence of a committee member, the meeting may be held earlier, or (rarely) later. You usually are not expected to hold an annual progress meeting if you are within a term of completing your dissertation. Students planning to be on

leave during the time period for annual progress meetings should consult with their major advisor to schedule a progress meeting to occur before they go on leave.

### Preparation for the Meeting

Each student should prepare a short progress report and submit it to committee members no later than one week prior to the scheduled annual progress meeting. The report will generally be 5-7 single-spaced pages in length and should include:

- a) A list of all courses taken to date during the doctoral program on a term-by-term basis, including grades received, and a calendar for completing the remainder of their approved Ph.D. Program of Study coursework, or any other courses.
- b) A list of the year's teaching or research appointments (GEs) presented on a term-by-term basis. For GE research appointments, the report should include a brief description of the work performed and the outcomes achieved.
- c) A summary of the past year's research activities, including any publications or research presentations, the status of each component of the dissertation, and key issues or questions for discussion at the meeting.
- d) Planned research for the coming year.
- e) A proposed table of contents for the dissertation with chapter titles and a timetable for completion of the dissertation.

Items c, d and e are especially important, and will form the bulk of most progress reports. This portion of the report should contain a clear and concise statement of the research question(s) that is(are) being addressed, a description of the mode of inquiry and methodological approach(es) being applied, a summary of results obtained to date, and a statement of how these results bear on the question(s) posed.

### Meeting Procedures

The Dissertation Committee chair (typically the major advisor) is responsible for running the meeting. Once the student and committee have assembled, *the student makes a short (15 minute) presentation* of their progress over the past year. A visual presentation (e.g., Powerpoint) that covers the key components of the dissertation, progress to date, future plans, and key issues or questions for discussion is recommended. Following the presentation, the committee will continue to discuss the student's progress and plans until they are satisfied that all key issues have been adequately covered. At the end of the meeting, the student may be asked to step out of the room briefly so that the committee may discuss its recommendations for whether the student is making satisfactory progress toward their degree. In this event, the student will then be asked to return to the room to be informed of the decision. The student should leave the meeting with clear priorities for the next year – this will make their work more productive and relations with their committee more positive.

### Outcome of the Meeting

The Dissertation Committee chair (typically the Major Advisor) will include a verbal report (that has been approved by all committee members in which they recommend whether the student is making satisfactory progress toward their Ph.D. degree) at the annual progress meeting to the Ph.D. Committee. Evaluation of progress should be based on the student's progress report and on the oral presentation at the meeting. The student's progress report, the report of the committee chair, and the committee's recommendation, will be placed in the student's file and will be discussed at the end-of-the-year department faculty meeting prior to a decision by the Department Head as described above. See "Assessment of Satisfactory Progress Toward the Degree" for specific criteria and potential outcomes.

### **Assessment of Satisfactory Progress Toward the Degree**

Doctoral students are expected to engage their coursework and scholarship at the highest cognitive, emotional and professional levels that reflect their position as the most experienced and advanced students in the department, and to make comparable contributions to the department and field through these and other activities. *To this end, satisfactory progress for Landscape Architecture Ph.D. students will be evaluated based on the following criteria:*

### Completion of Program of Study

- Program of Study approved by the Ph.D. Faculty Committee by the end of spring term of the student's first year in the program
- Courses completed as scheduled in Program of Study
- Successful completion of each course, a pattern of successful achievement across all program of study courses, and excellence in courses of greatest relevance to the student's intended area of research

### Preparation for Comprehensive Exams and Dissertation Research

- On-track for taking comp exams in the second year or no later than the third year
- Demonstration of a level of scholarship necessary to likely pass comp exams
- Steady and appropriate progress in developing a well-conceived research topic and the skills necessary for successful completion
- Careful and critical use of departmental research GEs as demonstrated through appropriate development and execution of independent products and activities

### Contributions to Landscape Architecture and to the UO LA Department's programs

- Contributions to the department through meaningful and impactful performance in service GEs

- Significant contributions, as part of normal activities as a Ph.D. student, to the department in the classroom, studio reviews, seminars, public presentations, or other departmental or professional activities that advance the life and learning of the department or field in terms of design ideas, conversation, research and scholarship

#### Other Criteria

- Timely correction or remediation of previously noted weaknesses from past Annual Progress Reports
- Demonstration of high aspirations for, and growing achievements in, analytic/synthetic abilities and honesty in all work.

Failure of the student to present an annual progress report and meet other requirements specified above, and to receive departmental approval of sufficient progress toward the degree will be viewed as evidence of insufficient progress and may mean that the student is ineligible for continued support from university sources in the following academic year. Failure to remedy deficiencies described in a report of unsatisfactory progress within the specified timelines may be grounds for dismissal from the program.

Sometimes a student may need to take a leave of absence to attend to personal matters that affect their ability to pursue their studies. Leaves of absence necessarily affect a student's progress, and may influence the student's prospects for future departmental financial support. It is essential that a student discuss such issues with their Major Advisor or the Ph.D. Program Director as soon as possible and that they understand both the procedures and consequences of taking a leave of absence (Appendix 8).

## **Appendix 5**

### **Comprehensive Examinations and Dissertation Prospectus**

The Department of Landscape Architecture views the Comprehensive Examinations as an opportunity for the student to demonstrate that they (1) can formulate concise, focused answers using well-conceived arguments and critical thinking, (2) have competency in general knowledge of the field, breadth across the discipline, and core knowledge in their chosen topic area, (3) are aware of major theoretical and methodological issues in their major research and teaching areas, (4) have a sense of where those theories and methods stand in relation to major themes in contemporary scholarship, and, (5) can craft a clear and focused Doctoral Dissertation Prospectus that delimits a well-conceived problem statement and associated researchable question(s), and is suitably grounded in the relevant literature.

The goal of the comprehensive exam process is achieved not so much when someone passes their exams, but when someone "knows the field." Successful preparation for the comprehensive exams should enable you to identify potential questions for a dissertation, have an understanding of available theories and cases for answering that question, and have a sense of compelling and convincing arguments in the field. Answers to comprehensive exam questions should not be simple literature reviews. Instead you should develop a point-of-view or perspective in your answers that is articulated in the context of the relevant literature.

#### **The Comprehensive Examination Process**

Students must have completed their required Program of Study coursework by the time they finish the Comprehensive Examinations, and should work with their major advisor to ensure this will occur. For many students, the comprehensive exams will be taken in spring term of the student's second year in the doctoral program. The specific schedule and procedures described below are based on this timeframe. Students wishing to take their exams at another time must develop an equivalent timeline in consultation with their major advisor and submit it to the Landscape Architecture Ph.D. Faculty Committee for approval.

For students intending to complete the comprehensive exams in their second year, the process leading to the exams, and subsequently to the adoption of a dissertation proposal and committee, formally begins during fall term of the second year. At that time, the student, in consultation with their major advisor, nominates an Examination Committee, which must be approved by the Ph.D. Faculty Committee. The Examination Committee will consist of a minimum of three faculty members, two from landscape architecture (one of whom is the major advisor) and one from an outside department or program, who will jointly administer both the written and oral exams. To the extent feasible, students should include on the Examination Committee faculty whom they wish to serve on their Dissertation Committee. The list of nominated faculty must be submitted in writing to the Ph.D. Program Coordinator by Monday of week 10 of fall term.

During winter term, the student develops a Dissertation Prospectus (see *Requirements for a Landscape Architecture Doctoral Dissertation Prospectus*, below) in consultation with their major advisor and others that the student wishes to consult. To ensure that the topic is appropriate, the student must also submit by Monday of week 10 of fall term a provisional

dissertation title and one-page abstract to their major advisor for approval. The abstract should include a focused description of their topic of interest, a preliminary problem statement, and an anticipated mode of inquiry or general methodological approach. Once the topic is approved by the major advisor (in writing or by email), the student proceeds toward completion of the prospectus. The prospectus must be submitted to the major advisor no later than the end of week 5 of winter term for distribution to the Examination Committee.

Following receipt of the Dissertation Prospectus, the Examination Committee will prepare for the student a written comprehensive exam, which will be given to the student the first week of spring term. The committee will specify four questions to be answered by the student. They may choose to use, modify, or not to use the two questions submitted by the student as part of their dissertation prospectus. In general, two of the exam questions will be directly related to the student's prospectus and two others will be more broadly directed to knowledge in the field of landscape architecture. The questions directed toward the student's prospectus may address (a) important theoretical or conceptual issues, (b) methodological knowledge and application, and (c) synthetic themes examining the relation of the student's dissertation topic to other areas of landscape architecture, or to an outside supporting field. The other questions should include issues of theory and methodology that demonstrate breadth and depth of understanding in the field. They may require answers that address relevant disciplinary areas of landscape architecture, cut across the different areas of landscape architecture, or that address connections with related disciplines. However, these questions (and their answers) must include issues that fall substantially outside the student's dissertation topic.

Students will have four calendar weeks from the day they are given the questions to develop and submit answers to the written examination. This will be done "open book" with access to all relevant literature, as well as library and internet resources, that the student may need to develop thorough answers. However, the answers must, in their entirety, be original work by the student. In other words, the work must be completely the student's own. Failure to comply with this condition may result in failure of the examinations and dismissal from the program. The committee may specify the required maximum length for answers to different questions, but otherwise the length for any answer should not exceed ten double-spaced pages of text. All answers should incorporate citations to published works, and should be accompanied by a Literature Cited section, which is not counted towards the page limit. Maps, figures, tables, and illustrations should be included where appropriate and also do not count toward the page limit. The committee may make special allowances for non-native speakers or individuals with disabilities, especially with regard to time allotted for completion of the written exams.

When the written part of the exam is completed and has been read by the committee members, the student will be given an oral exam during which they respond to questions posed by the committee members. The oral exam will consist primarily of further exploration of the questions and answers in the written part of the exam, as well as other issues related to the dissertation prospectus. It normally will take place in week 7 of spring term and typically will take two to three hours. The student may be asked to discuss the general character of their written exam or prospectus, clarify or amplify points they made, justify the approach they took, address relevant issues they did not include in their answers, or respond to arguments that oppose the positions they adopted.

After the oral exam, the committee will meet in closed session to evaluate the student's performance on all three parts of the Comprehensive Examinations: the prospectus, the written exams and the oral exam. There are three possible outcomes of the committee's deliberations: pass, fail, and revise. In the latter case, specific points brought up by the Examination Committee must be addressed in writing within a set amount of time determined by the committee. At the end of the rewrite period, the committee will review the revised answers and will decide whether or not a second oral exam is necessary. If the rewrite is not completed prior to the end of spring term, or if a second oral exam is required, the decision on the exam outcome will not be made until fall term, when all committee members are again available. If the committee is not satisfied with the revised answers following a second oral exam, the student will be failed. Even if they pass the exam, the committee may determine that there are some deficiencies that need to be addressed by additional coursework or reading. Under these circumstances, advancement to candidacy will be delayed until the additional requirement has been met.

If the student fails the exam, it is likely that the Examination Committee will recommend the student leave the program. However, under some circumstances, such as when a student's work in the department outside the exams has been exceptional, the committee may recommend that the student retake the examinations within a timeframe set by the committee. A student who fails the Comprehensive Examinations may be eligible to switch to another degree program in the department upon the recommendation of the Ph.D. Faculty Committee.

### **Requirements for the Doctoral Dissertation Prospectus**

The Doctoral Dissertation is a project of the highest academic standard presenting independent work that contributes explicitly to the development and testing of theory in Landscape Architecture as well as to the overall body of knowledge in the field. The focal topic of the dissertation may be selected from a wide range of issues, but should be considered carefully and in consultation with faculty during a student's first years in the Ph.D. program. To facilitate this choice the Ph.D. curriculum requires a sequence of increasingly detailed descriptions of a student's dissertation intentions. For students planning to take their Comprehensive Examinations in their second year in the Ph.D. program, the first of these is a 1-page Prospectus Abstract submitted in late fall term of the student's second year in the Ph.D. program, followed by the Dissertation Prospectus, a 10-15 page document submitted in winter term. Following successful completion of the comprehensive exams, the Dissertation Proposal is then typically submitted in fall term of the student's third year. The remainder of this section describes the purposes, expectations and uses of the dissertation prospectus and lists a Table of Contents for a successful one.

### **Purposes, Expectations and Uses of the Dissertation Prospectus**

The dissertation prospectus is intended first and foremost to further the student's progress in conceiving, delimiting and focusing their evolving dissertation ideas. Prior to preparing a prospectus, the student will have completed five doctoral program common core courses in theory, research and investigation, received approval of their planned program of study and

completed a substantial body of their Ph.D. coursework, and nominated a three-member Comprehensive Exam Committee. The dissertation prospectus is also a way for the student to inform their Comprehensive Exam Committee of the general direction of their dissertation intentions so that Exam questions may be best formulated to serve those ends. Finally, the dissertation prospectus serves the student as a conceptual and organizational stepping-stone to the full Dissertation Proposal.

Doctoral students need time to choose a dissertation topic. Once a topic is chosen, they need even more time to specify, in the Dissertation Proposal, what will be involved in carrying out the work involved in the dissertation, and then still more time to conduct the work, write the final dissertation and prepare the oral presentation that summarizes and defends it. The dissertation prospectus serves the student by providing a preliminary characterization of their thinking about the dissertation relatively early in this sequence.

What follows is an outline of the minimum contents of the Dissertation Prospectus. Students may choose to elaborate on this, but all items listed should be included. Also note that special attention will be paid to the conceptual and operational linkages among items 1-4 in the submitted prospectus.

#### Dissertation Prospectus Contents

- 1) A clear, focused description of your topic of interest with a brief summary of the key theoretical foundations of seminal work on the topic, cited appropriately (4-5 pp.)
- 2) A preliminary statement of the problem your project will address within this larger topic and the researchable question(s) it will answer in doing so. (1-2 pp.)
- 3) A summary description with useful figures of relevant methodological approaches you are considering, including the opportunities and constraints each is likely to impose on your dissertation progress. (3-5 pp.)
- 4) An annotated summary bibliography of additional relevant work on the chosen topic and problem statement that was not referenced in items 1-3 above. (2-3 pp.)
- 5) A list of potential Dissertation Committee members and the term you plan to complete and defend the dissertation. The Dissertation Committee is comprised of four people, three from Landscape Architecture and one from outside the department whose expertise relates to the student's focal area. The chair of the Dissertation Committee must be a member of the Landscape Architecture Department's Ph.D. Faculty Committee.
- 6) Two questions for potential use in your written comprehensive exam.
- 7) A proposed date and time for your Oral Exam in week 8 of spring term, and a list of all other times you are available during that week.

#### Submittal process and timing

As described above, students intending to take their comprehensive exams in spring term of their second year in the Ph.D. program are required to submit a 1-page abstract of the prospectus by Monday of week 10 of the fall term of their second year to their major advisor for approval. This

abstract is a step-along-the-way to the dissertation prospectus. The abstract will briefly address the topic of interest, a preliminary problem statement and anticipated mode of inquiry. Students are encouraged to submit in-progress drafts of the abstract, and later the prospectus to their major advisor for comment. Once the dissertation prospectus is finalized, the student should submit electronic and hard copies of it to their major advisor who will then circulate it to the full Ph.D. Faculty Committee and the student's Comprehensive Exam Committee for review. The final dissertation prospectus should be submitted no later than the end of week 5 of winter term, or as determined in consultation with the student's major advisor based on the student's progress.

### **Detailed Comprehensive Examinations Timelines**

The example schedule below shows the timelines for a student who plans to take their Comprehensive Examinations in spring term of their second year in the doctoral program. The department employs these timelines to help the process go as smoothly as possible.

#### ***Fall Term (2nd year in Ph.D. Program)***

##### By Monday of week 10

- 1) The student, in consultation with their major advisor, nominates an Examination Committee, and submits this list to the Ph.D. Program Coordinator in writing for approval by the Landscape Architecture Ph.D. Faculty Committee. If there are more than two landscape architecture faculty members on the committee, the student should also indicate which one, other than the major advisor, they prefer to chair the exam. The Ph.D. Faculty Committee will review the list and accept it or request changes within five working days. The Ph.D. Program Coordinator will then send a formal request to each proposed committee member, including a description of the comprehensive exam process, and a proposed meeting time for the first Exam Committee meeting during week 7 of winter term.
- 2) The student submits a Prospectus Abstract to their major advisor for approval. The major advisor will send a memo to the student and to the Ph.D. Program Coordinator within one week to the effect that they recommend:
  - a) Abstract Approved: The abstract suggests that a good proposal can be developed in this area.
  - b) Modify Approach: The abstract suggests that you can present a proposal in this area; however, you may wish to consider the following comments (these will be spelled out).
  - c) Revise Abstract: The abstract suggests that a high quality proposal would be difficult to develop. You should develop a new proposal topic or a new approach to the same topic.

#### ***Winter Term***

##### Preparing for the Comprehensive Examinations

Most students will devote significant time to preparing for the comprehensive exams prior to actually taking them in spring term. It is recommended that students register for LA 605 Reading and Conference with their major advisor and meet with faculty who will serve on their

Comprehensive Exam Committee. During the preparation period, students should consult the examination committee members for appropriate readings, and read the literature strategically and critically. Students also may wish to consult faculty regarding strategies to help them prepare for the exams, especially in light of the directions implied in their dissertation prospectus. Students may seek faculty input on the examination questions they propose in their prospectus — their scope, content, and form — prior to commencement of the exams, but the responsibility for producing the final draft of the questions is the student's alone.

### ***Week 5***

Student submits electronic and hard copy of dissertation prospectus by the end of week 5 to their major advisor who circulates it to the full Ph.D. Faculty Committee and the student's Comprehensive Exam Committee for review. Ph.D. Committee faculty who are not on the Examination Committee and who wish to submit comments on the prospectus to the Exam Committee must do so in writing to the Ph.D. Program Coordinator prior to the first Exam Committee meeting in week 7.

### ***Week 7***

Examination Committee meets to review prospectus and determine exam questions, and to review exam procedures and timelines, including the date and time for the oral exams.

## **Spring Term**

### ***Week 1***

Student is given examination questions on Monday and has four calendar weeks to submit their answers.

### ***Week 5***

Student submits an electronic and hard copy of their exam questions and answers as a single document to the Exam Committee chair by Monday 5:00 PM for distribution to the committee.

### ***Week 7***

Student meets with Examination Committee for oral exams. Following the question and answer period, the Committee meets in closed session to evaluate the student's performance on the entire Comprehensive Examinations (prospectus, written exam, oral exam). Once they have reached a decision, the student is invited back to the room to be informed of the outcome. The Exam Committee chair must submit a formal decision in writing to the student and the Ph.D. Program Coordinator within one calendar week, including any specifications for revisions, additional readings or coursework.

## **Following Successful Completion of the Comprehensive Examinations**

You will be Advanced to Candidacy when you successfully complete your comprehensive exams. At that point you should meet with the Landscape Architecture Office Coordinator to a) provide a copy of your written questions and answers for your student file, and b) prepare the forms required by the university for the advancement to candidacy. Within two weeks of passing

the examinations, the home department and the student must submit a report to the Dean of the Graduate School recommending advancement to candidacy. You and your major advisor should ensure through the Landscape Architecture Office Coordinator that the necessary paperwork is completed. Advancement typically takes effect in the first regular academic term following completion of the comprehensive examinations. You must be registered for at least one credit at the University of Oregon in the term in which you advance. (*Details on the timelines and procedures following advancement to candidacy are provided in Appendix 6.*)

***Students and their major advisors are responsible for ensuring that the following steps are taken to complete Advancement to Candidacy:***

### **Advancement to Candidacy Procedures**

Each of the following sequence of steps must be taken to advance a doctoral student to candidacy. It is essential to complete these steps quickly, both so that the student is appropriately advanced, and because advancement also raises them to a GE III level, with its increased GE stipend.

#### Comprehensive Examination Chair

Following completion of the written and oral Comprehensive Exams, the Exam Committee Chair notifies the Ph.D. Faculty Committee (including the major advisor and Ph.D. Program Director), the LA Dept. Head, the LA Office Coordinator and the Ph.D. student that the student has passed the Comprehensive Examinations and met all requirements for Advancement to Candidacy.

#### Major Advisor

The Major Advisor then emails the following information to the LA Office Coordinator and copies the Ph.D. Program Director:

Students Name:  
Date of Written Exam:  
Date of Oral Exam:  
Date of Research Tool completion\*:

Major Advisor:  
Written Exam Committee:  
Oral Exam Committee:  
Research Tool approver\*:

\*The research tool requirement is the successful completion of the required research sequence (LA 601 Research, LA 620 Landscape Research I , and LA 621 Landscape Research II). The approver is the student's Major Advisor.

#### LA Office Coordinator

- The LA Office Coordinator logs onto Gradweb

- Under the advancement module, click on "advancements in progress"
- Then click "To start the process of advancement click here"
- Enter student's ID that brings up the form to be completed
- Fills in and submits the following:

Date of Written Exam:

Date of Oral Exam:

Date of Language or Research Tool:

Name of major advisor:

#### Doctoral Student, Major Advisor, Office Coordinator, and Dept. Head

- The student will then automatically receive an email to fill in details about previous degrees and address. Once they complete that step,
- An email is sent to the major advisor to review and respond by going online to Gradweb. Once they submit their approval,
- The LA Office Coordinator receives an email for finalization, and must say who was on committee for oral and written exams and the research tool.
- They are then prompted to print out copy of final advancement form for Dept. Head signature, which is then Faxed to the Graduate School.

#### Office Coordinator

As soon as a doctoral student is advanced to Candidacy, the LA Office Coordinator should submit a PRF (payroll request form) and amended contract to the Graduate School specifying that they are advancing to GE III with the accompanying increase in stipend.

#### Major Advisor

The Major Advisor should check the student's file to ensure that the completion of the Comprehensive Exams and Advancement to Candidacy are duly recorded and noted in the appropriate department forms in the student's file and that the advancement has been entered by the Graduate School.

### **Guidelines for Readers/Editors of Written Comprehensive Examinations for Landscape Architecture Ph.D. Students who are Non-Native English Speakers**

The Written and Oral Comprehensive Examinations are the process through which a doctoral student demonstrates sufficient knowledge of the field and their proposed area of research that they are "advanced to candidacy" in the eyes of the department and the University of Oregon. Advancement to Candidacy signifies that the final degree requirement the student faces is the successful completion of their doctoral dissertation.

Inasmuch as the Comprehensive Examination process is first and foremost intended to further a student's readiness to commence their dissertation, the Department of Landscape Architecture Faculty recommend that any Ph.D. student for whom English is not their native language make

arrangements with a native English speaker to help the student edit their written answers to Comprehensive Examination questions for clarity of intent and meaning. Such assistance should in no way detract from the sole original authorship of the Ph.D. student's answers to the Comprehensive Exam questions, but should serve to express the student's answers in the clearest possible English writing.

To this end, the reader, and any editing they suggest, should focus on such issues as clarity of expression, the identification of passages that need further revision, and what those revisions might be to improve the student's expression of their ideas. This includes the organization of the answer, paragraph and sentence structure, and grammar and syntax. There should be no editing for intellectual content. This is particularly true if the reader comes for Landscape Architecture or an allied field where it might be natural to make suggestions or comments on the ideas themselves in addition to the language and organization of the doctoral student's writing. Rather, the assistance should be directed toward and limited to helping the student express their own thoughts more clearly and cogently.

The importance of this distinction between editing for writing and editing for ideas is expressed in the following excerpt from the Landscape Architecture Ph.D. Handbook. If a reader or the doctoral student has any questions about where this boundary lies, they should consult with the Chair of the student's Comprehensive Examination Committee or the Director of the Landscape Architecture Ph.D. Program:

*"Students will have four calendar weeks from the day they are given the questions to develop and submit answers to the written examination. This will be done "open book" with access to all relevant literature, as well as library and internet resources, that the student may need to develop thorough answers. However, the answers must, in their entirety, be original work by the student. In other words, the work must be completely the student's own. Failure to comply with this condition may result in failure of the examinations and dismissal from the program."*

## **Appendix 6**

### **Timelines and Procedures Following Advancement to Candidacy**

After advancement to candidacy, a doctoral student's primary focus becomes the specification, development and completion of their dissertation. Appointment of the Dissertation Committee, acceptance of the dissertation proposal, completion of required dissertation credits (LA 603), and completion and defense of the dissertation all occur after advancement to candidacy.

#### **Dissertation Committee**

The student's first steps upon advancement to candidacy are normally to revise their prospectus into a draft Dissertation Proposal by incorporating feedback received during their Comprehensive Exams, provide a copy to prospective Dissertation Committee members as a step toward receiving their provisional agreement to serve on the committee, and, once such agreements are received, to nominate a Dissertation Committee to the Landscape Architecture Ph.D. Faculty Committee for their approval. Once the Ph.D. Faculty Committee accepts the list, a request for appointment of the Dissertation Committee is submitted by the department to the Graduate School. The next steps are a public presentation of the student's proposal, followed by the finalization and submission of the approved Dissertation Proposal. See Appendix 7 for details on committee nomination, public presentation of the proposal, and proposal approval.

The Dissertation Committee consists of four members, including at least two from UO Landscape Architecture, and one from outside the department who serves as an institutional representative. Although it is not required, this latter member generally has expertise that relates to the student's focal area of research. Students should review current Graduate School policy for Dissertation Committees (<http://gradschool.uoregon.edu/committee-policy>). Current policy allows a wide array of options for committee membership, some of which require Graduate School approval. All proposed committees must also meet Landscape Architecture requirements, which may be more restrictive than Graduate School policy. A Dissertation Committee may include additional members beyond the four basic members. This may benefit the student's research but also increases the burden on them when scheduling committee meetings and responding to committee critiques. The committee should be proposed to the Dean of the Graduate School within one month of advancement to candidacy but in no case later than six months before completion of the dissertation.

Membership of the committee should include faculty whose teaching and research specializations are closest to the student's intended research focus, and faculty with expertise in the research skills and methods appropriate for that research focus. Faculty members have the option of declining to serve if they feel they cannot adequately advise the student on the intended research focus, or if their schedule does not allow them to serve. The membership of the committee may change at any subsequent time to fit changes in the student's research focus.

At the time they nominate the committee, the student also recommends a Dissertation Committee chair, typically the major advisor. The chair must be a member of the Landscape Architecture Ph.D. Faculty Committee. The primary roles of the chair are to guide the candidate at all stages of the project, including formulating the proposal, carrying out the research, and writing the

dissertation. They also help monitor the student's progress, and ensure that all committee members have reviewed the dissertation and that substantive objections are resolved prior to the defense. The establishment of the committee should be done within one term of advancement to candidacy. If the recommended members are approved, the Graduate School then sends each member a formal notice of appointment.

### **Dissertation Proposal**

The student is expected to submit a dissertation proposal during the term following passage of the Comprehensive Examinations, and must submit the proposal within three regular terms of the exams. Each member of the Dissertation Committee must approve the student's formal written dissertation proposal following a scheduled public proposal presentation before the student undertakes the dissertation. *(See Appendix 7 for details on the dissertation proposal and the character, content and writing of the dissertation.)*

### **Dissertation Defense and Timelines**

The Graduate School requires a formal, public presentation of the dissertation on campus. It is in the student's interest to schedule their defense and fill all required forms as far in advance as is possible to ensure that both the oral defense and the final dissertation can be completed on time. Failure to do so will require an additional term to graduate, even if the defense was successful and the dissertation was accepted. Tentative approval of the dissertation by the committee is recommended prior to scheduling the formal defense. Students should consult the Graduate School's online Doctoral Degree Policies & Procedures for current information on forms and deadlines for their application for the oral defense of their dissertation. You must register for a minimum of 3 credits of LA 603 Dissertation in both the term prior to your defense, as well as the term of your defense.

#### Two to Three Months Before the Defense

The candidate arranges a date and time for their defense with their Dissertation Committee chair and committee members. All members of the Dissertation Committee should be present at the defense. Ordinarily, no dissertations will be read during summer term. Your dissertation should be complete before applying for the degree. Only preparation of the final copy for presentation at the defense should remain during the term in which application for degree has been made with the Registrar. Students and their major advisors should review current UO Doctoral Oral Defense Procedures on the Graduate School website to ensure that correct procedures will be followed.

Because faculty schedules can be difficult to coordinate, students are strongly encouraged to check committee member availability at least 2-3 months prior to their anticipated defense and to schedule their defense at that time. It is also advisable to check with the Landscape Architecture Office Coordinator for the availability of a room suitable for public presentation at that time and to reserve that room. In no case can the student submit the Graduate School *Application for*

*Advanced Degree and Application for Oral Defense* later than Friday of week 2 in the term in which they wish to defend and graduate.

Once you (the student) have filed the *Application for Oral Defense*, an email will be sent to each committee member requesting their *Confirmation to Attend the Final Oral Defense*. After you receive an email that states all committee members have confirmed their attendance, contact the department Office Coordinator to obtain the *Application for Final Oral Defense for Doctoral Degree*. This form requires a signature of the Department Head and must be returned to the Graduate School, accompanied by copies of the student's abstract as specified in the Graduate School's Doctoral Degree Policies & Procedures Guide, no later than three weeks before the final defense (see below).

When the time and location for the defense are confirmed, the student must notify the Landscape Architecture Office Coordinator so that a notice can be posted prominently in the Department.

### Three Weeks Before the Defense

1. A copy of the final draft of the dissertation is submitted to each Dissertation Committee member for review, and another copy is put in the Department of Landscape Architecture office for review by other faculty and students. After the committee has read the manuscript, some final revisions usually are required. If major revisions are required, the committee can request the defense be postponed until a future time. Committee members may provide written or oral suggestions for revision of the defense draft either before or at the dissertation defense. Tentative approval of the dissertation by the committee is recommended prior to the formal defense. Failure to give your committee the manuscript three weeks prior to the public defense may result in a postponement of the defense.

### Defense Format and Scheduling

The dissertation typically is presented on Monday of week 8 of the term in which it is to be completed. The candidate presents the main objectives and findings of the dissertation in a public presentation lasting approximately 45 minutes. Following the presentation, the public is invited to ask questions. Following this, members of the Dissertation Committee may ask questions or comment on the work, but may also hold their questions until the closed session with the candidate.

The Dissertation Committee then meets in closed session with the candidate where it can question the candidate on the research and related topics. The question session generally lasts about an hour. It should include discussion, and agreement by the committee, on the specific changes that the committee *requires* as well as changes the committee *recommends but does not require* for acceptance of a final version of the dissertation. After any final questions and discussion, the candidate is excused while the committee meets privately to decide whether the candidate has passed. When the committee has concluded its deliberations, the candidate returns so that the committee can communicate its decision. Should the decision be that the candidate passes but that there are specific changes required by the committee, each committee member must specify whether they wish to review the revisions or whether they are willing to leave the decision about whether the student has fulfilled the stipulations up to the major advisor's

discretion. Should committee members request further review, deadlines must be sent for resubmission of the amended dissertation and timely replies from the committee. The chair then certifies to the Graduate School within one week, and no later than two weeks, that the defense was held as scheduled and whether it was successful.

#### Notification of the Results of the Dissertation Defense

Each member of the Dissertation Committee must confirm in writing either approval or disapproval of the final version of the dissertation and the oral defense. Approval requires a unanimous vote. In the event of a split vote, the Dean of the Graduate School determines the review procedure after consultation with the student, the Department Head (or the College Dean), and the Dissertation Committee. The *Certificate of Completion of Graduate Work for Doctoral Degree* must be filed with the Graduate School within two weeks following the defense or by the final published deadline--whichever comes first.

Following final approval, two copies of the dissertation must be submitted to the Graduate School. If no signed approval is received within two weeks of the oral defense another oral defense must be scheduled to defend the dissertation. The final dissertation copies must be received by the Graduate School by Friday of week 10 of the term in which the student expects to graduate.

## **Appendix 7**

### **Dissertation Proposal and Dissertation Guidelines**

#### **When do you Begin the Dissertation?**

The dissertation phase of your program officially begins after passage of the comprehensive exams and advancement to candidacy. Students are expected to submit a dissertation proposal during the term following passage of the exams, and must submit the proposal within three regular terms of the exams. Prior to the formal nomination of a Dissertation Committee by the department, the student must provide a complete draft of the Dissertation Proposal to each prospective committee member and receive their provisional agreement to serve on the Committee based on the proposal's scope and content. Once such agreement has been received in writing from each prospective committee member, the student formally proposes to the LA Ph.D. Faculty Committee a Dissertation Committee consisting of four members, two of whom must be from the Department of Landscape Architecture. See Appendix 6 for details on choosing a Dissertation Committee and check current UO Graduate School online policies at <http://gradschool.uoregon.edu/committee-policy>. If this request is approved, the major advisor will work with the Department office staff to enter the online committee request on UO's GradWeb and complete, if needed, any Dissertation Committee Service Nomination Forms for individual committee members. Following completion of this step, the student should work with their major advisor to arrange a public presentation of the Dissertation Proposal at a time and location generally accessible to landscape architecture faculty and students. All proposed committee members must be able to attend. Students must submit a complete draft of the proposal to their committee two weeks prior to its public presentation. Committee members have one week following the presentation to approve the proposal or specify desired revisions. All Dissertation Committee members must approve dissertation proposals in writing at this time for the student to proceed with their research.

#### **What is a Dissertation Proposal?**

The dissertation proposal sets the foundation for the dissertation, demonstrates that the project is executable, and shows the candidate's familiarity with the field. It should generally be between 15 and 20 pages of text (double-spaced and with page numbers) and include a preliminary bibliography. The bibliography typically is not counted when considering the total number of pages. The proposal should take the form of a grant-funding proposal appropriate for the project. Although each project and proposal format will have its own unique requirements, a typical proposal will include the following components:

##### **Cover Page**

The cover page must include the working title of the dissertation, the student's name, the names of all committee members and their respective departments. Allow room for committee member signatures. Also provide the date of submission.

##### **Abstract**

The abstract must follow University of Oregon guidelines to include a brief statement of the problem, purpose, significance, and methodology. It cannot exceed 350 words.

## **Purpose**

A proposal must include a clear statement of the purpose of the research. This may include descriptions of the questions under investigation, hypotheses being tested, discourses being studied, etc. This section should begin with a one-sentence statement of the research problem. If it takes more than one sentence, you are probably unclear about the nature of the problem. This is one of the most difficult aspects of research because it must be something that is of interest to you personally, acceptable to your advisor, meaningful to a broader audience of scholars and professionals, and accomplishable given your material and intellectual resources. The statement of purpose may be integrated with the project significance and literature review described below.

## **Significance**

The importance of the research problem to landscape architecture as a discipline must be made clear. This may involve citation of relevant literature (see below). The proposal should offer a clear rationale for why this research is significant. How will it contribute to the field's body of knowledge? How does it constitute an original contribution to the field?

## **Literature Review**

Briefly summarize what is already known about the major problems, questions, claims, or discourses under investigation. What scholarship will your dissertation build on, and connect with? Candidates need to situate their own study in the larger scholarly context and indicate where their work will follow existing scholarship and where it will break new ground. In this section, candidates are convincing readers that they know the relevant literature and that the project is distinctive. Candidates may incorporate all or part of the literature review within related areas of the proposal rather than as a stand-alone section.

## **Methodology**

In this section, candidates should show how they plan to proceed with the research. What methodology or conceptual tools will the candidate use to investigate the subject and why are these appropriate? A distinguishing feature of academic research is the care given to the research design and process of information collection. The description of the proposed methods should provide sufficient detail that the committee can see that the student will be able to answer the questions posed and must be detailed to the level specified by the Dissertation Committee. The appropriateness of the research methods depends directly on the conceptual framework and related research question. Information collection and analysis should be tied directly to the research problem. This section may also include:

- the unit of analysis/observation;
- the information collection instruments and/or data sources;
- description of proposed case study sites, if applicable;
- sampling strategy, if appropriate; and
- the analytical and evaluative techniques used to process the information, including statistical techniques if appropriate.

### **Dissertation Outline**

Candidates should present provisional thinking about the structure of the dissertation, potentially offering an overview of the chapters that indicates what each will cover. If the dissertation requires approval from the University of Oregon Office of Protection for Human Subjects, please include the appropriate correspondence indicating approval, or discuss how you expect to meet human subjects guidelines and when you intend to obtain approval. In addition, all students must follow Graduate School guidelines for filing research clearance forms prior to beginning data collection, regardless of the involvement of human subjects.

### **Schedule**

Provide a succinct schedule that demonstrates a timeline for completion of the project. This should include entries for approvals, fieldwork, writing, editing, and review. Include the expected dissertation completion date.

### **References**

The references section should not be excessively long. The purpose is to identify those works that are central for your problem. You may list items that are not included as citations in the text of your proposal. The final dissertation, however, normally includes only reference items that are actually cited in the body of the work.

### **What is a Dissertation?**

According to the Graduate School at the University of Oregon, “a dissertation is a substantial document presenting independent research which makes a contribution to the current body of knowledge in a scholarly field. The author may conduct an original investigation or develop an original interpretation of existing research and/or literature. A dissertation adheres to a standard format, generally including five basic chapters or divisions: an introduction and statement of the problem, a review of the literature pertinent to the problem, an explanation of the materials and methods used to solve the problem, a discussion of results, and a conclusion. A formal bibliography of references cited in the dissertation is also required.”

The dissertation is both a product and the result of a detailed process. As a written product, the dissertation must conform to the *University of Oregon Style and Policy Manual of Theses and Dissertations*. Please refer to the University of Oregon Graduate Program’s website for these and other specific dissertation guidelines.

### **Dissertation as a Product**

The dissertation may take the traditional thesis format that reads as a single document from beginning to end, or it may be organized in paper format where each main chapter takes the form of a stand-alone journal article. In the latter case, the overarching intellectual theme that connects the chapters is described in brief Introduction and Conclusion chapters that bracket the main body of the work. See *Thesis and Dissertation Style and Policy Manual*, available from <http://gradschool.uoregon.edu/policies-procedures/doctoral/dissertation> for descriptions of the formats and requirements for each option.

The dissertation format should be in accordance with the nature and content of your dissertation

and must follow university guidelines. The organization of the dissertation can follow different formats, but the contents listed below are generally included in some way. The required preliminary pages are specified in the *Style and Policy Manual*. The organization of the body of the dissertation is more flexible, but generally follows the example below for either the dissertation as a whole (traditional thesis format) or each main chapter (journal format).

#### Preliminary Pages

FRONT FLYLEAF  
TITLE PAGE  
APPROVAL PAGE  
COPYRIGHT PAGE  
ABSTRACT  
CURRICULUM VITAE  
ACKNOWLEDGEMENTS  
DEDICATION  
TABLE OF CONTENTS  
LIST OF TABLES  
LIST OF FIGURES  
ABBREVIATIONS (optional)

#### INTRODUCTION

- Statement of the problem: Introduction of the problem and theoretical context
- Purpose of the study
- Objective of the study: Delineation of theory and theoretical propositions to be tested or used; research or design questions and/or hypotheses
- Significance of the study: Explanation of problem's significance and justification of need for research
- Assumptions/Hypotheses/Researchable Questions
- Scope and limitations
- Definition of terms

#### LITERATURE REVIEW

- Historical background of problem area
- Analysis and summary of current knowledge and theory relevant to problem
- Relation of literature and theory to your study
- Expected contribution of proposed study to literature and/or relationship of research or creative activity to existing knowledge and theory
- Rationale for your study

#### METHODOLOGY

- Development of information collection instrument, sampling plan, and data analysis
- Specification of experimentation, manipulation, and/or test administration methods
- Pilot testing, validity and reliability tests

## RESULTS/DISCUSSION

- Summarize and interpret findings and place them in context

## CONCLUSION

- Recommendations concerning methodology or focus of future studies and/or application of results
- Limitations, e.g., internal and external validity issues, measurement issues, statistical problems
- Implications of current outcomes
- Implications for future research

## REFERENCES

## APPENDICES

- Copies of research instrument(s) utilized
- Specific materials relevant to the dissertation (cover letters, floor plans, survey instruments, programming code, etc.)
- Detailed data or results not included in body of dissertation
- Additional discussion of hypotheses/objectives

### **Dissertation as a Process**

Although the typical dissertation process does not always follow a standardized sequence, it generally progresses through the following steps: conceptualization, literature review, fieldwork, analysis and evaluation of information, writing, editing, and rewriting. For example, during the fieldwork phase, new literature, revisions to the conceptualization, and preliminary writing may occur simultaneously. Researching and writing the dissertation takes a minimum of a calendar year, and usually substantially longer.

Normally, the candidate provides the Dissertation Committee chair and other committee members copies of the dissertation in draft form as the work progresses. You should consult with your committee chair and with each member of the committee to determine when and in what order each member prefers to read your dissertation chapters. Each dissertation chapter will require multiple drafts followed by revisions to craft the next draft. At appropriate stages, several of these in-progress drafts typically are provided to the committee chair and to selected committee members based on their area of expertise for comments and suggestions for further revision. You are also encouraged to consult individually with committee members on issues related to their specific expertise.

### When do I Defend the Dissertation?

Upon completion of the written dissertation, but before final approval by your Dissertation Committee, all candidates must publicly present and defend their research (*see Appendix 6 for details*). You are expected to graduate during the term of your oral defense.

## Selected References

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## **Appendix 8**

### **Policy on Leaves of Absence**

The Landscape Architecture Ph.D. program conforms to the leave policies of the UO Graduate School, available on the Graduate School's website. Both the Department and the Graduate School must approve all requests. Departmental approval may include specific conditions related to the student's satisfactory progress, departmental funding, or the major advisor/advisee status as described below under Departmental policies. Students are *strongly encouraged* to discuss any potential leaves as soon as possible with their major advisor and/or the Ph.D. Program Director.

#### Graduate School Policies regarding leaves of absence

Doctoral students who have not yet advanced to candidacy are eligible for up to three terms of On-Leave status. They must submit a request for On-leave Status online through the Graduate School webpage in which the student must describe their planned term(s) of absence and the term they plan to return.

Once advanced to candidacy, doctoral students are eligible for up to three terms of In Absentia status during the dissertation process. Similar to an On-leave status, they must submit a request for In Absentia Status, specifying their planned terms of absence and return.

During terms of approved On-leave and In Absentia status, graduate students do not register and are not allowed to make use of university services, faculty or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty or staff services during any term.

To ensure a place upon return, doctoral students interrupting their study program for one or more terms, excluding summer session, must submit a request for On-leave or In Absentia Status to the Graduate School by the last registration day in the term for which leave is being requested. Only doctoral students considered to be in good standing are eligible.

**NOTE: Departmental approval is required before the Graduate School can review the request for leave.** On-leave/In Absentia status is granted for a specified time period which may not exceed three academic terms, excluding summer session.

On-leave/In Absentia status does not extend the student's seven year completion deadline.

#### Department of Landscape Architecture Policies regarding leaves of absence

When a Ph.D. student requests a leave of absence, the Department's capacity to plan for their major advisor/advisee relationship, departmental service and funding support must also shift, just as the student's commitment to pursuing their Ph.D. studies has shifted. This has implications for the Department's Ph.D. admissions queue and both the base-level annual GE support and any Doctoral Development funds that a student proposing a leave of absence may require.

To maximize the Department's ability to maintain the advisor/advisee and funding relationship in place when the student began the Ph.D. program, the student taking a leave of absence must follow the process outlined below:

- 1) The student must notify in writing first the Department and, following departmental approval, then the Graduate School of their intent to take a leave of absence, noting the terms they plan to be absent;
- 2) The student must notify the Department in writing of their intent to resume full-time studies no less than 3 calendar months (i.e., one academic term) prior to the first day of the term they plan to return to full-time studies. If the student notifies the Department of their intent to return, and then does not return in the stated term, the Department will consider that the student is not making sufficient progress towards the Ph.D. and therefore may forfeit their status as a Ph.D. student in good standing.
- 3) The Ph.D. Director will reply to this Notice of Intent to Return with a written acknowledgment of this notice stating the capacity of the Department to resume major advisee/advisor relationships and funding support. ***The student should be fully aware prior to taking a leave of absence that there is no guarantee the Department will be able to resume the arrangement originally offered to the student when they first began their studies.*** In effect, the leave of absence necessitates a re-consideration of the student's status in the Ph.D. Program regarding a) advisor/advisee relationship, b) adequate yearly progress and c) financial support.

## **Appendix 9**

### **University Requirements**

Graduate students must take a high level of personal responsibility for understanding and complying with all university requirements. You should become intimately familiar with the Graduate School and Doctoral Program requirements described on the Graduate School webpage: <http://gradschool.uoregon.edu>.

In particular, pay close attention to the sections on:

- Doctoral Degree Policies & Procedures
- Enrollment and Residency Policies and Information
- Research Ethics and Compliance

These sections contain policies and procedures with which you **must** comply. Failure to do so may result in delays in your progress, or, in the worst cases, failure to be granted a degree. Some of the most critical of these policies are the Continuous Enrollment Policy, the first-year Doctoral Residency Requirements, the Research Ethics and Compliance policies (including the Research Clearance Form, which must be filed with the Graduate School before data collection begins), and the Doctoral Candidate Seven-Year Time Limit.

The student should read thoroughly all policies on the official Graduate School webpage. The following provide only the basic elements of the most time-sensitive policies:

#### **Residency and Credit Requirements**

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree. At least one academic year—the residency year—must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. The residency year is expected to be the first year after admission as a doctoral candidate. During this year of residency the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits each term in the student's home department.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and both the master's degree and the doctoral degree are in the same discipline.

#### **Continuous Enrollment**

Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously (except summers) until all the program's requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for at least 3 graduate credits each term excluding summer

sessions. Following the advancement to candidacy only a single year “in absentia” is allowed. You must maintain registration of three graduate credit hours or in absentia registration.

### **Time Limit**

The seven-year time limit for completing a doctoral degree begins with the first term of admission as a conditional or regular doctoral student at the University of Oregon. The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the Doctoral Dissertation must all be accomplished within this seven-year period.

### **Research Clearance**

The Graduate School requires that all graduate students doing a Doctoral Dissertation file a Research Clearance form before beginning data collection. In addition, those students intending to engage in research involving human or animal subjects must file appropriate protocols forms and receive approval prior to the collection of data.

### **Dissertation**

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the University of Oregon Style and Policy Manual for Theses and Dissertations. The manual is available from the Graduate School’s website. For a list of dissertation submission procedures and requirements, please see the guidelines for Manuscript Review of Theses and Dissertations for a list of Graduate School Expectations and Common Problems in the process.

If you wish to include in your dissertation the entirety or substantial portions of material that has been published with or without co-authors, or is intended to be published with co-authors, then you must seek permission from your committee and the Graduate School at least one term prior to scheduling your defense. If you plan to submit a dissertation in journal format style, you must obtain approval from the Graduate School at least one term prior to your defense.