
DEPARTMENT of
LANDSCAPE
ARCHITECTURE

STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY
SYRACUSE, NEW YORK

October 2010

Welcome to the graduate program leading to the *Master of Landscape Architecture* (MLA) and *Master of Science* (MS). This handbook was prepared to guide you through the academic landscape at ESF and should complement the advice of your major professor. This document will prove to be a valuable resource during your graduate studies, so please familiarize yourself with its contents, and be sure to keep it in a safe place for future reference.

Sincerely,



Richard S. Hawks, Chair
Department of Landscape Architecture

Emanuel Carter, Associate Professor
MLA Curriculum Coordinator

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INTRODUCTION TO PROGRAMS

STATE UNIVERSITY OF NEW YORK
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DEPARTMENT OF LANDSCAPE ARCHITECTURE

Richard S. Hawks, Chair

JEFFREY D. BLANKENSHIP – Assistant Professor. Education: BS in Landscape Architecture, University of Kentucky, Lexington; MA in Regional Planning, University of Massachusetts, Amherst; MLA, University of Massachusetts, Amherst; PhD Candidate in Cultural Geography, University of Massachusetts, Amherst. Professional Experience: Landscape Architect and Project Manager, Lewis Scully Gionet, Inc., Vienna, Virginia; Landscape Architect, Berkshire Design Group, Inc., Northampton, Massachusetts.; Scruggs and Hammond, Columbus, Ohio. Teaching Experience: Instructor, Landscape Studies Program, Art Department, Smith College, Northampton, Massachusetts; Adjunct Instructor, Teaching Associate, Department of Landscape Architecture and Regional Planning, University of Massachusetts at Amherst; Adjunct Assistant Professor of Landscape Architecture, University of Maryland.

MARGARET BRYANT – Assistant Professor. Education: BS in Horticulture, Mississippi State University; MSL, University of Georgia; PhD in Regional Planning, University of Massachusetts at Amherst. Professional Experience: Assistant Professor, Department of Landscape Architecture, Virginia Polytechnic Institute and State University; Instructor, Department of Landscape Architecture and Regional Planning; University of Massachusetts at Amherst; Environmental Planner, Jordan, Jones & Goulding, Inc., Atlanta, Georgia; Environmental/Land Use Planning Consultant, Pioneer Valley Planning Commission, West Springfield, Massachusetts; Research Assistant, METLAND Landscape Planning Research Group, Amherst, Massachusetts; Research Assistant, Institute for Community and Area Development, Athens, Georgia; Garden Designer, landscape nurseries in Rhode Island and Tennessee.

EMANUEL CARTER – Associate Professor; Fulbright Senior Specialist (Chile, 2008). Education: BA (Government); Master of Regional Planning, Cornell University. Professional Experience: Project Planner, Dept. of Planning & Development, Ithaca, New York; Recreation and Park Advisor, Pennsylvania Bureau of Recreation & Conservation, Harrisburg, Pennsylvania; Associate Director-Planning, Chase Architectural Associates, Syracuse, New York; Principal Planner, Syracuse Dept. of Community Development, Syracuse, New York; Adjunct Professor, Landscape Architecture Program, Cornell University, Ithaca, New York; Adjunct Professor, Department of Geography, Syracuse University, Syracuse, New York. Fields of Specialization: urban design, city and regional planning, development process, planning and design theory, cultural landscape history, sustainable cities. APA.

GEORGE CURRY - Distinguished Teaching Professor and Endowed Kennedy Chair. Education: BA (Economics) and BSLA, Michigan State University; MLA, University of Illinois. Professional Experience: Landscape Architect, The Reimann-Buechner Partnership, Landscape Architects, Syracuse, New York; Landscape Architect, The Curry-Paulo Partnership, Syracuse, New York; Licensed Landscape Architect, New York State. Fields of Specialization: urban analysis and design, historic preservation, landscape preservation. RLA.

STEVEN CURTIS – Lecturer. Education: BLA, SUNY ESF and Bachelor of Business Management at SUNY College of Technology at Utica. Professional Experience: Lecturer for Computer Aided Graphics and Design, Cornell University; CAD Instructor, Cazenovia College; CAD support specialist, Command Services, Syracuse, New York; Project Landscape Architect, VIP Structures, Syracuse, New York; Assistant Director of Planning and Development, Syracuse Department of Parks and Recreation; Landscape Architect, Hueber Hares Glavin Partnership; Licensed Landscape Architect: New York; Certified AutoCAD expert, Certified Microsoft Professional.

Fields of Specialization: Computer Aided Design and Graphics, 3D computer modeling and visualization, park and playground design, and sport facility planning. RLA.

CHERYL DOBLE – Associate Professor. Education: BFA, MS (Education), Syracuse University; MLA, SUNY ESF. Professional Experience: Landscape Architect/Senior Planner, New York State Tug Hill Commission, Watertown, New York; Director of Community Planning, Breed & Doble Associates, Syracuse, New York; Consultant, The Reimann-Buechner Partnership; Licensed Landscape Architect, New York State. Fields of Specialization: community planning and design, citizen participation, site planning and design, graphics, education. RLA.

RICHARD HAWKS – Professor and Chair. Education: BLA, SUNY ESF; MLA, Harvard University Graduate School of Design. Professional Experience: Consultant, The Reimann-Buechner Partnership, Syracuse, New York; Associate, EDAAW, Inc., San Francisco, California; Consultant, Cambridge Research Institute, Cambridge, Massachusetts; Licensed Landscape Architect, New York State. Fields of Specialization: environmental land use planning, natural systems and design, facility siting and routing, geographic information systems, university campus design, rural community design and planning. RLA.

ROBIN E. HOFFMAN – Associate Professor and Undergraduate Curriculum Director. Education: BLA, SUNY ESF; MLA, University of Illinois; PhD, SUNY ESF. Professional Experience: SITE, Inc., Reimann Buechner Partnership. Fields of Specialization: Design with emphasis on grading and drainage, visual resource assessment, computer modeling, recreation planning and design. RLA.

ANTHONY MILLER – Lecturer. Education: BS, SUNY ESF, BLA SUNY ESF; MA in Art History, Syracuse University; Professional Experience: Three designs in the London Docklands: Dundee Wharf, Housing and Park; Millennium Wharf, Housing and Park; Atlas Wharf, Housing and Park. Fields of Specialization: Design for children's play, urban space and graphics for landscape architects. RLA.

MATTHEW POTTEIGER – Professor. Education: BSLA, Pennsylvania State University; MLA, University of California-Berkeley. Professional Experience: Assistant Professor, Dept. of Landscape Architecture, Ball State University, Muncie, Indiana. Fields of Specialization: Cultural landscape history, history of landscape architecture, design theory and methodology.

D. DAYTON REUTER – Professor. Education: BSLA, MSLA, University of Wisconsin. Professional Experience: Assistant Professor, School of Architecture & Environmental Design, University of Texas; Lecturer, Dept. of Landscape Architecture, University of Wisconsin, Madison; Consultant, The Nature Conservancy, Wisconsin Chapter; Landscape Architect, Flad & Associates, Madison, Wisconsin; Landscape Architect, Environmental Design Group, Des Moines, Iowa; Landscape Architect, Div. of Site Planning, Illinois Dept. of Conservation; Licensed Landscape Architect, New York State. Fields of Specialization: Computer aided visualization in environmental design; environmental factors & ecology in landscape design; wetlands delineation, design, impact mitigation, and regulatory compliance. RLA.

S. SCOTT SHANNON – Associate Professor. Education: BS, BLA, MLA, SUNY ESF. Professional Experience: Director of Design, Randolph Hlubik Associates, Riverside, California; Project Landscape Architect, Environmental Design & Research, Syracuse, New York; Licensed Landscape Architect, California and New York. Fields of Specialization: site planning and design, urban analysis and design, sustainable design and development, rural community planning. RLA, APA.

KATHLEEN STRIBLEY – Professor. Education: BA (Psychology) and MLA, University of Michigan. Professional Experience: Assistant Professor, Dept. of Landscape Architecture, Ohio State University, Columbus, OH; Staff Landscape Architect, Anderson-Lesniak & Associates, Inc., Royal Oak, MI; Staff Landscape Architect, Johnson, Johnson & Roy, Inc., Ann Arbor, MI; Student Intern, Dalton-Dalton-Little-Newport, Inc., Cleveland, OH; President, Integrated Site, Landscape Architect, P.C., Syracuse, New York; Licensed Landscape Architect, Michigan

and New York. Fields of Specialization: Design and behavior, public participation, urban design, parks and recreation, site planning and design, 3D computer-aided design and visualization. RLA.

TIMOTHY TOLAND – Assistant Professor. LEED Accredited Professional. Education: AAS (Landscape Development) and BT (Plant Science), SUNY Cobleskill; MLA, SUNY-ESF. Professional Experience: Landscape Architect/Project Manager, LandDesign, Inc., Charlotte, North Carolina; Landscape Designer, Knight & Stolar, Inc., Cleveland, OH; Landscape Designer, LandDesign, Inc., Alexandria, VA; Research Assistant/CAVLab Manager, SUNY-ESF, Syracuse, New York; Fields of Specialization: sustainable design, urban and transportation planning, site planning and design, planting design, construction detailing, landscape construction, applied digital technologies. RLA.

RESEARCH STAFF

JOHN AUWAERTER - Education: MLA, SUNY ESF; MA, Cornell University; BA, Middlebury College. Professional Experience: Historical Landscape Architect, SUNY ESF Department of Landscape Architecture in partnership with the National Park Service Olmsted Center for Landscape Preservation; Architectural Historian, New York State Office of Parks, Recreation and Historic Preservation, Historic Preservation Field Services Bureau, Waterford, New York; Visiting Lecturer, SUNY Albany; Architectural Conservator, Walter Sedovic, AIA, Locust Valley, New York; Florist and gardener, Bayport Flower Houses, Inc., Bayport, New York. Field of specialization: historic preservation, graphic mapping, landscape/architectural history, horticulture and garden design.

PRESTON GILBERT - Education: Graduate Study, Syracuse University, BS, SUNY ESF. Professional Experience: Operations Director, State University Center for Brownfield Studies, SUNY ESF; Director of Federal Relations, Syracuse University, Syracuse, New York. Executive Director, North Country Council, New Hampshire. Self Employed Planning and Development Consultant, Maine, New Hampshire, Vermont. Planning & Development Coordinator, North Country Council, New Hampshire. Director of Planning and Development, Houlton, Maine.

MAREN KING - Education: MSLA and BLA, SUNY ESF. Professional Experience: Assistant Director, SUNY ESF Center for Community Design Research, Syracuse, New; Landscape Architect, Reimann Buechner Landscape Architects, Syracuse, New York; Senior Associate, Hanna/Olin, Ltd., Philadelphia, Pennsylvania; Landscape Architect, The Tarquini Organization, Camden, New Jersey; Landscape Design Staff, Kotz and Schneider, Syracuse, New York. RLA.

VISITING INSTRUCTORS

DOUGLAS BRACKETT - Education: BLA, SUNY ESF. Fields of Specialization: Contract management and documentation, environmental design. RLA.

DONALD FERLOW - Education: BS and MS, SUNY ESF. Licensed Landscape Architect, New York, New Jersey, Massachusetts, Connecticut, and Maryland. Fields of Specialization: Landscape Architecture, professional wetland scientist. RLA.

SARA FRENCH - Education: BA, Wells College; and PhD, SUNY Binghamton. Professional Experience: Visiting Assistant Professor & Lecturer, Wells College; Adjunct Professor, Hobart and William Smith Colleges; Adjunct Lecturer, Rochester Institute of Technology; Teaching Assistant & Instructor of Record, Binghamton University.

JOCELYN GAVITT - Education: BS in Landscape Architecture, Cornell University. Professional Experience: Trinity Architecture and Planning, Inc., Winston-Salem, North Carolina; Architectural Design Associates PA, Winston-Salem, North Carolina; GS Miller Landscape Architecture, Winston-Salem, North Carolina; Panek Associates PA, Pittsburgh, Pennsylvania. RLA.

MARTIN HOGUE - Education: Bachelor in Architecture from Ecole d'Architecture de l'Université de Montréal, and a Master of Architecture degree from the Graduate School of Design at Harvard University .
Professional Experience: Instructor, Boston Architectural Center, University of Colorado, Auburn University, Texas Tech University and Syracuse University. Served as a visiting critic at l'Université de Montréal. In 2004, he was appointed to the Hyde Chair in Excellence at the University of Nebraska.

DANIEL REEDER - Education: BLA SUNY ESF; MSLA SUNY ESF. Professional Experience: Visiting Faculty, SUNY ESF; Owner - Natural Systems Landscape Design & Build; Associate Landscape Architect/Project Manager - EDR, P.C.; Designer - Sasaki Associates. Fields of Specialization: design & construction, natural learning environments. RLA.

CAROLYN "LYN" SIMMER – Visiting Instructor. Education: Pratt Institute. Major Fashion Design and Art Education. One Woman Shows: Syracuse University's Community House (1974); Associated Artists Gallery (1975); Lakeview Gallerieis (1976); Weber Galleries (1978); LeMoyne College (1979); Solvay Public Library (1980); Eureka Crafts (1992); National Women's Hall of Fame (1993); Rome Art and Community Center (1994). Professional Gardener 1999 to present.

EMERITI

CLAUDE FREEMAN - Education: BSLA, SUNY ESF. Professional Experience: Intern, White Mountain National Forest, Laconia, New Hampshire; Assistant Planner, Russell Bailey & Associates, Landscape Architects & Planners, Utica, New York; Landscape Architect, Alfred Obrist, Landscape Architect & Civil Engineer, Syracuse, New York. Fields of Specialization: site design, plant materials, graphics.

DAVID HANSELMAN – Education: BS, Wildlife Management, Cornell University; MS, Conservation Education, Cornell University; PhD, Natural Resources Management and Communications. Professional Experience: Director, Conservation Education and Vocational Education, Ohio Department of Education; Coordinator of Radio and Television Information, Ohio Department of Natural Resources; Research Associate, Ohio State University; Faculty, SUNY ESF.

ALLEN LEWIS - Education: BA, University of Oklahoma; MCP, University of California. Professional Experience: Chief Community Planner, Bucks County Planning Commission, Doylestown, Pennsylvania; Member, American Institute of Certified Planners. Fields of Specialization: community land planning, planning processes, and computer applications.

FRANK MARAVIGLIA - Education: BS (Education), SUNY Oswego; MS, (Education), Hofstra University. Professional Experience: Senior High School Teacher, Patchogue, New York; Permanent Certified Secondary School Teacher, Supervisor and Principal; Past President and Chairman of Northside Preservation & Development Corp.; International Business and Management Consultant; Faculty, Annual Creative Problem-Solving Institute, SUNY Buffalo; Developer of Software Programs in Creative Problem-Solving; President, Creativity Unlimited; Organizational and Interpersonal Communication; Member, Onondaga Lake Advisory Committee. Fields of Specialization: technical graphics, whole brain thinking, creative problem-solving education, effective presentations, organizational and interpersonal communications, video, creative approaches management, AutoCad.

JAMES PALMER - Education: BA, University of California; MLA, PhD, University of Massachusetts. Professional Experience: Senior Research Associate, The Environmental Institute, University of Massachusetts, Amherst, MA; Associate Social Scientist and Resource Planner, Carlozzi, Sinto & Vilkilis, Inc., Pelham, Massachusetts; College Planner, Kresge College, University of California at Santa Cruz. Fields of Specialization: Community perceptions of local environmental methods, visual landscape assessment, environment and behavior research methods, communication and interpretation of planning and design information, and environmental conflict resolution.

BRADFORD G. SEARS – Education: BS, MS, SUNY ESF. Professional Experience: Assistant Professor of Landscape Engineering, SUNY ESF; Professional practice in landscape architecture, Syracuse, New York; Professor, Department of Landscape Architecture; Director, Department of Landscape Architecture; Dean, Department of Landscape Architecture. Fields of Specialization: Natural area studies, including camp and park development.

ADMINISTRATIVE STAFF

CAROLINE BAILEY – Senior Staff Assistant

BRENDA BOLLIVER – Secretary I

MARY O’HALLORAN – Administrative Staff Assistant

DEBORAH STORRINGS – Instructional Support Specialist

GRADUATE STUDIES IN LANDSCAPE ARCHITECTURE

Since the earliest settlements, the alteration of the physical environment has been one of the chief results of human activity. While environments of enduring beauty and vitality have occasionally resulted, the history of environmental manipulation has also demonstrated degradation and abuse of the landscape. As knowledge of natural and human processes has expanded, environmental change has been transformed over the centuries from local impacts to widespread problems requiring skilled individual and multidisciplinary attention. In many cases, the boundaries between *culture* and *nature* have been blurred.

Since 1911, the faculty of Landscape Architecture at ESF has been educating practitioners and teachers, designers and planners, advocates and policy makers. Our graduates have committed their careers to working towards a viable, sustainable integration of natural and cultural communities. The program is one of the largest in the United States, with 15 permanent full-time faculty members supported by several professors emeritus and visiting instructors. Faculty interests range from design and history to landscape narratives; from materials and construction to regional planning; from ecological planning to urban design; from theoretical landscapes to historic preservation.

Graduate studies in landscape architecture attract a broad range of people. Those with undergraduate degrees in landscape architecture may seek specialization within the profession, advanced exploration, or an academic career. Others, with degrees in related fields such as architecture, city and regional planning, and environmental design, enter the program to broaden or redirect their design and planning skills. Some students with degrees in fields less closely related (such as humanities, or arts and sciences) seek new career options or to focus prior interests through a licensed design and planning profession.

Two degree tracks address the needs of students with these differing educational backgrounds. A three-year program for applicants who have no design or planning background leads to the fully accredited professional degree of Master of Landscape Architecture (MLA). This program is for students who intend to complete coursework full time. Applicants with a related design or planning degree may enter the three-year program with advanced standing. The Master of Science in Landscape Architecture (MS) is a two-year academic degree program for applicants who have completed a first professional degree in landscape architecture or a professional degree in one of several fields of environmental design, planning, or preservation. The MS degree may be earned through two years of full-time study or up to seven consecutive semesters (3-1/2 years) of part-time study.

Finally, a fast-track option enables qualified candidates within the college's BLA program to proceed directly into the MS program and work on both degrees in an accelerated program. Information on the fast-track option can be found at the back of this handbook.

The MLA program, for the student seeking a first-professional degree in landscape architecture, is a tightly structured curriculum because it leads to the prerequisite work experience that qualifies the graduate for the Landscape Architecture Registration Examination (LARE). The Master of Science program serves the advanced professional or the aspiring academic. It is highly flexible and can be customized to reflect the breadth and depth of a student's interests.

Students seeking a multidisciplinary education may choose to pursue a concurrent degree within the College of Environmental Science and Forestry or at Syracuse University. For additional information about concurrent degree program opportunities see the ESF college catalog. Doctoral level studies in landscape architecture may be tailored in connection with the interdisciplinary PhD program in the Graduate Program in Environmental Science (GPES). Please see The Department of Environmental

Studies section of the ESF college catalog for more information on the concentration in Environmental and Community Land Planning in GPES.

AREAS OF STUDY

The landscape architecture graduate degree programs provide a well-balanced curriculum in landscape architectural design and planning, coupled with opportunities to pursue individualized advanced study in a broad range of topics. The diversity of faculty interests and expertise offer both MS and MLA students opportunities for in-depth exploration in three areas of study: community design and planning, cultural landscape conservation, and landscape and urban ecology. Descriptions of these study areas follow.

Students in all three MS/MLA study areas in Landscape Architecture should consult course catalogs for both ESF and Syracuse University for electives in support of their professional and academic goals. This handbook contains suggestions for electives appropriate to each study area. These lists are periodically updated, but students should check the schedule of classes to verify which courses are being offered.

COMMUNITY DESIGN AND PLANNING

The purpose of this area of study is to address design, planning and research with regard to human settlements, including discrete traditional communities such as cities, towns, hamlets and their hinterlands; regional and rural communities connected to agriculture, watersheds and forests, and specialized communities such as institutional and corporate campuses, co-housing and new towns.

Studios, seminars and lecture courses provide introductory and advanced exploration into the theories, principles and practices of design, planning, preservation, and revitalization, as well as the search for new paradigms. Courses are supported by a wide range of electives offered by both the College of Environmental Science and Forestry and Syracuse University. There are also a significant number of opportunities for public service and research in the communities of New York State and beyond.

This area of study is especially appropriate in an era which calls for the redefinition of the American city, the retrofitting of the post-WWII suburb, the conservation and rejuvenation of rural and regional landscapes, and the exploration of traditional and new design paradigms that create sustainable symbiosis of community and place. The courses explore how to design and plan the socially interactive, environmentally sound, aesthetically pleasing settlement patterns that engender a strong sense of place and a strong sense of citizenship.

There are abundant opportunities for careers in urban design, rural preservation and development, city and regional planning and corporate facilities planning, to name a few. This focus is for graduate students interested in design, planning and research at the community scale via public, private, academic or nontraditional practice.

CULTURAL LANDSCAPE STUDIO AND CONSERVATION

This area of study addresses a range of issues germane to the developmental and interpretive history of the cultural landscape. At its most fundamental level, the study area prepares students to address preservation planning and management for a range of cultural landscape types including historic sites and settlements, designed landscapes, and vernacular landscapes. There is also a growing set of interdisciplinary methods relevant to cultural landscape studies such as critical history, landscape representation, media, visual perception and reception of landscapes, interpretation, narrative and participatory design. Graduate students may explore and/or integrate these methods with design and conservation practices.

Required courses and directed electives provide the student with introductory and advanced investigations into the history, theory and practices of cultural landscape design and stewardship, in the context of broader cultural and environmental concerns. Core courses are supported by a wide range of elective offerings both in the College and at Syracuse University.

The study of cultural landscapes is of vital concern in this era of globalization and rapid urban and suburban transformations. Not only are cultural landscapes important places in which we stage our lives, but they are also part of a larger system of cultural and social heritage which affects our identities as individuals, communities and nations. Areas of expertise associated with the study of cultural landscapes include preserving relationships between natural and cultural resources; developing policies and techniques for preservation, rehabilitation, restoration and reconstruction of cultural landscapes; mediating alternative ideas of stewardship and balancing them within a collective sense of place; using cultural landscapes as the basis for contemporary design and development; and understanding the variety and history of human experience through patterns, forms and stories in the landscape.

There are a growing number of domestic and international career opportunities that address cultural landscapes in public, private and academic practices. Graduates might work in fields such as preservation planning, sustainable tourism, land use planning, urban design, interpretive design, or cultural history and theory, among others.

LANDSCAPE AND URBAN ECOLOGY

The purpose of this area of study is to address a range of theoretical and practical applications in landscape and urban ecology as they relate to the practice of landscape architecture. In this contemporary interdisciplinary approach, students will learn about the structure, heterogeneity and ecological processes of a broad range of natural, modified and urban landscapes. People are recognized as an integral part of the landscape and are included as a major focus of research and practice.

Students will have an opportunity to develop a theoretical and analytical framework for describing different landscapes and their ecological components from different levels: the individual organism perspective, a population and community point of view, and ultimately at the ecosystem level.

Landscape ecology includes an integration of landscape issues: disturbance, fragmentation, landscape manipulation, fundamental ecological processes, composition and structure, and environmental influences. Urban ecology includes integration of climatology, geomorphology and soils, hydrology, plant and animal communities, and ecological engineering and restoration. Both landscape and urban ecology are affected by human landscape perceptions, attitudes toward the environment or landscape types, patterns of settlement, and socio-economic issues and behavior. All these elements will be used to develop an understanding of the ecological essence of landscapes in order to design ecologically sustainable settlements that promote human quality of life.

There are growing numbers of domestic and international opportunities that address landscape and urban ecology issues in academic, public, private and non-traditional practice. Graduates might be involved in research and consultancy in urban forestry, ecological design, and urban planning. Employment opportunities for landscape ecologists are most frequently with public agencies, while urban ecologists are more often employed in the private sector.

This study area is supported by a wide range of electives in other faculties at the College of Environmental Science and Forestry (ESF) and Syracuse University as well as an urban forestry research program of the U.S. Forest Service based at ESF.

FINAL INTEGRATIVE EXPERIENCE

All MS and MLA students must complete an integrative experience. The MS student must complete a thesis (6 credits). The thesis may be research in which new, original knowledge is generated, it may be a study that focuses on the application of existing knowledge to a new situation, or it may combine elements of both. The MLA student must participate in the Capstone Studio and complete a 6 credit independent design project during the final semester of the program. Both MS and MLA students must disseminate the results of their integrative studies through capstone seminars open to the academic community.

The MLA program requires 66 credit hours. At least 42 of those credit hours must be at the graduate level. The MS program requires between 30 and 42 credit hours (depending on background and experience), at least 30 of which must be at the graduate level.

GRADUATE ASSISTANTSHIPS

Students with associated professional degrees may be considered for a graduate assistantship (stipend and tuition scholarship) upon admission, depending upon qualifications and portfolio. Other students may apply for landscape architecture graduate assistantships after the first year of the first professional degree track. Assistantships may also be available with community service or research projects, and are awarded by individual faculty to students with the necessary qualifications.

A limited number of teaching assistantships are awarded each year to highly qualified candidates seeking an academic career. Individuals with prior landscape architectural work experience who intend to pursue a career in teaching at the university level are encouraged to discuss their options with the graduate program coordinator in the Department of Landscape Architecture.

RESEARCH AND COMMUNITY SERVICE

Research and community service are important aspects of the graduate experience in landscape architecture. Students may participate in the funded studies directed by individual faculty, or in unique studies of their own design. Furthermore, many community service projects are performed in the context of a design studio, thereby bringing real world problems into the studio as a learning experience. In this way, the ongoing efforts of students and faculty help to further develop the body of knowledge of the field, while providing a challenging academic environment.

The faculty of Landscape Architecture believes that computer and video technologies are very important to the future of the profession. They are committed to exploring the application of digital technologies to the practice of landscape architecture, and encourage the use of these technologies by the students. Advanced students may choose to specialize in the application and integration of computer technologies as part of their final integrative experience.

Some of the vehicles currently available for research and community service include Your Town: The Citizens Institute for Rural Design, an award-winning program that provides rural planning/design workshops and technical assistance to rural communities throughout the United States; the Center for Community Design Research, a research and public service vehicle for in-depth exploration of community and place, and for imparting design literacy through community education; the Center for Brownfield Studies, and the editorial office of *Landscape Journal*.

INTERNSHIP OPPORTUNITIES

Internships are real-world work experiences in which students take on temporary roles in organizations in order to apply academic knowledge to a work setting, solidify a career choice, develop professional contacts, and gain experience in a field of interest to make one more marketable.

Completing an internship is a good way to research and prepare for a career. The experience gained through an internship is invaluable in the current job market. A recent survey by the National Association of Colleges and Employers revealed that 79% of employers currently offer internships, 87% of new graduates with jobs have internship or internship-related experience on their resumes and the average employer hires approximately 1/3 of their interns for full-time positions upon graduation.

ESF's Internship Program assists students with every stage of the internship process. From planning the preferred semester to pursuing an internship, to researching internship options, to outlining the process, and how to make the most of an internship experience, you will find every piece of the internship puzzle on the following website: www.esf.edu/internships. This website provides a list of currently available internships, and information on becoming an intern. If you have any questions, email cjdavis@esf.edu or drop by 110 Bray Hall.

FACULTY PARTICIPATION IN AREAS OF STUDY

Listed below are the study areas (concentrations) in which faculty would prefer to serve as major professors and committee members. Faculty experience and fields of specialization are at the beginning of this document. Please contact individual faculty to discover additional areas of interest and expertise.

Landscape and Urban Ecology

Margaret Bryant
Richard S. Hawks
Robin Hoffman
Dayton Reuter
Timothy Toland
Emanuel Carter

Community Design and Planning

Margaret Bryant
Emanuel Carter
George W. Curry
Steve Curtis
Cheryl Doble
Richard S. Hawks
Anthony Miller
Scott Shannon
Kathleen Stribley

Cultural Landscape and Conservation

Jeffrey Blankenship
Emanuel Carter
George W. Curry
Cheryl Doble
Anthony Miller
Matthew Potteiger
Scott Shannon

MLA CURRICULUM (TO BEGIN FALL, 2011)

FIRST YEAR – SUMMER (2)

LSA 632 (2) PLANT ID**

FIRST YEAR – FALL (14 CR.)

LSA 600 (4) INTRO. DESIGN STUDIO
LSA 552 (3) GRAPHIC COMMUNICATION ON
LSA 500 (audit) BASIC COMPUTING
LSA 611 (3) NATURAL FACTORS IN PLAN/DES.
LSA 697 (1) GRADUATE SEMINAR
LSA 633 (3) PLANTING DESIGN & PRACTICE

FIRST YEAR – SPRING (13 CR.)

LSA 601 (4) SITE DESIGN STUDIO
LSA 501 (1) DIGITAL GRAPHICS / DOCS.
LSA 502 (2) 3D MODELING
LSA 615 (3) SITE CONSTRUCTION
LSA 640 (3) RESEARCH METYHODS
OR
ELECTIVE (3) (in area of study)

SUMMER

CENTER FOR COMMUNITY DESIGN RESEARCH
SUNY CENTER FOR BROWNFIELD STUDIES
OLMSTED CENTER FOR LANDSCAPE PRESERVATION
CENTER FOR URBAN ECOLOGY
SPECIAL PROJECTS WITH FACULTY & STAFF (ESF, USDA FOREST SERVICE, SU)
INTERSHIPS & JOBS
SEMESTER ABROAD AND/OR INDEPENDENT PROJECTS
STUDIES AT CRANBERRY LAKE, ADIRONDACK ECOLOGICAL CENTER / NEWCOMB,
WANAKENA, WARRENSBURG, TULLY OR MAIN CAMPUS

SECOND YEAR – FALL (13 CR.)

LSA 620 (4) ADVANCED SITE DESIGN STUDIO
LSA 606 (3) CONTEMPORARY ISSUES IN LA
LSA 650 (3) BEHAVIORAL FACTORS IN
PLANNING & DESIGN
ELECTIVE (3) (in area of study)

SECOND YEAR – SPRING (13 CR.)

LSA 670 (4) THEMATIC STUDIO
(in area of study)
LSA 651 (3) COMPREHENSIVE
PLANNING
ELECTIVE (3) (in area of study)
ELECTIVE (3) (in area of study)

SUMMER

CENTER FOR COMMUNITY DESIGN RESEARCH
SUNY CENTER FOR BROWNFIELD STUDIES
OLMSTED CENTER FOR LANDSCAPE PRESERVATION
CENTER FOR URBAN ECOLOGY
SPECIAL PROJECTS WITH FACULTY & STAFF (ESF, USDA FOREST SERVICE, SU)
INTERSHIPS & JOBS
SEMESTER ABROAD AND/OR INDEPENDENT PROJECTS
STUDIES AT CRANBERRY LAKE, ADIRONDACK ECOLOGICAL CENTER / NEWCOMB,
WANAKENA, WARRENSBURG, TULLY OR MAIN CAMPUS

THIRD YEAR – FALL (13 CR.)

LSA 700 (4) ADV. DESIGN STUDIO (T/TH)
LSA 799 (3) CAPSTONE PROPOSAL
LSA 503 (2) CADD
LSA 504 (1) INTEGRATED DIGITAL
METHODS
ELECTIVE (3) (in area of study)

THIRD YEAR – SPRING (12 CR.)

LSA 800 (6) CAPSTONE STUDIO
LSA 655 (3) PROFESSIONAL PRACTICE
LSA 645 (3) CONSTRUCTION DOCUMENTS

MLA CAPSTONE SEQUENCE

CAPSTONE SEQUENCE

The Capstone sequence includes LSA 799 Capstone Proposal and LSA 800 Capstone Studio. The Capstone Studio is similar to a thesis studio—a self-described advanced design or planning studio in the final semester of the Master of Landscape Architecture Program. Given that landscape architecture as a profession and as a field of inquiry encompasses a wide range of issues concerned with shaping the evolution of community and place, and given the fact that we live in an era of rapid global urbanization, climate change and related ecological, cultural and economic issues, the opportunities for study topics are broad. For the student, the choice of study topic is influenced by many factors including personal interests, personal and professional goals and one’s perceived sense of mission. The purpose of the Capstone Studio Project is to allow students to marshal the skills, processes, and theoretical and historical frameworks learned in the MLA Program and selectively apply them to complex issues in a variety of sites, communities or territories. It is also an opportunity to consider the extent to which contemporary (and future) design and planning issues require practitioners, theorists and educators who must be able to command more than one set of disciplinary methods and collaborate on interdisciplinary and multidisciplinary teams. In fact, the Capstone Studio Project will likely require students to explore interdisciplinary approaches to their projects and thus help them to become reflective practitioners, self-taught in a wide range of areas that will contribute innovative approaches to the improvement or transformation of landscapes around the world.

Types of Capstone Studio projects might include the application of known theories and practices to issues, sites, communities or territories as a form of creative problem-solving (design and planning) to transform an existing reality, elevate the knowledge of citizens and decision-makers about the value of the theories and practices of landscape architecture, and potentially refine one’s ability to use such theories and practices; the application of design, planning, quantitative or qualitative analyses to test known theories and practices as a form of validation, or the conduct of comparative case studies to identify differences among similar cases, or flaws in known theories and practices. In the process of addressing one of the above project types, students might also have the opportunity to translate known theories and/or practices from one field to another; discover and describe new phenomena that open up new possibilities for practice and discourse; use critical analysis or creative processes that transform the evaluation of either historical or contemporary practice, or; bring new archival material to light.

The Capstone sequence builds on material from LSA 640 Research Methods which is offered in the spring of the first year of the MLA Program. The purpose of the course is to teach future professionals, theorists and educators in landscape architecture how research processes work in the natural sciences, the social sciences, the physical sciences, the humanities, and the design arts; how research in these areas can inform the work of design, planning and environmental professionals; how professionals can become discerning “consumers” of research; how professional work demonstrates the value of evolving theory and practice and becomes part of the theoretical and professional body of knowledge, and; the relevance of the above to the Capstone Proposal and the Capstone Studio project.

In the Capstone Proposal (LSA 799), taken in the fall of the third year, students must be able to explain what they are going to study (design or planning intent, site location, the nature of the issues to be addressed, the identity and role of the client, if applicable); why the topic and location are important (to the student; to the site, community, territory or client; to landscape architecture); what they hope to learn from pursuing the project, and; what techniques or processes will be used.

Other important aspects of the Capstone Proposal process include two types of exploration, a literature survey that establishes the state of issue(s) to be addressed and the state of the art in applying design and planning approaches to the issue(s), and; site reconnaissance visits, interviews and data and information

gathering so as to better define the issues to be addressed at the proposed project site and the design and planning methods to be employed.

Ultimately, the Capstone Proposal describes design or planning intent informed by research and analysis and applied to specific issues, sites or territories, or; an analysis aimed at testing, evaluation or discovery in the realm of theory, methods or principles. A good proposal can take many forms, but it almost always consists of several major components. The proposal introduction should include a description of the statement of design, planning or analytical intent, project site location(s) and context(s), and; the state of the issues and variables that inform the design, planning and analytical challenges. That is followed by the literature review and the results of site reconnaissance, interviews and the gathering of information and data to inform how knowledge of the state of the art of theory and practice might be brought to bear on the project. The design, planning or analysis proposal also explains the conceptual relationship of the variables in detail; outlines the design, planning or analysis methods; indicates any resources needed to complete the study, and; shows the work plan or schedule. The final part of the proposal addresses the expected project outcomes and; the contribution to the site, community, territory and/or client and to the base of knowledge in the larger field of environmental design. Contributions may also be stated in negative terms (the probable cost of not solving the research problem).

The desired product of the Capstone Studio is a rigorous and thorough study that creatively addresses a contemporary problem of society and the environment and contributes to the improvement of a site, community or territory, and/or; the knowledge base of landscape architecture, and/or; the methods and principles of landscape architectural practice either through issue-driven research that informs the application of creative design and planning practices; research or analysis that discovers phenomena, describes or defines the relationships of variables within a phenomenon, or; analysis leading to translation or critique. Design research at the MLA level informs the design and planning process, informs comparative analysis, or takes the form of a translation or critique. Students are expected to be innovative in their approach to the issues and in their representation of the products of their study!

The Capstone sequence is designed to help the student make sense of this process. The end goal is for the student to devise a self-described studio project with help from their major professor and committee members. During the course of the MLA program, students will have already experienced over a dozen studio problems, and have observed how they are put together, and how they are evaluated. This is the chance to focus an entire year on an advanced inquiry that supports the development of the student's interests and skills.

GUIDELINES FOR THE CAPSTONE PROPOSAL

An approved Capstone proposal is the first requirement to the Capstone studio. Besides the original application statement, the proposal may justly be considered the most important document that a graduate student produces in the three-year program. The Capstone proposal describes a small experiment: it must first contextualize the research topic, and then investigate the research question. A good proposal can take many forms (and examples are provided in LSA 640), but it almost always consists of several major components (see below): The proposal introduction should include a **description of the research topic, definition of the research problem, question and variables**. That is followed by the **content of the topic**, and the **literature search**. The research design explains the conceptual relationship of the variables in detail, outlines the research methods, any necessary resources needed to complete the study, and the work plan or schedule. A demonstration section is often helpful. In the conclusions, the expected outcomes and the contribution to the base of knowledge in the larger field of environmental design are described. Contributions may also be stated in negative terms (the probable cost of not solving the

research problem). Follow-up research tasks suggested by the expected outcomes are often a description of the final component.

A STANDARD CAPSTONE PROPOSAL FORMAT

Title	Flyleaf
Prefatory Pages (i-xv, etc.)	Title Page Table of Contents List of Figures or Illustrations Preface Remarks
I. Introduction	Identify Design or Planning Topic Problem Definition Site/Area Description Conceptual Framework for Design and/or Planning Response(s)
II. Context	Project Background/History Literature Search (re: precedents, Case studies, models, methods, approaches, successes, failures, etc.) Refinement of Conceptual Framework for Design and/or Planning Response(s)
III. Project Description	Project Goals & Objectives Design and/or Planning Methods Design and/or Planning Products Project Schedule
IV. Initial Explorations	Visual Notes, Sketch Studies, etc.
V. Conclusion(s)	Contributions to the Client, Community, the Field and Discipline of Landscape Architecture

SUNY/COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

DEPARTMENT OF LANDSCAPE ARCHITECTURE

**CAPSTONE PROPOSAL APPROVAL FORM
MASTER OF LANDSCAPE ARCHITECTURE**

APPROVAL OF PROPOSALS

Students in the Master of Landscape Architecture Program are required to prepare a Capstone project proposal. Using the form below, this proposal must be formally approved by the student's major professor and steering committee. A copy of the proposal should be attached to this form when it is submitted for approval.

Students are required to have an approved proposal before LSA 800 – Capstone Studio class begins.

CONTENT OF PROPOSALS

Proposals will vary in content according to the nature of the planned research. In general, the proposal should be a succinct statement of research plans (normally about 10 pages in length) and describe the planned work.

PROPOSAL APPROVAL

Student Name: _____

Capstone Title _____

APPROVED*

MAJOR PROFESSOR _____ Date _____

COMMITTEE MEMBER _____ Date _____

COMMITTEE MEMBER (OPTIONAL) _____ Date _____

*Capstone committees must be composed of a major professor and at least one committee member. The original and one copy of the approved proposal should be affixed to this form and turned in to the FLA office in Room 331 Marshall Hall. A copy the approved proposal should be provided to each of the above signers.

LSA 800 CAPSTONE STUDIO: FINAL SUBMISSION STANDARDS

While MLA students are not required to prepare a thesis, they must conduct a major integrative investigation during the Capstone Studio. (MS students have requirements similar to those described here and should obtain them from the Office of Instruction and Graduate Studies.) The results of this investigation are communicated in two ways. Each student will make a public presentation lasting approximately 40 minutes, plus up to 20 minutes of discussion. These presentations are scheduled in April about 2 weeks before the end of the semester. This presentation fulfills the College's Capstone Seminar requirement.

Second, each student is required to submit a report documenting the project in text and graphics. This report must be submitted to the LA main office in digital format, either on a CD or flash drive. It is envisioned that over time the Capstone Studio will produce a series of case studies and other investigations that will be useful to future students and others. It is therefore important to establish some general standards to guide the preparation of this archival report. The report is due on the final day of classes. Students who do not meet this deadline will jeopardize their May graduation.

STYLE AND FORMAT

Some matters of style and format must be determined with your major professor and committee. However it is expected that the report will consistently use a standard accepted style and format guide, such as the *Council of Science Editors Style Manual*.

CREDITING SOURCES

A major hallmark of scholarly work is that the original source of material and ideas are credited through citations or notes. Not placing quotation marks around copied material is plagiarism, a serious academic infraction. All cited sources must be included in the bibliography, including web pages, conversations, artwork, as well as books. Refer to the Author-Date citation format in the *Council of Science Editors Style Manual*.

It is against US Copyright Law to copy significant portions of another's work without permission. Covered material includes all books, sound recordings, photographs, paintings, web pages, etc. Copyright law covers work for 70 years past the death of the author, even if the work does not display a copyright notice. There is a "fair use" exception of the copyright law for purposes such as "criticism, comment, news reporting, teaching, scholarship, and research" (see the web page <http://www.copyright.gov/fls/fl102.html>). It seems unlikely that the fair use doctrine would apply if the material were not properly credited. For more information on copyright law, point your web browser to <http://www.loc.gov/copyright/>.

ORGANIZING THE REPORT

The contents of the report are determined in consultation with your major professor and committee. The typical parts of a report include the following:

- 1. Title Page.** Include the report title, your name, and the names of your committee members. In addition, include the studio identification: "LSA800 Capstone Studio, Department of Landscape Architecture, State University of New York, College of Environmental Science and Forestry, May 2010." Refer to the instructions for preparing a thesis included in this handbook.
- 2. Copyright notice.** (Optional)
- 3. Acknowledgements.** (Optional) During most projects others assist the authors to reach completion. This is the place to acknowledge their contributions.
- 4. Table of Contents.** At a minimum, the table of Contents must include each of the major section headings and the page number on which they occur.

5. List of Tables. It is normal to also include a List of Tables where a page number accompanies each item where it may be found.

6. List of Figures. It is normal to also include a separate List of Figures with page numbers.

7. Abstract. Begin with the heading “Abstract”, and then on the next line your name, the date (May 2007), and the report title. The abstract is a brief summary of the problem, methods, findings, and conclusions. It is not an outline. The length should be 350 words or less.

8. Introduction. Typically, there are three components to the introduction. These may be separate chapters.

a. Problem statement. What is the issue being addressed by this study? Why is it important?

b. Orientation to the report. Give the reader guidance about what this report will tell them.

c. Objectives. Typically the objectives come directly from the study proposal, though they may be slightly edited. Well-stated objectives allow someone who reads the full report to determine whether they have been met. People cannot easily think about more than 5 objectives. If you have more objectives than that, consider whether some may be combined. You may want to have both study objectives and learning objectives.

9. Literature review. What is known about this problem? Review the published work of others, the relevant theories, etc. This review must be structured to help the reader better understand the problem. It is more than a simple listing of studies with a couple of sentences about each one.

10. Methods. The objectives require appropriate methods to be achieved. What was the process you used to conduct your study? Where and by what means did you obtain your data? What forms of analysis did you use to turn the data into information? How did you generate design or planning parts?

11. Results. What are your design/planning recommendations? Provide graphics, maps, commentary.

12. Discussion. This section interprets the results and what they mean. It is an opportunity to respond to the inevitable question, “So what?” What might you do different next time? It is also an opportunity to reflection on the lessons you learned.

13. Conclusions. This is the final summary step in your reasoning. Did you achieve what you set out to do (your objectives)? What are your recommendations to others?

14. Endnotes. Sometimes there is information you feel is important to include in your report, but it is somewhat incidental to the presentation. Examples might include a brief discussion of alternative views, where difficult to locate original source material was found, or a clarification of event chronology. In this situation, use a note. Endnotes appear in a section just before the bibliography. Footnotes appear at the bottom of the page on which they occur.

15. Bibliography. All material cited in the report must be included in the bibliography.

16. Appendices. Sometimes it is inappropriate to include in the body of the report material such as raw data, copies of laws, lists of people or places, analysis tables or other details. If it is important for archival purposes, then this material may be included as appendices.

17. Vita. This is a resume that emphasizes your academic credential and related work experience that helped prepare you for completing your project. (refer to page 48 in this handbook for vita format guidelines)

PRODUCTION DETAILS

Fonts. Choose your fonts for readability. Be cautious in the use of fancy fonts. The purpose of the report is to communicate the results. It is unfair to sacrifice the reader’s ease of text acquisition for graphic style. Paragraphs composed with serif fonts (e.g., Times) are easier to read than non-serif fonts (e.g., Helvetica). The body of the text should use a 12-point font, with a larger size being acceptable for headings. It is unacceptable to use any font that is less than 9 points as viewed on the page (i.e., after being ‘reduced’).

It is normal for each member of the committee to receive a final copy, as well as others who made significant contributions to the study. Electronic copies are expected and preferred.

Page numbers. Every page should be numbered in sequence in the lower right corner to the page.

DIGITAL PRODUCTS

In addition to portable electronic copy submitted to the LA office, students must also submit an electronic version of their final Capstone proposal, final Capstone presentation, and final Capstone report. The best way to prepare these submissions is to output the finished documents as PDF files prepared using the “print” or 300 dpi quality settings in Adobe Acrobat version 9 (or newer). All fonts are to be embedded in the document, and no security settings are to be applied — we will apply security settings later, but we may need to make minor alterations to the document before placing it into a department archive. If you would prefer not to deal with creating an appropriate PDF version of your work, you may submit your digital work in the format within which it was completed. However, you will need to submit not only the final documents, but also all the files of content which were inserted/placed/imported into those documents. This is the only way we can insure that graphics and other content used in the documents will appear correctly when PDF versions are created. If you submit your electronic work in this manner, then the submitted materials must be organized in a manner that makes it possible for someone unfamiliar with your work to readily understand how it was assembled. This means, for instance, no cryptic file names, no missing files, no report documents split into dozens of different Word doc files, no unusual document formats, etc.

To submit the digital version of your proposal, create a folder labeled with your last name and place it on a CD or flash drive. Name your proposal document file Yourlastname_proposal.pdf and copy it into this folder. If you turn in a document other than a PDF file, then name that file Yourlastname_proposal.*** (using the correct extension), and include in your folder another folder labeled Proposal_Content within which you will submit all files of content (graphics) that were inserted/placed/imported into the proposal document. The disc or drive is to be submitted to Dayton Reuter, who will be coordinating this effort. The final Capstone presentation and final Capstone report are to be similarly organized and remitted to Dayton as described above. Note - if you do not submit these final documents as PDF files, then there should be two subfolders within your folder - one subfolder labeled Presentation_Content, and another sub-folder labeled Report_Content. Each subfolder should contain its respective relevant content. Any questions regarding this process of submitting electronic documents should be directed to Dayton Reuter.

VERY IMPORTANT

Your Capstone work is not finished until electronic versions of your work are turned in and accepted by the Department of Landscape Architecture.

Department of Landscape Architecture
SUNY/College of Environmental Science and Forestry
Syracuse, New York 13210

Date: _____

Student: _____

**PROFESSIONAL EXPERIENCE APPROVAL FORM
MASTER OF LANDSCAPE ARCHITECTURE**

Students in the Master of Landscape Architecture Program may select to complete a professional experience. The objectives of the experience are to enable the student to substantively engage current project work in an office, to provide an environment in which the student can analyze project management and decision making, and to provide the professional landscape architecture office the entry-level staff resource represented by a graduate student.

The following form has been designed to provide the information needed to evaluate professional experience opportunities. Part I, *Experience Description*, focuses on the content of the experience for faculty approval.

Part II, *Resource Profile*, provides planning and budgeting data for student use.

Part I - Experience Description

It is required that the student work approximately 50 hours per semester for each academic credit hour; for a 12-credit hour semester this translates to approximately 40 hours per week. At least 50% of the activities should be of a professional nature (non-technician). Direct supervision should be available for a minimum of 20% of the time. Students should be included in staff meetings, client and public presentations and project field work. At the completion of the experience the supervisor(s) will be asked to complete a brief evaluation.

1. Professional Office/Agency

Name

Address

Phone

2. Staff Supervision

Name(s)

Title(s)

Profession(s):

Available time per week to supervise student:

3. Specific Project Description (continue on next page and back if necessary)

Brief overview of the project(s)

STUDENT TASKS

% Time	Project	Tasks and Skills Required
---------------	----------------	----------------------------------

PART II - Resource Profile

It is required that the student be provided a work station including a desk or drafting table (as appropriate) and access to office equipment, supplies and professional literature necessary to conduct the assigned tasks. Please identify other resources that will be provided:

1. Salary or hourly wage
2. Housing near office or project site
3. Transportation from office to project site
4. Transportation from Syracuse to office or project site
5. Special equipment, i.e., computers, reproduction equipment, etc.
6. Other:

APPROVED

STUDENT _____

Date _____

SUPERVISOR _____

Date: _____

MAJOR PROFESSOR _____

Date _____

SUNY/COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

DEPARTMENT OF LANDSCAPE ARCHITECTURE

LSA 798 PROPOSAL FORM

(credit hours vary)

LSA 798 – Title of proposal

LSA 798 – Number of credit hours proposed

LSA 798 – Instructor

Student Name

Major Professor

Date

Introduction

Brief Background

Goals and Objectives

Method of Inquiry

Documentation Format

Preliminary Bibliography

Schedule

Student Signature

date

LSA 798 Instructor Signature

date

Major Professor Signature

date

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 2A

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

Office of Instruction and Graduate Studies

Date:

TO: S. Scott Shannon
Dean, Instruction and Graduate Studies

FROM: _____
[Name of Department Chair]

SUBJECT: Appointment of Major Professor/Steering Committee

I recommend the following appointments for the student: _____

Major Professor: _____

Steering Committee: _____

I support the appointment of this committee: _____
[Signature of Department Chair]

For non-ESF faculty committee appointments, please include the full name, affiliation, and address of the appointee.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 3A (MLA)

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

OFFICE OF INSTRUCTION AND GRADUATE STUDIES

TO: Students in the Master of Landscape Architecture (MLA) degree program

FROM: S. Scott Shannon
Dean, Instruction and Graduate Studies

SUBJECT: Graduate Student Study Plan

Attached is one copy of the Graduate Student Study Plan (Form 3B).

Your study plan must include the sequence of courses you must complete and a plan for research. The study plan, developed by you with the advice and approval of your major professor and other members of your steering committee, must be submitted to your department chair for approval, and then forwarded to the Dean of Instruction and Graduate Studies at least by the end of your third semester. This study plan can be changed during the course of your studies. Changes must be approved by your major professor, Department Chair, and the Dean of Instruction and Graduate Studies.

The Master of Landscape Architecture is a first professional degree in landscape architecture. This degree requires successful completion of a minimum of 66 credit hours of which at least 42 must be graduate coursework. The student's study plan must be approved by the major professor and Department Chair.

Communication Skills

All students entering graduate programs at ESF are expected to be proficient in communication skills, including technical writing and library skills. Students are required to have completed at least one course in technical writing and one course in library usage, either as an undergraduate or as a graduate student. Credits for such courses taken during the graduate program are not counted towards degree requirements. Alternatively, graduate students can meet the requirement by demonstrating the equivalent in experience in writing and library skills, as determined by the steering committee.

Seminars

Participation in seminars, including the preparation and presentation of technical material, is vital to the student's graduate education. Each graduate student is expected to participate in topic seminars, including presentations, as determined by the individual Faculty. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or the SUNY Upstate Medical University.

Students completing the Master's degree are required to present a Capstone Seminar (LSA 800). The purpose of the Capstone Seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. Each seminar is open to the college community and will be announced college-wide to encourage attendance by students and faculty.

Academic Performance

All graduate students are required to maintain at least a 3.0 cumulative grade point average (4.0 =A) for graduate level courses. Students who do not maintain this average, or who receive two or more grades of Unsatisfactory (U) for work on the project, will be placed on probation or dismissed from ESF by the Dean of Instruction and Graduate Studies upon the recommendation of the College Subcommittee on Academic Standards.

Credit Hour Load

To meet academic requirements, graduate students must be registered for at least one credit each semester, excluding summers, from the first semester of matriculation until all degree requirements have been completed. Students are required to register for at least one credit in the summer if they will complete all requirements during that time. There is no full-time credit hour load to meet academic requirements.

To qualify for various forms of financial support, the following credit hour loads are defined: Graduate students who hold an assistantship must be registered for at least nine credits each semester while holding such an award. Graduate students not holding an assistantship are considered full-time if they are registered for at least 12 credits each semester.

Graduate students, holding an assistantship or not, in their last semester of study who have met all academic requirements except for the completion of their thesis or an examination, may be considered full-time if registered for at least one credit and have their major professor verify they are working full-time on the completion of degree requirements.

Transfer Credit

Up to six credits of graduate coursework in which a minimum grade of B was earned from an accredited institution and not used to complete another degree may be accepted towards completion of a Master's degree as approved by the steering committee.

Time Limits

Graduate students must complete all requirements for the Master of Landscape Architecture degree within four years of the first date of matriculation.

Students completing the MLA degree are required to present a Capstone Seminar (LSA 800). The purpose of the Capstone Seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. Each seminar is open to the college community and will be announced college-wide to encourage attendance by students and faculty.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 3B (MLA)

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

Graduate Student Program (MLA)

Student _____ Date _____

Program _____

Area of Study _____

A. Coursework

1. Graduate credits transferred (by petition):

Other graduate credits: _____

Non-degree ESF credits: _____

Total transfer credits: _____

2. Suggested Courses: The following listed courses are desirable to broaden the student's program but are **NOT required to meet minimal degree requirements:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Master's Study Integration

1. Capstone Seminar:

Target date for proposal _____

Target date for Capstone Seminar _____

D. Target semester for degree completion: _____

Accepted by:	
Major Professor	Student
Steering Committee member	Department Chair or Graduate Coordinator
Steering Committee member	For non-ESF faculty committee appointments, please include the full name, affiliation, and address of the appointee.

cc: Department Chair, Major Professor, Dean of Instruction and Graduate Studies, Student, Registrar

CRT_____

MASTER OF SCIENCE

The MS program, which does not address foundation professional courses in landscape architecture, is very flexible and based on the student's area of study and consultation between the student and the student's major professor. Therefore, the MS program is not illustrated in this catalog. However, there are some fixed requirements for the MS, including successful completion of LSA 640 Research Methodology and LSA 697 Topics and Issues of Landscape Architecture in the first (fall) semester of MS study, followed by LSA 799 Thesis Proposal Development in the spring, and LSA 899 Master's Thesis Research in the 2nd year.



State University of New York

College of Environmental Science and Forestry

Office of Instruction & Graduate Studies

Instructions and Guidelines for Formatting a Thesis or Dissertation

Updated August 2009

Requirements and Guidelines for Completing Graduate Theses and Dissertations

The following are ESF requirements and guidelines for preparing and submitting theses and dissertations. Individual departments may have additional requirements. It is recommended that the student consult with the department and/or major professor regarding the proper guidelines.

The general style manual for the College is *Council of Science Editors Style Manual*, available in the reference area of Moon Library and at the Reference Desk of Bird Library. A department may opt to use a style manual that is more discipline-oriented, and in doing so, accepts the responsibility of communicating this preference along with any other special requirements to the graduate students concerned. **It is the student's responsibility to be aware of the style manual and any special requirements of the department.** The manual to be used should be indicated as part of the research proposal, i.e., the student in consultation with the department and/or major professor should identify in the proposal which style manual will be followed in preparation of the thesis or dissertation.

The College participates in a Thesis/Dissertation Information Service provided by ProQuest Learning Services. All master's theses and doctoral dissertations are submitted for inclusion in this database, which is a computerized index containing bibliographic citations to more than one million doctoral dissertations and master's theses dating back to 1861. This is a valuable resource because it makes available through a variety of products the results of students' work. Concurrent with submitting unbound copies of the documents to the Office of Instruction & Graduate Studies (OI&GS), students are required to convert the documents to PDF format using Adobe Acrobat. Students then upload the digital copy (and associated files), complete information forms, and pay the processing fee directly to ProQuest via the web-based process. This processing fee is separate from the binding fees associated with having the thesis/dissertation bound through the OI&GS. The URL for submission of theses and dissertations is: <http://dissertations.umi.com/esf>. UMI charges \$55 to submit a thesis and \$65 to submit a dissertation; this cost is incurred by the student. Copyright information is also available from ProQuest and there is an additional fee paid directly to ProQuest by the student. OI&GS will verify that the version submitted online matches the signed, paper copies delivered to the OI&GS office and approve the on-line submission. If the on-line submission differs from the signed hard copies, it will be rejected by OI&GS and the student must resubmit the appropriate version.

To ensure the uniform physical quality of theses and dissertations, all will conform to the guidance provided by ProQuest at the ProQuest site:

Formatting the Thesis or Dissertation: Sequencing of Pages:

Front Matter:

Front matter is the “preliminary” parts of the thesis or dissertation, including the Title Page, Table of Contents, Lists of Tables, and Figures, etc. Each of these pages is numbered using lower case Roman numerals, (for example, i, ii, iii, iv, v, vi, etc.), Each page is accounted for in the running total, however, a number is not always visibly shown on all front matter pages. Following is a list of typical front matter pages included in theses and dissertations here at ESF:

Title Page (Counts as Roman Numeral “i” – the page number does not appear on this page)

Copyright-optional (Counts as Roman Numeral “ii”-- the page number does not appear on this page)

Acknowledgments- optional (page numbering does appear on this page as either ii or iii, depending on whether Copyright page is included)

Table of Contents (Depending on whether copyright page and or acknowledgment page is included, it should appear as Roman Numeral “i,” “iii,” or “iv,” and it must be included on the page)

List of Tables (Roman Numeral number must appear on page)

List of Figures (Roman Numeral number must appear on page)

Abstract with Key Words (Roman Numeral number must appear on page)

Body:

The “body” of the thesis or dissertation is comprised of the various chapters of text. Here the pagination changes to the use of more familiar Arabic numerals (i.e. 1,2,3, etc.). Switch to Arabic numbering, starting with page 1; a page number must appear on this page if there is any substantive text; if the first page of the body only includes a chapter name or part designation with no substantive text, the visible numbering may begin on the following page with “2”). Following are traditional components of the body to be included in theses or dissertations at ESF:

Introduction

Literature Review

Models and Materials

Results

Discussion

Conclusions

Back Matter:

The “back matter” is the material following and supporting the main body or text of the thesis or dissertation. Pagination for the back matter remains in sequence and style with the body using Arabic numerals. Following are traditional components of the back matter to be included in theses or dissertations at ESF:

Reference list or Bibliography

Appendices

Resume or Vita (This is the last page of the document and should include last Arabic page number)

Detailed Descriptions of Various Required Thesis or Dissertation Components

Title Page. The “Title Page” should remain unnumbered, and all the rest of the front matter, with the exception of the copyright page and or acknowledgements page, should be numbered in lower-case Roman numerals, at the bottom right-hand margin. The title page (see Sample below) must be signed by the Major Professor (or co-Major Professors - where applicable), the Department Chairperson, and the Chair of the Examining Committee. The names of the individuals should be typed below the signature line for easy identification and future reference. Students in the Division of Engineering must also obtain the signature of the Director of the Division of Environmental and Resource. The signed copies of the title page should be submitted separate from the main text. The Dean of Instruction and Graduate Studies, S. Scott Shannon, will sign the title page after the copies are submitted to the Office of Instruction and Graduate Studies. All title page signatures, even for multiple copies, must be original signatures.

Note: The date listed on the title page should be the month and year in which the document was successfully defended. For example, if the defense is May 15, 1998, the date on the title page should be May 1998. The year of degree conferral will be the year listed on the binding.

Copyright Notice (optional). The Copyright Act of 1989 does not require that published works carry a copyright notice in order to secure copyright protection. Nevertheless, most publishers continue to carry the notice to discourage infringement. (see Sample Copyright Page below)

Acknowledgements (optional). When the author feels that acknowledgements are necessary, it should be remembered that brevity is a virtue. Do not reference in Table of Contents. This appears after the title page or Copyright page if Copyright page is added to document.

Table of Contents. The wording of the chapter titles and all subheadings should exactly follow the wording within the body of the paper. Omit underlining in the Table of Contents. Period leaders to page numbers should be used. All page numbers must be aligned. Set up Table of Contents using Word to ensure alignment and proper page numbering. The Table of Contents should not include any pages preceding it.

List of Tables. Following the Table of Contents, the wording of the List of Tables should follow the exact formatting within the body of the paper. Omit underlining in the List of Tables. Period leaders to page numbers should be used. The List of Tables and List of Figures should be on separate pages.

List of Figures. Following the List of Tables, the wording of the List of Figures should follow the exact formatting within the body of the paper. Omit underlining in the List of Tables. Period leaders to page numbers should be used

Abstract with Signature and Key Words. The abstract summarizes a thesis or dissertation. The abstract page is required and will contain key words listed at the end of the abstract. Abstracts are bound with the document and are not to exceed 150 words for a master's thesis, or 350 words for a doctoral dissertation. The abstract page must be signed by the major professor(s). (see Sample on page v.) The abstract is the last page using pagination in Roman numerals.

Body. For body and the remainder of the manuscript, including text, charts, illustrations, appendices, bibliography, vita, etc., use Arabic numerals (1,2,3, etc.). Each page must be consecutively numbered. Do not use letter suffixes such as 10a, 10b. The numbering begins with 1 and runs consecutively to the last page of the paper. All page numbers should be at the right-hand margin at the foot of the page. Literature Review, Methods and Materials, Results, Discussion, and Conclusions are all part of the body portion of the document.

Back Matter. Bibliography, Appendices, and Vita or Resume are all part of the backmatter portion of the document.

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Use no font size smaller than 10 point;

Use lines spacing no more condensed than single-spaced.

Number pages in the lower right corner;

Have the abstract page signed by your major professor(s);

Have the title page signed by your major professor(s), chair of the exam committee, department chair, and Director of the Division of Engineering (ERE degrees only);

Include your vita/resume as the last page of the thesis or dissertation;

Never copy formatting from someone else's thesis or dissertation—it may not be correct.

Spell check all pages - especially the acknowledgment page;

Make sure all pages are included and in correct order;

Make sure you have not passed your delimitation date (If so, you must petition for an extension.);

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[The Department of Landscape Architecture requires students to include the following disclaimer in all MS theses: The ideas and opinions expressed in this publication are those of the author and should not be interpreted as those of the State University of New York College of Environmental Science and Forestry.]

Bound copies of theses and dissertations are distributed by the staff of the Office of Instruction and Graduate Studies. Students may have additional copies bound as requested for personal use. Binding fees are charged (See Graduate Degree Completion Form above). One copy of the document will be bound in green hard cover with gold lettering. One paper copy and one bound copy will be deposited at Moon Library. The bound copy will be cataloged for circulation and the second will be archived unbound in an archival box.

Theses and dissertations will be acceptable as first determined by individual departments. The student's selection of this format must be in keeping with guidelines established by each participating Department and have the prior approval of the student's major professor and steering committee. The student is considered the author of any thesis or dissertation and as such only the student's name shall appear on the title page. The abstract should be inclusive of all manuscripts included in the document. Likewise, the conclusion section should be a synthesis of all-inclusive manuscripts.

Manuscript Format or Internship Report (as approved by individual departments)

The "Title Page" should remain unnumbered, and all the rest of the front matter (i.e. the pages following the Title Page, and ending with the Abstract) should be numbered in lower-case Roman numerals, starting with "ii" at the bottom right-hand margin. The front matter should be ordered as shown below, so that the Abstract is the last page numbered with lower-case Roman numerals. The page following the Abstract, which is the first page of the body of the document (Chapter 1/Introduction), should start with page "1" and Arabic numerals should run thereafter until the last page of the student's vita at the very end of the document.

Front Matter:

Title page
Acknowledgments
Table of Contents
Abstract

Body:

Introduction
Manuscripts
Conclusions

Back Matter:

Literature Cited
Appendices
Vita or Resume

Non-print thesis or dissertation formats will be handled on an individual basis and the student selecting such a format, along with the supervising major professor and/or steering committee, should consult with the Library faculty early in the planning process so that all parts of the document can be accessed from the Library. Students shall submit a vita or resume (see suggested format on page 5) as the last page of the thesis or dissertation.

It is the student's responsibility to ensure that components of all submitted documents are in the correct order, with all pages included, and that title and abstract pages are signed prior to being submitted for binding. Changes made after the document is sent to the binder will be charged to the student.

Students who wish to register the copyright of their theses or dissertation may pay an additional fee to ProQuest to process the copyright application. A copyright page should be included within the manuscript (see sample page) and inserted after the title page. The student is required to authorize the microfilm form and submit an additional fee payable directly to ProQuest.

References

Council of Science Editors. *Scientific Style and Format: The CSE manual for Authors, Editors, and Publishers*. (7th ed.) Reston, VA: Council of Science Editors and Rockefeller University Press.
University Microfilms, Inc. *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication*. [D-559D 35M 1993].
Boyd, Jane & Etherington, Don. (1986). *Preparation of Archival Copies of Theses and Dissertations*. Chicago: American Library Association. [Reserve Z701 B79 1986.]

Sample Title Page

(Margins should be one inch around, with text using Times New Roman or Ariel font, 12pt)

TITLE OF THE THESIS OR DISSERTATION STARTS AT 1” FROM

TOP

IS TYPED IN ALL CAPS AND CENTERED DOUBLE

SPACE USING INVERTED

PYRAMID FORM

by (lower case)

Name in Initial Caps

**A dissertation (thesis)
submitted in partial fulfillment
of the requirements for the
Doctor of Philosophy Degree
(Master of Science, or degree type that applies)
State University of New York
College of Environmental Science and Forestry
Syracuse, New York
October 2010**

(Month and Year of Defense – no comma between the two)

Follow this example for the approval:

**Approved:
Department of Landscape Architecture**

Major Professor

Chair, Examining Committee

Faculty Chair

**Dean, Instruction and Graduate
Studies**

Sample Copyright Page

(Example of how to properly show Copyright information – count the page as ii, but do not show page number)

© 2010
Copyright
H. R. Pile
All rights reserved

Sample Acknowledgement Page

(If Acknowledgement page is being used, it comes after the Title Page and/or Copyright page if you are including one)

Acknowledgements

This paper is dedicated to the good people of Oregon—that they continue to learn about how best to talk to and relate with each other, and to see things from other perspectives—so that they can live better with the natural world, and more importantly, live better with each other.

J.D.

(Start lower case Roman numeral numbering style on this page or the Table of Contents if no Acknowledgements page is used)

Sample Table of Contents Page

Do not list anything preceding the Table of Contents, including the “Table of Contents” on the list.

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The general style manual for the College is Council of Science Editors Style Manual, available in the reference area of Moon Library and at the Reference Desk of Bird Library. A department may opt to use a style manual that is more discipline-oriented, and in doing so, accepts the responsibility of communicating this preference along with any other special requirements to the graduate students concerned. It is the	37
student's responsibility to be aware of the style manual and any special requirements of the department. The manual to be used should be indicated as part of the research proposal, i.e., the student in consultation with the department and/or major professor should identify in the proposal which style manual will be followed in preparation of the thesis or dissertation.	37
The College participates in a Thesis/Dissertation Information Service provided by ProQuest Learning Services. All master's theses and doctoral dissertations are submitted for inclusion in this database, which is a computerized index containing bibliographic citations to more than one million doctoral dissertations and master's theses dating back to 1861. This is a valuable resource because it makes available through a variety of products the results of students' work. Concurrent with submitting unbound copies of the documents to the Office of Instruction & Graduate Studies (OI&GS), students are required to convert the documents to PDF format using Adobe Acrobat. Students then upload the digital copy (and associated files), complete information forms, and pay the processing fee directly to ProQuest via the web-based process. This processing fee is separate from the binding fees associated with having the thesis/dissertation	37
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To ensure the uniform physical quality of theses and dissertations, all will conform to the guidance provided by ProQuest at the ProQuest site:	37
Formatting the Thesis or Dissertation: Sequencing of Pages:	38
Front Matter:	38
Front matter is the "preliminary" parts of the thesis or dissertation, including the Title Page, Table of Contents, Lists of Tables, and Figures, etc. Each of these pages is numbered using lower case Roman numerals, (for example, i, ii, iii, iv, v, vi, etc.), Each page is accounted for in the running total, however, a number is not always visibly shown on all front matter pages. Following is a list of typical front matter	38
pages included in theses and dissertations here at ESF:	38
Title Page (Counts as Roman Numeral "i" – the page number does not appear on this page)	38
Copyright-optional (Counts as Roman Numeral "ii"-- the page number does not appear on this page)	38
Acknowledgments- optional (page numbering does appear on this page as either ii or iii, depending on whether Copyright page is included)	38
Table of Contents (Depending on whether copyright page and or acknowledgment page is included, it should appear as Roman Numeral "ii," "iii," or "iv," and it must be included on the page)	38
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The "body" of the thesis or dissertation is comprised of the various chapters of text. Here the pagination changes to the use of more familiar Arabic numerals (i.e. 1,2,3, etc.). Switch to Arabic numbering, starting	

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<u>Appendices.....</u>	38
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<u>Detailed Descriptions of Various Required Thesis or Dissertation Components.....</u>	39
<u>Title Page. The “Title Page” should remain unnumbered, and all the rest of the front matter, with the exception of the copyright page and or acknowledgements page, should be numbered in lower-case Roman numerals, at the bottom right-hand margin. The title page (see Sample below) must be signed by the Major Professor (or co-Major Professors - where applicable), the Department Chairperson, and the Chair of the Examining Committee. The names of the individuals should be typed below the signature line for easy identification and future reference. Students in the Division of Engineering must also obtain the signature of the Director of the Division of Environmental and Resource. The signed copies of the title page should be submitted separate from the main text. The Dean of Instruction and Graduate Studies, S. Scott Shannon, will sign the title page after the copies are submitted to the Office of Instruction and Graduate Studies. Al</u>	
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<u>Note: The date listed on the title page should be the month and year in which the document was successfully defended. For example, if the defense is May 15, 1998, the date on the title page should be May 1998. The year of degree conferral will be the year listed on the binding.....</u>	
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.....	40
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<u>List of Tables. Following the Table of Contents, the wording of the List of Tables should follow the exact formatting within the body of the paper. Omit underlining in the List of Tables. Period leaders to page...40</u>	40
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<u>Abstract with Signature and Key Words. The abstract summarizes a thesis or dissertation. The abstract page is required and will contain key words listed at the end of the abstract. Abstracts are bound with the</u>	

document and are not to exceed 150 words for a master's thesis, or 350 words for a doctoral dissertation. The abstract page must be signed by the major professor(s). (see Sample on page v.) The abstract is the...40

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the document.....40

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Students who wish to register the copyright of their theses or dissertation may pay an additional fee to ProQuest to process the copyright application. A copyright page should be included within the manuscript (see sample page) and inserted after the title page. The student is required to authorize the microfilm form and submit an additional fee payable directly to ProQuest.	43
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Be consistent with the layout of the Table of Contents. If you use MS Word to automatically set up a Table of Contents, the page leaders will always line up properly and the page numbers will always appear on the correct pages. We highly recommend learning to use this automated function in MS Word!

The List of Tables should appear on a separate page from the Table of Contents. Be consistent with the layout of the List of Tables. Just as with the Table of Contents, if you use MS Word to set up a List of Tables, the page leaders will always line up properly and the page numbers will always appear on the correct pages.

List of Figures should appear on a separate page from List of Tables. Be consistent with the layout of the List of Figures as with the Table of Contents and List of Tables.

Sample Abstract Page

The Abstract is mandatory and it follows Table of Contents and List of Tables and/or List of Figures or Schemes if applicable. The abstract summarizes a thesis or dissertation.

Abstract

H.R. Pile. Type the title of the Thesis or Dissertation here using Initial Caps, (include # of pages, tables, figures, and year) ____pages, ____tables, ____ figures, 200X

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The Abstract page must be signed by your major professor

H. R. Pile

Candidate for the degree of Doctor of Philosophy October 2010

Susan L. Senecah, Ph.D.

Environmental Studies

State University of New York College of Environmental Science and Forestry, Syracuse, New York

Susan L. Senecah, Ph.D.

One: INTRODUCTION

Wolf Recovery, Conservation, and Management
The Oregon Wolf Conservation and Management Plan Process
Perspective Taking
Perspective Taking Defined
Perspective Taking in Literature and Cinema
Perspective Taking in Religion

Two: REVIEW OF LITERATURE

Three: METHODOLOGY

Four: RESULTS

Five: DISCUSSION

Sample Vita or Resume Page

Name

Date and Place of Birth

Education

Name and Location

Dates

Degree

High School:

College:

Graduate School:

Employment

Employer:

Dates:

Job Title:

SUNY/COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

DEPARTMENT OF LANDSCAPE ARCHITECTURE

LSA 798 PROPOSAL FORM

(credit hours vary)

LSA 798 – Title of proposal
LSA 798 – Number of credit hours proposed
LSA 798 - Instructor
Student Name
Major Professor
Date

Introduction

Brief Background

Goals and Objective

Method of Inquiry

Documentation Format

Preliminary Bibliography

Schedule

Student Signature

date

LSA 798 Instructor Signature

date

Major Professor Signature

date

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 2A

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

OFFICE OF INSTRUCTION AND GRADUATE STUDIES

Date:

TO: S. Scott Shannon
Dean, Instruction and Graduate Studies

FROM: _____
[name of Department Chair]

SUBJECT: Appointment of Major Professor/Steering Committee

I recommend the following appointment(s) for the student _____

Major Professor: _____

Steering Committee: _____

I support the appointment of this committee _____
[Signature of Department Chair]

For non-ESF faculty committee appointments, please include the full name, affiliation, and address of the appointee.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 3A (MS)

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

OFFICE OF INSTRUCTION AND GRADUATE STUDIES

TO: Students in the Master of Science (MS) degree program

FROM: S. Scott Shannon
Dean, Instruction and Graduate Studies

SUBJECT: Graduate Student Study Plan

Attached is one copy of the Graduate Student Study Plan (Form 3B).

Your study plan must include the sequence of courses you must complete and a plan for research. The study plan, developed by you with the advice and approval of your major professor and other members of your steering committee, must be submitted to your Department Chair for approval, then forwarded to the Dean of Instruction and Graduate Studies at least by the end of your third semester. This study plan can be changed during the course of your studies. Changes must be approved by your major professor, Department Chair, and the Dean of Instruction and Graduate Studies.

The following summarizes the program requirements which must be completed before a graduate degree will be awarded:

Master of Science

In addition to completion of necessary coursework, students prepare either (1) a research-oriented thesis which investigates a problem that initiates, expands or clarifies scientific knowledge in the field, or (2) an application-oriented project report that applies skills or techniques from the field to address a specific problem. Whichever is chosen, students are required to define an appropriate problem for investigation; review relevant information; develop a study plan; collect, analyze and interpret data; test hypotheses and draw conclusions; and relate the results to scientific theory or body of knowledge in the field.

The minimum credit hour requirement is the successful completion of 30 credits distributed between coursework and thesis or project. The applicable distributions will be determined by individual faculties to suit the programs, with the understanding that a minimum of 18 credits is awarded for graduate level coursework, including at least 12 credit hours of coursework taken in residence at ESF, and a minimum of 6 credits is awarded for the thesis. The student's study plan is approved by the major professor, steering committee and department chair. The student must successfully defend the thesis or project for degree completion. The thesis or project is prepared and bound according to College standards and deposited in Moon Memorial Library.

Communication Skills

All students entering graduate programs at ESF are expected to be proficient in communication skills, including technical writing and library skills. Students are required to have completed at least one course in technical writing and one course in library usage, either as an undergraduate or as a graduate student. Credits for such courses taken during the graduate program are not counted towards degree requirements. Alternatively, graduate students can meet the requirement by demonstrating the equivalent in experience in writing and library skills, as determined by the steering committee.

Seminars

Participation in seminars, including the preparation and presentation of technical material, is vital to the student's graduate education. All graduate students at ESF are required to participate in graduate seminars, as follows:

Each graduate student is expected to participate in topic seminars, including presentations, as determined by the individual Faculty. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or the SUNY Upstate Medical University.

Students completing the Master's degree are required to present a capstone seminar on their thesis. The purpose of the capstone seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. This seminar will be presented prior to the thesis defense and should be attended by the student's steering committee. Each seminar is open to the College community and will be announced College-wide to encourage attendance by students and faculty.

Academic Performance

All graduate students are required to maintain at least a 3.0 cumulative grade point average (4.0 =A) for graduate level courses. Students who do not maintain this average, or who receive two or more grades of Unsatisfactory (U) for work on the thesis or project, will be placed on probation or dismissed from ESF by the Dean of Instruction and Graduate Studies upon the recommendation of the College Subcommittee on Academic Standards.

Credit Hour Load

To meet academic requirements, graduate students must be registered for at least one credit each semester, excluding summers, from the first semester of matriculation until all degree requirements have been completed. Students are required to register for at least one credit in the summer if they will complete all requirements during that time. There is no full-time credit hour load to meet academic requirements.

To qualify for various forms of financial support, the following credit hour loads are defined: Graduate students who hold an assistantship must be registered for at least nine credits each semester while holding such an award. Graduate students not holding an assistantship are considered full-time if they are registered for at least 12 credits each semester.

Graduate students, holding an assistantship or not, in their last semester of study who have met all academic requirements except for the completion of their thesis or an examination may be

considered full-time if registered for at least one credit and have their major professor verify they are working full-time on the completion of degree requirements.

Transfer Credit

Up to six credits of graduate coursework in which a minimum grade of B was earned from an accredited institution and not used to complete another degree may be accepted towards completion of a Master's degree as approved by the steering committee.

Time Limits

Graduate students must complete all requirements for the Master's degree within three years of the first date of matriculation.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 3B (MS)

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

Graduate Student Program (MS)

Student _____ Date _____

Program _____

Area of Study _____

A. Coursework

1. Graduate credits transferred (by petition):

Other graduate credits: _____

Non-degree ESF credits: _____

Total transfer credits: _____

Suggested Courses: The following listed courses are desirable to broaden the student's program but are **NOT required to meet minimal degree requirements:**

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Target date for completing course _____

Master's Study Integration

Target date for proposal _____

Target date for capstone seminar _____

Target date for defense _____

Accepted by:	
Major Professor	Student
Steering Committee member	Department Chair or Graduate Coordinator
Steering Committee member	For non-ESF faculty committee appointments, please include the full name, affiliation, and address of the appointee.

cc: Department Chair, Major Professor, Dean (OI&GS), Student, Registrar
CRT_____

DEFENSE EXAMINATION FOR THESIS OR DISSERTATION

At the conclusion of the study and research program, each Master of Science and doctoral candidate must successfully defend the thesis or dissertation. The objectives of the defense examination are (1) to probe the validity and significance of the data and information presented; (2) to assess the student as a critical thinker and data analyst; (3) to evaluate the student's scientific creativity, including the student's ability to relate research results to scientific theory within the chosen field; and (4) to present the results effectively in writing.

Upon the recommendation of the appropriate department chair, the Dean of Instruction and Graduate Studies appoints the defense examination committee. It consists of members of the steering committee and at least one additional faculty member for the master's degree examination and two additional faculty members or other qualified persons for the doctoral degree examination. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the student's degree program.

This oral examination covers principally the material in the thesis or dissertation, as well as literature and information relating to it. **At least two weeks** prior to the date of the oral examination, the student is required to submit a final document to all members of the examination committee. College-wide standards for final format are specified in a document available in the Office of Instruction and Graduate Studies. Within five days of the oral exam, the major professor confirms with the chair of the examining committee that the oral examination should proceed as scheduled. If the major professor determines that the written document does not meet the standards established for the thesis or dissertation exam, the exam may be postponed by the Dean of Instruction and Graduate Studies at the recommendation of the chair of the student's exam committee.

The role of the examination committee chair is to manage the defense, ensure its integrity, and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the examination with notification of the chair of the student's exam committee. The defense examination should typically last two hours, although this time period may be extended as required. At the completion of the examination, the candidate and observers are excused from the room and the examination committee determines whether the candidate has successfully defended the thesis or dissertation. The committee chair has the option to vote. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first defense examination. A student who fails the first defense may request a second defense which must take place no more than one year from the date of the first examination. At the second defense, the student has passed the defense if there is no more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 5A

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

Office of Instruction and Graduate Studies

TO: Graduate Students Ready to Defend Thesis or Dissertation

FROM: S. Scott Shannon
Dean, Instruction and Graduate Studies

SUBJECT: Information Concerning Defense Examination for Thesis or Dissertation

Thesis or Dissertation: At the conclusion of the study and research program, each master's student or doctoral candidate completing a thesis or dissertation must successfully defend the thesis or dissertation. The objectives of the defense examination are (1) to probe the validity and significance of the data and information presented in the research, (2) to assess the student as a critical thinker and data analyst, (3) to evaluate the student's scientific creativity, including the student's ability to relate research results to scientific theory within the chosen field, and (4) to present the results effectively in writing.

Upon the recommendation of your Department Chair, the Dean of Instruction and Graduate Studies appoints the thesis or dissertation defense examination committee. It consists of members of your steering committee, and at least one additional faculty member for the master's degree examination and two additional faculty members or other qualified persons for the doctoral degree examination. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from your degree program.

This oral examination covers principally the material in the thesis or dissertation as well as literature and information relating to the thesis or dissertation.

The role of the examination committee chair is to manage defense, ensure its integrity and represent the interests of the faculty and student. Any member of the faculty may be an observer. You may invite a silent student observer to attend the examination. The defense examination usually lasts two hours, although this time period may be extended as required. At the completion of the examination, you and any observers are excused from the room and the examination committee determines whether you have successfully defended your thesis or dissertation. Unanimous agreement is required for you to pass. If less than unanimous agreement is reached, you will have failed the first defense examination. A student who fails the first defense may request a second defense. At the second defense, the student has passed the defense if there is no more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

To schedule a defense examination, please complete the following steps:

1. In consultation with your major professor, complete Form 5B for your Department Chair to review, sign, and forward to the Office of Instruction and Graduate Studies. Form 5B should be submitted **by the academic year deadline**. Refer to the Graduate Studies website for academic deadlines: <http://www.esf.edu/graduate/deadlines.htm>.
2. Within three working days of receipt of Form 5B, the Dean of Instruction and Graduate Studies will assign a faculty member outside of your degree program to serve as chair of your defense committee. When you receive a copy of Form 5C which officially appoints your examination committee, you must consult with all members of your committee (major professor, steering committee, additional examiner(s), and defense chair to arrange a mutually convenient date, time, and location for your defense.
3. You must inform the Office of Instruction and Graduate Studies of the agreed upon date, time, and location for your defense at least two weeks in advance of the defense date. This Office will confirm in Form 5D these arrangements with all concerned individuals.
4. You must deliver to each member of your defense committee (including the defense chair) a typed, final copy of your thesis/dissertation **at least two weeks** before the scheduled examination. The examination may be rescheduled if the final document is not distributed by this deadline.
5. After the defense examination, your committee will complete Form 5E and send it to the Office of Instruction and Graduate Studies. If you need to make corrections and/or revisions to your document, you must complete them before your Committee Chair, Major Professor, or Department Chair will sign the title page.
6. When your document has been signed, you must submit copies of it to the Office of Instruction and Graduate Studies. Students submit digital copies of the document to ProQuest for archiving. Remember, you must continue to register for at least one credit each semester until this step is completed.
7. Copies of the bound document will be distributed by the Office of Instruction and Graduate Studies.

Please make sure to check for latest version of this form: <http://www.esf.edu/graduate/graddegreq.htm>

Form 5B

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

Office of Instruction and Graduate Studies

Date:

TO: S. Scott Shannon
Dean, Instruction and Graduate Studies

FROM: Department Chair

SUBJECT: Request to Appoint Defense of Thesis/Dissertation Examination Committee

As the Department Chair for the student noted below, I recommend you appoint the following defense of thesis/dissertation examination committee, including the defense committee chair who is not a member of the ESF Faculty:

Student: _____

Examination Committee:

Major Professor: _____

Steering Committee: _____

*Examiner(s):** _____

Proposed Thesis or Dissertation Title:

* At least one additional faculty member is required for the master's degree examination and at least two additional faculty members or other qualified persons for doctoral degree examination. **For non-ESF faculty committee appointments, please include the full name, affiliation, and address of the appointee.**

Potential Graduate Degree Recipients for Academic Year 2010-2011

Action required	if you wish to graduate in:		
	December 2010	May 2010	August 2010
Request Appointment for Defense of Thesis/Dissertation Examination Committee (Form 5B) or (MPS and MLA students) notify OI&GS of intention to compete degree	Wed., Sept. 15, 2010	Wed., Dec. 1, 2010	By petition
Latest day to defend to qualify for degree	Wed., Nov. 24, 2010	Fri., April 22, 2011	
Submit a final revised and signed version of document and associated paperwork to Office of Instruction & Graduate Studies	Wed., Dec. 1, 2010	Wed., April 27, 2011	Wed., Aug. 10, 2011

Please note: Consult the *Instructions for Completing a Thesis or Dissertation* prior to submitting a final draft to your defense committee members. All committee members (Major Professor, Steering Committee, Readers, and the Defense Committee Chair) must have a final draft **at least seven days** prior to the defense. Students should notify the Office of Instruction and Graduate Studies of the date, time, and location **at least 10 working days in advance of the defense** or it may be rescheduled.

BLA/MS Fast Track Option

BLA/MS FAST TRACK OPTION

Purpose

The faculty feels there should be clearly defined options available for particularly motivated and capable undergraduates who wish to pursue specific research opportunities with faculty mentors. This fast-track option addresses the needs of students responding to increasing (and increasingly visible) research activity among the faculty, and the demand for specialized skills and expertise in specific areas of practice (e.g. urban ecology, landscape preservation, community design literacy and participation, environmental education and computer technology).

Basically, this six-year+ study plan comprises the first four years of the typical BLA program (not less than 128 credits as currently described), plus an off-campus *summer-only option* (between 6 and 16 credits), coupled with two years of the MS (not less than 30 graduate credits with a minimum of 24 credits of coursework, plus 6 credits of thesis). In the fifth year, the completion of professional BLA requirements parallels the initiation of the student's thesis research. Depending on the student's study plan, the fast-track option may be completed with a minimum 180 credits, potentially shortening the total length of study for both degrees by one semester.

Description

The fast-track applicant applies for an early graduate admission decision in the fall of their fourth year. Successful applicants will be among the top achievers of their class: to qualify they must be in good academic standing with a minimum 3.0 GPA (*cum laude*). Acceptance into the Master's Program will be made prior to the beginning of the spring semester. Students transferring into the BLA program as sophomores or juniors may apply in their senior year, providing they have completed all required courses and have no academic deficiencies. Admission to the fast-track option is strictly conditional upon continued high academic achievement. During the fifth year, in all required courses taken after fast-track acceptance, the student must receive a grade of B (3.0) or better. This standard must be maintained to remain in the fast-track program. Students not maintaining the standard will automatically be returned to undergraduate status and graduate with a BLA at the end of their fifth year.

The application procedure typically requires GRE scores, writing samples and/or portfolio, and three (3) letters of reference, including, ideally, an endorsement in principle for future research/teaching opportunities from a faculty mentor. Further, the fast-track applicant must propose a clear outline of his or her motives for advanced study, select an area of graduate study, and define a study topic or statement of research interests. Like any other MS application, fast-track applications must be circulated, reviewed and signed by members of the graduate admissions committee. A letter indicating provisional early admission to the MS program is presented upon acceptance to the fast-track option. The MS program director serves as the academic advisor until such time that the major professor is appointed.

Fast-track students will receive the BLA degree at the conclusion of their fifth year in order to formally graduate with their undergraduate class. The MS degree is typically awarded at the end of the sixth year, after the completion of the graduate thesis and all other graduate degree requirements. The fifth year thus is treated as the last year of undergraduate study, charged at undergraduate tuition rates, and supported with the same undergraduate financial aid configuration normally awarded. Work-study opportunities may be available for 5th year students to work directly with faculty members.

The sixth year is considered the first year of graduate study at graduate tuition. At this point the fast-track student is eligible to compete for graduate assistantships. According to the policies of the Graduate Program Office, the total length of time allowable for the completion of the Masters degree is three years from the time of *graduate* matriculation--*i.e.* the beginning of the sixth year. Up to that limit, students may register for additional semesters of 1-credit thesis extension as necessary to complete the Masters thesis. In the event that the thesis is not completed within the three-year time limit, the student may petition for a (one-time only) extension or formally withdraw (in writing) from the MS program.

Off Campus and Professional Requirements

The most important issue is the nature of the student's transition from BLA to MS status. All *professional requirements for the BLA degree must be completed by the end of the fifth year* of study -neither final studio, nor professional practice seminar nor contract documents studio may be waived. Spring thematic studios may be selected from BLA *or* MLA offerings. One variant requires the conventional independent off-campus project to be undertaken by fast-track students during the summer between the fourth and fifth year. Alternatively, coursework may be substituted, and thesis-related field research proposed in the spring of the fifth year must be undertaken in the summer between the fifth and sixth year and/or prior to beginning LSA 899.

BLA/MS FAST-TRACK PLAN SHEET

	Fall Semester	Spring Semester
First Year	BLA curriculum as described (15)	BLA curriculum as described (15)
Second Year	BLA curriculum as described (16)	BLA curriculum as described (16)
Third Year	BLA curriculum as described (14)	BLA curriculum as described (15) Faculty: describe fast-track
Fourth Year	BLA curriculum as described (15) Students: initiate process • Interview faculty members • Prepare application (due 11/10) • Receive <i>conditional</i> admission by end of Fall semester (maintain 3.0 GPA)	BLA curriculum as described (14) Engage fast-track option • Option A: LSA 425--OCP Prep for Summer team/location • Option B: Directed elective(s) relevant to MS study concentration (maintain 3.0 GPA)

Fast-Track Option Begins

Not fewer than 128 BLA credits

Fast-Track Option A

FOURTH YEAR, SUMMER	Credits
LSA 460 Off-Campus Design Thesis Studio (summer option only)	15
Total Credits	15

FIFTH YEAR, FALL SEMESTER	
LSA 596 Special Topics in Landscape Architecture	3
LSA 640 Research Methodology	3
LSA 697 Topics and Issues of Landscape Architecture	Audit
Directed Electives	6-9
Total Credits	12-15

FIFTH YEAR, SPRING SEMESTER	
LSA 455 Professional Practice in Landscape Architecture	3
LSA 461 Off-Campus Presentation Seminar	1
LSA 470 Thematic Studio	6
LSA 799 Thesis Proposal Development	3
Total Credits	13

BLA program completed with a minimum of 150 credits earned.

SIXTH YEAR, FALL	
LSA 899 Master's Thesis Research	3-6
Directed Elective(s)	3-6
Total	9-12

SIXTH YEAR, SPRING	
LSA 899 Master's Thesis Research	3-6
Directed Elective(s)	3-6
Total	9-12

LSA 899 Master's Thesis Research extension as necessary for completion
(up to maximum length of MS program) 1

MS program completed with a minimum of 180 credits earned
(minimum 30 graduate credits).

Fast-Track Option B

FIFTH YEAR, FALL SEMESTER

LSA 596 Special Topics in Landscape Architecture	3
LSA 640 Research Methodology	3
LSA 697 Topics and Issues of Landscape Architecture	Audit
Directed Electives	6-9
Total Credits	12-15

FIFTH YEAR, SPRING SEMESTER

LSA 455 Professional Practice in Landscape Architecture	3
LSA 470 Thematic Studio	6
LSA 625 Orientation for Off-Campus Experiential Studio	Audit
LSA 799 Thesis Proposal Development	3
Total Credits	12

FIFTH YEAR, SUMMER

LSA 760 Off-Campus Experiential Studio (<i>must be linked to thesis</i>)	12
or	
LSA 798 Research Problem (<i>must be linked to thesis</i>)	6
Total Credits	6-12

BLA program completed with a minimum of 150 credits earned.

SIXTH YEAR, FALL

LSA 899 Master's Thesis Research	3-6
Directed Elective(s)	3-6
Total	9-12

SIXTH YEAR, SPRING

LSA 899 Master's Thesis Research	3-6
Directed Elective(s)	3-6
Total	9-12

LSA 899 Master's Thesis Research extension as necessary for completion
(*up to maximum length of MS program*) 1

MS program completed with a minimum of 180 credits earned
(minimum 30 graduate credits).