



# HISTORIC PRESERVATION PROGRAM

UNIVERSITY *of* WASHINGTON

College of Built Environments

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## Capstone Guidelines

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### Purpose of the Capstone

The Capstone Project is the culminating requirement for the Graduate Certificate in Historic Preservation. It allows students to synthesize and apply knowledge gained from coursework, fieldwork, and independent study to a real-world or research-based issue in historic preservation. The capstone should reflect the student's intellectual interests, demonstrate methodological competency, and contribute meaningfully to the field.

### Learning Objectives

The capstone is designed to help students integrate theory, policy, and practice in preservation work; demonstrate critical thinking, analytical ability, and effective communication; engage with diverse stakeholders, communities, or cultural contexts; and produce a professional-quality final product suitable for presentation or publication.

### Eligibility and Prerequisites

1. Students must be formally enrolled in the Graduate Certificate in Historic Preservation.
2. Majority of the required credits for the certificate must be completed or in progress at the time the capstone proposal is submitted.
3. Students must also secure a faculty advisor affiliated with the Certificate Program.

### Capstone Formats

Capstone projects may take a variety of forms, depending on the student's interests, disciplinary background, and professional goals:

- A professional project that addresses a specific issue, site, or policy in preservation from a practice-oriented perspective.
- A thesis involving a scholarly investigation into a topic or theme relevant to historic preservation
- A design or planning studio project that documents an individual preservation-focused intervention, even if developed within a group studio setting.
- A creative or public history project, which may take the form of exhibitions, digital storytelling, documentary work, or community-based initiatives.
- Conduct in-depth research into historic preservation topics to evaluate how they were applied in specific case studies.

Formats 1 and 2 must include a full professional report or thesis consistent with disciplinary standards. Formats 3, 4, and 5 must include a written narrative of approximately 2,000 words, along with appropriate visual documentation, citations, and a bibliography.

### Capstone Proposal (for all formats)

Students must submit a capstone proposal by the **fifth week of the quarter** before the quarter in which they intend to graduate. The 500-word proposal must include:

1. project title
2. statement of purpose and significance
3. project goals
4. methodology
5. expected outcomes
6. work plan and timeline for completion
7. the name and an agreement to supervise from the faculty advisor

### **Advising and Review**

Each student is expected to work under the guidance of a faculty advisor, who will approve both the proposal and the final deliverable. A second reviewer, either another faculty member or an external practitioner, may be recommended by the advisor. Students must maintain regular check-ins with their advisor throughout the quarter in which the capstone is being completed.

### **Final Submission Requirements**

The final **written report is due on Friday of the ninth week of the student's graduating quarter**. The report should be accompanied by any required visual or supplementary materials.

### **Assessment Criteria**

Capstone projects will be evaluated on several dimensions. These include the clarity of the project's purpose and the rigor of its research or design; the relevance of the work to historic preservation issues and practices; the quality of writing, analysis, and documentation; and the professionalism of the final product (and presentation).

### **Additional Notes**

Projects involving human subjects, such as interviews, may require prior Institutional Review Board (IRB) approval. Students are encouraged to align their capstone work with internships, research assistantships, or funded research opportunities when relevant. Interdisciplinary or collaborative projects are welcome, but students must clearly define their individual contribution within any team effort.