LEARNING OUTCOMES: ARCHITECTURE, PHD

Learning Outcomes for the degree of Doctor of Philosophy in Architecture

Theory & Knowledge

• Students will understand the major theoretical approaches in their architectural subdiscipline, and the assumptions inflected on research situated within any one approach.
• Students will develop mastery of the knowledge in a major architectural subdiscipline and substantial comprehension of knowledge in a minor field outside of architecture.
• Students can identify and describe key theories, concepts, and issues associated with the major theoretical approaches in their architectural subdiscipline.
• Students can combine theoretical approaches to explain phenomena they intend to study.
• Students can select the theoretical approach that is most applicable to a phenomenon and explain why they have selected that perspective.

Research

• Students will be able to identify, interpret, and synthesize research and describe the gaps in research conducted by other scholars in a particular area of focus.
• Students will comprehend the primary quantitative and qualitative research methods employed in systematic study of the built environment.
• Students will be versed in research ethics pertinent to their architectural subdiscipline.
• Students will be design and carryout a major original research project that contributes new knowledge to the discipline.
• Students will be able to articulate to scholars outside the field the value of including architectural perspectives in interdisciplinary research.

Dissemination of Scholarship

• Students will understand the value and obligation for scholars to engage in all aspects of the peer-review process.
• Students informally share their work-in-progress with peers.
• Students can engage peer-review conference and journal venues where they disseminate their research.

Professional Development

• Students explore academic and professional post-graduation possibilities for applying their expertise in productive employment.
• Students understand the different types of academic institutions and the expectations of faculty and staff in these different institution settings.
• Students can design and deliver a lecture.
• Students can identify and describe different methods of academic instruction and explain their differential goals.