

TOROS ÜNİVERSİTESİ

Faculty Of Fine Arts, Design And Architecture
Architecture

Course Information

UNIVERSAL DESIGN					
Code	Semester	Theoretical	Practice	National Credit	ECTS Credit
		Hour / Week			
ARC 462	Spring	3	0	3	3

Prerequisites and co-requisites	None
Language of instruction	Turkish
Type	Elective
Level of Course	Bachelor's
Lecturer	
Mode of Delivery	Face to Face
Suggested Subject	None
Professional practise (internship)	None
Objectives of the Course	This course aims for students' achievement of basic of Universal Design theories and principles. The awareness of Universal Design being a user focused correct way of design, and not something to add on after the design project is finished is portrayed with the principles and examples. The course that begins with a background and history on Universal Design, continues with definitions of Barrier Free and Accessible Design as well as theories, principles and applications
Contents of the Course	Within the course, various scaled projects are analyzed and redesigned in a "universal" way. The topics discussed in a parallel fashion with an Ergonomic base, aim to provide an elaborate understanding of designing spaces that not only accommodate and become functional for wheelchair users, but all kinds of people. Universal Design is often neglected in design education. It is seen as something that is sterile and a compulsory feature for disabled persons; as something that contradicts the creativity of a design project. The aim is for students to gain an understanding of the topic as an approach that is inclusive regardless of age, skill, or gender.

Learning Outcomes of Course

#	Learning Outcomes
1	To know the concept of universal design and design for all
2	To learn barrier-free design criteria
3	To design barrier-free space
4	To make building and Urban designs according to accessibility
5	To be an architect having barrier-free, accessible design-conscious

Course Syllabus

#	Subjects	Teaching Methods and Technics
1	Introduction to Universal Design	Definition and basic introduction to the field
2	Background of Universal Design	Reading: Guidelines for Use of the Principles of Universal Design (Guidelines for Use of the Principles of Universal Design)
3	The "Universal" Approach	
4	Watching Documentary: 1. This short film prepared by NCSU Universal Design Research Unit show barriers that may be problematic for nonaverage	Homework 1: Answering Questions on the Course Webpage.

	users of aspace/equipment. 2.□"Freedom Machines" (PBS) takes a new look at disabilitythrough the lens of assistive technology.	
5	Principles and Standards of Universal Design	Reading: The Universal Design File:Designing for People of All Ages andAbilities , UDF.12.98, Molly Story, JamesMueller, and Ron Mace, 1998, 164 pp.The Universal Design File discusses thehistory of universal design and providesexcellent illustrations of each principle.Seven indepth case studies are profiled.This book was the first comprehensivelook at the concept and application ofuniversal design in products and the builtenvironment.
6	Being "DifferentlyAbled"	Reading: Toy Guide for Differently AbledKids (www.toysrus.com) * REPORTPROPOSAL SUBMISSION
7	Universal Design at Home	Reading: Housing for the Lifespan of AllPeople, HSUD.8.97, 1988, reprint 1994.This pamphlet provides an introductionto the concept of universal design and its application in the home. Universal designfeatures, applications, and designsolutions for the home are included.
8	Open Book Midterm	No preperation
9	Case Studies: Health Environments	Homework 2: Answering Questionsonthe Course Webpage. Reading: CaseStudies on Universal Design,CSUD.5.98, 1998, 65+ pp. 14 casestudies, which describe universal designsolutions and demonstrate successfulintroductions of universal design in themarketplace are included in this book.The case studies illustrate one or moreof the seven Principles of UniversalDesign developed under the direction ofThe Center for Universal Design.
10	Case Studies: Learning Environments	Reading: Case Studies on UniversalDesign, CSUD.5.98, 1998, 65+ pp. 14case studies, which describe universaldesign solutions and demonstratesuccessful introductions of universaldesign in the marketplace are included inthis book. The case studies illustrate oneor more of the seven Principles ofUniversal Design developed under thedirection of The Center for UniversalDesign.
11	Case Studies: Outdoor Public Environments and Products	Reading: Reading: Case Studies on Universal Design , CSUD.5.98, 1998,65+ pp. 14 case studies, which describe universal design solutions and demonstrate successful introductions ofuniversal design in the market place areincluded in this book. The case studies illustrate one or more of the sevenPrinciples of Universal Design developedunder the direction of The Center fo
12	Universal Design Policies	Poster Submission
13	Group Presentations M01/CB101	Definition and basic introduction to the field
14	Group Presentations M01/CB101	Reading: Guidelines for Use of the Principles of Universal Design (Guidelines for Use of the Principles ofUniversal Design)
15	Semester Revision	Research: Resources on Universal Design
16	Final Exam	

Course Syllabus

#	Material / Resources	Information About Resources	Reference / Recommended Resources
1	Accessible Environments: Toward Universal Design , AUED.9.96, Ronald L. Mace, Graeme J. Hardie, and Jaime P. Place, 1996, 44 pp. A good overview of the concept of universal design in everydayenvironments. Design illustrations, a brief history of the movement for disability rights, and recentlegal developments are included		

Method of Assessment

#	Weight	Work Type	Work Title
1	30%	Mid-Term Exam	Mid-Term Exam
2	5%	Homework	Homework
3	5%	Homework	Homework
4	60%	Final Exam	Final Exam

Relationship between Learning Outcomes of Course and Program Outcomes

#	Learning Outcomes	Program Outcomes	Method of Assessment
1	To know the concept of universal design and design for all	11	1,2,3,4
2	To learn barrier-free design criteria	11	1,2,3,4
3	To design barrier-free space	11	1,2,3,4
4	To make building and Urban designs according to accessibility	9,11	1,2,3,4
5	To be an architect having barrier-free, accessible design-conscious	1,11	1,2,3,4

PS. The numbers, which are shown in the column Method of Assessment, presents the methods shown in the previous table, titled as Method of Assessment.

Work Load Details

#	Type of Work	Quantity	Time (Hour)	Work Load
1	Course Duration	14	3	42
2	Course Duration Except Class (Preliminary Study, Enhancement)	14	2	28
3	Presentation and Seminar Preparation	0	0	0
4	Web Research, Library and Archival Work	0	0	0
5	Document/Information Listing	0	0	0
6	Workshop	0	0	0
7	Preparation for Midterm Exam	1	2	2
8	Midterm Exam	1	3	3
9	Quiz	0	0	0
10	Homework	2	3	6
11	Midterm Project	0	0	0
12	Midterm Exercise	0	0	0
13	Final Project	0	0	0
14	Final Exercise	0	0	0
15	Preparation for Final Exam	1	6	6
16	Final Exam	1	3	3
				90