

TOROS ÜNİVERSİTESİ

Faculty Of Fine Arts, Design And Architecture
Architecture

Course Information

| UNIVERSAL DESIGN | | | | | |
|------------------|----------|-------------|----------|-----------------|-------------|
| Code | Semester | Theoretical | Practice | National Credit | ECTS Credit |
| | | Hour / Week | | | |
| ARC462 | 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 "DifferentlyAble" | 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 preparation |
| 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 universalaldesign solutions and demonstratesuccessful introductions of universalaldesign 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 Jaine 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 |