IND 5937: Inclusive Design in the Built Environment
Syllabus, Fall 2022
3 Credit Hours

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Meeting Times: Tuesdays | Periods 7-9 (1:55 - 4:55)
Meeting Location: ARCH 439

Course Description

Statement:

This course focuses on the interaction between human ability (and dis-ability) and the design of the built environment based on values of equal opportunity and personal empowerment. You will learn about the lived experiences of people with changing abilities and explore the principles of inclusive and human-centered design. We will review studies that use innovative ways to evaluate and improve accessibility, autonomy, and independence for everyone. The course emphasizes the acquisition of evidence-based methods to guide intervention development based on each student's academic background and desired path.

Objectives:

- Develop **sensitivity** to human variability in relation to the built environment
- Identify environmental **barriers** and **facilitators** impacting human functioning and quality of life
- Understand a range of research **methods** used to study inclusive design in the built environment
- Gain substantial knowledge of at least **one special population** and their environmental needs
- Practice effective **communication** of credible research findings to a wide range of audiences

Communications:

This course is taught mainly in a seminar format consisting of, but not limited to, lectures, presentations, assigned readings and video viewings, discussions, and writing.

Reading Materials:

No textbook is required for this course. All readings and other course materials will be available through Canvas.

Materials and Supplies Fees:

There are no materials and supplies fees required for this course during this semester.

Instructional Methods:

The following modules are designed to support the course objectives:

Module 1: Special Populations & Spatial Needs
In this module, students will gain a clear understanding of what inclusive design is and its importance in the built environment. Students will explore current knowledge on people with different impairments and their environmental needs. Guest lecturers will complement course lectures and student exercises. Assigned readings will relate to the covered topic in each session, including aging population and adults with chronic health conditions, such as vision impairments, Dementia, Parkinson's, and Autism.

Module 2: Literature Analysis & Research Tools
In this module, students will review different research methods and tools used to study people with changing abilities and the way the physical environment may affect their health and quality of life. Students will read, analyze, and present relevant research papers. Towards the end of this module, students will select their focus area (one special population) and start mapping the literature on that area.

Module 3: Evidence-Based Design (EBD)
This module is focused on evidence-based design. DCP students with design background may apply the knowledge they gained through reviewing the literature into a design project. Those who do not have design background can work on a critical literature review for their final project or team up with design students to generate an evidence-informed design project. The activities in this module may vary depending on the composition of the class and students' background and area of interest.

Grading Policies

Methods by which students will be evaluated and their grade determined

The final grade will be based on your performance in the following activities:

Category	Percentage of total grade
Participation, discussions, and exercises	10%
Presentations	15%
Reflection	15%
Annotated outline	25%
Final project	35%

Information on current UF grading policies for assigning grade points:

This course will follow the policies on the UF Undergraduate Catalog:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale:

For further information on UF's Grading Policy, see: http://www.isis.ufl.edu/minusgrades.html

Grade	%	Grade points	Grade	%	Grade points
A	93-100	4.0	C	73-76.9	2.0
A-	90-92.9	3.67	C-	70-72.9	1.67
B+	87-89.9	3.33	D+	67-69.9	1.33
B	83-86.9	3.0	D	63-66.9	1.0
B-	80-82.9	2.67	D-	60-62.9	.67
C+	77-79.9	2.33	E	0-59	0.0

A Weekly Schedule of Topics and Assignments:

For detailed schedule of assignments and class activities, see course Schedule on Canvas. Disclaimer: This schedule represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity.

Course Policies

Attendance & Participation:

Regular and punctual class attendance is essential, and no assigned work is excused because of absence. Requirements for class attendance and assignments are consistent with university policies that can be found at:

https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Assignment Policy:

Assignments must be submitted to Canvas via the assignment page and any instructions detailed therein. Due dates are specified on the Canvas calendar. All assignments - completed or incomplete - must be turned in on the due date and will be graded as they stand. **Late assignments will be deducted one full letter grade per day (or partial day)**.

Make-up Policy:

In cases of emergency where documented proof is provided, late assignments will be accepted but, depending on the situation, there may be a grade reduction. Depending on the case, students who can provide appropriate documentation for the late submission may be given a reasonable period of time to make up the late work.

Course Technology:

For technology related issues, the UF computing help desk can be reached at:

- http://helpdesk.ufl.edu
- (352) 392-HELP - select option 2

UF Policies

University Policy on Accommodating Students with Disabilities: Students
with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click on the link below to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
https://disability.ufl.edu/students/get-started/

University Policy on Academic Conduct: UF students are bound by The Honor Pledge
which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Getting Help

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132 (check website for open hours)

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semesters, but students will be notified when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

WK	Date	Module	Topics / Activities	Due
1	8/30	(1) Special Populations & Spatial Needs	Introduction to course & semester plans What is inclusive design? History, Principles, Challenges	
2	9/6		Disability & the Built Environment Case studies	Exercise 1: Critical Observation
3	9/13		Healthy Aging and the Built Environment Guest lecture by Perkins & Will	Exercise 2: Deeper Dive
4	9/20		Architecture & Autism Guest lecturer by UT San Antonio Guest lecture by Jensen Hughes	Exercise 3: Architecture & Autism
5	9/27		Design for vision impairment Guest lecture by Design for Sight	Exercise 4: Aging & Dementia
6	10/4	(2) Literature Analysis & Research Tools	**Library orientation**	**Reflection Due Sept 30**
7	10/11		Review of Research Methods	
8	10/18		Assigned paper presentation	Presentations
9	10/25		Selected paper presentation	Presentations Topic selection
10	11/1		Literature mapping & evidence-based design	
11	11/8	(3) Evidence-Based Design (EBD)	Site Visit Introduction to the evidence-based design project	**Annotated Outline**
12	11/15		Project progress review	
13	11/22		Individual meetings	
14	11/29		Project progress review	Progress Presentations
15	12/6		Final review	Presentation
16	12/13		Final submission	**Online project submission**

* This calendar is a general outline of the course. The instructor reserves the right to alter the course in response to academic conditions and opportunities.