



University at Buffalo

Center for Inclusive Design and Environmental Access

School of Architecture and Planning

SYLLABUS

UD AND INTERIOR ENVIRONMENTS

Course Number: IDEA 108

Instructor: Jonathan White, *M.Arch.*

Credits: 15 Hours – American Institute of Architects Continuing Education Credit (HSW): Provider #F193

Course Directory: Building Science & Performance | **Topic Area:** ADA/Universal Design

Course Description

Interior design decisions have been shown to affect the quality of life of building users. This course explores the role of the designer in creating inclusive environments for both residential and public buildings by focusing on six key elements of the interior: wayfinding, acoustics, lighting, color, furnishings, and floor coverings. This course provides an in-depth look at each of these elements and ways in which each can positively contribute to health, inclusion in public life, safety, and psychological and emotional well-being.

Learning Objectives

At the conclusion of this course, participants will be able to...

- Use evidence-based guidelines to plan interiors that contribute positively to the quality of life of building inhabitants.
- Explain the importance of wayfinding in buildings and identify interior design elements that enhance wayfinding.
- Assess the pros and cons of design elements such as lighting, furnishings, and floor coverings to make the most appropriate selections for a users with diverse abilities.
- Discuss the ways in which interior design elements can make an environment easier and more pleasant to use for all using case studies as examples.

Student Responsibilities

Center for Inclusive Design and Environmental Access
School of Architecture and Planning

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Students are responsible for receiving delivery of the course textbook, *Universal Design: Creating Inclusive Environments* (Steinfeld and Maisel, 2012) prior to the start of the course. The course website will provide additional reading material and video lectures. An emphasis will be placed on independent study and group discussions with the instructor acting as guide and facilitator. The instructor will review progress of each student, providing assistance as needed. The course website will be used to maintain discussions and dialogue with the instructor as well as access the course materials. Students are responsible for keeping up to date on any announcements posted on the course website or communicated via email.

The course includes two or more video lectures, two or more reading assignments, four assignments, and two or more tests. Students are responsible for learning how to use the course website, completing the readings, watching the video lecture(s) (and/or reading their transcript), completing the tests and assignments on time, participating in online discussion, and completing any additional research needed to facilitate discussion and development of their assignments. The instructor will direct students to literature and other resources appropriate for their project as needed upon request. There are no required login times so students can access the course at any time during the stated date range. We only ask that students complete assignments by their due dates. Late submissions are not penalized but those who do not complete an assignment or test before the course end date will not receive a certificate of completion.

Grading

Grades are based on participation and quality of responses to discussion topics, quality of assignments, and understanding of the course material as demonstrated by test grades. Students must earn enough points on each test to equal 70% of all points available. Students may only take each test once per course. Students may review tests after grading to see the correct answers and other additional feedback. Students who do not complete all components of the course to the satisfaction of the instructor will not receive a certificate of completion. Students may attempt the course as many times as desired, provided they pay the required registration fee for each attempt.

Credits

The course demands approximately 15 contact hours over a four-week period. This workload is roughly equivalent to a three credit-hour university course. The Center for Inclusive Design and Environmental Access (IDeA Center) is a research center at the University at Buffalo Department of Architecture, which is a registered provider with the American Institute of Architects Continuing Education System (AIA/CES). This course is registered with the AIA/CES for 15 HSW CEUs. Credit(s) earned on completion of this course will be reported to AIA/CES for AIA members who provide the instructor with their AIA membership number prior to the end of the course. Architects licensed in the United States may receive credit, even if they are not AIA members. Most, if not all state boards accept AIA certificates, although some states may cap the number of hours in one particular subject area. Certificates of Completion will be provided to all students who complete the course. Students who pay the required registration fees may participate in the same course more than once; however, the certificate of completion and associated credits are only valid once for each course (or equivalent course).

The AIA has not approved or endorsed this course; any material of construction; or any method or manner of handling, using, distributing, or dealing in any material or product. Questions related to specific materials,

methods, and services may be addressed at the conclusion of the course. In order to maintain high-quality learning experiences, the AIA has developed its own evaluation of this course. Students can evaluate this course by logging into the AIA's CES Discovery and clicking on the Course Evaluation link on the left side of the page.

Continuing Education Program Description

The aging of populations in industrialized countries, or "age-wave," is producing unprecedented social change. The older population has the highest disposable income of any age group and a huge investment in health care and social welfare benefits extends the economic power of this group even further. The age wave is creating a growing demand for new places and products.

Paralleling the age wave, the disability rights movement has fostered the development of laws like the Americans with Disabilities Act that are intended to eliminate discrimination by design and support functional independence and social integration of people with disabilities. But laws and regulations can only insure a minimum level of function and the more elusive goal of social integration requires additional design strategies beyond mere code compliance, especially to address many issues related to aging.

These two cultural developments have come together in a new paradigm often called "universal design," "design for all," or "inclusive design" - design of places, products and information/communication systems that allow all people to use them effectively without the need for special accommodations. Although it originally emerged in disability and aging studies, this new paradigm is even more inclusive in outlook. Just as older people and people with disabilities have needs that are not met by traditional design strategies, there are clearly many other segments of the population who have likewise been ignored: children, left handed people, women, people of extremely short or tall stature, those who do not read the native language, and many others.

This program is an introduction to inclusive design of places, products, and systems with a particular focus on the implications of a life span perspective. It will introduce:

- Principles and knowledge bases relevant to many design problems
- Methods for obtaining information about designing for the life span
- Best practice examples to demonstrate the value of inclusive design

The program is designed to be completed in order but students may complete the courses in any order desired. No online program of this length will result in becoming an overnight "expert;" however, we are confident the expertise of our professional staff will give students the foundation needed to recognize, understand, appreciate, apply, and advocate universal design in their homes, offices, and communities.

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