

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
INCLUSIVE URBAN DESIGN	KENT 512	-	3+0	3	10

<b>Prerequisites</b>	-
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<b>Language of Instruction</b>	English
<b>Course Level</b>	Graduate
<b>Course Type</b>	Elective
<b>Course Coordinator</b>	Asst. Prof. Dr. Bengi KORGAVUŞ
<b>Instructors</b>	Asst. Prof. Dr. Bengi KORGAVUŞ
<b>Assistants</b>	-
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. To understand importance of inclusive design design</li> <li>2. To learn the legislations of equal opportunities, protection of rights and full participation</li> <li>3. To be able to determine the design requirement of various segments of society and to provide appropriate solutions</li> <li>4. To get addicted to use the principles of barrier free design in every project</li> </ol>
<b>Content</b>	Introduction to concept of inclusive design; Universal design, inclusive design, barrier-free design, accessible design, and historical development; Inclusive design principles; The spatial design evaluation for all ages, different abilities, various human situations; Concept of disability and types of disability; Childhood and elderly; Disability-friendly urban design; Child-friendly urban design; Age-friendly urban design; Bike-friendly urban design; Pedestrian-friendly urban design; Women-friendly urban design; Inclusive urban design examples.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1. Gain accurate terminology relating to universal and barrier-free design	1, 3, 9, 10, 12	1, 2, 3, 4	A, C
2. To be able to comprehend the mutual relation between physical space and users	1, 3, 4, 5, 8, 12	1, 2, 3, 4	A, C
3. Analyse existing spaces for universal / accessible use	3, 4, 5, 10, 13	1, 2, 3, 4	A, C
4. Understand and apply standards for accessibility in public environments	4, 8, 12, 13	1, 2, 3, 4	A, C

<b>Teaching Methods:</b>	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Seminar, 5: Project, 6: Team Work, 7: Excursion
<b>Assessment Methods:</b>	A: Testing, B: Jury, C: Homework, D: Quiz

<b>COURSE CONTENT</b>		
<b>Week</b>	<b>Topics</b>	<b>Study Materials</b>
<b>1</b>	Introduction to the Course: Explanation of scope and aim of course. Introduction to concept of inclusive design	
<b>2</b>	The concept of universal design, inclusive design, barrier-free design, accessible design, and historical development	
<b>3</b>	Inclusive design principles	
<b>4</b>	The spatial design evaluation for all ages, different abilities, various human situations	
<b>5</b>	Concept of disability and types of disability	
<b>6</b>	Childhood and elderly	
<b>7</b>	Mid-term presentations	
<b>8</b>	Disability-friendly urban design	
<b>9</b>	Disability-friendly urban design	
<b>10</b>	Child-friendly urban design	
<b>11</b>	Age (dementia)-friendly urban design	
<b>12</b>	Bike-friendly urban design	
<b>13</b>	Pedestrian-friendly urban design	
<b>14</b>	Women-friendly urban design	
<b>15</b>	Inclusive urban design examples	

<b>RECOMMENDED SOURCES</b>	
<b>Textbook</b>	-
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>▪ Heiss, O., Degenhart, C. And J. Ebe, 2010. Barrier-Free Design, Birkhauser.</li> <li>▪ Goldsmith, S., 2000. Universal Design: A Manual of Practical Guidance for Architects, Architectural Press.</li> <li>▪ US Department of Justice, 2010. 2010 ADA Standards for Accessible Design.</li> <li>▪ US Access Board, 2004. ADA and ABA Accessibility Guidelines.</li> <li>▪ BM, 2004. Accessibility for the Disabled A Design Manual for a Barrier Free Environment, United Nations, Department of</li> </ul>

	<p>Economic and Social Affairs, Division for Social Policy and Development.</p> <ul style="list-style-type: none"> <li>▪ Eurostat, 2001. Disability and Social participation in Europe, Office for Official Publication of The European Community, Luxemburg, 2001.</li> <li>▪ City Of London 2007 Facility Accessibility Design Standards (FADS), London Canada Press.</li> <li>▪ Blankenship, J., 1998." Outdoor Accessibility". Section 240, Time- Saver Standards for Landscape Architecture: Design and Construction Data, McGraw–Hill Publishing Company, New York.</li> <li>▪ Francis, M., 2003. Urban Open Space: Designing for User Needs.</li> </ul>
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<b>MATERIAL SHARING</b>	
<b>Documents</b>	-
<b>Assignments</b>	-
<b>Exams</b>	-

<b>ASSESSMENT</b>		
<b>In-Term Studies</b>	<b>Number</b>	<b>Percentage</b>
Mid-terms	-	-
Quizzes	-	-
Project	-	-
Seminar and Presentation	5	%50
Homework	-	-
Final Exam	1	%50
<b>Total</b>		<b>100</b>
<b>Contribution of Final Examination To Overall Grade</b>		%50
<b>Contribution of In-Term Studies To Overall Grade</b>		%50
<b>Total</b>		<b>100</b>

<b>COURSE CATEGORY</b>	Expertise / Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Develops and deepens the theoretical and practical knowledge at the level of expertise in the field of Urban Design and Landscape Architecture, based on the qualifications of undergraduate education.					X
2	Has knowledge of legal and managerial issues such as national / international environmental policies and legislation, as well as discusses current developments and changes.					
3	Has critical awareness of the nature of knowledge, its sources, and the problems of knowledge production and the testing of knowledge in the areas of Architecture / planning / design and Interfaces between other related areas. Is able to disgust the interaction between disciplines related to the field.				X	
4	Has extensive knowledge of the criteria and processes that are effective in determining urban design requirements such as socio-economic and spatial standards and the ability to use these criteria within the design process.					X
5	Knows world examples in urban design and its parts, follows current developments and has an idea about how they can be handled according to the conditions of the country.					X
6	Has extensive knowledge about the current techniques and methods applied in the field of Biological-Ecological Environmental Protection (Nature conservation, landscape planning, recreational planning, Green area planning, protected area planning, etc.) and solutions for local and global environmental problems and their limitations.					
7	Has extensive knowledge about ecosystem, biodiversity and sustainable resource management, rural development, design, planning and technology use.					
8	Has the ability to prepare urban design / landscape design projects or research projects based on theoretical and practical knowledge by following /producing innovative methods and ideas.					X
9	Has problem-solving skills necessary for integrating knowledge from different fields and the ability to critically evaluate academic research.				X	
10	Has the competence to access information, databases and other resources, and conduct specific scientific studies, as well as the ability to share and discuss open and systematic knowledge with experts and non-experts.				X	
11	Is conscious of the social and professional ethical responsibilities that may arise from the application of information and decisions.					
12	Protects public benefit in the design of urban components and the shaping of the city as a whole, and acts with social responsibility					X
13	Has the attitude to decide and act with judicial awareness by showing respect to human, social and cultural rights, and by being sensitive to the protection of the natural environment and cultural heritage.				X	

<b>ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration (Hour)</b>	<b>Total Workload (Hour)</b>
Course Duration (Including the exam week: 15 x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	15	6	90
Mid-terms	-	-	-
Quizzes	-	-	-
Project	-	-	-
Seminar and Presentations	5	15	75
Homework	-	-	-
Final examination	1	30	30
<b>Total Work Load</b>			240
<b>Total Work Load / 25 (h)</b>			9,60
<b>ECTS Credit of the Course</b>			10