Student awareness and implementation of building code expectations within students' junior and senior year design concept coursework.

Abstract
Creating safe and accessible facilities requires awareness of the needs of the end users who may be facing various challenges. As design educators, it is important to not only teach the implications of the Americans with Disabilities Act (ADA) building requirements, but also to heighten the students' awareness and empathy for the non-typical end user.

Research has shown that while the use of image-based inquiry has effectively fostered metacognition and self-reflection, the experience was temporary and did not foster the transference of knowledge of ADA guidelines to other coursework without prompting by the professor.

To provide a basis to develop pedagogical practices in CIDA accredited interior design programs, this on-going study will examine the depth of awareness and understanding of interior design students enrolled in junior and senior level concept courses at two peer institutes over a two-year period. Researchers shall design a pre and post-test in an effort to measure student's transformational awareness, understanding and application of building code standards into their concept course projects. Mean score and t-test will be calculated to determine existence of any statistical significance among respondents. Qualitative analysis will be conducted to ascertain emerging themes among respondents' image-based inquiry and open-ended question responses.

Visual Presentation Description
The poster hosts a collage of visual abstractions; each visual is a graphic interpretation of a student's response to designing for persons with disabilities. The images convey the students' reaction to the technical aspects of design along with their emotional responses triggered by empathy. In addition, the visual presentation will include a truncated list of central questions asked over the course of the research.

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