

Special Problems Course Syllabus

Course Information

Course Prefix and Number: ARCH 4903/8093

Credit Hours: 3 credits

Instructor: Hui Cai, Ph.D. (hui.cai@gatech.edu) & Elena Remillard, M.S. (elena.remillard@design.gatech.edu)

Course Description

This course provides academic credit for independent studies under the direction of a faculty member. The scope and direction of the studies are determined by the student (or small group of students) in consultation with the course instructor.]

In Fall 2026, the student enrolled in this class will work in collaboration with [ConnectAbility](#) to develop evidence-based design research to design a historic home as an accessible community gathering space. Based in Dahlonega, GA, ConnectAbility is a non-profit organization that provides resources and programming for children and adults with disabilities dedicated to creating “creating communities where people of all abilities are valued, included, and empowered.” The organization is relocating their headquarters to [Hillcrest House](#) - a historic home built in 1898 currently under renovation. They have the unique goal of creating an accessible community gathering space while maintaining historic elements for the home. This class is a great opportunity for an innovative GT student to earn hands-on experience of accessible design and make real-life impact. The student will contribute to the design of the space by researching potential accessibility features (e.g., furniture, technologies) and making practical design recommendations that align with ConnectAbility’s vision.

Course Learning Outcomes

By enrolling in this course, students will:

1. Gain experience in performing independent studies on topics that are not taught in a formalized course setting.
2. Gain exposure to user needs of individuals with different disabilities (e.g., vision, hearing, mobility, intellectual and developmental)
3. Identify evidence-based accessible design practices and features
4. Apply a collaborative design approach to develop innovative solutions for accessible design of a historic home

Course Deliverables

Students are expected to produce 1) a final report that summarizes findings from the literature review (i.e., evidence-based accessible design features), stakeholder meetings, and onsite assessment(s)

and 2) a presentation of design recommendations for the space (e.g., drawings, designs, conceptual Renderings, and initial high-level cost estimation).

Required Course Materials

No textbooks or materials are required. Resources for research are determined in consultation with the instructor.

Grading Policy

GRADING

Participation	10%
Literature Review	25%
EBD research	25%
EBD Concept Design	25%
Final Presentation and documentation	15%

Here is the grading criterion that I will use to evaluate the quality of your overall performance and your assignments:

A- to A+ work: (90-100%) This is outstanding work going above and beyond, bringing in new ideas, demonstration of creativity and depth, and making a real positive contribution.

B- to B+ work: (80-89%) This is good work reflecting that you have met the full requirements of the class, and that your project is developed to the point where evaluation can be made relative to the class's essential criteria. Your project demonstrates a reasonable degree of completeness, care, and insight.

C- to C+ work: (70-79%) This is acceptable work going through the motions and keeping up with requirements. A grade of "C" is a baseline passing grade.

D- And below: (60-69%) represents "unsatisfactory" work. This grade reflects that you have significant attendance problems, poor performance, failure to meet deadlines, non-fulfillment of the basic requirements of the class, and/or your project is not plausible, not making contributions. Learning is inconsequential.

F (below 60%)-Not passing/class must be repeated. Work and/or performance is inadequate. Learning is minimal or nonexistent.

No incompletes will be awarded without an appropriate reason or a prior meeting between the student and the instructor, either in person or on Teams. All assignments must be completed to receive a passing grade in the class. Incompletes will be granted only under extraordinary circumstances

Attendance Policy

There will be a weekly meeting with instructor(s) which will primarily be virtual. Site visits to the house will be scheduled a few times throughout the semester.

Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the [Student Code of Conduct](#) and the [Academic Honor Code](#), especially [Appendix A: Graduate Addendum to the Academic Honor Code](#).

Students are expected to perform research in an ethical and responsible manner. All Doctoral and Master's Thesis students are required to take the [Responsible Conduct of Research training](#), and it is expected that students abide by the principles taught in that training while performing research.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Allegations of scientific or scholarly misconduct are handled in accordance with the procedures outlined by the [Policy for Responding to Allegations of Scientific or Other Scholarly Misconduct](#).

Core IMPACTS

Not applicable

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulates some basic expectations that you can have of me and that I have of you. Additional information for research-related work is given in [The Expectations of Advisors and Advisees](#). In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.