EID 370 UNIVERSAL DESIGN – INCLUSIVE ENVIRONMENTS

S Y L L A B U S

Spring 2016

Class Meets: MON/WED 1:30 – 4:20

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Office Hours: MON/WED 11:00 – 1:00
or by appointment

CATALOG/COURSE DESCRIPTION

Universal Design-Inclusive Environments focuses on personal independence and equity of use of the built environment and products for daily living. This course engages students in better understanding the personal range of abilities over a life span; the impact design decisions have on experiencing the built environment; and effectively interpreting and implementing a variety of project-specific codes and regulations that help to ensure the health, safety and welfare of the general public.

COURSE FORMAT

Through lectures, exercises, projects, site visits and guest speakers, this course introduces and investigates design challenges which relate to space planning, building code & accessibility regulations in healthcare commercial and/or residential design; the effectiveness of evidence based design (EBD) in developing interior environments; and wayfinding as a universal design concept for all environments. Appropriate use of finish materials for various interior environments will also be explored. An appreciation for and sensitivity toward person's with varying abilities will be explored through videos, site visits, interviews and/or projects, as well as, student experimentation with mobility, vision and hearing disability role playing. Projects for implementation of learning outcomes may focus on healthcare, commercial or residential environments and/or product design. Prerequisites: Passing CUH-EID Comprehensive Exam & Practicum, EID 319 & EID 321 or consent of instructor

COURSE EXERCISES/PROJECTS (details provided as exercises/projects are assigned; project types and numbers may vary semester by semester)

EXERCISE: WABI-SABI – individual investigation of natural inspirational object observing with all five senses; studying and perceiving the known and unrealized aspects of the object. Peer presentations are expected.

EXERCISE: PRINCIPLES OF UNIVERSAL DESIGN – team/individual research project discovering the details and expressions of universal design in the built environment. Peer presentations are expected.

PROJECT: [EDEE] EXPERIENTIAL DISABILITY EXCURSIONS & EXPRESSION – collaboration experiences in which students experience various types and levels of 'ability inhibitors' enabling them to experience (even temporarily) what the every-day world is like for those with limited abilities. Reflections of internal and external experiences are shared during each excursion. An individual, personalized presentation of the cumulative experience is expected in a purposefully open forum of expression.

PROJECT: SEMESTER PROJECT(S) – often developed as a design service-learning project for a local non-profit organization, this project highlights students' skills in programming, conceptualization, design development and presentation. Client interaction, site visits and critiqued presentations are expected. Professor and project type determine team or individual project engagement.

SKETCH JOURNAL – required; will be submitted (and graded) at random times throughout the semester

COURSE LEARNING OUTCOMES

In a culture based on freedom, equality and ingenuity, this course seeks to educate, engage and empower students to:
(PO 1, 2; C 3, 14) Gain and apply accurate terminology relating to Universal Design, Aging-in-Place and Healthcare-related Facilities
(PO 1, 4; C 3, 12, 14) Gain an awareness and sensitivity to differences in abilities to independently function in the built environment
(PO 4; C 3, 12, 14) Understand and apply appropriate building codes and accessibility standards in public use environments
(PO 2, 3; C 4, 14) Analyze existing spaces (and working drawings) for best practices in Universal & Evidence-Based Design
(PO 1, 2, 3; C 3, 11) Research and specify appropriate interior finish materials to meet or exceed standards for universal/accessible use
(PO 2, 3, 4; C 4, 9, 14) Integrate wayfinding into the overall design concept and/or project branding
(PO 1, 5; C 6) Exercise writing skills, critical thinking, analysis of information and self-expression
(PO 1, C5) gain the capacity to work in teams; be accountable; methodically share information; interdisciplinary interaction; exhibit a proactive attitude and leadership qualities
(PO 1, C 2) Service Learning Outcome: demonstrate personal understanding and appreciation for the diversity of abilities and how environments enhance or inhibit those abilities.

REQUIRED TEXTS:

DESIGN DETAILS FOR HEALTH	ISBN: 978-0-471-74156-5	Cynthia Liebrock	Wiley, 2nd Ed
SIGNAGE AND WAYFINDING DESIGN	ISBN: 978-0-471-74891-5	Chris Calori	Wiley

Required in previous course(s) and useful in this course

CODES GUIDEBOOK FOR INTERIORS	ISBN: 978-0-470-59210-6	Sharon Harmon	Wiley, 5th Ed
INTERIOR GRAPHIC STANDARDS	ISBN: 978-0-470-88901-5	Corky Binggeli (2011)	Wiley, 2nd Ed
2010 ADAAG or ADA STANDARDS		Dept of Justice	http://www.ada.gov

RECOMMENDED SUPPLEMENTS
(available at Sullivan Library):

TIME SAVER Standards for Interiors	ISBN: 978-0-071-34616-0	Panero & Zelnik	McGraw-Hill, 2nd Ed
The Measure of Man & Woman	ISBN: 978-0-471-09955-0	Tilley & Dreyfuss	Wiley, Rev Ed 2001
Interior Design Reference Manual (NCIDQ)	ISBN: 978-1-59126-427-9	Ballast	Prof Publ's 2013
Environmental Psychology for Design	ISBN: 978-1-60901-141-3	Dak Kopec	Fairchild, 2nd Ed
Building Codes Illustrated	ISBN: 978-0-470-90357-7	Ching & Winkle	Wiley, 4th Ed
Inclusive Design: a Universal Need	ISBN: 978-1-56376-921-6	Linda Nussbaumer	Fairchild
Evidence-Based Design for Interior Designers	ISBN: 978-1-56367-759-5	Linda Nussbaumer	Fairchild
Evidence-Based Healthcare Design	ISBN: 978-0-470-14942-3	Rosalyn Cama, FASID	Wiley

- 2010 Guidelines for Design and Construction of Health Care Facilities
- Professional Publications, Journals, etc - Interior Design, Architecture and related interdisciplinary professions

REQUIRED SUPPLIES (subject to change depending on project)

Sketch Journal	Project Binder
Drafting Tools	Camera/Photo/Video Capability
Sharpie Markers (fine & medium point)	Model-making Materials (as needed)
Measuring Tape (25' min)	Codes Binder (from EID 321)
12" or 18" roll sketch paper	Project Boards (TBD per designer/team for presentation)

USB – 4G (min) **or CD** – project submission
USB – 8G (min) for 370 work backup or External Hard Drive (1 to 3 TB) - all coursework backup

GRADING

A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = < 60%

Grading Breakdown

- Project (UD Principles)   10%
- Project (EDEE)   20%
- Project (Semester Project)   40%
- Exercises, Quiz(zes), Reflections, and/or Papers   20%
- Service Learning/Community Service Completion: 10% (as applicable; otherwise Semester Project is worth 50%)

Deficiency Reports are sent to the registrar and your advisor if grades fall below 70%, more than 2 unexcused absences occur and/or a consistent pattern of late submission of work occurs (also see EID Code of Conduct).

ASSIGNMENTS & ATTENDANCE

- **You MUST be registered and have an active LIVETEXT account.**
- **Be resourceful** using texts, professional journals and magazines, building and design standards, applicable codes and professional and industry experts. Assignments include (and are not limited to) outside research, class presentation of information and skills application.
- **Written work** is to be typed or printed via computer (or LiveText when applicable) in a simple font style. Staple your work when pages are 2 or more with all identification on each page. Instructor will determine if work is to be submitted electronically or in hard copy format.
- **Binders** are to have proper identification on **front outside cover and spine** – corporate identity, designer's name, date, class and semester/year.
- **Presentation boards** are to display **only** **project and corporate information on the front**. Designer's personal information, course/semester/year, project explanation/concept statement, etc. appear on the back, unless otherwise stipulated.
- **Site Visit & Presentation Attire** – appropriate **casual office attire** is required by all E+ID students when visiting off-campus sites and during on/off-campus presentations. You will be asked to remain on campus (or leave the site) if inappropriately dressed. An exception would be a job site where specific safety clothing may be necessary (i.e. jeans, hiking shoes, etc). Tank tops, spaghetti strap tops, strapless tops, muscle shirts, shorts, cut or ragged jeans, and rubber slippers are NOT considered office attire.
- All **Exercises, Project & Presentation Materials**, and/or **Tubes** are to be clearly labeled with **designer's name, date, class and semester/year.**
- Assignments/projects/review materials are **due on the date assigned**. Points will be deducted (See CUH-ID Code of Conduct) for each day the assignment is late. Projects will be graded/reviewed and returned to the student with mark-ups and/or an evaluation (as appropriate). This constitutes part of the "process work" in this course.
- Peer, faculty and industry professional **evaluations** may occur at any time.
- **Attendance** in class, on studio work days, site visits, guest speakers, presentations, exams etc. is mandatory and is Chaminade University's Policy. Two (2) consecutive unexcused absences or four (4) cumulative unexcused absences will elicit a deficiency report submitted to the Registrar and may result in a failing grade. Notifying the instructor of being absent in not an automatic excused absence. Medical or other official validation must be presented for an excused absence to be granted. Unexcused absences, tardiness and leaving class early will affect your overall grade. See the CUH-ID Code of Conduct for details.
- **Studios** are open for project work any time classes are not in session. Reasonable after-hours use is possible by contacting Security and presenting your student identification (hours TBD).
- **ADA needs** can be met through the CUH Counseling Center (written request) upon approval by the Associate Provost. Once the written request is received by the course instructor, appropriate accommodations can be arranged. ADA accommodations are intended to provide appropriate opportunities for access to education and do not guarantee a passing grade in the course.
- Please SILENCE all electronic devices during class. TEXTING, FACEBOOKING, PERSONAL INTERNET SURFING **(other than for this course's research)** during instructional or in-class work time will result in dismissal from class and an unexcused absence recorded.
  - Please review CUH Student Handbook - Code of Conduct and the CUH-EIDS Code of Conduct.

GRADING (for overall course)   A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = < 60%

If grades fall below 70%, *Deficiency Reports* are sent to the registrar and your advisor. A **2.5 GPA** is required for admitted majors in the CUH Interior Design Program.

COURSE CALENDAR
Calendar will be available in class. Please note this calendar is dynamic and subject to change at the instructor's discretion.

CHAMINADE UNIVERSITY'S MARIANIST VALUES

Educate for	Formation in Faith
Provide an	Integral Quality Education
Educate in the	Family Spirit
Educate for	Service, Justice and Peace
Educate for	Adaptation to Change

Chaminade University – Environmental + Interior Design Program
PROFESSIONAL CODE OF CONDUCT

Students of Chaminade University's Environmental + Interior Design Program (CUH-EID) are expected to maintain professional standards of behavior during their tenure here. As guidelines, CUH-EID has adopted the following protocols:

CLASSROOM BEHAVIOR

- Cell phone use in class (calls, texting, emailing) is prohibited; cell phones ringers must be turned off at all times except in case of emergency. If making a call is absolutely necessary, then please step outside the classroom to do so.

- When class is in session, you are expected to show courtesy to your instructor as well as to other students. If your behavior is deemed disruptive, you will be asked to leave the class and consequently receive an unexcused absence for that day.

- All assigned work should be completed by the beginning of the class period for which it is to be presented or submitted. Working on homework, presentations, etc. while an instructor or guest speaker is lecturing, or while students are presenting in class, is disrespectful and will not be tolerated.

CLASS ATTENDANCE & ASSIGNMENTS

- Three unexcused absences during the course of the semester will result in one letter grade demotion for the course. Similarly, six unexcused tardies will result in one letter grade demotion for the course.

- Failure to attend presentations or exams, without informing the instructor in advance, will result in an F for the exam/project; failure to attend a final presentation, final exam or final project submission without informing the instructor in advance will result in an F for the course.

- Students should always inform the instructor in advance (in writing or by email) of any anticipated absences, tardiness, or irregular/unanticipated scheduling conflicts (e.g., jury duty, team sport commitment, etc.) Do not schedule medical or personal appointments during scheduled class time.

- Assignments from a missed class must be made up by the next class meeting unless an extension has been arranged with the instructor. Do not expect an instructor to repeat a lecture for you; students must arrange with a fellow student to pick up class materials, lecture notes, homework assignments, exercises, etc.

- Assignments handed in late will not be accepted unless arranged in advance with the instructor; 5 points will be deducted from the total number of points for each day the assignment is late beyond the prescribed due date

USE OF FACILITIES

- Only beverages in **sealed** containers are allowed in the EID assigned studios/classrooms; in rooms with computers, beverages must be kept on the floor, away from the computer equipment and outlets.

- Meals should be taken in the EID Student Resource Center, not in the studio/classroom; dry snacks however, will be permitted as long as workstations are kept clean and orderly.

- Clean up after yourselves in CAD studios, classrooms, the materials library, the kitchen area, the resource center, and the print room.

- Any damage to work stations or equipment will be charged to the student; if the person cannot be readily determined, the class(es) using the studio/classroom will bear the expense of the repairs collectively.

PERSONAL STANDARDS

- Students should dress in a professional manner when attending any public functions on behalf of the school, on field trips/site visits, or when guests visit the class. You are representing the EID Program, Chaminade University, and most importantly, yourself to your future constituents: employers, colleagues, contractors, clients, etc.

- Students must be prepared with all materials required for class; inability to work during the class will result in an unexcused absence for the day.

- Cheating on any exam or major assignment will result in automatic failure of the course.

ENVIRONMENTAL + INTERIOR DESIGN
PROGRAM - PROFESSIONAL READINESS - OUTCOMES (PPRO)

1 PROFESSIONALISM – understand, apply and participate in ethical design practices on a personal, project, peer and industry-wide level. *(CIDA 2, 3, 5, 6, 7)*

2-PROCESS – ability to identify problems/challenges and demonstrate an understanding of the complete design process from inception to installation, execute documentation supporting design decisions and effect comprehensive, creative, focused and functional design solutions. *(CIDA 4, 6, 9, 10, 11, 12, 13, 14)*

3-PRINCIPLES & PRIORITIES – integration of pedagogy, research, historic contexts, theory, and interdisciplinary collaboration to effectively and creatively analyze, evaluate and execute best design practices resulting in functional and aesthetically inspiring design. *(CIDA 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14)*

4-PUBLIC & ENVIRONMENTAL PROTECTION – demonstrate an understanding of the concepts, resources and implications of design decisions relative to the human interaction, technological impact and ecological balance of the built environment. *(CIDA 2, 3, 4, 7, 8, 10, 11, 12, 13, 14)*

5-PRESENTATION – demonstrate ability to communicate design concepts and problem solving justifications through written, oral and a variety of visual media. *(CIDA 2, 3, 4, 6, 7, 8)*

COUNCIL FOR INTERIOR DESIGN ACCREDITATION
(CIDA) STANDARDS

CIDA.1 Mission, Goals & Curriculum: The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

CIDA.2 Global Context for Design: Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic and cultural contexts. **(PO 3)**

CIDA.3 Human Behavior: The work of interior designers is informed by knowledge of behavioral science and human factors. **(PO 4)**

CIDA.4 Design Process: Entry-level interior designers need to apply all aspects of the design process to creative problem-solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment. **(PO 2, 3)**

CIDA.5 Collaboration: Entry-level interior designers engage in multi-disciplinary collaborations and consensus building. **(PO 1, 2)**

CIDA.6 Communication: Entry-level interior designers are effective communicators. **(PO 1, 5)**

CIDA.7 Professionalism and Business Practice: Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment. **(PO 1)**

CIDA.8 History: Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context. **(PO 2, 3)**

CIDA.9 Space and Form: Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization. **(PO 2, 3, 5)**

CIDA.10 Color and Light: Entry-level interior designers apply the principles and theories of color and light. **(PO 2, 3, 4, 5)**

CIDA.11 Furniture, Fixtures, Equipment and Finish Materials: Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces. **(PO 1, 2)**

CIDA.12 Environmental Systems and Controls: Entry-level interior designers use the principles of lighting, acoustics, thermal comfort and indoor air quality to enhance the health, safety, welfare and performance of building occupants. **(PO 4)**

CIDA.13 Interior Construction and Building Systems: Entry-level interior designers have knowledge of interior construction and building systems. **(PO 3, 4)**

CIDA.14 Regulations: Entry-level interior designers use laws, codes, standards and guideline that impact the design of interior spaces. **(PO 2, 3, 4)**

CIDA.15 Assessment and Accountability: The interior design program engages in systematic assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent and reliable information about its mission and requirements to the public.

CIDA.16 Support and Resources: The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources to achieve program goals.

For full document go to: http://www.accredit-id.org/profstandards.php