



EID 370 UNIVERSAL DESIGN – INCLUSIVE ENVIRONMENTS



SYLLABUS

Spring 2020



CLASS MEETS MON/WED 9:30 – 12:20



Joan D Riggs ASID. IIDA. IDEC. CAPS

Email: jriggs@chaminade.edu

Office: Eiben Hall 210

Office Phone: 808.739.8574

Office Hours: MON & WED 1:30 – 4:30

(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 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 examined. An appreciation for and sensitivity toward persons 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.

COURSE LEARNING OUTCOMES (includes connections to: PO - Program Outcomes | C - CIDA Standards | Core Curriculum Outcomes)

- In a culture based on freedom, equality and ingenuity, this course seeks to educate, engage and empower students to:
- (PO 1, 2; C 7, 16) Gain and apply accurate terminology relating to Universal Design, Aging-in-Place and Healthcare-related Facilities
 - (PO 1, 4; C 7, 14, 16) Gain an awareness and sensitivity to differences in abilities to independently function in the built environment
 - (PO 4; C 5, 7, 16; QR, IL, CT) Understand and apply appropriate building codes and accessibility standards in public use environments
 - (PO 2, 3; C 5, 7, 16; CT) Analyze existing spaces (and working drawings) for best practices in Universal & Evidence-Based Design
 - (PO 1, 2, 3; C 7, 13) Research and specify appropriate interior finish materials to meet or exceed standards for universal/accessible use
 - (PO 2, 3, 4; C 8, 11, 16) Integrate wayfinding into the overall design concept and/or project branding
 - (PO 1, 5; C 9; OC, WC, CT) Exercise writing skills, critical thinking, analysis of information and self-expression
 - (PO 1, C 5) Gain the capacity to work in teams; be accountable; methodically share information; interdisciplinary interaction; exhibit a proactive attitude and leadership qualities
 - (PO 1, C 7) Demonstrate personal understanding and appreciation for the diversity of abilities and how environments enhance or inhibit those abilities.

Service Learning Outcomes

1. Demonstrate an understanding of the connections between academic work and real-life situations (CLO 1)
2. Demonstrate an understanding of and commitment to their role in issues of public concern. (PLO 1)
3. Demonstrate how service-learning increased their interest in being civically engaged. (PLO 2)

REQUIRED TEXTS:

DESIGN DETAILS FOR HEALTH	ISBN: 978-0-471-74156-5	Cynthia Liebrock	Wiley, 2 nd Ed
SIGNAGE AND WAYFINDING DESIGN	ISBN: 978-0-471-74891-5	Chris Calori	Wiley
SKETCH JOURNAL – required; will be submitted (and graded) at random times throughout the semester			

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

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

RECOMMENDED SUPPLEMENTS

(Available at Sullivan Library & some in studio):

TIME SAVER Standards for Interiors	ISBN: 978-0-071-34616-0	Panero & Zelnik	McGraw-Hill, 2 nd 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, 2 nd Ed
Building Codes Illustrated	ISBN: 978-0-470-90357-7	Ching & Winkle	Wiley, 4 th 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 – project submission	
USB – 8-16G (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 (Semester Project) | 50% |
| • Exercises, Exam(s), and/or Papers | 30% |
| • Service Learning Reflection Completion | 20% (as applicable; otherwise Semester Project is worth 70%) |

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). A **2.5 GPA** is required for good standing in the CUH-EID program.

ASSIGNMENTS & ATTENDANCE

- **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 workdays, 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).
- **Title IX Compliance** - Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.
- **ADA needs** can be met ONLY 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. These accommodations should be sought at the beginning of the semester to best serve student success throughout the semester. NOTE: new accommodation letters are required each semester and for each instructor, as needed.
- 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 can 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.

COURSE CALENDAR - Calendar is uploaded separately, will be available in class, and is dynamic – subject to change at the instructor’s discretion.

CHARACTERISTICS OF A MARIANIST EDUCATION & HAWAIIAN VALUES

Educate for	Formation in Faith E ola au i ke akua <i>May I live by God</i>	Committed to the development of the whole person
Provide an	Integral Quality Education Lawe i ka ma’alea a kū’ono’ono <i>Aquire skill and make it deep</i>	Maturing intellectual and spiritual skill sets for personal and community benefit
Educate in the	Family Spirit Kōkua aku kōkua mai <i>Recognize and help others; be helped</i>	Acceptance and inclusion of all with loving respect
Educate for	Service, Justice and Peace Ka lama kū o ka no’eau <i>Education is the standing torch of wisdom</i>	Connecting academic intelligence with recognized community needs to serve the common good
Educate for	Adaptation to Change ‘A’ohe pau ka ‘ike i ka hālau ho’okahi <i>All knowledge is not taught in the same school</i>	Providing methods and structures to navigate life the midst of social and technological change

**ENVIRONMENTAL + INTERIOR DESIGN
PROGRAM OUTCOMES**

PO 1 - PROFESSIONALISM (CIDA 2, 3, 4, 5, 6, 7, 8, 12, 13, 14)

The understanding and participation in ethical and responsible design practices on a personal, project, peer, and industry level.

1.1 Preparedness/Disposition: Student comes to class prepared, is organized and punctual; possesses a positive disposition

1.2 Assignments: Project assignments are complete, on time, accurate, legible and organized

1.3 Receptivity: Student is receptive to constructive feedback and [can thoughtfully discuss design decisions; engages in class dialogue](#) and is attentive

[CC 1,3]

1.4 Budgeting: Student demonstrates [understanding of budgeting issues](#): cost tracking, phasing, value engineering, [compliance with budgetary constraints](#) [CC 3]

1.5 Scheduling: Student demonstrates [understanding of scheduling issues](#): time allocation, organization, coordination and prioritization of tasks [CC 3]

1.6 Collaboration: Student [works effectively in a team, seeks out collaborative opportunities](#) (internal); design industry & professional relationships are explored and cultivated (external)

1.7 Values: Student's [decisions, actions, and behavior reflect ethical and professional values](#)

PO 2 - PROCESS (CIDA 4, 6, 9, 10, 11, 12, 13, 14)

The understanding and practice of the complete design process from inception to installation, including the ability to identify problems/challenges, to produce documentation supporting design decisions, and to effect comprehensive design solutions.

2.1 Methodology: Student ~~understands~~ [“problem–process–purpose” design methodology](#) ([identification of challenges, constraints, tasks – exploration of options and critical analysis – goal establishment and justification in problem-solving](#)) [CC 5]

2.2 Exploration: Student explores a variety of options (iteration), employing a variety of media (sketching, modeling, digital) to develop optimal design solutions

2.3 Rigor: Student has a focused and rigorous work ethic

2.4 Challenge: Student [demonstrates a willingness to take risks](#), explore unfamiliar territory, take on new challenges, question convention

2.5 Research: Student [conducts in-depth research](#) (codes, precedent studies, site visits & analysis, client profile, programming, etc.) and [applies it appropriately](#) in design development

PO 3 - PRINCIPLES & PRIORITIES (CIDA 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14)

The integration of pedagogy, research, historic contexts, theory, and interdisciplinary perspectives to effectively and creatively synthesize optimal design solutions, both functional and aesthetically.

3.1 Conceptualization: Inspiration/concept proposed, developed, and incorporated throughout design

3.2 Translation: Student capably translates/interprets concept into physical design strategy

3.3 History/Theory: Student acknowledges/[integrates](#) an understanding of [historical and theoretical concepts](#) into design strategy [CC 5]

3.4 Interdisciplinary: Student [incorporates interdisciplinary, multicultural, or global perspectives](#) into design strategy [CC 5]

3.5 Prioritization: Student appropriately [integrates qualitative & quantitative information; prioritizes project demands and constraints](#); employs critical thinking through establishing hierarchies, strategic problem-solving, and elective improvement of design solutions [CC 5]

3.6 Creativity: Student's work reflects creativity, [innovation](#), and originality

3.7 Quality: Student synthesizes high quality and aesthetic design solutions, from space planning to materials & finishes selection, etc.)

PO 4 - PUBLIC & ENVIRONMENT PROTECTION (CIDA 2, 3, 4, 7, 8, 10, 12, 13, 14)

The understanding of the concepts and implications of design decisions relative to human interaction with, technological impact on, and ecological balance of the built and natural environments.

4.1 Environment: Student examines the relationship between humans and their built/natural environments

4.2 Human Factors: Student **addresses** a range of human factors considerations (**proxemics, anthropometrics, ergonomics, comfort, well-being**, etc.)

4.3 Standards: Student applies the relevant and appropriate industry standards (building codes, FF&E codes/regulations, ADA standards, and universal design principles) **[CC 3]**

4.4 Sustainability: Student implements sustainable design principles in design solutions

PO 5 – PRESENTATION (CIDA 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14)

The ability to communicate design concepts and problem-solving justifications through written, oral, and various visual media.

5.1 Appearance: Personal appearance is professional and culturally appropriate

5.2 Verbal (style): Speech is clear, confident, and coherent; narrative flows and reinforces visual media; student engages audience and is gracious in response to comments **[CC 1]**

5.3 Verbal (content): Student presents convincing design concept and justifies design decisions; comprehensively describes the project; substantively responds to questions **[CC 1]**

5.4 Media (style): Student deftly employs a variety of media; demonstrates a command of requisite technical skills which are reflected in graphic composition and format

5.5 Media (content): Project deliverables thoroughly document and reinforce the design concept & strategy

**COUNCIL FOR INTERIOR DESIGN ACCREDITATION
2017 CIDA STANDARDS**

PROGRAM EXPECTATIONS

Standard 1. Program Identity and Curriculum

The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Standard 2. Faculty and Administration

The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Standard 3. Learning Environment and Resources

The interior design program has adequate facilities and resources to achieve program goals.

KNOWLEDGE ACQUISITION & APPLICATION

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Standard 5. Collaboration

Interior designers collaborate and, also participate in interdisciplinary teams.

Standard 6. Business Practices and Professionalism

Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Standard 9. Communication

Interior designers are effective communicators.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Standard 14. Environmental Systems and Comfort

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

For full explanations of CIDA Standards visit: <http://accredit-id.org/professional-standards/>

CORE COMPETENCY

OC	oral communication	WR	written communication
QR	quantitative reasoning	IL	information literacy
CT	critical thinking skills		

SERVICE LEARNING

SL-CLO 1 Demonstrate an understanding of the connections between academic work and real-life situations
SL-PLO 1 Demonstrate an understanding of and commitment to their role in issues of public concern.

SL-PLO 2 Demonstrate how service-learning increased their interest in being civically engaged.

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 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 workstations 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.