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CHAMINADE UNIVERSITY of HONOLULU  
ENVIRONMENTAL + INTERIOR DESIGN  
FALL 2022

EID 321 Programming + Space planning (4 cr)

Class hours: Tue, Thur 10:00 am – 12:50 pm

Class location: Online

SYLLABUS

# EID 321 PROGRAMMING & SPACE PLANNING



Steelcase Workplace, 2019

Instructor: **Ming Hu**, Ph.D  
Office hours: by appointment  
Email: [ming.hu@chaminade.edu](mailto:ming.hu@chaminade.edu)

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## COURSE DESCRIPTION

This course explores the study of the PROCESS of designing an environment beginning with PROGRAM analysis and moving to the synthesis of information resulting in a comprehensive SPACE PLAN and support documentation. The process guides students through information gathering and organization, as well as problem identification, providing a framework for problem solving and design decision-making.

Research and application of building and fire codes, universal design concepts (including ADA standards) and human factors relative to the designed environment address health, safety and welfare issues, integral to best design practices. Through structured exercises and projects, students design commercial and/or residential environments, which fulfill client-generated requirements with creative, innovative and environmentally conscious design solutions.

Offered only in Fall semester.

Prerequisite: passing the E+ID comprehensive exam and EID 271 or consent of instructor.

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## CLASS FORMAT

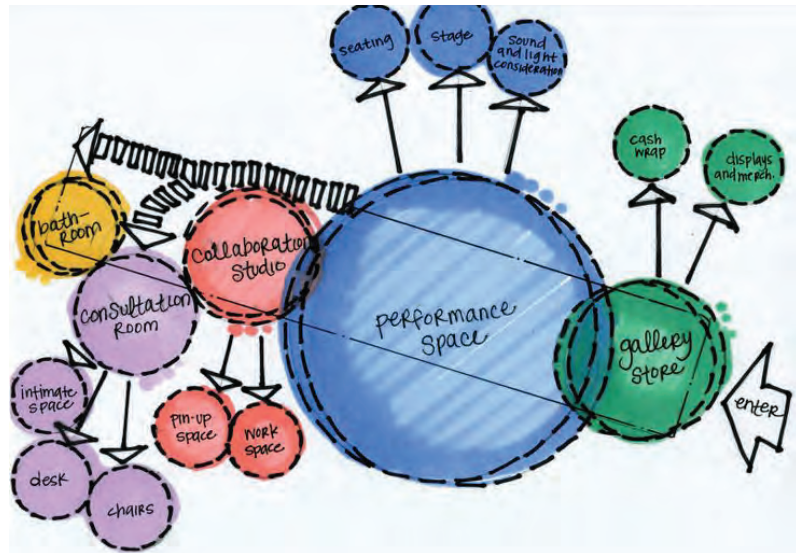
This class is a hybrid course that is composed of in-person studio sessions (students) and online learning. The combination of lectures and a number of exercises, culminating in semester-long project. This course focuses on how to interpret, integrate and implement research into each step of design process. You are expected to have research-informed rationale to your every design decision. You are required to make connection from either quantitative or qualitative data to visual information system that leads to programming and space planning.

In-class & online participation and collaboration are essential. A crucial aspect of any design endeavor is the ability to present your own work in an articulate and coherent manner, both verbally and visually. To that end, the exchange of ideas and feedback from peers, faculties, professionals and public will be invaluable to your progress, as well as help you to develop critical thinking skills. Projects will be worked on in and out of class, during which we will have private or group critiques and presentations. You are required to have all your supplies available for every class, as we will work on your design projects after each lecture.

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## LEARNING OUTCOMES

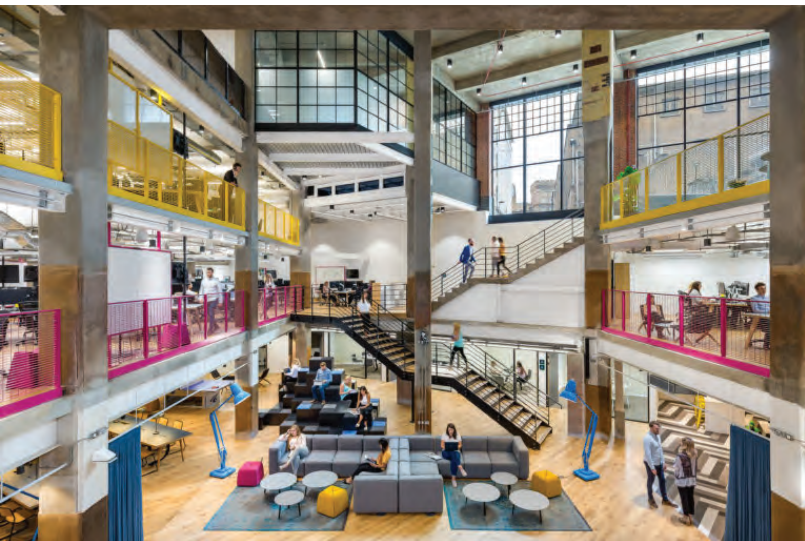
Teamwork & Collaboration [Educate for Formation in Faith] . [Educate in Family Spirit]  
Students should develop skills regarding how to work in teams; being accountable; methodically sharing information; interdisciplinary interaction; proactive attitude and leadership qualities  
[PO 1; C 5] - DEVELOPING







Steelcase Workplace, 2019



Herbal House, 2017

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## LEARNING OUTCOMES (CONT.)

Concepts & Principles [Provide an Integral Quality Education]

Students should understand and apply architectural and interior design vocabulary and principles to advanced design project, developing articulated design concept and justifications through creative problem-solving of identified problems/challenges [PO 3; C 8] - DEVELOPING

Analysis & Synthesis of Programming Information [Educate for Service, Justice and Peace]

Students should conduct research; gather and organize project type and contextual information; synthesize information identifying problem/challenge areas unique to the client/project [PO 2; C 8, 9] - DEVELOPING

Accurate Construction Documentation [Provide an Integral Quality Education]

Students should demonstrate skill development in executing accurate ideation, construction document, details, FF&E selections and specifications to support design decisions [PO 2, 3; C 8, 9, 13] - DEVELOPING

Codes & Regulations [Provide an Integral Quality Education]

Students should understand how to apply appropriate and project-specific codes and regulations addressing health, safety and welfare of the client and occupants [PO 4; C 7, 13, 14, 15, 16] - DEVELOPING

Space Planning & Human Factor [Educate for Adaptation and Change]

Students should demonstrate the understanding of the interaction between built environment and the end-user through appropriate and creative space planning, considering proxemics, Ergonomics and universal design principles [PO 4; C 7, 11, 13, 16] - DEVELOPING

Design Presentation [Educate for Adaptation and Change]

Students should develop a comprehensive design presentation and project binder that cohesively expresses the design concept, design development and is justified through creative problem-solving of identified problems/challenges [PO 5; C 6, 8, 9] - DEVELOPING

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## REFERENCE TEXTS:

CODES GUIDEBOOK FOR INTERIORS, Harmon & Kennon, 5th/6th Ed  
PROGRAMMING FOR DESIGN, Edith Cherry  
PROBLEM SEEKING, Pena & Parshall, 4th Ed  
SPACE PLANNING BASICS, Mark Karlen, 3rd Ed  
INTERIOR GRAPHIC STANDARDS, McGowan & Kruse (2004)

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## REQUIRED SUPPLIES

All standard drafting and model making supplies +

(1) Design Journal - will be submitted (& graded) at every review sessions and at the end of the semester



WME Nashville Office



Barbarian Office



- (1) Pad/pkg - 8 1/2" x 11" Grid Paper (1/4" scale): recommended
- (1) Measuring tape (25' min)
- (1) 18" roll of tracing paper
- Sharpie pens – fine & regular tips

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## GRADING

Your final grade will be weighted as follows:

Programing	15%	} = 100%
Concept	5%	
SD	25%	
DD	20%	
CD	20%	
Design Binder (virtual)	15%	

This is a demanding and challenging course, and requires complete commitment. Should you have to miss a class, please inform the instructor in advance when possible; in any case, you will be responsible to make up any missed work on your own.

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## EID PROGRAM OUTCOMES

- 1) Professionalism – understand, apply and participate in ethical design practices on a personal, project, peer and industry-wide level. (CIDA 5,6,9)
- 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 4,5,7,8,9,11,13,14,15,16)
- 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 8,9,10,11,12,13)
- 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 4,7,12,13,14,15,16)
- 5) Presentation – demonstrate ability to communicate design concepts and problem solving justifications through written, oral and a variety of visual media. (CIDA 6,9)

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See Attachments: Academic Honesty; ADA Accommodation; Title IX Compliance; CUH EID Professional Code of Conduct