



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: EID 370

Course Title: Universal Design and Inclusive Environments

Department Name: Environmental and Interior Design

College/School/Division Name: School of Humanities and Design

Term: Spring 2024

Course Credits: 4

Class Meeting Days: Monday/Wednesday

Class Meeting Hours: 9:30-12:20pm

Class Location: Eiben 108

Instructor Name: Nancy Schnur, ASID EDAC, NCIDQ, CAPS

Email: nancy.schnur@chaminade.edu

Phone: 808.348-1220

Office Location: N/A

Office Hours: By appointment or immediately after class

University Course Catalog Description

Universal Design-Inclusive Environments focuses on the functionality, materiality and designed aesthetic of the built environment and how design decisions affect the quality-of-life experience of the end-users. This course engages students in better understanding a variety of physical and cognitive capabilities over a life span and how the built environment impacts our quality of life in both public and private spaces. Students also effectively interpret and implement a variety of project- specific codes and regulations that help to ensure the health, safety and welfare of the general public. Prerequisites: passing the CUH-EID comprehensive exam & practicum, EID 321, or consent of the instructor, EN 102, COM 101

Course Overview

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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change
6. This class specifically addresses these values by identifying community-based issues through research papers in relevant course topics and this is important because it allows them to assess the problems and create solutions.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Learning Outcomes

By the end of our course, students will be able to:

1. Apply appropriate building codes and accessibility standards in public use environments
2. Demonstrate a personal illustration and summarization for the diversity of abilities and how environments enhance or inhibit those abilities.
3. Experience various physical disabilities through experiment and research and apply the knowledge through a service-learning project.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	4, 5	4, 5	4, 5, 6
Program Learning Outcomes	3, 4	1, 2	4, 5
CIDA Outcomes	13, 16	4, 9	5, 7

Course Prerequisites

Students should have a working knowledge of CAD based computer programs, as well as rendering programs such as Enscape, Photoshop or Sketchup. The use of codes from previous courses will also be addressed so students must be aware of the resources available to them.

Required Learning Materials

- Research-Based Programming for Interior Design by *Lily B. Robinson*
- Design Details for Health by *Cynthia A. Leibrock & Debra Harris*
- Computer access to AutoCAD and/or Revit, Sketch-up, Enscape or Adobe Photoshop

Suggested Learning Materials (previously required or available in the resource center and Sullivan Library)

- Codes Guidebook for Interiors by *Sharon Harmon*
- Interior Graphic Standards by *Corky Binggeli*
- Building Codes Illustrated by *Ching & Winkle*
- Evidence-Based Design for Interior Designers by *Linda Nussbaumer*

Course Website:

<https://chaminade.instructure.com/courses/29528>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

- Group Participation 10%
- Class Exercises 20%
- Service Learning 20%
- Semester Project 50%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

Please see late work policy in Canvas.

Grades of "Incomplete"

"I" Issuance is not automatic. At the request of the student, followed by the approval of the faculty member, a grade of "I" may be assigned to those who have successfully completed, with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. (See Chaminade Catalog for more information)

Writing Policy

All assignments, test questions and written communication must use either the APA or MLA format

Instructor and Student Communication

Questions for this course can be emailed to the instructor at nancy.schnur@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to one working day. Weekend responses are not guaranteed. Requests for conferences require 48-hour notice.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor. **No headsets or earbuds allowed during class.**

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Schedule (tentative, please refer to Canvas for due dates and changes)

WEEK	TOPIC	EXERCISES	HOMEWORK
Week One	Class introduction/First Day review documents and Pretest	Introduce 7 Principles assignment	Textbook reading
Week Two	History / Concepts / Semester Project Overview	7 Principles Assignment Due	Textbook reading
Week Three	Disability Research	Introduce Experiential Disability Excursion & Expression (EDEE)	Research Paper
Week Four	Begin Programming Phase / EBD lecture	Programming exercises	Textbook reading
Week Five	Site visits	EDEE Paper Due	
Week Six			
Week Seven	Begin Schematic Design Phase	Wabi Sabi assignment	
Week Eight	Wayfinding Lecture	Studio Work Day	Textbook reading
Week Nine			
Week Ten	Begin Design Development Phase	Studio Work Day	
Week Eleven	Site visits		
Week Twelve		Studio Work Day	
Week Thirteen	Begin Construction Document Phase		
Week Fourteen		Studio Work Day	
Week Fifteen			
Week Sixteen	Presentations Due		

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

Students will be spending a minimum of 90 hours in the classroom, an additional 45 hours working on a group semester project and an additional 45 hours doing research, reflection papers and other homework assignments

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.

- M** **1.1 Preparedness/Disposition:** Student comes to class prepared, is organized and punctual; possesses a positive disposition
- M** **1.2 Assignments:** Project assignments are complete, on time, accurate, legible and organized
- M** **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]
- E** **1.4 Budgeting:** Student demonstrates understanding of budgeting issues: cost tracking, phasing, value engineering, and compliance with budgetary constraints [CC 3]
- D** **1.5 Scheduling:** Student demonstrates understanding of scheduling issues: time allocation, organization, coordination and prioritization of tasks [CC 3]
- M** **1.6 Collaboration:** Student works effectively in a team, seeks out collaborative opportunities (internal); design industry & professional relationships are explored and cultivated (external)
- D** **1.7 Values:** Student's decisions, actions, and behavior reflect ethical and professional values
- M** **5.1 Appearance:** Personal appearance is professional and culturally appropriate

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.

- M** **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]
- M** **2.2 Exploration:** Student explores a variety of options (iteration), employing a variety of media (sketching, modeling, digital) to develop optimal design solutions
- M** **2.3 Rigor:** Student has a focused and rigorous work ethic
- D** **2.4 Challenge:** Student demonstrates a willingness to take risks, explore unfamiliar territory, take on new challenges, and question convention
- D** **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.

- M** **3.1 Conceptualization:** Inspiration/concept proposed, developed, and incorporated throughout design
- D** **3.2 Translation:** Student capably translates/interprets concept into physical design strategy
- D** **3.3 Critical Thinking:** Critical thinking is evidenced through establishment of hierarchies, strategic-problem-solving, and elective improvement of design solutions; integrates qualitative & quantitative information; prioritizes project demands and constraints [CC 5]
- D** **3.4 History/Theory:** Student acknowledges/integrates an understanding of historical and theoretical concepts into design strategy [CC 5]
- D** **3.5 Interdisciplinary:** Student incorporates interdisciplinary, multicultural, or global perspectives into design strategy [CC 5]
- M** **3.6 Creativity:** Student's work reflects creativity, innovation, and novelty
- M** **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.

- M** **4.1 Environment:** Student examines the relationship between humans and their built/natural environments
- M** **4.2 Human Factors:** Student addresses a range of human factors considerations (proxemics, anthropometrics, ergonomics, comfort, well-being, etc.)
- D** **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]
- D** **4.4 Sustainability:** Student implements sustainable design principles in design solution

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.

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

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