



Chaminade
University
OF HONOLULU

EID 370

UNIVERSAL DESIGN
+
INCLUSIVE
ENVIRONMENTS

COURSE SYLLABUS

Department Name: Environmental and Interior Design

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

Term: Spring 2026

Course Credits: 4

Class Meeting Days: Monday + Wednesday

Class Meeting Hours: 10:00 - 12:20pm

Class Location: Eiben 108

Instructor Name: DARCI PAPPANO

Email: darci.pappano@chaminade.edu

Phone: 808.780-1888

Office Hours: Before or after class, or by appointment

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 Interior 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 people 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.

COURSE CANVAS: <https://chaminade.instructure.com/courses/45089>

COURSE GOOGLE DRIVE: https://drive.google.com/drive/folders/1dOs5gWf9_tWEDcG4zz50L-b50acJA4bs?usp=drive_link

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

- Shaping Interior Space **4th Edition** by *Roberto Rengel*
- Computer access to AutoCAD and Revit, Enscape, Adobe Photoshop

SUGGESTED LEARNING MATERIALS

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

- Research-Based Programming for Interior Design by *Lily B. Robinson*
- 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*

ASSESSMENT

Attendance + Participation	10%
Assignments + Presentations	20%
Schematic design development (Midterm)	20%
Design Project . final submission	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, research papers, projects. They are interpreted as follows:

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Late Work Policy

Late work cannot be accepted without prior notice to the instructor and students involved with the project.

Grades of "Incomplete"

Due to the nature of this course and the final deliverables incomplete grades can only be approved under extreme circumstances and will involve additional work on the part of the student.

ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to contact the professor for any missed work. Unexcused absences equivalent to more than a week of classes, that means 2, 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.

SCHEDULE

Phase 1 01.12 – 02.11 _ Accessibility + Site Analysis + Wayfinding

Phase 2 02.16– 03.11 _ Pre-Design + Schematic Design

Phase 3 03.23– 04.29 _ Design Development

**[see itemized schedule for details]

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time.

Cell phones, tablets, and laptops

Students must bring laptops to class as the instructor will assign activities and readings. Out of consideration for your classmates, please set your cell phone to silent mode during class.

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.

This 4-credit hour class at Chaminade University results in a minimum of 75 hours of **in-class** engagement. This equates to classroom or direct faculty instruction. The general rule is a minimum of two hours of out-of-class student work each week is required for each hour in-class hour ... This totals 225 hours of interaction with course material for approximately fifteen weeks for one semester.

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

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 lapa kū o ka no'eau ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

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

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

STUDENT WITH DISABILITIES STATEMENT

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

TITLE IX AND NONDISCRIMINATION STATEMENT

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

NONDISCRIMINATION POLICY & NOTICE OF NONDISCRIMINATION

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH ALERT EMERGENCY NOTIFICATION

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

COURSE LEARNING OUTCOMES

- 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

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