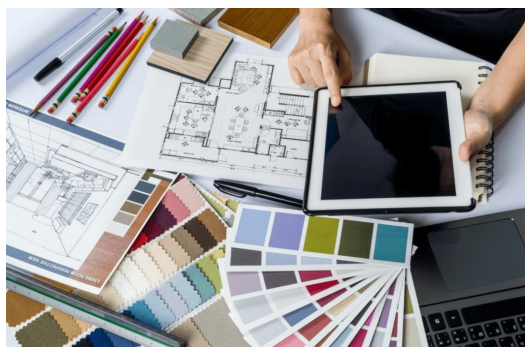




DESIGN TECHNOLOGY II

ENVIRONMENT & INTERIOR DESIGN

EID 319 | FALL 2026

Online or On-Demand Class Sessions | M & W 8:30am-9:50am | Credits: 3

Instructor Information

Instructor	Dr. Danielle McCleave, DArch, NOMA, AIA
Email	danielle.mccleave@chaminade.edu
Office Hours	Wednesdays 9am-10am
Virtual Office	By Appointment only

Communication

Emails and Canvas communication will be responded to from M-F and within 48hrs

Course Description & Materials

Catalog Description

Students are instructed in advanced applications and techniques in computer aided design. Three dimensional drawing and rendering techniques will also be introduced. (Tech Apps Course- 6 contact hours per week) Offered each semester.

Prerequisite: EID-202, EID-217 or consent of instructor

Course Snapshot

Modality	Hybrid
Meeting Location	Eiben 204
Meeting Days/Times	MW 8:30 – 9:50am
Time Allocation	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy.
Required Materials	● Laptop or Desktop PC with mouse (please ensure your PC meets the software system requirements) ● Autodesk Revit 2025 software installed ● Enscape software installed (version 3.5 or newer)

Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). Tutorials and Resources will all be posted to Canvas.
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Learning Outcomes

Course Learning Outcomes (CLOs)

Upon completion of the course, the student will be able to:

1. Demonstrate software proficiency in the use of Revit as a means to produce 2-dimensional & 3-dimensional architectural/interior design documents.
2. Demonstrate a fundamental understanding of the concept of a Building Information Model (BIM).
3. Organize information within the context of a construction document set.
4. Demonstrate an understanding of how to provide accurate representation of specified finishes, fixtures and equipment.
5. Demonstrate a fundamental understanding of how to navigate their design model(s), as well as leverage real-time rendering software to communicate designed spaces.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama 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.

Attendance & In-Class Participation

Attendance Policy

Attendance at all in class meetings are required. If a class must be missed, please email ahead of time for an excused absence or else it will be counted as unexcused. Any missed assignments or work are the responsibility of the student.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Assessment

	Range
Class Participation & Exercises (2)	10%
Project #1	25%
Project #2	25%
Project #3	25%
Quizzes (2)	15%
Total	100%

Note: 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.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminode.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and

research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

| AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

| Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options:
chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at

<https://chaminode.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as

early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/

Resource	Description	Contact / Website
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

I have read, understand, and agree to the terms of the syllabus, course map, and Code of Conduct.

Student Signature: _____

Date: _____

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

WEEK	DATE	TOPICS
WEEK 1	WEEK OF AUG 17	(Class 1) – Syllabus Review, What is “Design Technology” anyway? (Class 2) – Introduction to Revit, Interface and Help, Project Browser, Properties, Views, Navigation
WEEK 2	WEEK OF AUG 24	(Class 3) – Walls, Levels, Grids, Floors, Ceilings (Class 4) – Start Project 1; Levels, Grids, Walls, Dimensions
WEEK 3	WEEK OF AUG 31	Class 5) – Continue Project 1; Grids, Dimensions, Rooms, Doors, Tags, Dimensions, Rooms (Class 6) – Continue Project 1; Room Separation Lines, Importing Families/Components, Windows, Floors
WEEK 4	WEEK OF SEP 7	LABOR DAY (Class 7) – Continue Project 1; Titleblock, Sheets, Color Schemes, Reflected Ceiling Plans, Symbols, Text
WEEK 5	WEEK OF SEP 14	(Class 8) – Continue Project 1; Text, Sheet List Schedule, Room Schedule, Ceiling Patterns and Ceiling Tags (Class 9) – Continue Project 1; Editing Titleblock, Inserting Images, Loading Autodesk Families, Roofs, Camera/Perspective View, Graphic Display Options
WEEK 6	WEEK OF SEP 21	(Class 10) –Finish Project 1; Printing, Exporting, Openings, Visibility/Graphics, Areas, Stairs (Class 11) – Start Exercise 1; Introduction to Families, Extrusions
WEEK 7	WEEK OF SEP 28	(Class 12) – Finish Exercise 1; Void Extrusions, Materials (Class 13) – Introduce Project 2; Model Lines, Detail Lines, Drafting Views, Filled Regions, Linking/Importing CAD, Submit Project 1 by End-of-Week (EOW)

WEEK 8	WEEK OF OCT 5	(Class 14) - Start Project 2; Modifying & Adding Levels; Wall Type Structure & Location Line; Curtain Walls; Floors; Creating New Sheet Editing Titleblock (Class 15) - Continue Project 2; Reflected Ceiling Plan; Adding Views to Sheets; Interior Elevations; Loading Autodesk Families; Placing Furniture and Bookshelves; Painting Surfaces; Material Browser and Modifying Materials Submit Exercise 1 by EOW
WEEK 9	WEEK OF OCT 12	INDIGENOUS PEOPLES DAY (Class 16) - Introduce Project 3 Assignment; Continue Project 2; Railings; Edit View Range; Stairs
WEEK 10	WEEK OF OCT 19	(Class 17) - (In-person Class); Continue Project 2; Introduction to Enscape; Enscape Interface Quiz #1 Due by EOW (Class 18) - Start Exercise 2; Extrusions; Blends/Void Blends
WEEK 11	WEEK OF OCT 26	(Class 19) - Finish Exercise 2; Assigning Materials to Geometry; Changing Family Category; Continue Project 2; Furniture Schedule; Specialty Equipment Schedule (Class 20) - Finish Project 2; Lighting; Colored Elevations; View Templates; Split Face and Paint; Rendering Enscape View into Project Submit Exercise 2 by EOW
WEEK 12	WEEK OF NOV 2	(Class 21) - Start Project 3; Enscape Asset Library; Placing and working with Enscape Assets; Link Revit family to Asset; Enscape Material Library; Adding/Modifying Enscape Materials to Project (Class 22) - Continue Project 3; Modifying Revit Light Fixture Properties (Illuminance and Color Temperature); Creating a "Rug"; Editing Wall Profile to create Accent Wall Submit Project 2 by EOW
WEEK 13	WEEK OF NOV 9	(Class 23) - Finish Project 3; Enscape Orthographic View; Enscape Linked Asset Rotation; Revising Titleblock; Phases; Design Options (Class 24) - Recap; Final Topics
WEEK 14	WEEK OF NOV 16	(Class 25) - Final Topics (Class 26) - Final Topics
WEEK 15	WEEK OF NOV 23	(Class 27) - No Class; Time allotted to Finish Assignments (Class 28) - No Class; Time allotted to Finish Assignments Submit Project 3 by EOW Quiz #2 Due by EOW

WEEK 16	WEEK OF NOV 30	Finals Week - No Class
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