

Introductory Handbook to the Interior Design Program

(Bachelor's degree)

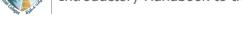






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Department Chair's Preface

The human responsibility to construct and build the earth, as commanded by God, has led to the establishment of the field of architecture. Consequently, the officials of Onaizah colleges established an Interior Design department for both male and female students in the College of Engineering and Information Technology.

This department offers programs in architecture and interior design, intending to prepare future architects and interior designers, and to excel in various fields such as architectural and interior design, city and urban planning, execution supervision, professional development through research, and more.

The colleges welcome the students and promise to provide them with new and distinctive resources to support their success in this distinguished field of engineering and technology.

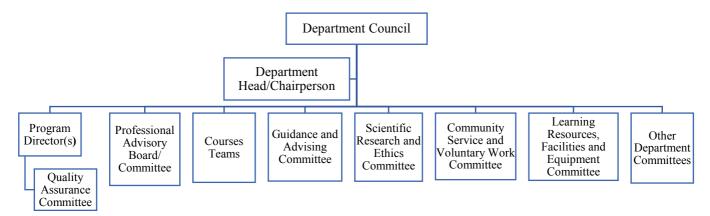
Interior Design Mission and Goals

To offer competitive higher education in interior design within a supportive academic environment that prepares qualified interior designer with vital employability skills, and to make research contributions, promote community engagement, and participate in realizing the Kingdom's Vision 2030.

	Program Goals							
Goal No.	Goal							
1	Improve the quality of teaching and learning experiences, the quality of learning resources and the quality of basic facilities, equipment, and supporting infrastructure.							
2	Provide support to students through the improvement of academic, social, psychological, and professional advising, counselling and supportive services							
3	Enhance the performance of faculty members both professionally and academically.							
4 Improve the program's administrative efficiency and processes and procedures.								
5	Preparation of competent and qualified graduates with vital employability skills demanded in the labor market. 5.1. Enable graduates to demonstrate core knowledge in interior design using essential technologies and basic research skills. 5.2. Enhance students' critical thinking, problem-solving, communication and teamwork skills. 5.3. Improve students' awareness of ethical values, principles of professional conduct, independence and autonomy.							
Contribute to the field of interior design through production of quality research in alignment OC and program's research priorities								
7	Contribute to the local community through services, programs and consultations.							

Program's Organizational Structure and Brief Descriptions of Its Committee

First: Program Organizational Structure and Committees' Descriptions



Dep. Head: Major Responsibilities, Tasks and Duties:

- Preside over the Department Council, supervise the organization of its affairs, call for attendance at its sessions, implement its decisions, and send the minutes of its sessions to the Dean of the College.
- Achieve higher goals and policies in colleges.
- Implement the decisions of the College Council and the Department Council and follow-up of those decisions.
- Supervise the preparation of the department's plans and follow up on their implementation.
- Supervise administrative, academic and research management and development, as well as all committees within the department.
- Supervise the level of quality.
- Carry out the powers delegated to him by the Dean of the College.
- Supervise the progress of all processes and plans within the department.
- Supervise various student activities in the department.
- Monitor the performance of exams and control the system within the department.
- Supervise the recruitment of faculty members in the department.
- Prepare a comprehensive annual report on the progress of study and academic, administrative and research performance in the department and submit it to the Dean of the College.

Program Director (PD): Major Responsibilities, Tasks and Duties:

The main task of a PD As the leader of the Quality Assurance Committee (QAC), is to oversee and lead the relevant QAC and its tasks and responsibilities. The director oversees the day-to-day quality assurance processes within the program, from managing reviews of program specifications to preparing assessment reports and operational plans.

Quality Assurance Committee (QAC): Major Responsibilities, Tasks and Duties:

Every program must form a Quality Assurance Committee (QAC), headed by the program's PD. A QAC involves at least three faculty members with sufficient experience in quality management and OC QMS processes. Together, the program's PD and QAC are directly responsible for the actualization of OC QMS in their academic program, the ongoing implementation of program quality PDSAs, as well as follow-up and evaluation of internal QMS processes. The main duties and tasks of a QAC are given below:



- Overseeing the implementation of the program's mission and goals and verifying the consistency of all program decisions with them, and periodically evaluating achievement levels according to the approved performance indicators and managing the process of reviewing and updating them when necessary, according to the procedures stipulated in this OC-QMS handbook. (In accordance with OC-QMS processes mainly P-P-01, P-P-02, P-E-04)
- Managing the process of updating and reviewing the program's graduate attributes and learning outcomes of program (PLOs) and of courses (CLOs), in addition to the process of internal and external review, according to the time frames stipulated in OC-QMS. (In accordance with OC-QMS processes mainly P-P-03, P-P-05, and P-C-11).
- Managing the process of preparing and reviewing the program specification, courses' specifications
 and their related mappings and matrices, and updating them periodically according to the approved
 procedures and timeframes, and according to evaluation results and changes, in addition to
 following up on implementing all policies and procedures stipulated in those specifications. (In
 accordance with OC-QMS processes mainly P-P-09, P-P-10).
- Following up and reviewing the results of CLOs assessments, exit exams, and preparing GAs and PLOs Assessment Plans (PLOAPs), and assessment reports according to the approved time frames. (In accordance with OC-QMS processes mainly P-E-02, P-C-06, P-P-07, P-C-07).
- Following up, reviewing and approving periodic course reports, and preparing the annual program report (APR). (In accordance with OC-QMS processes mainly P-C-01, P-C-02, P-C-14).
- Preparing essential quality reports such as the KPIs and Benchmarking report, annual survey report, peer review report etc. (In accordance with OC-QMS processes mainly P-C-05, P-C-08, P-C-09).
- Managing the process of preparing the program's operational plan and ensuring the inclusion of all recommendations contained in periodic quality reports, recommendations of the professional advisory committee/board, as operational objectives, with verification of the consistency of activity plans (e.g. research, community, training) with operational objectives, and preparing an achievement report of the operational plan, in addition to evaluating achievement levels of program goals, according to the approved OC-QMS templates. (In accordance with OC-QMS processes mainly P-P-16, P-P-17, P-D-03, P-D-05, P-E-04).
- Supervising the process of forming course teams and following up their work, implementation of their tasks, and minutes of periodic meetings. (In accordance with OC-QMS processes mainly P-P-12, P-D-06).
- Periodically verifying the implementation of policies, procedures and periodic evaluations stipulated in the program specification, through following up the work of the program's main committees and their operational objectives such as the advising and guidance committee, scientific research committee, community service and volunteering committee, learning resources and facilities committee, exam committees etc. (In accordance with OC-QMS processes mainly P-E-04, P-D-05).
- Contributing to quality and accreditation culture dissemination by direct coordination with the Quality Assurance Administration. (In accordance with OC-QMS processes mainly P-D-07).
- Forming self-evaluation and self-study teams for the program and supervising the preparation of the self-study report and providing all evidence and data related to it. (In accordance with OC-QMS processes mainly P-C-11).
- Managing the program account on the electronic quality system (OC-E-QMS). (Required by almost all OC-QMS processes).
- The committee should hold weekly meetings to review related tasks and documents and its decisions should be documented in formal minutes.
- The committee should totally comply with the policies, processes and procedures stipulated in this OC-QMS handbook.



Requirements for admission to the Interior Design Program

Terms and conditions for admission to bachelor's Program:

- To have a high school diploma or its equivalent from inside or outside the Kingdom.
- To be of good conduct and behavior.
- It should not have been more than five years since he obtained the Intermediate College Certificate or its equivalent.
- The student's average in the Intermediate College Certificate or its equivalent should not be less than "Good".
- To successfully pass any test or personal interview that the colleges consider necessary.
- To be medically fit.
- The student has not been dismissed from any other university or college for a disciplinary term.
- To obtain approval to study from his employer if he works in any governmental or private agency.
- Submit the required documents specified by the Colleges Admission and Registration Management.
- Fill in the registration form.
- Fee payment.
- Final acceptance depends on the completion of the number specified for opening the specialization by the department.

Degree Awarded and Credit Hours

Specialization	Study Duration	Credit Hours
Bachelor's in interior design	4 years	134

Graduates' Attributes of the Interior Design Program

No.	Program Graduate Attributes					
1	In-depth Knowledge in interior design.					
2	Effective Communication in interior design contexts					
3	Problem-Solving in interior design					
4	Technical and Quantitative Capabilities in interior design					
5	Ethical Competence, Learning Autonomy and Teamwork in interior design					



Program's Learning Outcomes according to the learning domains of NQF-KSA 2020:

Program learning Outcomes*									
	Knowledge and understanding								
K1	Identify fundamental interior design concepts, principles and theories in relation to other disciplines mainly architecture and engineering.								
K2	Describe the basic characteristics of interior design materials, functions and equipment.								
К3	Discuss the basic elements of planning and research processes of interior design projects.								
K4	Explain interior design ethical values, safety provisions and precautions, principles of professional conduct, and indoor environmental and client-based requirements.								
	Skills								
S.1	Generate material selection, equipment, furniture and fixture considering applicable codes, sustainability and indoor environmental quality.								
S.2	Design sustainable interior projects that enrich indoor environmental quality, and that solve real life issues, using appropriate research methods.								
S.3	Critically analyze sets of design ideas and documents for an interior design project.								
S.4	Critically evaluate abstract design concepts during all phases of the design process to indicate conditions and requirements within the interior environment.								
S.5	Produce creative interior design drawings and documents using a variety of media, design techniques, computational and quantitative tools and technology.								
S.6	Effectively communicate designs solutions, digital design models, inquiries and research results of complex issues in interior design projects with stakeholders.								
	Values								
V1	Effectively participate in interior design projects and their discussion groups, in order to advance the discipline and society.								
V2	Demonstrate ethical values, safety provisions and precautions, principles of professional conduct in interior design workplace.								
V3	Act responsibly, independently and autonomously in making design decisions within interior design projects.								

The Academic Degree That the Student Obtains After Graduation

The Bachelor's degree in Interior Design is of recent origin in the Kingdom of Saudi Arabia. This program has been developed to prepare distinguished graduates in academic and artistic work in distinguished sectors decoration and furniture design, spatial functions and relationship.



Graduation Requirements

	Shading Key							
Blue:	University core courses							
Yellow:	College Core Courses							
Green: Principles of Drawing and Interior Design Courses								
Grey:	Computer Aided Applications Courses							
Red:	History and Theories of Design Courses							
Orange :	Technology Courses							
Pink:	Practical Courses							
White:	Elective Courses							

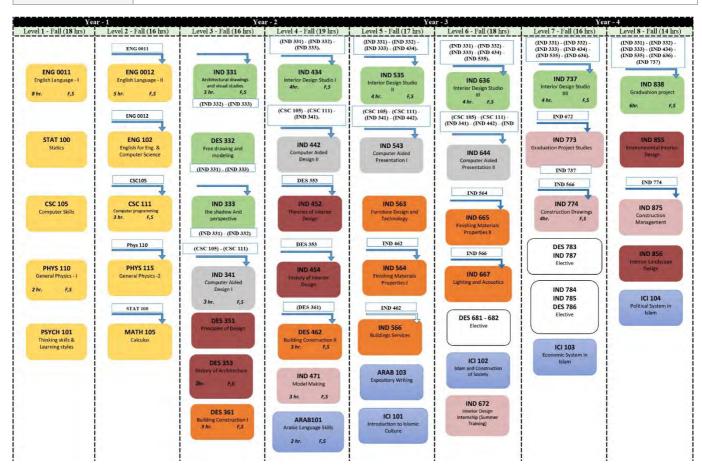


Figure (1): Show the graduation requirements for students



Potential Jobs for Graduates

Graduates are qualified to undertake interior design positions listed under the specific group of engineering profession – interior design adopted in the classification starting from Assistant interior designer.

No.	The expected jobs for Graduates			
1	Interior designer			
2	Interior Design Consultant			
3	Interior Space Planner			
4	Interior Lighting Designer			
5	Furniture Designer			
6	Exhibition and Display Designer			
7	3D Visualization and Rendering Designer			
8	Researcher / Academic in Interior Design			
9	Site Supervisor / Interior Design Project Coordinator			
10	Instructor / Trainer in CAD and Design Software			

Study System and Program Requirement

- The curriculum for the interior design program has two divisions, by presence and e-learning, which is determined by the courses offered.
- The program requirement for student should be graduates of intermediate Colleges / Post-Secondary Diploma.
- Interior Design Bachelor Program is 134 which is consistent with the KSA-NQF 2020 requirements which state that the minimum credit hours for a bachelor program is 120
 - o Level 1: 18 Hrs.
 - o Level 2: 16 Hrs.
 - o Level 3: 16 Hrs.
 - o Level 4: 19Hrs.
 - o Level 5: 17 Hrs.
 - o Level 6: 18 Hrs.
 - o Level 7: 16 Hrs.



Study plan (curriculum) and tracks in the Interior Design Program:

	Group One University Core Courses								
No.	Course Name	Course Semester	Credit	Hours					
		Code			Theoretical	Practical			
1	Arabic Language Skills	ARAB 101	Four	2	2	0			
2	Expository Writing	ARAB 103	Five	2	2	0			
3	Introduction to Islamic Culture	ICI 101	Five	2	2	0			
4	Islam and Construction of Society	ICI 102	Six	2	2	0			
5	Economic System in Islam	ICI 103	Seven	2	2	0			
6	Political System in Islam	ICI 104	Eight	2	2	0			
	Total			12	12	0			

Group Two College Core Courses							
No		Course	Camastan		Но	urs	
No.	Course Name	Code S	Semester	Credit	Theoretical	Practical	
1	Computer Skills	CSC 105	One	4	2	4	
2	Computer Programming	CSC 111	Two	3	2	2	
3	General English I	ENG 0011	One	8	4	8	
4	General English II	ENG 0012	Two	5	2	6	
5	English for Engineering and Computer Science	ENG 102	Two	2	2	0	
6	General Physics I	PHYS 110	One	2	2	0	
7	General Physics II	PHYS 115	Two	3	3	0	
8	Statistics	STAT 100	One	2	2	0	
9	Calculus	MATH 105	Two	3	3	0	
10	Thinking Skills and Learning Styles	PSYC 101	One	2	2	0	
	Total		34	24	20		



Group Three (030) Principles of Drawing and Interior Design Courses								
No.	C N	Course	Semester	Credit	Hours			
NO.	Course Name	Code			Theoretical	Practical		
1	Architectural Drawings and Visual Studies	IND 331	Three	2	1	2		
2	Free Hand Drawings and Models	IND 332	Three	2	1	2		
3	Perspective and Shadow	IND 333	Three	2	1	2		
4	Interior Design Studio I	IND 434	Four	4	1	6		
5	Interior Design Studio II	IND 535	Five	4	1	6		
6	Interior Design Studio III	IND 636	Six	4	1	6		
7	Interior Design Studio IIII	IND 737	Seven	4	1	6		
8	Graduation Project	IND 838	Eight	6	2	8		
	Total			28	9	38		

Group Four (040) Computer Aided Applications Courses							
No.	Course Name Cou	Course Semester	Credit	Hours			
110.	Course Hame	Code		Creare	Theoretical	Practical	
1	Computer Aided Design I	IND 341	Three	3	1	4	
2	Computer Aided Design II	IND 442	Four	3	1	4	
3	Computer Aided Presentation I	IND 543	Five	3	1	4	
4	Computer Aided Presentation II	IND 644	Six	3	1	4	
	Total	12	4	16			

Group Five (050) History and Theories of Design Courses								
No.	Course Name	Course Semester	Semester (Semester Credit	Hours			
		Code			Theoretical	Practical		
1	Principles of Design	DES 351	Three	2	2	0		
2	Theories of Interior Design	IND 452	Four	2	2	0		
3	History of Architecture	DES 353	Three	2	2	0		
4	History of Interior Design	IND 454	Four	2	2	0		
5	Environmental Interior Design	IND 855	Eight	2	2	0		
6	Interior Landscape Design	IND 856	Eight	2	2	0		
	Total			12	12	0		



	Group Six (060) Technology Courses					
No.	Course Name	Course	Semester	Credit	Hours	
110.	Course (vanie	Code	Scinestei	Cicuit	Theoretical	Practical
1	Building Construction I	DES 361	Three	3	1	4
2	Building Construction II	DES 462	Four	3	1	4
3	Furniture Design and Technology	IND 563	Five	2	2	0
4	Finishing Materials Properties I	IND 564	Five	2	2	0
5	Finishing Materials Properties II	IND 665	Six	2	2	0
6	Buildings Services	IND 566	Five	2	2	0
7	Lighting and Acoustics	IND 667	Six	2	2	0
	Total			16	12	8

Group Seven (070) Practical Courses						
No.	No. Course Name Course Semester		Semester Credit	Но	urs	
110.		Code		Cicuit	Theoretical	Practical
1	Model Making	IND 471	Four	3	1	4
2	Interior Design Internship (Summer Training)	IND 672	Six (Summer)	3	0	6
3	Graduation Project Studies	IND 773	Seven	2	2	0
4	Construction Drawings	IND 774	Seven	4	1	6
5	Construction Management	IND 875	Eight	2	2	0
	Total			14	6	16

	Group Eight (080) Elective Courses					
No.	Course Name	Course Code Semest	C	Credit	Hours	
INU.	Course Name		Semester	Credit	Theoretical	Practical
1	Arabic Calligraphy and Ornaments	DES 681	Six	2	2	0
2	Interior Architecture Heritage of Saudi Arabia	DES 682	Six	2	2	0
3	Architectural Surveying	DES 783	Seven	2	2	0
4	Psychology and Sociality of Interior Design	IND 784	Seven	2	2	0
5	Humanity Science	IND 785	Seven	2	2	0
6	Digital Photography	DES 786	Seven	2	2	0
7	Interior Design and Sustainability	IND 787	Seven	2	2	0
8	Professional Development I	IND 693	Seven	2	2	0
9	Professional Development II	IND 694	Seven	2	2	0
	Total (3 Chosen Courses)			6	6	0



First Year

• First Level (18 Hrs.):

Course Name	Course Code	Credit Hours
English (1)	ENG 0011	8
Statistics	STAT 100	2
Computer Skills	CSC 105	4
General Physics (1)	PHYS 110	2
Thinking Skills and learning Styles	PSYCH 101	2

Second Level (16Hrs):

Course Name	Course Code	Credit Hours
English (2)	ENG 0012	5
English for Engineering and Computer Science	ESP 102	2
Calculus	MATH 105	3
Computer Programming	CSC 111	3
General Physics (2)	PHYS 115	3

Second Year

■ Third Level (16 Hrs.):

Course Name	Course Code	Credit Hours
Architectural Drawings and Visual Studies	IND 331	2
Free Hand Drawings and Models	IND 332	2
Perspective and Shadow	IND 333	2
Computer Aided Design (1)	IND 341	3
Principles of Design	DES 351	2
History of Architecture	DES 353	2
Building Construction (1)	DES 361	3

• Fourth Level (19 Hrs.):

Course Name	Course Code	Credit Hours
Interior Design Studio (1)	IND 434	4
Computer Aided Design (2)	IND 442	3
Theories of Interior Design	IND 452	2
History of Interior Design	IND 454	2
Building Construction (2)	DES 462	3
Model Making	IND 471	3
Language Skills	ARAB 101	2



Third Year:

• Fifth Level (17 Hrs.):

Course Name	Course Code	Credit Hours
Interior Design Studio (2)	IND 535	4
Computer Aided Presentation (1)	IND 543	3
Furniture Design and Technology	IND 563	2
Finishing Materials Properties (1)	IND 564	2
Buildings Services	IND 566	2
Arabic Editing	ARAB 103	2
Introduction to Islamic Culture	IC 101	2

■ **Six Level (18 Hrs.):**

Course Name	Course Code	Credit Hours
Interior Design Studio (3)	IND 636	4
Computer Aided Presentation (2)	IND 644	3
Finishing Materials Properties (2)	IND 665	2
Lighting and Acoustics	IND 667	2
Elective (1)	DES 681 / DES 682	2
Islam & Construction of Society	IC 102	2
Interior Design Internship (Summer Training)	IND 672	3

Fourth Year:

• Seventh Level (16 Hrs.):

Course Name	Course Code	Credit Hours
Interior Design Studio (4)	IND 737	4
Graduation Project Studies	IND 773	2
Construction Drawings	IND 774	4
Elective (2)	DES 783 / IND 787	2
Elective (3)	IND 784 / IND 785 / DES 786/ IND 693/ IND 694	2
Islamic Economic System	IC 103	2

• Eighth Level (14 Hrs.):

Course Name	Course Code	Credit Hours
Graduation Project	IND 838	6
Environmental Interior Design	IND 855	2
Construction Management	IND 875	2
Interior Landscape Design	IND 856	2
Islamic Political System	IC 104	2



Description of the Coding System in the Program's Plan

The codes in the interior design program indicate the type of courses and their nature if it is a general requirement or a requirement of the program's courses or elective courses.

General Courses Codes

No.	Codes	Course Name
1	ARAB 101	Arabic Language Skills
2	ARAB 103	Expository Writing
3	ICI 101	Introduction to Islamic Culture
4	ICI 102	Islam and Construction of Society
5	ICI 103	Economic System in Islam
6	ICI 104	Political System in Islam
7	CSC 105	Computer Skills
8	CSC 111	Computer Programming
9	ENG 0011	General English I
10	ENG 0012	General English II
11	ENG 102	English for Engineering and Computer Science
12	PHYS 110	General Physics I
13	PHYS 115	General Physics II
14	STAT 100	Statistics
15	MATH 105	Calculus
16	PSYC 101	Thinking Skills and Learning Styles

Program Courses Codes

No.	Codes	Course Name	
1	IND 331	Architectural Drawings and Visual Studies	
2	IND 332	Free Hand Drawings and Models	
3	IND 333	Perspective and Shadow	
4	IND 434	Interior Design Studio I	
5	IND 535	Interior Design Studio II	
6	IND 636	Interior Design Studio III	
7	IND 737	Interior Design Studio IIII	
8	IND 838	Graduation Project	
9	IND 341	Computer Aided Design I	
10	IND 442	Computer Aided Design II	
11	IND 543	Computer Aided Presentation I	
12	IND 644	Computer Aided Presentation II	
13	DES 351	Principles of Design	
14	IND 452	Theories of Interior Design	
15	DES 353	History of Architecture	
16	IND 454	History of Interior Design	
17	IND 855	Environmental Interior Design	
18	IND 856	Interior Landscape Design	
19	DES 361	Building Construction I	
20	DES 462	Building Construction II	
21	IND 563	Furniture Design and Technology	



22	IND 564	Finishing Materials Properties I	
23	IND 665	Finishing Materials Properties II	
24	IND 566	Buildings Services	
25	IND 667	Lighting and Acoustics	
26	IND 471	Model Making	
27	IND 672	Interior Design Internship (Summer Training)	
28	IND 773	Graduation Project Studies	
29	IND 774	Construction Drawings	
30	IND 875	Construction Management	

Program Elective Courses Codes

No.	Codes	Course Name	
1	DES 681	Arabic Calligraphy and Ornaments	
2	DES 682	Interior Architecture Heritage of Saudi Arabia	
3	DES 783	Architectural Surveying	
4	IND 784	Psychology and Sociality of Interior Design	
5	IND 785	Humanity Science	
6	DES 786	Digital Photography	
7	IND 787	Interior Design and Sustainability	
8	IND 693	Professional Development	
9	IND 694	Professional Development II	



Brief Description of the Courses, Including Elective Course

Architectural Drawings and Visual Studies (IND 331):

This course introduces the fundamental skills of architectural drawing and visual communication essential to interior design. It focuses on developing the ability to read and produce drawings manually and digitally, applying standards for plans, sections, elevations, and perspectives. Visual studies support analytical thinking and graphic expression, enabling clear and professional design communication.

Free Hand Drawings and Models (IND 332):

This course develops students' skills in freehand drawing and model-making as essential tools in interior design. It trains students in visual observation, analytical sketching, and the representation of spatial and material qualities using various media. Students translate two-dimensional drawings into three-dimensional models to strengthen spatial understanding and effectively communicate interior design concepts.

Perspective and Shadow (IND 333):

This course introduces the fundamental principles of perspective and shadow as essential tools for visualizing interior spaces. Students learn one-, two-, and three-point perspective to represent depth, scale, and proportion accurately. Emphasis is placed on light and shadow application to enhance realism and spatial atmosphere through structured exercises integrating perspective and shading techniques.

Interior Design Studio I (IND 434):

This studio course introduces students to residential interior design, focusing on the creation of functional, aesthetic, and sustainable living spaces. Students apply an integrated design process addressing user needs, space planning, furniture, lighting, and materials. Emphasis is placed on creative problem-solving and contextually responsive solutions. Projects are presented through conceptual plans, drawings, 3D models, and design documentation that demonstrate a comprehensive design development process.

Interior Design Studio II (IND 535):

This studio course introduces the principles and processes of commercial interior design, focusing on retail, office, restaurant, and hospitality environments. Students apply human-centered and branddriven design strategies through spatial planning, material and lighting selection, and 3D visualization. Emphasis is placed on innovative, functional, and sustainable solutions that address client needs, codes, and contemporary design trends.

Interior Design Studio III (IND 636):

This advanced studio focuses on designing healthcare and educational interiors through user-centered and evidence-based approaches. It addresses spatial planning, accessibility, safety, and emotional wellbeing while meeting regulatory standards. Students develop integrated design proposals with conceptual narratives, technical drawings, and 3D visualizations that demonstrate creativity, empathy, and performance-driven solutions.



Interior Design Studio IIII (IND 737):

This course focuses on the design of multifunctional buildings, particularly hotels that integrate hospitality, commercial, and leisure functions. It addresses spatial programming, circulation, and user experience while incorporating lighting, acoustics, sustainability, and building systems. Students explore smart and wellness-oriented design trends and conclude with a comprehensive project demonstrating creativity and technical proficiency.

Graduation Project (IND 838):

This capstone course integrates students' research, technical, and creative skills through a comprehensive real-world interior design project. It emphasizes spatial planning, detailing, sustainability, and user-centered design. Students produce a full professional package—including drawings, documentation, and presentations—evaluated through juried reviews demonstrating professional competence.

Computer Aided Design I (IND 341):

This course introduces the fundamentals of computer-aided design (CAD) as a primary tool for producing accurate interior design drawings. Students learn to create and edit 2D plans, elevations, and sections following industry standards. Through guided exercises and projects, they develop digital drafting proficiency and the ability to translate design concepts into clear, professional technical drawings.

Computer Aided Design II (IND 442):

This course enhances students' digital design skills using Building Information Modeling (BIM) with Revit to produce professional 2D and 3D documentation. It focuses on creating integrated digital models that combine spatial planning, construction detailing, and material specifications while fostering collaboration and professional workflow simulation.

Computer Aided Presentation I (IND 543):

This course introduces the principles and techniques of digital presentation using professional design software. Students develop visual communication skills through presentation boards, conceptual diagrams, and digital layouts using tools such as Adobe Photoshop, Illustrator, and InDesign. Emphasis is placed on layout composition, graphic hierarchy, and aesthetic quality in alignment with industry standards for academic and professional presentations.

Computer Aided Presentation II (IND 644):

This course advances students' digital visualization skills, integrating 2D and 3D workflows for high-quality renderings and professional presentation boards. Using tools such as Adobe Creative Suite, SketchUp, V-Ray, and Enscape, students create cohesive, photorealistic visuals and layouts that meet professional interior design standards.

Principles of Design (DES 351):

This course introduces the core elements and principles of design as they relate to interior environments, including balance, contrast, rhythm, emphasis, unity, and proportion. Students explore how line, shape, color, texture, and space interact to create cohesive and functional compositions. Through two- and



three-dimensional exercises, they develop creative thinking, visual literacy, and aesthetic awareness essential to the interior design process.

Theories of Interior Design (IND 452):

This course examines the theoretical foundations and critical frameworks that shape interior design practice. It explores historical, cultural, psychological, and aesthetic concepts influencing space, perception, and user experience. Students analyze major design movements and contemporary theories, developing the ability to integrate conceptual understanding into practical design decisions.

History of Architecture (IND 353):

This course introduces students to the architectural heritage of Ancient Egypt, Greece, and Rome, highlighting their lasting influence on interior design principles such as proportion, symmetry, and symbolism. It examines key architectural developments, materials, and ornamentation through historical analysis and case studies, fostering an understanding of how classical ideas continue to inform modern interior design practice.

History of Interior Design (DES 454):

This course surveys the historical evolution of interior design from ancient civilizations to the modern era, analyzing how social, cultural, and aesthetic factors shaped interior spaces. It covers major design movements such as Renaissance, Baroque, Modernism, and Postmodernism, fostering an understanding of design heritage and its relevance to contemporary practice.

Environmental Interior Design (IND 855):

This course examines the relationship between interior design and the natural and built environment, focusing on creating sustainable and health-conscious spaces. It covers sustainable material selection, indoor air quality, lighting efficiency, and acoustic performance. Students apply environmentally responsible design strategies aligned with global green building standards to enhance well-being and sustainability in interior environments.

• Interior Landscape Design (IND 856):

This course introduces the principles of interior landscape design, emphasizing the integration of natural elements into interior environments to enhance aesthetics, well-being, and sustainability. Topics include plant selection, lighting, irrigation, and maintenance, along with biophilic strategies and the design of green features such as living walls and indoor planters across residential, commercial, and hospitality settings.

Building Construction I (DES 361):

This course introduces the fundamental principles of building construction and their direct relevance to interior design. It covers basic construction methods, structural systems, and materials used in residential and small-scale commercial projects. Emphasis is placed on elements such as walls, floors, ceilings, doors, and windows, and how they affect spatial planning and detailing. Through lectures and technical drawings, students develop technical literacy and an understanding of how construction knowledge informs functional and creative design solutions.



Building Construction II (DES 462):

This course deepens students' understanding of advanced construction systems in interior design, focusing on the integration of mechanical, electrical, and environmental systems. Topics include interior finishes, floor, wall, and ceiling systems, safety codes, and accessibility. It prepares students to produce precise construction details and design safe, cohesive interior environments.

Furniture Design and Technology (IND 563):

This course introduces the principles, methods, and technologies of furniture design and construction, emphasizing the relationship between form, material, ergonomics, and function. Students explore furniture types, joinery, material behavior, and fabrication processes through design exercises, technical drawings, and model-making. The course integrates manual and digital production methods, focusing on sustainability, craftsmanship, and innovation in contemporary furniture design.

• Finishing Materials Properties I (IND 564):

This course introduces the fundamental characteristics and performance of interior finishing materials. It examines the physical, aesthetic, and environmental properties of wood, stone, ceramics, metals, glass, and paints concerning durability, sustainability, safety, and visual impact. Students learn criteria for material selection, installation methods, and spatial quality, enabling informed material choices that align with design and sustainability standards.

Finishing Materials Properties II (IND 665):

This course deepens students' understanding of sustainable interior finishing materials, focusing on life cycle assessment, environmental standards, and performance criteria. It explores recycled, renewable, and smart materials while emphasizing ethical and functional material selection that supports sustainability goals and design integrity.

Buildings Services (IND 566):

This course introduces key building systems—lighting, electrical, HVAC, plumbing, and fire safety—and their integration into interior design for comfort, safety, and sustainability. It also covers service drawings, smart technologies, and energy-efficient strategies aligned with professional standards.

Lighting and Acoustics (IND 667):

This course covers the principles and applications of lighting and acoustics in interior environments, examining how light and sound affect spatial perception and user comfort. Students study lighting sources, design strategies, and acoustic control methods to integrate energy-efficient and well-performing solutions that enhance interior quality and support sustainable design.

Model Making (IND 471):

This course introduces techniques, tools, and materials for creating scaled physical models in interior design. Emphasizing craftsmanship, precision, and spatial awareness, students construct conceptual and presentation models using materials such as foam board, cardboard, wood, acrylic, and 3D-printed elements. The course develops technical and creative skills in representing scale, proportion, and spatial detail.



Interior Design Internship -Summer Training (IND 672):

Training at an approved internship site Interior Design Firm.

This course provides students with hands-on experience through professional internship placements, allowing them to apply academic knowledge, gain industry insight, and build professional competence in interior design practice.

Graduation Project Studies (IND 773):

This preparatory course guides students in developing a comprehensive proposal for their final design project. It covers topic selection, case study analysis, user and site evaluation, and conceptual development. Emphasis is placed on research-based design decisions and critical analysis, culminating in a complete project brief and preliminary concept that form the foundation for the graduation project.

Construction Drawings (IND 774):

This course introduces the principles and standards for producing professional construction drawings in interior design. Students translate conceptual ideas into detailed technical documents—plans, elevations, sections, and joinery details—aligned with building codes and industry conventions. Emphasis is placed on precision, material specification, and communication of design intent through complete construction documentation.

Construction Management (IND 875):

This course introduces the principles and practices of construction management for interior design projects, emphasizing the link between design intent and execution. It covers project planning, budgeting, scheduling, and coordination among stakeholders, along with quality control, risk management, and use of industry-standard tools to ensure successful project delivery.

Program Elective Courses

Arabic Calligraphy and Ornaments (DES 681):

This course introduces the artistic principles of Arabic calligraphy and ornamentation and their application in interior design. It explores classical scripts such as Kufic, Naskh, and Thuluth, focusing on symmetry, rhythm, and proportion. Students apply traditional and digital techniques to integrate decorative and calligraphic elements into interior spaces, creating culturally inspired contemporary designs.

Interior Architecture Heritage of Saudi Arabia (DES 682):

This course examines the historical evolution and regional diversity of interior architecture across Saudi Arabia, analyzing cultural, social, and environmental influences on spatial organization and decoration. It explores vernacular elements such as mashrabiyas, courtyards, and regional materials, encouraging students to reinterpret Saudi heritage through contemporary, culturally responsive design solutions.

• Architectural Surveying (DES 783):

This course introduces the fundamentals of architectural surveying, including measurement techniques, linear and angular data, and mapping applications. Students gain skills in field data collection, analysis, and documentation for architectural and heritage projects.



Psychology and Sociality of Interior Design (IND 784):

This course explores the psychological and social dimensions of interior design, analyzing how spatial environments influence perception, emotion, and human interaction. Topics include sensory experience, spatial behavior, personal space, and social engagement. Students apply environmental and social psychology principles to create interior spaces that enhance comfort, well-being, and community connection.

Humanity Science (IND 785):

This course provides an interdisciplinary foundation linking philosophy, sociology, anthropology, ethics, and culture to interior design thinking. It examines how values and social systems shape human experience within built environments, emphasizing empathy, inclusivity, and ethical responsibility. Students develop awareness of design's role in promoting well-being, cultural identity, and social engagement.

Digital Photography (DES 786):

This course introduces the principles and techniques of digital photography applied to interior design documentation and presentation. Students learn camera operation, exposure control, lighting, and composition, along with digital editing. Emphasis is placed on visual storytelling and producing high-quality images that effectively communicate design intent and spatial qualities.

Interior Design and Sustainability (IND 787):

This course builds on environmental design foundations, focusing on sustainable practices within interior design. It addresses environmental, economic, and health impacts of design decisions through strategies for resource efficiency and improved indoor environmental quality. Topics include sustainable materials, energy systems, water conservation, and global frameworks such as LEED, WELL, and the Saudi Green Building Code.

Professional Development I (IND 693)

This course prepares students for professional entry into the interior design field by developing their technical competencies and professional identity. It covers résumé and portfolio development, client communication, presentation techniques, and job interview preparation. Emphasis is placed on ethical conduct, teamwork, leadership, and familiarity with international professional standards in interior design practice.

Professional Development II (IND 694)

This course builds upon Professional Development I, emphasizing the practical application of professional skills in interior design practice. Students engage in project management, client relations, contract review, and professional regulations relevant to design practice. The course also focuses on the preparation and presentation of the final professional portfolio. It aims to enhance students' professional readiness, ethical awareness, and decision-making abilities, equipping them for successful transition into the interior design industry.



A Brief Description of the Facilities and Equipment Available to the Faculty Members and Students of the Program

Learning Resources

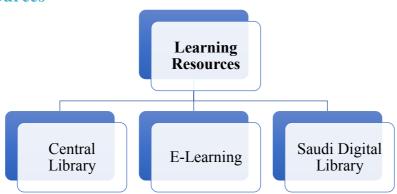


Figure 2. Diagram Shows the Learning resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

The department of architecture formed the "Learning Resources, Facilities, and Equipment Committee" as per operational objective number (20) in the 2022 operational plan of the "Interior Design Program". The committee formation letter includes a number of key tasks assigned to the committee, most importantly "Preparing, implementing, and following up mechanisms to provide all essential, supportive and electronic learning resources and references" (https://drive.google.com/drive/folders/1n14NPQlGopI-jTv8GgBm4Zj4LpyYfNgv?usp=sharing). The mechanism and its procedures can be summarized in the following points:

- 1. The committee identifies all learning resources required for the academic program including essential, supportive, and electronic books and references by automatic extraction of resources listed in the latest version of the program's course specifications through OC-E-QMS. Then it prepares a dated list including these resources.
- 2. The list is presented to the department council for discussion and approval.
- 3. After the council approves the list, the committee through the department chairperson presents the list to the dean of the college.
- 4. The dean contacts the "Library and Learning Resources Administration" with the list of resources specific to the academic program.
- 5. The Library and Learning Resources Administration identifies the currently unavailable print and electronic resources in the library, determines their cost, and contacts the Assistant Chief Supervisor for Planning and Quality regarding provision of those resources, who in turn contacts the General Supervisor to approve the purchase and procurement.
- 6. After written approval from the Chief Supervisor, the Library Administration secures the resources through available channels.
- 7. The Library Administration notifies the dean once all the learning resources listed are available in or through the library.
- 8. If the library is unable to secure some of the listed resources and references, it should notify the dean and suggest alternatives such as providing electronic copies of the required print resources or vice versa, or suggest alternative titles.



- 9. If the library suggests any alternative titles for the listed resources, these alternatives must be presented to the department council through the department head and course coordinator for discussion, approval or disapproval. Then the course specification is updated based on the department council approval and course coordinator recommendation.
- 10. The "OC Standard Operating Procedures (SOPs) Chapter Five" Handbook includes a description of other details related to this mechanism, its procedures, and templates. The handbook can be accessed through this link:

(https://drive.google.com/drive/folders/1nOQoXtpIV3f1YaaxbFmQstOp5W0hXlS7?usp=sharing).

The committee also periodically (at the end of each academic year) evaluates the quality of learning resources (including essential, supportive, and electronic books and references) by:

- 1. Reviewing course evaluation results related to developing or updating learning resources, references and textbooks in the relevant course reports.
- 2. Reviewing learning resources quality evaluation results in the program's annual survey reports, specifically:
 - Results of item analysis (33) in PO PRO 01 survey.
 - Results of item analysis (13) in PO SU 01 survey
 - Results of item analysis (28, 29, 30) in PO_SU_02 survey

As well as the performance indicators results related to learning resources in the program's annual KPIs report, more specifically indicators: OC-50, OC-51, KPI-P-17, OC-54, OC-71, in addition to the recommendations related to these indicators in the report.

In case this review by the committee suggests updating the program list of learning resources, it should follow the procedural steps outlined above.

The updated list of essential, supportive, and electronic resources and references in the Interior Design program as of (date) can be accessed at:

(https://drive.google.com/drive/folders/1SK4qZKW4 jffIlBBTjbBT tZlMZ b9E3?usp=sharing).

Central Library:

The libraries unit seeks to provide printed and digital information sources in order to meet the needs of beneficiaries, and in line with the educational and research needs of the staff of Onaizah Colleges and its role in community service, as it has provided modern information sources and subscribing to international databases to serve academic disciplines in administrative and Engineering Sciences, where it provides thousands of digital books and magazines, millions of research papers and articles.

E-Learning:

It is a special unit for e-learning, which seeks: To advance e-learning at the college level, to achieve local and international leadership by developing executive plans and programs that regulate the work of e-learning, whether for students or faculty members.

Saudi Digital Library:

The Saudi Digital Library is a national online digital library resource in Saudi Arabia. It is the largest source of academic information in the Arab world. It includes more than 310,000 references. The resource was established by the National Center for E-Learning, part of the Saudi Ministry of Higher Education.

Facilities and Equipment



According to the operational plan of the interior design program, the facilities and equipment committee was formed. The committee is composed of four members, and they have been assigned the following tasks:

- 1. Holding at least two meetings during the semester and documenting their meetings in his site's minutes.
- 2. Implementing all operational objectives in the operational program plan related to resources, facilities and equipment.
- 3. Periodic evaluation of learning resources, facilities, and equipment needed by the program, according to the results of the unified program surveys.
- 4. Develop a plan, in coordination with Risk Management and Development Management, to train faculty members and students on public and professional safety methods and evacuation plans in emergency situations.
- 5. Prepare a plan for the disposal of hazardous waste (if any) in coordination with the relevant departments within the colleges.
- 6. Prepare a clear mechanism to provide public health and occupational safety requirements in facilities and equipment in coordination with the concerned parties.
- 7. Prepare clear and specific procedures for providing all learning resources stipulated in course descriptions and resource needs during course delivery.

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture Hall. Studio Hall. Class Room. Computer Lab.
Technology equipment (projector, smart board, software)	Computers. Printers. Scanners. Data Show. Smart Board. Applications Software

https://drive.google.com/drive/folders/1n14NPQlGopl-jTv8GgBm4Zj4LpyYfNgv?usp=sharing

a) <u>Technical support:</u>

The work of the technical support department at the college, regardless of its size or activity, is centered on maintaining the functioning of the technical aspects in an optimal manner, addressing obstacles that could negatively affect its performance, managing, maintaining and repairing information technology systems, and its responsibilities include diagnosing and fixing malfunctions and solving problems Technical and installation of hardware and software, among his most important duties:

- Ensuring the continued functioning of system functions by testing physical and software computer components.
- Studying the capabilities of the system and the possibility of compatibility of new updates or programs with existing ones.
- Develop existing programs in line with the objectives and specifications, conduct a review of the proposed changes and propose appropriate recommendations.
- Maintaining the confidentiality of information to ensure customer confidence.



Drafting the operating instructions of the system to be reference materials for users.



Academic Advising and Support Services Provided to Students

The Interior Design program holds a specific orientation program for new students each semester. The orientation program focuses on the following:

- Acquaint students with the program's nature and significance, while also understanding the program's mission and goals. Additionally, it involves identifying the learning outcomes that students achieve through the program.
- Organizing an orientation tour for students to familiarize them with the studios, laboratories, and classrooms that will be utilized in the interior design program throughout the academic year.
- Acquaint students with the services offered by the program and introduce them to the various committees that play a crucial role in enhancing the educational experience of students.
- Preparing a special file for each student, explaining the Colleges regulations and systems, and introducing them to their rights, duties, and graduation requirements.
- Preparing the students and guiding them in choosing the appropriate courses by the academic plan and achieving the best scientific outputs.
- Extending a helping hand to students facing difficulties, in cooperation and coordination with the college administration, and proposing appropriate solutions.
- Communicating effectively with students, listening to them and involving them in planning their studies, and investing in their experiences to overcome the obstacles that come their way during their studies.
- The student can communicate with the academic advisor through e-mail or visit him/her during office hours.

Student Counseling Services

Academic Advising

***** First: Preparing New Students:

Execution Steps	Suggested Programs	Support and Assistance
 Enumeration of new students. Linking students with academic advisors (10-30 students per advisor). Preparation of lists and systems related to the student in the entire university. Updating student data. Providing all necessary forms to deal with cases. Informing the student of the academic advisor. Encouraging the student to visit the academic advisor. 	 Introductory meeting with college staff. (Speech by the General Supervisor of the Colleges, speech by the Dean, presentation of services in the college, presentation of services of the Academic Guidance Unit, hosting specialists, etc.). Distribution of guidance publications. An introductory tour of the college facilities. Welcome messages in all media. 	 Student Activities Unit in the Student Affairs Department. University printing presses



Second: Defaulters Care Program

Execution Steps	Suggested Programs	Support and Assistance
 Assigning each academic advisor for the program of caring for struggling students. Identifying the criteria for struggling (low GPA, repeated absences, length of study, repeated deletion, student behavior in the classroom, etc.). Listing the struggling students. Calling students for individual interviews. Diagnosing the struggling student's condition. Sorting the struggling cases (academic, psychological, social, economic, etc.). Addressing the academic problems of each student. Referring other Struggling cases to the solution center (psychological, social, economic, etc.). Following up on the case after transferring it with the academic guidance unit. Closing the case after it ends. Submitting a final report on the overall results of academic struggling at the college. 	reinforcement courses. Guidance messages in all available means. Guidance publications.	 University Presses. Academic Advising Unit

Third: Programs for the Care of the Distinguished

Execution Steps	Suggested Programs	Support and Assistance
 Limiting the outstanding students in the college. Preparing a qualifying and enriching program for outstanding students. Preparing lists of supporting entities for outstanding students inside and outside the college. Defining outstanding students and nominating them for the Dean's Award. Defining the ideal student in the college and nominating him. 	 Advanced courses. Student visits to: (officials, government sectors, private sectors). Scientific trips. Scientific meetings. 	 Deanship of the College. Academic Advising Unit.



Fourth: Graduates Care Program:

Execution Steps	Suggested Programs	Support and Assistance
 Restricting graduates to the college. Preparing a qualifying and enrichment program for graduates. Preparing lists of companies, Suitable employment destinations for college specializations. Facilitating communication between graduates and employment destinations. Coordination and interaction with the employment site at the university (job). 	 Professional guidance courses (professional tendencies analysis, CV, etc.). Hosting entities and companies interested in employment according to college specializations. Introducing students to the (Job) website. Attracting entities and companies interested in employment on the (Job) website to offer specialized jobs. Professional guidance publications. Professional guidance messages in all available media. 	 Academic Guidance Unit. College Entrepreneurship Center.

Field Training Unit

Functions of the Field Training Unit:

- Distributing students to training places, taking into account the diversity in geographical areas and students' cases.
- Developing models used in field training.
- Unifying work procedures in field training in different departments, taking into account the nature of specialization.
- Communicate with the parties concerned with field training and departments.
- Providing consultations during field training to all those in charge of it.
- Follow up on the implementation of the tasks specified in the induction guide for field training by supervisors and students.

Field Training Registration Procedures

- Search for a suitable training opportunity to specialize in government and private institutions inside and outside the Kingdom, and communicate with them to obtain a training plan.
- Send a training request to the training unit's e-mail st@oc.edu.sa to obtain an official letter addressed to the selected entity, during the period specified in the unit's academic calendar.
- Go to the entity and give them the training letter in addition to the training initiation form to fill in with training data and contact information with their training supervisor.
- Completing the registration procedures for the field training course by paying the required fees, then going to the schedule manager to register for the course.
- Direct delivery of the training form B, the training student, and the training plan is entrusted to the college's training supervisor, "Professor Course".



Alumni Unit

❖ Occupational Qualification:

Career rehabilitation is a group of events and activities that are offered to university students and graduates to equip them with the skills to search for the appropriate job and acquire the elements of success and job stability as the work is done. To establish partnerships with employers.

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- Introducing local and international professional bodies and hosting them to hold meetings with students and organizing visits to them.
- Provide students and graduates with the skills to search for suitable employment opportunities, qualify to pass personal interviews, and prepare a CV.
- Establishing partnerships with employers and hosting them to hold meetings with students and alumni and organizing visits to those agencies in an attempt to provide job opportunities.
- Benefiting from the expertise and experiences of community leaders and hosting them to set up forums with students and alumni.
- Introducing "Goal" programs and services for employment, especially the virtual platform for the labor market in the Kingdom of Saudi Arabia, "The National Labor Portal – Energies or Hafiz".
- Introducing the work and roles that the graduate performs after obtaining the job.

Entrepreneurship Qualification:

• It is a group of events and activities aimed at qualifying students and graduates for entrepreneurship and project creation, benefiting from the expertise of prominent entrepreneurs, and holding exhibitions and competitions for graduation projects and student products. Partnerships are also being established with entities that support entrepreneurship.

Entrepreneurial Tasks:

- Qualify students and graduates to enter the world of entrepreneurship, establish projects, and excel in this field.
- Introducing various supporting bodies, such as the National Entrepreneurship Institute, the university's business incubator, and other relevant bodies.
- Establishing partnerships with organizations supporting entrepreneurship and receiving them to hold meetings with students and alumni and organizing visits to them.
- Benefiting from the expertise and experiences of prominent entrepreneurs and hosting them to hold meetings with students and alumni.
- Introducing "Goal" programs and services for entrepreneurship, such as "Nine Tenths", "Supporting Small Businesses" and "Training Small Business Owners".
- Introducing public and private entities to students' products by holding exhibitions and markets for them, and competitions for graduation projects.



Family and Social Counseling

***** First: guidance and counseling

Provides free guidance, through fully equipped and private guidance offices. So that the girl is allowed to sit with the counselor completely individually to reveal to her everything that is in her mind, and to tell her about all her problems. The counseling is an extension of the family and social counseling. In terms of the standards, mechanisms, and ethics that female counselors adhere to are based on a list approved by the center.

Educational Guidance:

Helping the student to adapt to university life, and the difficulties, problems, and misfortunes she may encounter. To invest all its energies in achieving consensus and building the future effectively.

Psychological Guidance:

Helping the student to identify her psychological problems professionally and scientifically. Treating the behaviors that stem from psychological distress due to painful life situations by instilling self-confidence, optimism, and other requirements of behavioral treatment for problems.

Second: Awareness and Education:

- Media campaigns within the college, through publications, posters, visual shows, temporary exhibitions, and other means
- Various lectures and seminars on the personal and family aspects, and coordination is made with the College of Humanities and Administrative Studies in implementing these activities through the activities plan and the short-printed publications
- Quality hosts for a group of successful men and women in their lives.
- Securing a family and psychological library containing the most important family and psychological books, and lending them to female students through specific mechanisms
- Holding competitive competitions among female students on the most important contemporary family issues in attractive and new ways

Special Support

(Low achievers, disabled, gifted, and talented students).

Underachieving Students:

- These are detected and monitored through E-register.
- Then, they are sent to their respective academic advisors.
- After that, free-of-charge remedial and tutorial sessions are provided for them.

Disabled Students:

Students with physical disabilities or other special needs are provided with appropriate access points such as wheelchairs ramps, special facilities, and so on.

& Gifted and Talented Students:

- The Creativity and Innovation Center identifies and provides counseling for gifted and talented students, with engaging them in various activities.
- These students are also recognized and rewarded.



Links and (QRs) related to Handbooks (Such as Student Handbook, Field Training Handbook, Guidance Handbook, Services and Facilities, and other College Identification Handbooks)

Student Handbook:

https://www.oc.edu.sa/en/node/3202

Field Training Handbook

https://www.oc.edu.sa/en/engit college/ft unit

https://www.oc.edu.sa/en/engit_college/ft_unit/forms

https://www.oc.edu.sa/en/engit college/ft unit/forms

Guidance Handbook

https://www.oc.edu.sa/en/engit college/academic advising unit

Services and Facilities

- Administration of Admission & Registration https://www.oc.edu.sa/en/ad_reg
- Electronic Information Services
 https://www.oc.edu.sa/en/library/e info
- Institute of Studies and Consulting Services https://www.oc.edu.sa/en/iscs
- Areas and services provided https://www.oc.edu.sa/en/iscs/services
- Student Affairs
 https://www.oc.edu.sa/en/engit_college/students_affairs

Department	Session 1
Council Ref. & Date	27/8/2023
	https://drive.google.com/file/d/1Lnvqi96iGDVA73e6ibeJFk- q244udF_f/view?usp=sharing



