هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title: Interior Design Studio (3) (استوديو التصميم الداخلي)
Course Code: IND 636
Program: Interior Design Program
Department: Architecture Department
College: College of Engineering and Information Technology
Institution: Onaizah Private Colleges
Version: Third Version
Last Revision Date: 2025-05-20

Previous Course Specification
https://drive.google.com/file/d/1624rvMDt6lZV1J1xdlNBuniNkMp3MyH5/view

Table of Contents:

A. General information about the course:

Course Identification	
1. Credit hours:	4 Credit Hours [1 Theoretical + 3 Practical]
2. Course type a. University ☐ College ☐ Department ☒ Track ☐ Others ☐ b. Required ☒ Elective ☐	
3. Level/year at which this course is offered:	Sixth Level / Third Year
4. Course general Description This advanced studio course focuses on the design of specialized interior environments for healthcare and educational facilities. Emphasizing user-centered and evidence-based design, students will explore how spatial planning, ergonomics, accessibility, safety, and emotional well-being influence the interiors of clinics, hospitals, schools, and learning centers. The course addresses the needs of diverse user groups—such as patients, caregivers, students, and educators—through functional zoning, universal design principles, and compliance with regulatory standards including infection control and national building codes. Students will develop comprehensive design proposals supported by conceptual narratives, technical documentation, and digital visualizations. Final outcomes include conceptual boards, 3D models, and professional presentations that reflect innovation, empathy, and performance-driven design tailored to healing and learning environments.	
5. Pre-requirements for this course (if any): IND 331, IND 332, IND 333, IND 434, IND 535.	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s) This course aims to develop students' ability to design specialized interior environments that support health, healing, education, and learning. It addresses design challenges unique to medical and educational settings, with a strong emphasis on user needs, evidence-based design, accessibility, and adherence to regulatory standards. Students will strengthen their skills in spatial planning, material selection, and technical drawing while addressing the functional, psychological, and social needs of diverse user groups, including patients, students, educators, and staff. Through concept development, research, and studio-based application, students will learn to create innovative, human-centered interior design solutions that promote safety, comfort, and efficiency. The course prepares students to handle real-world healthcare and educational design projects with confidence, empathy, and professional rigor.	

1. Teaching mode

No.	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	105	100%
2	E-learning		
3	Hybrid • Traditional classroom		

No.	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Distance learning		

2. Contact Hours (based on the academic semester)

No.	Activity	Contact Hours
1	Lectures	15
2	Laboratory/Studio	90
3	Field	
4	Tutorial	
5	Others (specify)	
Total		**105**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
IND 636.C LO.K.1	Define the key characteristics and functional requirements of medical, educational interior environments, including material and equipment considerations	K.2(التصميم برنامج الداخلى Interior Design)	Primary: Lecture Additional: Research (Individual or Group)	Formative: Homework Summative: Research Summary (Rubric)
2.0	**Skills**			
IND 636.C LO.S.1	Design sustainable medical, educational interior environments using eco-friendly materials and strategies that enhance indoor environmental quality and address user-specific needs	S.2(التصميم برنامج الداخلى Interior Design)	Primary: Presentations (Individual or Group) Additional: Case Study (Individual or Group)	Formative: Project Assessment (Rubric) Summative: Student Portfolio
IND 636.C LO.S.2	Produce detailed and creative interior design drawings and presentations for	S.5(التصميم برنامج الداخلى Interior Design)	Primary: Project or Research (Individual or Group)	Formative: Research Assessment (Rubric)

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	medical and educational spaces using appropriate media, techniques, and digital tools		Additional: Lab Work/Experiment	Summative: Project Assessment (Rubric)
3.0	**Values, Autonomy, and Responsibility**			
IND 636.C LO.V.1	Demonstrate responsible and autonomous decision-making throughout the design process of medical and educational interior projects	V.3(التصميم برنامج الداخلى Interior Design)	Primary: Independent Study or Research Additional: Discussion (or similar active learning strategies)	Formative: Observation (Instructor/ Students/ Committee) (Rubric) Summative: Oral Exam or Interview (Rubric)

C. Course Content

No.	List of Topics	Contact Hours
1	Introduction to Medical or Educational Design: - Overview of medical or educational facilities: their purpose and importance. - The role of interior designers in healthcare or educational environments. - Key considerations: safety, accessibility, function, and comfort. - Regulatory guidelines and compliance (e.g., ADA, HIPAA, building codes).	7
2	Healthcare Design Fundamentals: - Types of medical facilities (hospitals, clinics, dental offices, outpatient centers). - Understanding the different departments: emergency rooms, operating rooms, patient rooms. - Importance of patient-centered design and healing environments. - Design principles for healthcare spaces: lighting, acoustics, and materials. Activity: Research a medical facility and analyze its design. Or Educational Design Fundamentals: - Different types of educational facilities: schools, universities, libraries, classrooms. - Needs of students, faculty, and staff in educational environments. - Impact of design on learning, engagement, and wellbeing. - Design principles: flexibility, collaboration, and technology integration. Activity: Case study: Analyze educational spaces and discuss their functional layout.	7
3	Research (Case study) Submission and Presentation: - Case studies: Analyze real-world scenarios in educational or medical interior design, encourages critical thinking, explore design challenges, client needs, and project constraints. By discussing successful and unsuccessful projects. Site Analysis, Design Concept, Design Standards.	7
4	Healthcare Environments:	7

1. Materials and Finishes:
   - Selecting materials that are easy to clean, durable, and non-toxic.
   - The role of colors, textures, and finishes in healthcare spaces.
   - Infection control and antimicrobial materials.
   - Sustainability and eco-friendly materials in medical facilities.
2. Lighting and Acoustics:
   - Importance of natural and artificial lighting in healthcare environments.
   - Lighting for patient well-being and staff efficiency.
   - Acoustics and noise control in hospitals and clinics.
   - Designing for different levels of light in medical and patient care spaces.
3. Safety, Accessibility, and Universal Design:
   - Designing for accessibility: ADA guidelines and inclusive design.
   - Safety considerations in medical and educational environments (e.g., emergency exits, handrails, lighting).
   - Universal design principles for healthcare and education spaces.

or

Educational Environments:

1. Materials and Finishes:
   - Durability and low-maintenance finishes for high-traffic areas.
   - Acoustic finishes and their impact on learning environments.
   - The psychology of color in classrooms and libraries.
   - Sustainable materials for educational spaces.
2. Lighting and Acoustics:
   - Designing for optimal lighting conditions in classrooms and libraries.
   - Task-specific lighting (e.g., reading, visual tasks).
   - Acoustics for learning environments: controlling noise levels for focus.
   - Technology in educational spaces: multimedia classrooms, projection systems, and interactive spaces.
3. Safety, Accessibility, and Universal Design:
   - Designing for accessibility: ADA guidelines and inclusive design.

	- Safety considerations in medical and educational environments (e.g., emergency exits, handrails, lighting). - Universal design principles for healthcare and education spaces. Activity: Research and present for a healthcare or educational project.	
5	Research Submission and Presentation: - Concept statement.	7
6	Zoning and Space Planning for Healthcare Environments: - Functional zoning in hospitals and clinics. - Patient flow and staff circulation: minimizing stress and improving efficiency. - Designing for privacy and safety. - Special requirements for high-risk areas (e.g., operating rooms, ICUs). Or Zoning and Space Planning for Educational Environments: - Space requirements for different educational spaces (classrooms, libraries, labs, cafeterias). - Flexibility and adaptability in classrooms. - Collaborative spaces for group learning. - Creating spaces for extracurricular activities and staff offices. Bubble Diagram for a Home: - Public Zone (Living Room, Dining, Kitchen, Entry). - Semi-Private Zone (Home Office, Guest Room, Bathrooms). - Private Zone (Bedrooms, Master Suite, Walk-in Closet). Matrix: - Optimizing Space Relationships in Design. - Activity: Design a floor plan.	7
7	Space Planning: Layouts for Different Spaces: - Open floor plans, modular spaces, and private areas. Activity: Design the basic plan layout. Furniture and Fixtures: - Selecting appropriate commercial furniture for durability and aesthetics. Activity: Design a floor plan.	7
8	Plan Design Software and Tools: - Floor Plans and Layouts.	7

9	Midterm.	7
10	Section + Plan.	7
11	Section + 3D shots.	7
12	Section + 3D shots.	7
13	Section + 3D Shots.	7
14	Semi Final Project Submission and Presentation.	7
15	Final Project Submission and Presentation.	7
Total		**105**

D. Students Assessment Activities

No.	Assessment Activities*	Assessment Timing (in Week No.)	Percentage of Total Assessment Score
1	Research Summary (Rubric)	3rd	5%
2	Oral Exam or Interview (Rubric)	15th	5%
3	Homework	6th	5%
4	Observation (Instructor/ Students/ Committee) (Rubric)	13th	5%
5	Project Assessment (Rubric)	13th	5%
6	Research Assessment (Rubric)	5th	5%
7	Midterm	8th - 10th	25%
8	Student Portfolio	15th	45%
			100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	- Human Dimension – Anthropometries, John T. MConvlle. Ph.O. - The Fundamental of Interior Architecture, John Coles & Naomi House, AVA Publishing SA, 2007. - Materials and Components of INTERIOR DESIGN, third edition, J. Rosemary Riggs, Regents/ Prentice Hall, New Jersey, 1992. - Journal of Interior Design. - The World of Interiors Journal. - Architectural Record Journal. - Architectural Design Journal. - Architectural Digest Journal. - The Architectural Review Journal. - Architecture and Planning. - Cox, Anthony and Groves, Philip, Hospitals and Health-Care Facilities: A Design and Development Guide: London: Butterworth Architecture, 1990. - Cynthia Hayward, Space Med Guide: A Space Planning Guide for Healthcare Facilities: HA Ventures and Hayward & Associates, LLC, Ann Arbor, Michigan. - Richard L. Kobus, Ronald L. Skaggs, Michael Bobrow and Julia Thomas, Thomas M. Payette and Sho-Ping Chin, Stephen A. Kliment-Series Editor, Building Type Basics for Healthcare Facilities: John Wileyand Sons, Inc, Hoboken, New Jersey. - Edmundson, K.: Five need-to-know trends shaping healthcare design. Healthcare Design. Jul2011, Vol. 11, Issue 7, 2011, 24-27. - Malkin, J.: The business case for creating a healing environment, Cent. Health Des. Bus. Brief. Hosp. Eng. Facil. Manag., 2003, 1-5.
Supportive References	None.
Electronic Materials	- www.smartdrow.com - www.rgconcept.net - www.design-technology.org - www.designpublic.com

	- www.freshome.com - www.furnituredesign24.com - www.bebitalia.it - www.bikefurniture.com - www.interiorinternet.com
Other Learning Materials	None.

2. Required Facilities and Equipment

Items	Resources
Facilities (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Lecture Hall, Studio Hall, Computer Lab, Gallery Space.
Technology Equipment (Projector, Smart Board, Software)	Computers, Printers, Data Show, Smart Board, Applications Software.
Other Equipment (Depending on the nature of the specialty)	None.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Peer Reviewer	Direct (peer classroom observation according to the approved Rubric)
Effectiveness of students' assessment	Faculty/Instructor	Direct (analysis of CLOs assessment results and grade distributions)
Quality of learning resources	Students	Indirect (course evaluation survey)
The extent to which CLOs have been achieved	Faculty/Instructor	Direct (CLOs assessment and analysis of results according to CLOs targets)
	Students	Indirect (Students through course evaluation survey)
Commitment to learning and teaching strategies and assessment methods included in the program and course specifications	Peer Reviewer	Direct (Peer- classroom observation according to the approved Rubric in OC-QMS)
	Department Chair through Students Focus Groups	Indirect (Chair – survey questions to a focus group of students according to OC QMS)
Action Plan Continuity (Closing the Loop)	QAC (Quality Assurance Committee)	Direct (periodic review of course reports and submitting comments to course instructor/coordinator)
Instructor's Support to Students	Students	Indirect (course evaluation survey)

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department of Architecture Council
REFERENCE NO.	11
DATE	2023-05-09

Learning outcomes of this course, as well as CLOs/Teaching Strategies/Assessment Methods matrix have been evaluated and reviewed by multiple OC parties according to OC-QMS. You can access results of these final reviews by scanning the QR code on the right, which contains a link to the reviews on OC-E-QMS.

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