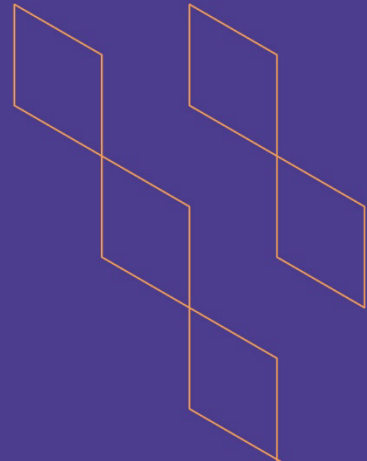




T-104
2022

Course Specification



Course Title: Psychology and Sociality of Interior Design
(علم النفس وعلم الاجتماع للتصميم الداخلي)

Course Code: IND 784

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/1UqtPu_aecRWmCtba3knr-4SVphkLNUio/view



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode	3
2. Contact Hours (based on the academic semester)	3
Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	8
D. Student Assessment Activities	10
E. Learning Resources and Facilities	11
1. References and Learning Resources	11
2. Required Facilities and Equipment	11
F. Assessment of Course Quality	12
G. Specification Approval Data	13

A. General information about the course:

Course Identification	
1. Credit hours:	2 Credit Hours [Theoretical]
2. Course type	
a. University <input type="checkbox"/>	College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>
3. Level/year at which this course is offered:	Seventh Level / Fourth Year
4. Course general Description	
<p>This course explores the psychological and social dimensions of interior design, emphasizing how built environments influence human behavior, emotions, and social interaction. Students will examine the relationship between spatial design and user experience through key theories in environmental psychology, perception, and human-centered design. Topics include sensory responses to space, cognitive mapping, personal space, territoriality, cultural influences, and the psychological impact of color, lighting, and spatial layout. Through lectures, case studies, and design-based analysis, students will develop a deeper understanding of how interior environments can be shaped to support well-being, productivity, inclusivity, and social engagement. The course encourages students to critically consider the human and societal implications of their design decisions and to apply psychological and sociocultural principles to create meaningful, functional, and responsive interior spaces.</p>	
5. Pre-requirements for this course (if any):	
None	
6. Co- requirements for this course (if any):	
None	
7. Course Main Objective(s)	
<p>This course aims to provide students with a comprehensive understanding of the psychological and social factors that influence interior design. Students will explore key concepts from environmental psychology to analyze how interior spaces affect human behavior, perception, emotions, and social interaction. The course focuses on identifying the psychological and social needs of diverse user groups and understanding how elements such as spatial layout, lighting, color, materials, and acoustics contribute to user well-being and experience. Students will apply principles of personal space, territoriality, and proxemics in design thinking and evaluate how cultural, societal, and demographic factors shape spatial preferences. Ultimately, the course encourages the development of inclusive and human-centered design strategies that promote comfort, mental health, and meaningful social engagement within interior environments.</p>	

1. Teaching mode

No.	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom 		



No.	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Distance learning	30	100%

2. Contact Hours (based on the academic semester)

No.	Activity	Contact Hours
1	Lectures	30
2	Laboratory/Studio	
3	Field	
4	Tutorial	
5	Others (specify)	
Total		30



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 784.C L.O.K.1	Define the relationship between human behavior and the interior environment, emphasizing how individuals interact with and respond to spatial conditions	K.4(التصميم برنامج) الداخلي Interior Design)	Primary: Lecture Additional: Discussion (or similar active learning strategies \ F2F or Online)	Formative: Quiz (Online or F2F) Summative: Written Exam (MCQ or Essay / F2F or Online)
IND 784.C L.O.K.2	Identify social and behavioral needs in interior spaces by analyzing patterns of individual and group interactions within the built environment	K.4(التصميم برنامج) الداخلي Interior Design)	Primary: Lecture Additional: Independent Study	Formative: Homework Summative: Research Summary (Rubric)
IND 784.C L.O.K.3	Explain how mental and physical stimuli in interior environments influence psychological responses and affect user behavior	K.4(التصميم برنامج) الداخلي Interior Design)	Primary: Lecture Additional: Discussion (or similar active learning strategies \ F2F or Online)	Formative: Quiz (Online or F2F) Summative: Written Exam (MCQ or Essay / F2F or Online)
2.0	Skills			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
IND 784.C LO.S.1	Analyze the influence of human mood and behavior on interior environments to communicate occupant needs and inform design decisions	S.6 (التصميم برنامج) الداخلي Interior Design)	Primary: Interactive Lecture \ Demonstration Additional: Discussion (or similar active learning strategies)	Formative: Presentation (Individual or Group) (Rubric) Summative: Case Study (Individual or Group) (Rubric)
IND 784.C LO.S.2	Communicate how human mood and behavior are influenced by environmental perception and individual differences to inform user-centered interior design decisions	S.6 (التصميم برنامج) الداخلي Interior Design)	Primary: Interactive Lecture \ Demonstration Additional: Project or Research (Individual or Group)	Formative: Oral Exam or Interview (Rubric) Summative: Research Assessment (Rubric)
IND 784.C LO.S.3	Develop and communicate ergonomic interior design solutions that enhance user comfort, health, and interaction with the built environment	S.6 (التصميم برنامج) الداخلي Interior Design)	Primary: Interactive Lecture \ Demonstration Additional: Discussion (or similar active learning strategies)	Formative: Case Study (Individual or Group) (Rubric) Summative: Written Exam (MCQ or Essay / F2F or Online)
3.0	Values, Autonomy, and Responsibility			
IND 784.C LO.V.1	Participate in class discussions on physiological determinants in interior design to	V.1 (التصميم برنامج) الداخلي Interior Design)	Primary: Independent Study or Research Additional: Discussion (or	Formative: Observation (Instructor/ Students/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	explore their impact on human well-being and inform design decisions		similar active learning strategies)	Committee) (Rubric) Summative: Oral Exam or Interview (Rubric)
IND 784.C LO.V.2	Demonstrate awareness of aesthetic and environmental design perceptions by actively engaging in discussions that connect design principles with user experience	V.1 (التصميم برنامج) الداخلي Interior Design)	Primary: Discussion (or similar active learning strategies) Additional: Independent Study or Research	Formative: Case Study (Individual or Group) Summative: Oral Exam or Interview (Rubric)
IND 784.C LO.V.3	Contribute to interior design project discussions by recognizing and addressing behavioral responses related to vision, hearing, and mobility needs	V.1 (التصميم برنامج) الداخلي Interior Design)	Primary: Group Project 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	<u>Introduction to Environmental Psychology and Interior Design:</u> - Definitions, scope, and relevance to interior spaces. - Human-centered design as a foundation.	2
2	<u>Human Behavior in Built Environments:</u> - How spaces affect behavior, comfort, and use. - Behavior mapping and observation techniques.	2
3	<u>Perception, Cognition, and Spatial Experience:</u> - How people perceive and interpret space. - Cognitive mapping and visual perception.	2
4	<u>Psychological Responses to Interior Elements:</u> - Impact of light, color, texture, and scale. - Emotional responses to sensory stimuli.	2
5	<u>Ergonomics and Human Interaction with Space:</u> - Anthropometry and human factors in design. - Designing for user comfort, safety, and efficiency.	2
6	<u>Territoriality, Personal Space, and Proxemics:</u> - Behavioral patterns and spatial needs. - Cultural and situational variations in space use.	2
7	<u>Design for Well-being and Mental Health:</u> - Stress reduction, restorative environments. - Biophilic design and emotional well-being.	2
8	Midterm.	2
9	<u>Social Interaction and Space Planning:</u> - Public vs. private zones. - Designing for communication, collaboration, or privacy.	2
10	<u>Social and Cultural Determinants of Design:</u> - How culture and tradition shape space usage. - Inclusive and identity-driven design.	2
11	<u>Sensory Processing and Design:</u> - Vision, hearing, touch, and spatial awareness. - Designing for neurodiversity and differently abled users.	2
12	<u>Aesthetics and Perception of Beauty:</u> - Psychological foundations of aesthetic judgment. - Harmony, contrast, rhythm in interior design.	2

13	<u>Behavioral Patterns in Residential and Commercial Interiors:</u> <ul style="list-style-type: none"> - Case studies in hospitality, healthcare, and education. - Designing for targeted user behaviors. 	2
14	<u>Environmental Control and User Empowerment:</u> <ul style="list-style-type: none"> - Perceived control, lighting and climate adjustments. - User-centric adaptability in interior environments. 	2
15	<u>Ethics and Social Responsibility in Design:</u> <ul style="list-style-type: none"> - Design as a tool for societal well-being. - Equity, accessibility, and ethical engagement. 	2
Total		30



D. Students Assessment Activities

No.	Assessment Activities*	Assessment Timing (in Week No.)	Percentage of Total Assessment Score
1	Research Assessment (Rubric)	3 rd	5%
2	Research Summary (Rubric) + Homework	5 th	5%
3	Written Exam (Midterm Exam) (MCQ or Essay / F2F or Online)	8 th - 10 th	25%
4	Written Exam (Final Exam) (MCQ or Essay / F2F or Online)	16 th	45%
5	Quiz (Online or F2F)	4 th	5%
6	Presentation (Individual or Group) (Rubric) + Case Study (Individual or Group) (Rubric)	9 th	5%
7	Observation (Instructor/ Students/ Committee) (Rubric) + Oral Exam or Interview (Rubric)	13 th	5%
8	Case Study (Individual or Group)	12 th	5%
			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	<ul style="list-style-type: none"> - Environmental psychology, by Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A., 2001. - Environmental problems and human behavior, Gardner, G. T., & Stern, P. C., 1996 .
Supportive References	None.
Electronic Materials	- The Journal of Environmental Psychology.
Other Learning Materials	None.

2. Required Facilities and Equipment

Items	Resources
Facilities (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Lecture Hall.
Technology Equipment (Projector, Smart Board, Software)	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.



[Click Here](#)

