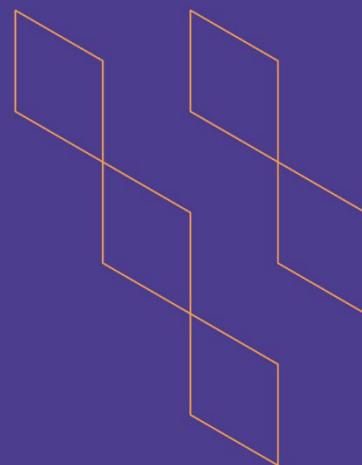




T-104  
2022

## Course Specification



Course Title: Humanity Science (العلوم الإنسانية)

Course Code: IND 785

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/1AsM4l5owJb7exYeRuugHNxTc-7mlJniX/view>





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## 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 provides interior design students with a broad interdisciplinary foundation in humanistic disciplines and their relevance to design thinking and practice. Drawing from philosophy, sociology, anthropology, ethics, and cultural studies, the course explores how values, behaviors, belief systems, and social structures shape human experiences within built environments. Emphasis is placed on understanding the historical, cultural, and ethical contexts that inform interior design decisions, as well as the designer's role in addressing societal needs through empathetic, inclusive, and responsible approaches. Through lectures, readings, discussions, and case studies, students will critically examine the relationship between the human condition and spatial environments, developing an awareness of how design impacts individual well-being, cultural identity, and community life. The course aims to cultivate socially responsive designers equipped to engage with diverse cultural contexts and contribute meaningfully to the built environment.</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>The objective of this course is to introduce interior design students to the foundational principles of the humanities and their influence on design thinking and practice. Students will examine how philosophical, cultural, ethical, and social perspectives shape human behavior, values, and spatial needs. The course emphasizes the relationship between human experiences and interior environments, highlighting themes such as cultural identity, social responsibility, and inclusivity. Through critical reflection and analysis, students will learn to evaluate the societal and ethical implications of design decisions. Ultimately, the course aims to foster empathy-driven, human-centered approaches that enable students to integrate humanistic knowledge into the creation of thoughtful, contextually responsive interior design solutions.</p>

### 1. Teaching mode

No.	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • 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)	
<b>Total</b>		<b>30</b>





## 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	<b>Knowledge and understanding</b>			
IND 785.C LO.K.1	Identify psychological human needs and explain how interior design theories address user comfort, well-being, and environmental interaction	K.4(التصميم برنامجInterior Design)	Primary: Lecture Additional: Research (Individual or Group)	Formative: Quiz (Online or F2F) Summative: Written Exam (MCQ or Essay / F2F or Online)
2.0	<b>Skills</b>			
IND 785.C LO.S.1	Analyze the influence of human mood and behavior through case studies of interior design projects, focusing on how design decisions affect user experience	S.3(التصميم برنامجInterior Design)	Primary: Project or Research (Individual or Group) Additional: Discussion (or similar active learning strategies)	Formative: Research Assessment (Rubric) Summative: Case Study (Individual or Group) (Rubric)
3.0	<b>Values, Autonomy, and Responsibility</b>			
IND 785.C LO.V.1	Participate in class discussions on physiological determinants in interior design to develop awareness of how environmental factors influence	V.1(التصميم برنامجInterior 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)





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	human well-being and space planning			
IND 785.C LO.V.2	Demonstrate responsible and autonomous decision-making throughout all phases of interior design project work	V.3 (التصميم ببرنامجInterior Design)	Primary: Independent Study or Research Additional: Group Work (competitive or cooperative / Online or F2F)	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 the Humanities and Interior Design:</u> <ul style="list-style-type: none"> <li>- Definition of humanities.</li> <li>- Importance of humanistic thinking in design.</li> </ul>	2
2	<u>Understanding Human Needs in Interior Design:</u> <ul style="list-style-type: none"> <li>- Psychological, physiological, and emotional needs.</li> <li>- Maslow's Hierarchy of Needs in spatial design.</li> </ul>	2
3	<u>Philosophical Foundations of Design:</u> <ul style="list-style-type: none"> <li>- Humanism, phenomenology, and existentialism in space perception.</li> <li>- Notions of beauty, utility, and ethics.</li> </ul>	2
4	<u>Sociological Theories and the Built Environment:</u> <ul style="list-style-type: none"> <li>- Social structures and how they influence spatial organization.</li> <li>- Behavior and interaction in shared environments.</li> </ul>	2
5	<u>Cultural Identity and Interior Space:</u> <ul style="list-style-type: none"> <li>- Cultural symbolism and spatial meaning.</li> <li>- Designing with cultural sensitivity.</li> </ul>	2
6	<u>Anthropology and Vernacular Interiors:</u> <ul style="list-style-type: none"> <li>- Study of human environments across cultures.</li> <li>- Traditional materials, layouts, and rituals.</li> </ul>	2
7	<u>Ethics and Professional Responsibility in Design:</u> <ul style="list-style-type: none"> <li>- Ethical dilemmas in practice.</li> <li>- Equity, inclusivity, and social impact.</li> </ul>	2
8	Midterm.	2
9	<u>Communication, Empathy, and User Engagement:</u> <ul style="list-style-type: none"> <li>- Empathy-driven design.</li> <li>- User feedback and human-centered methodology.</li> </ul>	2
10	<u>Environmental Psychology and Human Perception:</u> <ul style="list-style-type: none"> <li>- How environment affects mood and behavior.</li> <li>- Cognitive and sensory responses to design.</li> </ul>	2
11	<u>Gender, Age, and Inclusivity in Design:</u> <ul style="list-style-type: none"> <li>- Designing for diverse user groups.</li> <li>- Universal and inclusive design approaches.</li> </ul>	2
12	<u>Health, Well-being, and the Interior Environment:</u> <ul style="list-style-type: none"> <li>- Biophilic and restorative design.</li> <li>- Mental health and environmental stressors.</li> </ul>	2





13	<u>Impact of Technology and Social Media on Human Behavior:</u> - Digital culture and interior space. - Smart homes and changing human interactions.	2
14	<u>Public Spaces and Social Interaction:</u> - Community, collaboration, and design of public interiors. - Designing for connection and engagement.	2
15	<u>Design for Social Change:</u> - The designer's role in solving societal issues. - Case studies in humanitarian and sustainable design.	2
<b>Total</b>		<b>30</b>





## D. Students Assessment Activities

No.	Assessment Activities*	Assessment Timing (in Week No.)	Percentage of Total Assessment Score
1	Research Assessment (Rubric)	3 <sup>rd</sup>	5%
2	Written Exam (Midterm Exam) (MCQ or Essay / F2F or Online)	8 <sup>th</sup> - 10 <sup>th</sup>	25%
3	Written Exam (Final Exam) (MCQ or Essay / F2F or Online)	16 <sup>th</sup>	45%
4	Quiz (Online or F2F)	4 <sup>th</sup>	5%
5	Case Study (Individual or Group)	12 <sup>th</sup>	5%
6	Observation (Instructor/ Students/ Committee) (Rubric)	13 <sup>th</sup>	5%
7	Oral Exam or Interview (Rubric)	15 <sup>th</sup>	5%
8	Case Study (Individual or Group) (Rubric)	7 <sup>th</sup>	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

<b>Essential References</b>	<ul style="list-style-type: none"> <li>- Design in Architecture: Architecture and the Human Sciences Hardcover – January 1, 1973.</li> <li>- Psychology for Architecture   Architectural Psychologist Author David-Canter Year – 1974.</li> <li>- Designing for Human Behavior: Architecture and the Behavioral Sciences (Community Development Series, Vol. 6) Published by Dowden, Hutchinson and Ross ISBN 10: 0070362386 ISBN 13: 9780070362383.</li> </ul>
<b>Supportive References</b>	None.
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

### 2. Required Facilities and Equipment

Items	Resources
<b>Facilities</b> (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Lecture Hall.
<b>Technology Equipment</b> (Projector, Smart Board, Software)	Data Show, Smart Board.
<b>Other Equipment</b> (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](#)

