

*Prince Mohammad Bin Fahd University*  
(Under Registration)

✦ **UNDERGRADUATE INTERIOR** ✦  
**DESIGN CURRICULUM**

**Final Report**

**17 August 2004**

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 **PREFACE**

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This report, *Undergraduate Interior Design Curriculum*, is submitted in fulfillment of Item IV.R. of the Contract between the Texas International Education Consortium (TIEC) and the Prince Mohammad Bin Fahd University (PMU) Founding Committee to facilitate the establishment of the PMU. This report is the final version of the deliverable being prepared by TIEC Task Team R on the Interior Design Program under the guidance of the TIEC Project Management Team. The task team consists of experts from several TIEC-affiliated universities who are experienced in the development and delivery of undergraduate programs in the field of interior design.

The curriculum presented in this document provides for awarding the Bachelor of Science degree in Interior Design. The program is limited to female students, and is administered by the College of Engineering. Although the degree is designed for graduates to enter the practice of interior design in Saudi Arabia, graduates of this program may also continue their studies in appropriate graduate schools.

The efficient delivery of this degree program requires the coordination of faculty effort across the technical subject areas in interior design and with the common core courses that are required by all PMU graduates. Consequently, it will be important to select faculty who will maintain a cross-disciplinary attitude to delivering both the specialty courses and utilizing core curriculum courses. These courses will need to draw upon selected part-time practitioners who can add a practical orientation to the curricula through real-world applications and thereby help achieve the PMU mission of serving the workplace.

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President

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17 August 2004

**Prince Mohammad Bin Fahd University**  
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Dammam, Saudi Arabia

**UNDERGRADUATE INTERIOR DESIGN CURRICULUM  
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# UNDERGRADUATE INTERIOR DESIGN CURRICULUM

## I. EXECUTIVE SUMMARY

The Prince Mohammad Bin Fahd University (PMU) will offer a Bachelor of Science degree in Interior Design. The program will be offered to female students who are Saudi or non-Saudi nationals who qualify for admission. The Undergraduate Interior Design Curriculum will provide learning experiences in the design of both residential and non-residential interior spaces.

The program will focus on enabling students to achieve the designated PMU learning outcomes as presented in the report, *Undergraduate Core Curriculum Design*. Assessment methods and strategies will be employed throughout the curriculum through course sequencing and pre-requisite requirements. The four-year PMU interior design program will give students the professional knowledge and skills they need to enter the profession of interior design. The interior design program may also serve as a preparation for Saudi women graduates to continue their studies in graduate schools offering advanced degrees in interior design or related areas.

The Undergraduate Interior Design Curriculum has been developed to address the need for preparing women as future leaders in the field of interior design in Saudi Arabia. Innovative graphic technologies and teaching methods have been proposed to contribute to the development of interior design knowledge. In addition, the report recommends solutions by which interior design graduates can find employment in the environment of limited opportunities facing Saudi women.

The changing political, economic, and social climate in Saudi Arabia is moving toward providing increased employment opportunities for women. The Interior Design program designed for the PMU will provide learning experiences that can enable women to pursue careers in interior design and related areas such as manufacturing of design-related products. This degree will broaden the role of women in the workforce and the economic development of Saudi Arabia. Also, this area of study will provide a worthwhile and equitable future for PMU Interior Design graduates.

The report includes recommendations for selection of both administration and faculty, and outlines the responsibilities of the department to address contributions to the cultural growth of the Kingdom of Saudi Arabia (KSA). Because the program will be offered in the first year of undergraduate instruction at the university, it is recommended that the Chair of Interior Design be appointed as early as possible. This is important both to establish the program and to make professional connections with practitioners, business, and industry in the community and region. In addition, the student enrollment process, the content of the program, teaching methods and strategies for delivery of the program, technology requirements, and the course syllabi are included in this report.

The interior design program is designed with a lock-step format in which each entering group of students will take the same courses at the same time. The report includes syllabi for each course in the program. This format will ensure the university's ability to maintain standards of quality by providing a standardized program to all students. The program will ensure that the students will have a learning experience that educates the "whole" person. Recognizing this unique approach to education and honoring the traditions and culture of the KSA are key elements of the PMU program.

## **II. MISSION, VISION, AND PHILOSOPHY**

### **A. VISION AND MISSION**

The PMU Interior Design curriculum will provide knowledge and appropriate training for individuals to be creative and innovative designers not bound by geography. The graduates of the interior design program will contribute to community and economic development of the KSA. The Interior Design curriculum will support respect for Islamic traditions and advancement of Saudi cultural and social values.

### **B. PROGRAM CHARACTERISTICS**

- The interior design program will enroll female students only.
- Enrollment in the program is expected to be 380 students, with a typical entering class between 40 (at the opening of the university) and 95 (at full operation).
- The program will be housed administratively within the College of Engineering.
- The program will be housed physically in its own building on the female campus of the PMU.

### **C. PMU CORE COMPETENCIES**

The Department of Interior Design will include the six distinctive PMU competencies in all aspects of the delivery of its program. These competencies (discussed in detail in the report, *Undergraduate Core Curriculum*) are considered to be of value to all effective professionals. The six PMU defining competencies are:

- Communication
- Technological competence
- Critical thinking and problem solving
- Professional competence
- Teamwork
- Leadership

The faculty of the department will provide an environment in which these core competencies are both recognized in their importance to the degree program and actively pursued within each course. The manner in which each course will contribute to these competencies is described in

the syllabus for the course. Syllabi for the program curriculum appear in Section VII, Course Syllabi, of this report.

The Interior Design curriculum especially will stress the skills of critical thinking, problem solving, teamwork, and leadership. These are important skills that every interior design student must have as she enters the profession.

### **III. ADMINISTRATION AND FACULTY**

#### **A. DEPARTMENTAL ADMINISTRATION**

The Department of Interior Design will be a division of the PMU College of Engineering. As such, the Chair of Interior Design will report to the Dean of the College of Engineering and the Vice Rector of Academic Affairs.

The Chair of Interior Design will have responsibility and authority for the daily operations of the department, including academics, facilities, and financial affairs. The Chair will provide leadership to the faculty, staff, and students. In keeping with the prevailing gender separation practices of the KSA, it is anticipated that the Chair of Interior Design will be female.

Detailed discussions of the duties, responsibilities, and qualifications of the Chair of Interior Design, the Dean of the College of Engineering, and the Vice Rector of Academic Affairs are provided in the report, *PMU Organization*.

#### **B. FACULTY SELECTION**

The quality of faculty will be a critical component of the quality and success of the Department of Interior Design. Faculty will be academically prepared and will be proven effective teachers based on a review of their teaching portfolio by a faculty search committee of the department. Faculty will be expected to demonstrate a history and currency in providing quality education that aligns well with the PMU core competencies and with the PMU educational philosophy and methods that provide a student-centered and positive environment.

Based on the Saudi cultural and social protocols, all faculty of the Department of Interior Design are anticipated to be female. If female faculty are not available, selected lecture courses can be offered via closed circuit television using male faculty. However, in order to establish close teaching relationships between faculty and students, every effort should be made to recruit female faculty, especially for studio courses.

All faculty selection will conform to requirements of the Ministry of Higher Education, including requirements governing the ratio of Saudi nationals and expatriates teaching at the university.

## **1. Responsibilities**

The faculty of the Department of Interior Design will have the primary teaching responsibilities for the program's academic courses. These will include selecting texts, preparing course syllabi, planning in-class team activities, constructing student assessments, keeping grade records, supervising laboratory sessions, and holding regular office hours.

## **2. Degrees and Experience**

Interior Design faculty should hold a master's degree in interior design or a closely related field with at least two years teaching experience at the university level. If possible, all faculty should have a minimum two years of professional design experience in areas that relate to their teaching assignment. Experience with CAD and design related software also will be preferred.

In order to find qualified female faculty who meet PMU standards, the Chair of Interior Design, working with the Dean of the College of Engineering, should begin to recruit faculty as early as possible. If the university identifies a pool of potential faculty members who have earned only bachelors' degrees, early recruitment will allow time for those individuals to acquire the graduate degree or graduate courses necessary for them to teach at the PMU. United States university accreditation standards established by the Southern Association of Colleges and Universities require at least 18 hours of graduate work in a subject area for teaching faculty. With advance planning, it may be possible to establish cooperative relationships with universities in the United States or elsewhere through which the necessary training may be acquired.

## **3. English Language**

Because the university is an English language institution, faculty will teach students in English. All interior design faculty members, therefore, must have achieved proficiency in the English language. Preference will be given to female faculty who are either native English speakers or have achieved native-level proficiency as demonstrated by a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5 (or equivalent score on a comparable exam).

## **4. Student-Centered Approach**

For some faculty, student-centered learning may be a challenge that requires training, guidance, and support from the staff of the PMU Teaching Development Center (as described in the report, *Teaching Development Center*).



Willingness to undertake professional development activities necessary to learn how to implement student-centered cooperative and collaborative methodologies will be a necessity, along with sensitivity to Arab culture.

### **C. DEPARTMENTAL RESPONSIBILITIES AND STRATEGIES**

The following strategies will foster collaboration among the faculty of the PMU Department of Interior Design. These strategies also will assist students in making transition through each level of the program.

- Interior design faculty will meet monthly to review pre-established assessment protocols (including expectations, indicators, criteria and standards) as they are addressed in each interior design course.
- Faculty will meet annually to review the curriculum and select textbooks and materials for each interior design course.
- Faculty will develop consistent criteria and standards for assessing student performance and advancing students through the interior design curriculum. (For proposed initial academic standards, see section IV.B. Performance Expectations.)
- In cooperation with the PMU Learning Resources Center, the faculty will create tutoring and supplementary instructional programs to assist students who need extra assistance with academic programs or study skills. (A detailed discussion of such offerings and the organization that will provide them is provided in the report *Learning Resources Center*.)
- Faculty will use strategies such as role-playing, service learning projects and field experiences to teach ethics. Such strategies will include moral considerations and the implications of professional and business decisions.
- Faculty will provide learning experiences that increase the student's understanding of her interior design heritage through knowledge of other world cultures and their interior design influences.
- Faculty will prepare skilled designers who are ready to assume entry-level positions within the profession and who can successfully contribute to the cultural growth of the KSA and the world.
- Faculty will emphasize the importance of traditions and the culture of Saudi Arabia in all interior design courses.

## **IV. STUDENT ENROLLMENT**

### **A. ADMISSIONS PROCESS AND REQUIREMENTS**

Admission to studies in the department of Interior Design will be open to students who have completed the PMU Preparation Year Program or who have met the university criteria for bypassing the program.

The Department of Interior Design will accept only female students.

## **1. Required Courses in the Preparation Year Program**

The PMU Preparation Year Program (as described in the report *Preparation Program Design*) will prepare students for the university with a curriculum of courses in English language, mathematics, and study skills and learning strategies (including basic computer competencies). All students will be required to follow the same curriculum (with placement in English courses tailored to their abilities) during the first semester. During the second semester, however, students will have a choice of two mathematics courses, depending on their desired major at the university.

Students seeking entrance to the Department of Interior Design should take PRPM 0012: Intermediate Algebra, during the second semester of the Preparation Year Program.

## **2. Application for Admission**

Upon completion (or waiver) of the Preparation Year Program, students make application to the college in which they wish to study.

This application will include:

- Preparation Year Program Certificate of Completion
- PMU Placement Test results
- Interview with the college
- Essay or portfolio

The topic of the application essay or the contents of the student portfolio will be determined by the Chair and faculty of the Department of Interior Design.

The option to submit a portfolio will be at the discretion of the Chair and the faculty of the Department of Interior Design. If a portfolio is submitted, it should provide evidence of the student's existing skill and interest in art or design. Such evidence might include drawings and a written statement designed to indicate the student's talent and desire to achieve success. Essays also should focus on the student's interest in and understanding of the profession. Essays or portfolios will be submitted toward the end of the Preparation Year Program.

A detailed discussion of the university's admissions requirements and procedures is contained in the report *PMU Admissions Plan*.

## **B. PERFORMANCE EXPECTATIONS**

The Department of Interior Design will require students to maintain minimum standards of academic performance. Using a 4.0 scale for course grades, the department will require that students maintain minimum grade point averages (GPA) for various categories of courses:

- 2.0 GPA in courses from the PMU Core Curriculum
- 2.25 GPA in electives
- 2.5 GPA in interior design courses

A student who receives a D or F in any course will be required to repeat the course (in the case of an elective, another elective may be selected) and to achieve the required grade point average for that category of course. These students will be required to participate in tutoring and remediation programs offered by the faculty and the PMU Learning Resources Center. (See Section III.C., Departmental Responsibilities and Strategies, above.)

Students may repeat a course one time, with additional repeats allowed at the discretion of the faculty. However, no more than 10 repeated courses will be allowed over the student's career at the PMU. After the first repeat, prior grades will count toward the student's GPA. For example: A student who receives a D followed by an A will have the D erased and replaced with the A on the transcript. A student who receives an F followed by a D followed by an A will have the F erased, and both the D and the A will be averaged into the GPA.

In order to graduate, all students at the PMU will be required to maintain an overall GPA of 2.0.

## **V. THE EDUCATIONAL EXPERIENCE**

### **A. CONTENT OF THE PROGRAM**

The interior design program will provide a firm foundation for aspiring entry-level professionals. Courses will provide a broad perspective of the profession and issues of practice as well as detailed instruction and experience in how to apply learning in a professional setting.

With the exception of six credit-hours of electives, all students in the interior design program will pursue the same lock-step program in which they take the same courses in the same sequence. Interior design is a demanding discipline that covers a full range of technical, aesthetic, ethical, and functional topics. In order to best include these topics, the curriculum will center on a combination of lecture classes and interior design studios. In the studios, students will have the opportunity to integrate multiple aspects and concepts of interior design into their projects. Electives will provide students an opportunity to freely select additional courses from specified list to further enhance their educational experience.

At the discretion of the faculty, an Individual Study course also may be created to grant students credit for PMU-sponsored trips to a major city or historical sites. Such a course would provide variable amounts of credit depending on requirements established or defined by the faculty of the Department of Interior Design.

Courses taught by the Department of Interior Design will be:

- IDES 1211: Introduction to Interior Design
- IDES 1212: Interior Design I
- IDES 1413: Interior Design II
- IDES 2331: Behavior and the Physical Environment
- IDES 2332: Materials for Interior Design
- IDES 2411: Interior Design III — Digital Media, Residential Design
- IDES 2412: Interior Design IV — Digital Media, Non-Residential Design
- IDES 3321: Interior Building Systems I
- IDES 3322: Interior Building Systems II
- IDES 3331: Interior Lighting
- IDES 3332: Introduction to Furniture Design
- IDES 3341: History of Furniture, Decoration, and Interior Design I
- IDES 3342: History of Furniture, Decoration, and Interior Design II
- IDES 3343: Professional Practices for Interior Designers
- IDES 3411: Interior Design V — Office Design
- IDES 3412: Interior Design Studio VI — Hospitality
- IDES 4337: Sustainable Design
- IDES 4338: Interior Design Internship
- IDES 4425: Interior Design VII — Healthcare Design
- ASSE 4311: Learning Assessment III (Capstone / Interior Design Studio)

A detailed presentation of the course sequence for the program appears in Section VI, The Degree Program, of this report. This section also demonstrates the way in which the interior design program is integrated with requirements of the PMU Core Curriculum. The courses have been sequenced to provide a continuum of learning experiences, though the Chair and faculty of the department may determine a different sequence.

## **B. TEACHING METHODS AND STRATEGIES**

### **1. Classroom Environment**

The faculty of the Department of Interior Design will make full use of classroom elements that reflect the defining characteristics of the university. Classes will include a practical approach to the curriculum, a technology-enabled learning experience, teamwork and group assignments, an emphasis on communication enhanced by student presentations, and assessment through the use of portfolio presentations. The principles and elements of esthetics will be infused into all aspects of the program.

In order to enable such a richly interactive environment between faculty and the female students in the program, all faculty of the department should be female, if possible. Faculty from disciplines that do not provide an education in the esthetic principles and elements of interior design are not appropriate choices to teach interior design courses. For courses required by the PMU Core Curriculum and for courses designated as electives from other colleges or departments in the university, female interior design students may receive instruction via closed circuit television or other distance learning techniques from male faculty members. Female students may also receive instruction using these techniques from male guest speakers who are specialists in design and who are located either elsewhere on the PMU campus or off-campus, including locations overseas.

## **2. Student / Faculty Ratio**

In order to enhance opportunities for class participation and individual attention, the student / faculty ratio in PMU interior design classes and labs will be kept as low as possible.

Studio classes should not exceed a student / faculty ratio of 18/1.

Courses that lend themselves to a lecture format may have enrollments as large as 75 to 100 students.

Faculty teaching large lecture classes may receive a reduced course load.

## **3. Teaching Methods**

The interior design faculty will employ diverse teaching methods throughout the curriculum in order to assist interior design students in achieving the desired PMU core competencies and strategies for success in the profession.

- A sequenced curriculum will focus on student engagement and student learning outcomes.
- Assessment protocols and expectations will be defined for each course in the interior design program.
- Lecture formats will be used to effectively convey factual knowledge in both studio and non-studio classes.
- Entry-level interior designers will be prepared to be problem-solvers through course content, book materials and selections, class activities, assignments, projects, and tests.
- Experiential learning activities will be used to effectively involve students through use of panel discussions, role-playing, and internships.

- Learning in groups will be used to effectively instruct the students toward a common, problem-solving goal. This method will emphasize both individual accountability and group accountability.
- Readings will be assigned to support active learning, research, and the use of technology for information gathering.
- Writing exercises relevant to specific interior design subject matter will be assigned and evaluated to assist students in learning and retaining information.
- Projects in studio courses will be designed to require students to demonstrate their ability to graphically illustrate and show evidence of appropriate use of technologies related to interior design problem solving.
- Assignments will enhance techniques for graphic, written, and oral communication of interior design solutions.
- The curriculum will provide educational experiences that assess the student's ability to assimilate knowledge taught in the interior design program.
- Assignments will assist students in developing the ability to conduct cross-cultural analysis as a means for learning about their own rich cultural design heritage.
- Faculty will determine specific blocks of time when students can communicate with them concerning class assignments in real-time via computer chat.

#### **4. Assessment Procedures**

Student advancement through the interior design program will be determined by a series of assessments at which each student must demonstrate her readiness to step up to more advanced study.

- At the conclusion of the second semester of the freshman year, all students will submit a portfolio of work. The interior design faculty will assess the individual portfolios as “conditional” or “unconditional” indicating the student's readiness to advance. “Conditional” assessments will be made in writing signed by the faculty.
- The student must comply with the faculty recommendations within one semester. A student not meeting the conditions of the “conditional” evaluation will not advance to the next level of course work.
- Each course will include evaluation criteria based on course level and course criteria. These criteria will include drafting skills, the use of universal building codes and requirements, graphic and oral presentations, exams, written papers, use of principles and elements of design process, notebooks, and project development.

- Studio work will be assessed based on written materials, graphic presentation, appropriate problem solutions, technical skills, and oral presentation.
- The student's understanding of materials presented in lectures will be assessed by exams, written essays, identification quizzes, notebooks, and student-produced illustrations.
- Seniors must successfully present their portfolios to a professional panel. The professional panel will assess the portfolio presentations based on specific criteria. The criteria should include the following components:

**a. The Design Process**

- Creative and innovative solution to design problems as illustrated by project phases from programming through design development
- Design concepts
- Schematics
- Preliminary drawings
- Drawings for other phases, including design development, presentation, and construction

**b. Space Planning**

- A demonstrated understanding of the design as a three dimensional space
- Circulation and functional use of space
- Appropriate furniture selection; correct scale, knowledge of human factors and ergonomics; placement in the space
- Knowledge of period interiors and allied areas (including art and architecture)

**c. Technical**

- Detailing (including construction, furniture, cabinetry, and luminaire)
- Building codes (including life safety and disabilities)
- Specifications
- Appropriate use of color, texture, finishes, and materials
- Computer-aided design

**d. Presentation**

- Presentation skills (including sketching, delineation, rendering, lettering, and signage).
- Drafting and working drawings
- Written presentation skills (including programming documents and concept statements)
- Oral presentation of the portfolio

## **5. Learning Objectives**

In all aspects of the interior design program, faculty will consistently work toward specific goals and objectives. Faculty will develop courses and employ methods that will aid students in developing specific, design-related outcomes that foster the following:

- An appreciation for indigenous design characteristics as ways of adapting design to contemporary society and the unique Saudi Arabian environment
- Development of skills in multi-dimensional problem solving that enable the individual to perceive, analyze, and interpret creatively the needs of society
- Assuming a responsibility for preserving and conserving the world's natural resources through appropriate selection of materials for interior components
- Development of skills for self-instruction and professional self-development

## **C. STUDIO-BASED APPROACH**

### **1. Studio Design and Equipment**

The facilities for the interior design program must provide an environment that encourages creativity, collaboration, and effective management and teaching of the design process.

The best learning environment for interior design studio courses requires that each student have her own workspace. Each workspace should be in an “L” configuration.

Workspaces should have one work surface for drawing, measuring 0.8 meters deep x 1.5 meters wide. It should have another work surface for a laptop computer measuring 0.5 meters deep x 0.6 meters wide. The total workstation for each student therefore should measure 1.5 meters x 1.4 meters, or 2.1 square meters. With space added for circulation, this area will be comparable to that allocated for science labs in the Core Curriculum, labs in the College of Engineering, and computer labs throughout the university (as noted in the May 3, 2004 memorandum, *PMU Space Program: Report of Zuhair Fayez Architect visit to Austin, Texas*).

Ergonomic task chairs will be required. All workstations must have adequate electrical supply (one duplex outlet). Computer connectivity can be accommodated through the PMU wireless network.

Much learning in interior design studios occurs by students teaching other students. Therefore all interior design studios should be adjacent to and open to one another. Spread among the individual studio spaces should be informal areas for conferences and critiques.



These spaces should be equipped with movable tables and chairs to seat 18 students (equivalent to one studio class), a projection screen, and at least 4.9 linear meters of vertical surface for pinning up materials for display. One conference / critique space for every four studios will be sufficient.

Based on an enrollment of 380 interior design students, the preceding facilities description will require the approximate total space described in the table below. It should be noted that this description does not include space allocations for faculty offices, administrative offices, storage, or a computer / printing / scanning lab.

<b>Space Description</b>	<b>Square Meters</b>	<b>Quantity</b>	<b>Total Square Meters</b>
Student Workstations	2.1	180	378
Conference / Critique Space	35	5	175
Resource Center	65	1	65
Subtotal			618
Plus 35% circulation			216.3
<b><i>Total Square Meters</i></b>			<b><i>834.3</i></b>

Each studio, with the exception of the studio used by seniors for the Capstone course ASSE 4311: Learning Assessment III can be scheduled for as many as three class meetings a day. The senior studio, as described in section VI. B., The Interior Design Capstone Series, of this report, is an intensive, independent project. It requires students to simulate a work experience, with more detailed drawings and presentations than other interior design classes.

## **2. Lecture / Non-Studio**

A space suitable for lectures that can accommodate 50 to 100 students should be included in the interior design building. For this space, auditorium seating is recommended and multi-media capabilities should be included.

## **3. Materials / Resource Room**

Most books, journals, and research materials related to interior design will be housed at the Learning Resources Center in open stacks located in the female areas of the center. The open stack location will provide ready access for students. Locating materials in the Learning Resources Center, rather than a satellite library, will provide for their professional care and coordination while making most efficient use of the university's staff of professional librarians.

A discussion of the location of library materials at the PMU is found in the report *Learning Resources Center*.

However, it will be important for interior design students to have access to current samples and information concerning building materials and processes (such as finishes, fabrics, and catalogs of furniture, lighting, or construction materials). The interior design building therefore will have its own materials / resource room. This area, which can be maintained and administered by the department faculty and staff, should include a comprehensive range of product information and samples.

This resource should be centrally located in the building and easily accessible to all design studios. The organization system of the Construction Specifications Institute (CSI) is the most common procedure for cataloguing and laying out such a resource room.

#### **D. TECHNOLOGY INFUSED ENVIRONMENT**

The integration of digital media into the curriculum has been one of the most significant evolutions in interior design education of the past 15 years. The method of digital learning proposed for PMU will place students and faculty in a leadership role among interior design programs worldwide.

Learning digital media is best accomplished when the computer-based work has a direct and meaningful impact on students' design work. Rather than separating the digital process into a discreet course with its own exercises, the proposed plan for PMU therefore integrates digital learning with the design studios. Studio projects provide the best framework for learning digital skills. Students will learn the skills as they need them on design projects. This type of learning results in better retention of information. Students see the power of digital media more readily when it helps them communicate their creative intent.

In the PMU curriculum, the course IDES 2411: Interior Design III will provide the foundation for digital learning. Projects in this course will be kept to a small size so that time can be spent on both design and learning of digital media. The subsequent course, IDES 2412: Interior Design IV can be seen as an intermediate level digital course. Projects in this course will be larger and more complex and will require more advanced digital exploration. Instructors of these two courses must be knowledgeable about digital media. At this course level, advanced students can work as teaching assistants. Often the best digital learning occurs from student to student. A culture of information sharing and teamwork should be fostered.

Once the foundation of digital representation and design exploration is established in Interior Design Studio III and Interior Design Studio IV, the following four studios in the third and fourth years of study can be considered advanced digital media courses. Students in these courses will learn new and advanced software independently with encouragement from faculty. This model of self-learning can provide a bridge for young designers to enter the profession as life-long learners.

Many software programs can be used to explore and communicate design. At this point, however, the most useful software programs are AutoCAD, 3D Viz (now including Lightscape), Photoshop, Indesign or Illustrator, and PowerPoint.

### **1. Student Computing Requirements**

Like all other students at the PMU, students studying interior design will be required to have personal laptop computers. They will have access to the university-wide technology-infused environment including wireless Internet access. Technologies such as interactive television, video conferencing, and Blackboard or WebTV will be central to maintaining effective communication between faculty and students and among students. Faculty and students involved in classroom presentations will have access to modern presentation technology connected to university computing and library resources as well as to the Internet.

Students in interior design, however, will have specific computing requirements that stem largely from the demanding graphics software that they must learn and use. These students, therefore, must have a laptop computer that is capable of handling this software. Their laptop computers should meet or exceed the capabilities of the computers in the department's dedicated computer labs.

### **2. Dedicated Computer Labs and Equipment**

Though interior design students will have laptop computers that they can take anywhere to handle much of the work required for their classes, they nonetheless will require dedicated computer labs for group projects, working with faculty, or for individual work on specialized software.

Computer labs will typically be built to a size that allocates 2 square meters per student (as noted in the May 3, 2004 memorandum, *PMU Space Program: Report of Zuhair Fayez Architect visit to Austin, Texas*). Each lab should accommodate 18 students for a teaching ratio of 18/1.

In order to provide students with the most up-to-date equipment best matched to the needs of their courses, a detailed analysis of the lab needs and hardware / software specifications should be provided by the faculty of the Department of Interior Design in the months before the PMU's opening.

The recommended platform for the department's computer labs, however, is PC, as this is the most commonly used computing platform for the interior design profession.

In addition to university-standard Microsoft Office software, all lab and personal laptop computers used in the department should be able to run the following applications:

- CAD                      AutoCAD 2004 (or later) or Vectorworks
- 3D Modeling            Sketchup
- Select one:              3D Studio, Viz, or FormZ
- Graphics                Adobe Creative Suite

Throughout the computing environment, the Department of Interior Design policy will prohibit the use of pirated software. To have access to the PMU network, students will be expected to certify that all software on their computer is legitimate.

## **E. EMPLOYMENT FOR FEMALE DESIGNERS**

### **1. Internships for PMU Students**

Due to the limited internship opportunities available to female interior design students, it is recommended that the PMU establish a Community Design Resource Center. The center can be operated either from the campus or at a secondary site. It will encourage members of the community to seek professional advice for small interior projects that the students can complete under the supervision of the faculty. These projects will include both commercial and residential work.

The benefits of the center will be two-fold.

- 1) Students will experience real-world projects in a professional design studio environment.
- 2) The surrounding community will have the benefit of design assistance for small interior design projects.

The center will be jointly operated by the PMU Department of Interior Design and the PMU Center for Research Development and Continuing Education. It will be run as a non-profit business, though fees will be charged to cover overhead, pay student wages, and provide additional income for faculty supervisors.

### **2. Opportunities for PMU Graduates**

In order to enhance the employment opportunities and options for female graduates of the PMU Interior Design Program, the department will emphasize the use of technology and its application to creative problem solving. This focus will provide students with the necessary skills for working for a range of employers while being physically located in their homes.

In addition, students will be trained in research that gives them an international perspective and a global competence. The skills can lead to employment possibilities that require specialized abilities in fields such as sustainability and special population needs.

The faculty of the Department of Interior Design should regularly conduct surveys of the Eastern Province to determine what employment possibilities currently exist. Such surveys might be a component of the interior design internship course, which is taught in students' senior year. The internship requirement can serve as a marketing tool for acquainting local and regional design-related companies with PMU students.

## **VI. THE DEGREE PROGRAM**

The PMU Interior Design Curriculum will consist of 127 semester credit hours (including 6 hours of electives) in conformity to standards typical of North American universities. These standards address requirements established by the Foundation for Interior Design Education Research (FIDER). The Chair of the PMU Interior Design Department should request a copy of these standards from FIDER. Copies of the standards may be requested by writing to.

FIDER  
146 Monroe Center, N.W., 1318  
Grand Rapids, MI 49503-2822 USA

Copies of the standards also may be downloaded from the FIDER website: [www.fider.org](http://www.fider.org)

The FIDER standards are designed to provide students with competencies required to meet North American standards in accredited programs.

### **A. PROGRAM COMPONENTS**

The PMU interior design program consists of three basic components:

- **General Education Requirements:** These requirements from the University Core Curriculum and the College Core Curriculum will comprise 60 hours of study. The core curriculum is intended as a broad and general education across disciplines. It includes courses in PMU core competencies, communications, Arabic Language and Islamic Studies, physical education, mathematics, laboratory science, and social and behavioral sciences. Courses in Arabic Language and Islamic Studies will be designed by the PMU faculty to meet the requirements of the Ministry of Higher Education of the KSA. A detailed discussion of PMU requirements appears in the report *Undergraduate Core Curriculum Design*.

- Department of Interior Design Requirements: These requirements will comprise 61 hours of study. They will consist of courses in both the lecture and the studio formats. Courses will cover a wide range of topics designed to give the graduate a comprehensive and solid foundation in the profession of interior design. [NOTE: Throughout the interior design program, the number of credit hours assigned to studio hours varies according to course topics to be covered and project requirements to be completed. Lecture courses that do not include studio contain information that will be incorporated into studio courses.)
- Electives: Students will take six hours of elective courses. One elective is provided by the Department of Interior Design. Other approved electives are from the course offerings of other colleges and departments of the PMU. These electives have been selected to provide students with skills they will need to operate an interior design practice as a business, to work together with other professionals in the building industry, and to handle technical aspects of interior design. Students will choose two three-credit-hour courses from the following list:

IDES 3332: Introduction to Furniture Design  
 ACCT 2311: Fundamentals of Financial Accounting  
 ACCT 2321: Fundamentals of Managerial Accounting  
 BUSI 3311: Legal Environment of Business  
 BUSI 3312: Organizational Behavior  
 BUSI 3313: Marketing Principles  
 MATH 1313 Statistical Methods  
 MISY 2311: Introduction to Management Information Systems  
 MISY 2312: Introduction Programming for Information Systems

As the PMU interior design program becomes established, the faculty will create additional interior design electives as necessary and appropriate to meet the needs of the profession and industry in the region.

The interior design faculty also will work with faculty of other university departments, especially in the College of Engineering, to develop versions of existing courses appropriate for interior design students who have not taken the technical prerequisites usually required. Examples of courses that might be adapted for interior students might include MEEN 4311: Principles of Heating, Ventilating, and Air Conditioning (HVAC) or MEEN 4315: Principles of Building Energy Analysis.

## B. THE INTERIOR DESIGN CAPSTONE SERIES

During the second semester of the senior year, each student will undertake and complete a comprehensive interior design project in consultation with interior design faculty. Intended to simulate a work-world design project in the specialization the student intends to seek after graduation, the course will include skills and subject-matter the student has learned in earlier classes including concepts, procedures, and processes. The project will include a complete set of drawings for design and construction, furniture specifications, and a formal presentation package of professional quality. The result will provide the major project for the student's professional portfolio of work.

## C. INTERIOR DESIGN DEGREE PLAN

The designated eight-semester course sequence appears as follows:

<b>FRESHMAN PROGRAM – INTERIOR DESIGN CURRICULUM</b>					
<b>FIRST SEMESTER</b>			<b>SECOND SEMESTER</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
COMM 1311	Written Communication	3	COMM 1312	Writing and Research	3
	Arabic / Islamic Studies	2		Arabic / Islamic Studies	2
	Physical Education	1		Physical Education	1
UNIV 1211	Prof. Development and Competencies	2	UNIV 1212	Critical Thinking and Problem Solving	2
IDES 1211	Introduction to Interior Design	2	IDES 1413	Interior Design II	4
IDES 1212	Interior Design I	2	MATH 1312	Calculus for Students of Business	3
MATH 1311	Finite Mathematics for Students of Business	3			
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>

<b>SOPHOMORE PROGRAM – INTERIOR DESIGN CURRICULUM</b>					
<b>FIRST SEMESTER</b>			<b>SECOND SEMESTER</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
COMM 2311	Oral Communication	3	COMM 2312	Technical and Professional Communications	3
	Arabic / Islamic Studies	2		Arabic / Islamic Studies	2
UNIV 1213	Leadership and Teamwork	2	IDES 2412	Interior Design IV – Digital Media, Non-Residential Design	4
ASSE 2111	Learning Outcome Assessment I	1	IDES 2332	Materials for Interior Design	3
IDES 2411	Interior Design III – Digital Media, Residential Design	4	PHYS 1411	Introductory Physics	4
IDES 2331	Behavior and the Physical Environment	3			
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>16</b>

<b>JUNIOR PROGRAM – INTERIOR DESIGN CURRICULUM</b>					
<b>FIRST SEMESTER</b>			<b>SECOND SEMESTER</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Arabic / Islamic Studies	2		Arabic / Islamic Studies	2
ASSE 3211	Learning Outcome Assessment II	2	IDES 3412	Interior Design VI - Hospitality	4
IDES 3411	Interior Design V – Office Design	4	IDES 3342	History of Furniture, Decoration, and Interior Design II	3
IDES 3341	History of Furniture, Decoration, and Interior Design I	3	IDES 3322	Interior Building Systems II	3
IDES 3321	Interior Building Systems	3	IDES 3343	Professional Practice	3
IDES 3331	Interior Lighting	3		Elective	3
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>18</b>



<b>SENIOR PROGRAM – INTERIOR DESIGN CURRICULUM</b>					
<b>FIRST SEMESTER</b>			<b>SECOND SEMESTER</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Arabic / Islamic Studies	2	ASSE 4311	Learning Assessment III (Capstone Interior Design Studio)	3
IDES 4425	Interior Design VII-Healthcare	4	IDES 4338	Internship*	3
IDES 4337	Sustainable Design	3	HIST 1311	World Civilizations, 1600 – Present	3
GEOL 1411	Introductory Physical Geology	4	PSYCH 1311	Introduction to Psychology	3
ECON 1311	Introduction to Macroeconomics	3		Elective	3
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>15</b>

*\* If the student wishes or if availability of internships dictates, IDES 4338 can be taken during the summer prior to senior year.*

<b>INTERIOR DESIGN PROGRAM TOTAL DEGREE CREDIT HOURS</b>	<b>127</b>
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## VII. COURSE SYLLABI

### A. COURSE NUMBERING SYSTEM

A common system for naming courses will be applied throughout all academic programs at the PMU.

Each course title begins with four letters that indicate the subject matter of the course. For syllabi in the report *Interior Design Program*, these letterings include:

- IDES Interior Design
- ASSE Assessment Capstone Series

The letters are followed by four numbers:

- First digit indicates the earliest year a course can be taken. A number 1 course may be taken at any time.
- Second digit indicates credit hours. Most courses carry 3 hours of credit. Science courses with labs carry 4 hours of credit. A small number of courses carry 1 or 2 hours of credit.
- Third digit indicates a course that is part of a group or family of courses. For example, calculus courses are assigned the number 2. More advanced math courses are assigned the number 3.
- Fourth digit serves only to differentiate courses from one another within a family. For example, the four calculus courses are numbered 1, 2, 3, and 4.