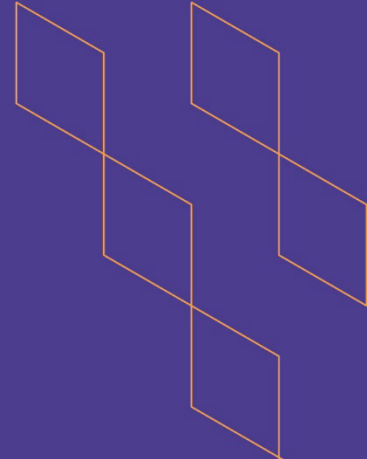




T-104  
2022

## Course Specification



Course Title: Professional Development (2) (تطوير مهني)
Course Code: IND 694
Program: Interior Design Program
Department: Architecture Department
College: College of Engineering and Information Technology
Institution: Onaizah Private Colleges
Version: First Version
Last Revision Date: 2025-09-02



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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 builds on Professional Development 1 by focusing on advanced professional practice, leadership, and real-world application in interior design. It prepares students for professional independence through project management, ethical decision-making, and effective leadership in client- and team-based environments.</p> <p>In alignment with Saudi Vision 2030, the course supports human capital development by enhancing graduates' professional readiness, innovation, and leadership in the growing design and creative industries sector.</p> <p>Aligned with international professional standards (CIDA and NASAD), the course enhances advanced employability, professional responsibility, and readiness for practice in local and global contexts.</p>
5. Pre-requirements for this course (if any):	IND 693
6. Co- requirements for this course (if any):	None
7. Course Main Objective(s)	<ul style="list-style-type: none"> <li>- To enhance students' readiness for advanced professional practice through applied project management, leadership, and professional decision-making in interior design contexts.</li> <li>- To develop students' ability to operate independently and responsibly within professional interior design environments, including client interaction, team coordination, and workplace problem-solving.</li> <li>- To strengthen students' understanding of professional responsibilities, ethical considerations, and legal awareness related to interior design practice.</li> <li>- To equip students with advanced career strategies, professional planning skills, and adaptability required for successful entry into the interior design labor market.</li> <li>- To foster leadership, accountability, and lifelong professional development aligned with international interior design practice standards and Saudi Vision 2030 human capital development priorities.</li> </ul>

### 1. Teaching mode

No.	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> </ul>		



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	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
<b>1.0 Knowledge and understanding</b>				
IND 694.C LO. K.1	Analyze advanced professional practice models, project management processes, and workplace responsibilities in interior design practice.	K4 (برنامج التصميم الداخلي Interior Design)	Primary: Interactive Lecture \ Demonstration  Additional: Research (individual or group)	Formative: Case study (Rubric)  Summative: Written Exam (MCQ or Essay / F2F or Online)
IND 694.C LO. K.2	Explain legal, ethical, and contractual considerations related to professional interior design practice and client engagement.	K2 (برنامج التصميم الداخلي Interior Design)	Primary: Lecture  Additional: Discussion (or similar active learning strategies \ F2F or Online)	Formative: Quizzes (online or F2F).  Summative: Written Exam (MCQ or Essay / F2F or Online)
<b>2.0 Skills</b>				
IND 694.C LO. S.1	Apply project management, leadership, and coordination skills to simulated professional interior design projects.	S.6 (برنامج التصميم الداخلي Interior Design)	Primary: Project or Research (individual or group)  Additional: Presentations (individual or group)	Formative: Observation (instructor or students or committee) (Rubric)  Summative: Presentation (individual or group) (Rubric)





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
IND 694.C LO. S.2	Develop an advanced professional portfolio and career strategy demonstrating readiness for independent and professional interior design practice.	S.5 (برنامج التصميم الداخلي Interior Design)	Primary: Interactive Lecture \ Demonstration  Additional: Discussion (or similar active learning strategies)	Formative: Observation (instructor or students or committee) (Rubric)  Summative: Student Portfolio
<b>3.0</b>	<b>Values, Autonomy, and Responsibility</b>			
IND 694.C LO. V.1	Demonstrate professional independence, accountability, and ethical judgment in advanced interior design practice scenarios.	V.3 (برنامج التصميم الداخلي Interior Design)	Primary: Discussion (or similar active learning strategies)  Additional: Independent Study or Research	Formative: Observation (instructor or students or committee) (Rubric)  Summative: Oral Exam or Interview (Rubric)
IND 694.C LO. V.2	Exhibit leadership, responsibility, and effective collaboration within multidisciplinary professional design teams.	V.1 (برنامج التصميم الداخلي Interior Design)	Primary: Group Work (competitive or cooperative /  Additional: Discussion (or similar active learning strategies)	Formative: Observation (instructor or students or committee) (Rubric)  Summative: Oral Exam or Interview (Rubric)



## C. Course Content

No.	List of Topics	Contact Hours
1	<u>Advanced Professional Practice in Interior Design</u> Transition from academic preparation to independent professional practice.	2
2	<u>Interior Design Project Delivery and Implementation Process</u> Comprehensive workflow from design development to execution.	2
3	<u>Project Management for Interior Design Professionals</u> Scheduling, task allocation, coordination, and resource planning.	2
4	<u>Leadership Skills in Design Practice</u> Leadership roles, responsibility, and decision-making within design teams.	2
5	<u>Client Negotiation and Professional Consultation</u> Managing client expectations, approvals, revisions, and communication.	2
6	<u>Contractual Documentation and Legal Responsibilities</u> Scope of work, contractual agreements, liabilities, and professional regulations.	2
7	<u>Ethical Decision-Making in Real-World Practice</u> Addressing ethical challenges and professional accountability in design projects.	2
8	Midterm Exam.	2
9	<u>Budgeting, Cost Estimation, and Financial Planning</u> Cost control, project feasibility, material procurement, and budgeting strategies.	2
10	<u>Professional Specifications and Technical Documentation</u> Writing specifications, coordinating construction documents, and industry standards.	2
11	<u>Office Practice and Consultancy Models</u> Interior design firm structures, consultancy workflows, and professional services.	2
12	<u>Multidisciplinary Collaboration and Team Coordination</u> Working effectively with architects, engineers, contractors, and stakeholders.	2
13	<u>Career Readiness and Professional Development Strategies</u> Advanced career planning, networking, interview preparation, and industry engagement.	2





14	<u>Professional Practice in Local and Global Contexts</u> Preparing for diverse professional environments aligned with global standards.	
15	<u>Simulated Professional Project (Capstone-like Experience)</u> - Simulated real-world interior design project - Client brief analysis and professional decision-making - Project planning, leadership, and team coordination - Ethical and legal considerations in professional practice - Professional presentation and reflective evaluation	2
16	Final Exam.	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	Quizzes (Online or F2F).	3 <sup>rd</sup>	5%
2	Case Study (Rubric)	5 <sup>th</sup>	5%
3	Presentation (Individual or Group) (Rubric)	9 <sup>th</sup>	5%
4	Oral Exam or Interview (Rubric) or (Optionally) Passing the OC English Course	14 <sup>th</sup>	5%
5	Observation (Instructor or Students or Committee) (Rubric)	13 <sup>th</sup>	5%
6	Mid Term Written Exam (MCQ or Essay / F2F or Online)	8 <sup>th</sup>	25%
7	Student Portfolio	14 <sup>th</sup>	5%
8	Final Written Exam (MCQ or Essay / F2F or Online)	15 <sup>th</sup>	45%
			<b>100%</b>

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



## E. Learning Resources and Facilities

### 1. References and Learning Resources

<p><b>Essential References</b></p>	<ul style="list-style-type: none"> <li>- Interior Design Handbook of Professional Practice, McGraw-Hill.</li> <li>- American Society of Interior Designers (ASID) – Professional Practice &amp; Ethics Guidelines.</li> <li>- Council for Interior Design Accreditation (CIDA) – Professional Standards and Competencies.</li> <li>- Project Management Institute (PMI) – Fundamentals of Project Management (selected chapters).</li> <li>- Selected chapters from Francis D.K. Ching, Interior Design Illustrated (professional application).</li> </ul>
<p><b>Supportive References</b></p>	<ul style="list-style-type: none"> <li>- Case studies published by the American Society of Interior Designers (ASID).</li> <li>- Professional ethics and practice case scenarios from Council for Interior Design Accreditation (CIDA) resources.</li> <li>- Selected global interior design practice case studies from Interior Design Magazine and Dezeen (for educational use).</li> </ul>
<p><b>Electronic Materials</b></p>	<ul style="list-style-type: none"> <li>- American Society of Interior Designers (ASID) <a href="https://www.asid.org">https://www.asid.org</a> (Professional practice, ethics, leadership, and case studies)</li> <li>- Council for Interior Design Accreditation (CIDA) <a href="https://www.accredit-id.org">https://www.accredit-id.org</a> (Professional standards, ethics, and practice-related resources)</li> <li>- Interior Design Magazine <a href="https://www.interiordesign.net">https://www.interiordesign.net</a> (Global professional interior design projects and case studies – educational use)</li> <li>- Dezeen <a href="https://www.dezeen.com">https://www.dezeen.com</a> (Contemporary global interior design practice examples – educational use)</li> <li>- Project Management Institute (PMI) <a href="https://www.pmi.org">https://www.pmi.org</a> (Introductory project management concepts for professional practice)</li> </ul>





### Other Learning Materials

- PowerPoint lecture slides prepared for Professional Development 2.
- Sample client briefs and simulated project scenarios used for the professional project task.
- Sample interior design contracts and professional practice documents (educational samples).
- Portfolio samples and professional presentation boards from previous academic projects.
- Rubrics for presentations, portfolios, and simulated professional project evaluation.
- Recorded video materials demonstrating professional presentations and client communication (when applicable).



## 2. Required Facilities and Equipment

Items	Resources
<b>Facilities</b> (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Classrooms
<b>Technology Equipment</b> (Projector, Smart Board, Software)	Projector, 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

<b>COUNCIL /COMMITTEE</b>	Department of Architecture Council
<b>REFERENCE NO.</b>	Session 1
<b>DATE</b>	2025-09-02

