



The Current Sustainable Interior Design Education in Kuwait: Obstacles and Opportunities

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Abstract:

Sustainable design education is one of the prevailing barriers to interior designers practicing sustainability. The main aims of the study are (1) to examine interior design educators' perceived preparation for and willingness to teach sustainability and (2) to investigate the opportunities and obstacles for integrating sustainability in design education in Kuwait. A self-administered survey questionnaire employing both quantitative and qualitative methods and an interior design curriculum content analysis were used as data collection methods. To guarantee a high response rate to the survey, the researcher distributed the questionnaire to participants personally. A purposive expert sampling technique was used: Only participants anticipated to have knowledge of sustainability were included in the study. The sample consisted of ten ($n = 10$) interior design educators in the department of interior design at the College of Basic Education (CBE) in Kuwait. Course descriptions were reviewed using a thematic analysis technique. The findings are presented here to inform school administration and curriculum designers about the barriers to integrating sustainability into interior design programs in Kuwait, so they can set the stage for such integration.

Introduction

Sustainable design education is one of the prevailing barriers to practicing sustainability among interior designers. A previous study conducted among interior design (ID) students in Kuwait found that design students lacked sustainable design knowledge; however, they also demonstrated a willingness and eagerness to study sustainability

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in their design education classes (Alansari, Wagner, & Amor, 2015). Moreover, Al-Hassan and Dudek (2008) found that senior architecture students at Kuwait University (KU) had a low awareness of sustainability. Their findings also revealed that Kuwaitis had low environmentally-friendly practices. This fact indicates the need to integrate sustainable design at the earliest stages of design education in order to educate environmentally responsible global citizens. Another study found that senior interior design students at The Public Authority for Applied Education (CBE) had lower levels of knowledge of sustainability than students at Texas Tech University in the United States (Alansari, Pati, Parkinson, Gaines, & Alnajadah, 2016).

As global design schools and international universities are integrating the concepts of sustainability into their classrooms in order to prepare environmentally conscious citizens, it is essential to have well-prepared educators who can teach the concepts of sustainability to future generations. Sustainability is an integral part of interior design education in North America, where design programs seeking the Council for Interior Design accreditation (CIDA) have to address green design in their program curricula, as required in Standard 2, Global Perspective for Design (2014 CIDA Professional Standards II 13). The objectives of the study are (1) to examine interior design educators' perceived preparation for and willingness to teach sustainable design and (2) to investigate the opportunities for and obstacles to integrating sustainability into interior design education at the CBE in Kuwait. The findings of this study could help the higher ministry and school administration in Kuwait to determine the obstacles and barriers that design educators face when incorporating sustainability into design education. Interior design students who graduate from CBE are instructors teaching decoration courses at Kuwait middle schools. This means that, eventually, improving ID students' awareness of sustainability will influence their teaching practices, providing middle school students with proper sustainable design knowledge. Therefore, providing interior design students at CBE with sustainability knowledge will improve future generations' environmentally-sustainable practices in Kuwait.

Research Problem

In Kuwait, there is a great “need for high-quality teacher education programs, which include and introduce innovative teacher models, strategies, or practices” (Al-Dawoud, 2001, p. 9). This includes the need for sustainable design programs, which have been globally integrated into academia. However, in their primary education, students in Kuwait are not equipped with sustainability concepts that they can employ in their future work settings (Al-Hassan & Dudek, 2008). The ID department at CBE prepares not just interior design professional work for the design market but also design teachers/ educators who teach design/decoration classes at middle school. This job has the influence to change students’ perceptions of and attitudes toward environmentally friendly practices, such as reducing, reusing, and recycling. Ruff and Olson (2009) argued that there is an increasing need for educators to introduce environmental sustainability courses in order for students to understand the importance of using sustainability techniques. Therefore, integrating green design into existing courses is fundamental to ensuring that CBE graduates are aware of sustainability.

Research Question

What are the main challenges that intervene in the integration of sustainability into ID education at CBE?

Purpose of the Study

The purposes of this cross-sectional study are to examine interior design educators’ perceived preparation for and willingness to teach sustainability. A second purpose is to investigate the obstacles to integrating sustainability in design education in Kuwait. The findings are intended to help school administrators and curriculum designers to set the stage for integrating sustainability into interior design curricula.

Review of the Literature

Several terms have been used to discuss designing with a concern for the environment, such as sustainability, sustainable design, ecological design, green design, environmental design, etc. There are many definitions of sustainability as a concept, however. One of them

is meeting the needs of the present without compromising the ability of future generations to meet their own needs (Burndtland Report, 1987). In a definition related more directly to the field of ID, sustainable design is described as “a strategic approach to the design of the built environment which does not diminish the health and productivity of natural systems” (Mendler & Odell, 2000; as cited in Stieg 2006, 2).

Sustainability and Interior Design

Sustainable design focuses on three realms: environmental, economic, and social. Environmental sustainability means protecting the natural environment by reducing human negative impacts on the planet through decreases in our consumption of natural resources. According to the US Green Building Council, conventional buildings account for a high amount of waste generated from operations, such as high water and electric consumption, waste output, and raw materials use. Sustainable buildings reduce overall carbon dioxide emissions, energy and water consumption, and maintenance costs, and they improve the satisfaction of occupants within their built environments (2009). Therefore, educating interior design students on environmental sustainability is fundamental to adopting green building methods in the design industry.

Sustainability Education in Kuwait

This study is based upon previous research conducted regarding sustainability in Kuwait. In their recent study, Alansari et al. (2015) examined interior design students' knowledge of and attitudes to sustainable design at CBE in Kuwait. Their study revealed that participants had limited levels of knowledge regarding the sustainability aspects of design; however, they had positive attitudes regarding studying sustainability in their design education. The researchers recommended that sustainability become embodied in the interior design program at CBE in Kuwait. In another study, Al-Hassan and Dudek (2008) examined the current level of sustainability awareness among architecture students at KU as well as within Kuwaiti society overall. The researchers found that both architecture students and Kuwaiti society have low sustainability awareness. Al-Hassan and

Dudek concluded that the educational system as well as non-governmental organizations in Kuwait should play a vital role in improving sustainability awareness in the country. In order to prepare educators who can deliver proper knowledge to future generations, however, integrating sustainability into Kuwait's interior design education is needed.

Alkhamees and Alamari (2009) found that the level of knowledge and attitudes among students, teachers, and university faculty in Kuwait toward indoor air pollutants is low. The researchers concluded that little information has been made available to students on indoor air pollution. They recommended that, since students showed a desire to learn about the topic, schools should play a more vital role in improving students' knowledge of indoor air pollution (Alkhamees & Alamari, 2009). Design teachers in middle schools, mean while, should play a more vital role in teaching sustainability in their courses. This would be possible if they were equipped with sustainability knowledge and skills during their ID education. Therefore, ID professors at CBE should revise the ID program to incorporate sustainability into the curricula.

Sustainability in Kuwait

Since Kuwait has been facing a water crisis, it is especially important to investigate citizens' knowledge of and behaviors around their water consumption. In an investigation of the levels of knowledge and behaviors regarding water consumption among students in Kuwait, Alajmi (2008) concluded that there is a somewhat moderately significant relationship between students' knowledge of and behaviors regarding water consumption. Thus, incorporating environmental design principles into educational programs in Kuwait would ensure that students have knowledge appropriate to the protection of this scarce environmental resource.

There are two main environmental organizations in Kuwait: Kuwait Environment Protection Society, which is a non-profit organization founded with the aim of protecting Kuwait's environment and increasing public awareness of environmental issues, and The

Public Authority of the Environment (PAE), which is a key player in advocating on behalf of issues that concern the environment. The PAE is a public sector entity that is in direct connection with the Prime Minister of Kuwait, helping to formulate policies that have their roots in environmental protection.

Barriers and Obstacles to Sustainability

Discovering the obstacles that exist to embedding sustainable design into academic programs would enable policy makers and school administrators to overcome them. El-Zeney (2011), who found that ID programs in Egypt do not teach sustainability in their courses, illustrated several barriers to integrating green design, including lack of governmental enforcement, limited space and time for the interior design curriculum, and lack of knowledge on sustainability among interior design faculty. Thus, exploring the challenges of embedding sustainability into education will help curriculum designers and policy makers in Kuwait to set the stage for facilitating the integration of sustainability education.

Interior Design Programs in Kuwait

There are two interior design programs offering bachelor's degrees in Kuwait, which are the interior design programs at CBE in the Public Authority of Applied Education and Training (PAAET) and the Department of Interior Architecture at KU. Since this study is education based (i.e., focusing on ID programs that prepare educators), the researcher limited the research to the ID program at CBE. This particular program is the first and the only ID department that provides bachelor's degrees for male and female students seeking to be ID educators and professionals. The Interior Design department aims to provide graduates with technical and aesthetic knowledge, proper awareness of human and social values, and the technical abilities that make a skillful interior design educator. The Interior Design program at the CBE, in essence, provides an education for educators who will be teaching interior design/decoration courses at both the intermediate and high school levels. After graduation, the new interior designer will

likely either practice interior design or become employed by the Ministry of Education in Kuwait.

The development of a new course at the CBE takes a linear process, with multiple meetings and discussions throughout the development of the course (see figure1). First, the course proposal is developed by one or more of the faculty members based on special program needs. Next, the proposal is sent to the head of the department. The proposal should contain clear course description, course goals, objectives, curriculum content and textbooks. Then, the head of the department submits the proposed course to the department's Program and Curriculum Committee for thorough investigation and recommendations. Upon their preliminary approval, the proposed course will be transferred to the Department's Scientific Council for the department's approval. Upon that approval, the proposed course will be directed to the Program and Curriculum Committee at the CBE for a further approval. After that, the proposed course will be directed to the Academic Affairs at the CBE. Finally, the proposed course would be directed to the Academic Affairs Committee at the PAEET, which is chaired by the General Manager of the PAAET, for final approval and implementation (G. Alshaheen, Personal communication, October 5, 2017).



Figure 1- Proposal course development process

Methodology

A self-administered survey questionnaire, employing both quantitative and qualitative methods, was developed as a data collection method for this research (see Appendix A). In order to guarantee a high response rate, the researcher personally distributed the questionnaire and collected it from participants. The survey consisted of close-ended, partially open-ended, and open-ended questions formulated and adapted from previously-published research with the same concerns

(Al-Hassan & Dudek, 2008; Crane, 2008; El-Zeney, 2011). The researcher used survey questionnaires instead of interviews to eliminate sensitivities to participants revealing their beliefs and to protect participants' confidentiality. A purposive sampling technique—expert sampling—was used in this study: Only participants who were anticipated to have knowledge of sustainability were included in the sample. The sample consisted of ten ($n = 10$) interior design educators from CBE.

The survey accommodated four sections to retrieve the needed information. The first section of the survey asked questions regarding participants' interests in sustainability. The first section used close-ended questions with possible answers on a five-point Likert scale that included *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. The second section of the questionnaire aimed to collect information regarding sustainable design education using five questions. The third section aimed to gather information regarding ID educators' willingness and perceived preparation to teach sustainable design. The fourth section provided space for comments and suggestions where participants were able to express their personal thoughts about the topic and research.

The second method used in this study was content analysis of the ID course descriptions. This tool enabled the researcher to determine whether or not sustainability topics were addressed in the content curricula of the program. Interior design course descriptions published in 2009/2010 were used in the study (College of Basic Education Manual [CBE], 2009/2010). The quantitative data was coded and entered into Statistical Program for Social Sciences (SPSS) for analysis. For the qualitative analysis, the researcher used the mood value, comprising the most common responses, as an indicator of the research findings. The qualitative data was further analyzed through an open coding technique in which the data was broken into discrete parts, allowing the researcher to read the manuscript closely and code similar words and concepts into themes and patterns. The process of finding similar concepts grouped around a phenomenon is called categorizing. The discovered themes represent the key points, which are illustrated by the survey results.

Findings and Discussion

Interest in Sustainability

The findings of the present study illustrated that interior design educators are personally interested in sustainable design education (60% ***strongly agree***; 40% ***agree***). However, the majority of the interior design educators thought that interior design students had no passion for sustainable design (***neutral*** = 60%) (Table 1).

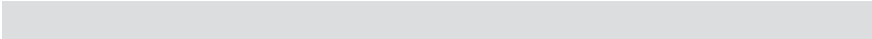
Table (1)
Students' Interest in Sustainability

Answer Options	Response Percent
Strongly agree	10%
Agree	10%
Neutral	60%
Disagree	10%
Strongly disagree	10%

The majority of participants felt that their colleagues had such a passion (70%), with only 30% answering that they ***neither agree nor disagree*** that their colleagues had a passion for sustainability (Table 2). All of the study's participants both strongly agreed (70%) and agreed (30%) that green design is a vital part of interior design education.

Table (2)
Interior Design Faculty Members' Interest in Sustainability

Answer Options	Response Percent
Strongly agree	20%
Agree	50%
Neutral	30%
Disagree	0%
Strongly disagree	0%



In other words, the entire study sample believed that sustainability is a vital part of ID education (100%).

Table (3)
Educators’ feeling about the importance of sustainability in ID education

Answer Options	Response Percent
Strongly agree	70%
Agree	30%
Neutral	0%
Disagree	0%
Strongly disagree	0%

Participants were asked, “Does the interior design program you currently work for teach sustainability in any area of the curriculum?” Twenty percent answered *yes*, while 80% indicated *no*. The findings of the study illustrated that a large majority of educators believed that sustainability should be embedded throughout the interior design curricula (80%), as well as into lecture-based courses (70%). Sixty percent of the educators believed that sustainability should be taught as a stand-alone course, whereas the lowest number of responses (30%) came from those who had a desire to integrate green design into studio-based courses (Table 4).

Table (4)
Sustainability Integration Throughout the Program

Answer Options	Response Percent
Stand-alone course	60%
Throughout the curriculum	80%
In studio class(es)	30%
In lecture class(es)	70%

In order for sustainability to be successfully integrated into ID education, we should investigate the obstacles and barriers to this

integration in order to set the stage for revising the ID curricula. Thus, an open-ended question asked participants about the main barriers to integrating sustainability into ID education. The findings showed that the barriers to embedding green design into ID education in Kuwait are a lack of sustainability materials in Arabic (60%), lack of scope for additional courses in the ID program (50%), lack of qualified faculty to teach sustainable design (40%), lack of room and time in the ID courses to embed green design (40%), difficult administration approval to integrate sustainable design (40%), and the fact that sustainable design is not a priority in the department (30%) (see Table 5).

Table (5)
Sustainability Integration Throughout the Program

Answer Options	Response Percent
No room & time in the curriculum	40%
Lack of resources in Arabic language	60%
No qualified faculty to teach it	40%
Difficult administration approval	40%
No scope for additional course in program	50%
Not a priority	30%

Teaching Sustainability in the Curriculum

When asked whether they were involved in teaching sustainability in any capacity, 30% of participants responded in the affirmative while 70% responded negatively. Respondents who answered this question affirmatively were asked to relate the sustainability topics that they typically cover within their courses. Green materials and finishes were the most widely addressed topics, with a response rate of 30%. This means that only three faculty members in the department addressed green materials in their courses, however. This topic was followed in popularity by energy efficient products (10%) and indoor air quality (10%) (see Table 6).

Table (6)
Sustainability Topics Covered in the Curricula

Answer Options	Response Percent
Water conserving devices	0%
Energy efficient products	10%
Indoor air quality	10%
Green materials & finishes	40%

Sustainability in Faculty Education

In order to integrate sustainability into the ID program at CBE, educators should be prepared to teach those courses. Thus, faculty were asked, with responses available on a 5-point Likert scale, how prepared they were to teach sustainable design. Fifty percent answered that they were neutral (*neither prepared nor unprepared*), while only 20% were *very prepared* and 30% were *prepared* (Table 7).

Table (7)
Educator's perceived Preparation to Teach Sustainable Design

Answer Options	Response Percent
Very prepared	20%
Prepared	30%
Neutral	50%
Unprepared	0%

The findings of the study showed that ID educators tended to prepare, or would prepare, themselves to teach sustainability through surfing the Internet (80%), reading topical books (80%), reading journal articles (70%), and joining online training (20%) (Table 8).

Table (8)
Sources for Preparing to Teach Sustainability

Answer Options	Response Percent
Internet searches	80%

Cont/ Table (8)
Sources for Preparing to Teach Sustainability

Answer Options	Response Percent
Journal articles	70%
On-line training	20%
Books	80%

Participants were also asked whether they had taken any sustainability courses in their formal education or informal training. Only two faculty members in the ID department indicated that they had taken courses in sustainability. One of them had taken a course related to indoor air quality and the other had taken a course in sustainability in general.

Course Descriptions

The ID course descriptions were reviewed and analyzed using thematic analysis. When reviewing the course descriptions, the researcher found no courses titled “Sustainable Design” or any other names related to sustainability, and sustainable design topics were not addressed in the ID curricula in any capacity (see Appendix B). This finding showed a lack of sustainability topics and concepts in the ID program.

Obstacles to Integrating Sustainable Design

Based on the findings of this study, the researcher categorized the obstacles facing the integration of sustainable design with the interior design program at CBE into different factors, which are discussed below.

Educators

One of the biggest barriers to embedding sustainability in education is educators’ preparation for, knowledge of, and interests in sustainability. Previous research has found that a lack of educators qualified to teach green design and sustainability training workshops, as well as deficiency of time for education on the topic, were common barriers to integrating environmentally-responsible design (El-zeney, 2011; Metropolis, 2002; Yang & Giard, 2001).

Resources

The scarcity of sustainable interior design materials and books in Arabic is another barrier to integrating sustainability into design education at CBE. In Kuwait, English is considered a second language, so educators give their lectures and academic materials in Arabic. Strong efforts are needed by educators who are fluent in English to write and translate academic books on sustainability into Arabic.

Students

Students' attitudes toward and enthusiasm for sustainable design is another main obstacle to embedding sustainability into design education in Kuwait. The findings of this study showed that ID educators are not sure if students are interested, since 60% responded with *neutral* in answer to that question. However, previous research conducted among ID students attending CBE found that students have positive attitudes toward studying and learning about sustainable design (Alansari et al., 2015). Therefore, since they showed positive attitudes toward sustainability in previous research (as long as it would not result in overloading any design course), the researcher anticipated that design students would not reject the integration of sustainability into their interior design educations. This could be done by offering an elective sustainable design course in the program and by integrating small portions of sustainability throughout the design curricula.

Interior Design Curricula

The findings also illustrated that no room is available for additional content in the present curriculum, which is one of the main barriers to integrating green design into the ID program. The amount of knowledge that needs to be covered within the limited timeframe of most courses in the ID curriculum is another major obstacle to introducing sustainability. Thus, the researcher recommends that academics alter the ID course descriptions and content to integrate sustainability, perhaps by eliminating unnecessary or outdated information to allow additional scope for sustainability in the program courses.

School Administration

Getting school approval to integrate sustainability into course content is another obstacle to the integration of sustainable design. The findings showed that 40% of the educators believed the admiration approval procedures were too complicated for ID educators to revise the program descriptions and integrate additional courses into the program.

Conclusion

The results of this study showed that the interior design faculty members had interest in sustainable design, believing it to be a vital part of interior design education, while the students had no passion for sustainable design. Moreover, the majority of interior design educators acknowledged that the interior design program does not teach sustainability in its curricula. The results also suggested that interior design educators at CBE in Kuwait, in general, are not academically prepared to teach sustainable design since they have not had formal education in this regard.

The main obstacles to integrating sustainability into the interior design program included a lack of educational resources in the Arabic language, no scope for additional courses in the program, no qualified faculty to teach the topic, no room or time in the curriculum, and a difficult administrative approval process for adding a new course to the program; some participants even thought that sustainability is not a priority in the ID program. Participants believed that sustainability should be integrated into the interior design program throughout the curriculum, in lecture classes, as a stand-alone course, and in studio courses. The majority of educators indicated that they were neutral-neither prepared nor unprepared-when asked about their preparedness to teach environmentally responsible design. Only two interior design educators had taken courses related to sustainability topics in their formal educations. The majority of the participants indicated that they did not teach sustainable design in their courses. In the course descriptions, neither sustainability by itself nor as a topic grouped with related topics was addressed.

Implementation

The findings of the study suggested following the recommendations discussed below.

- ID syllabi need to be reexamined by academics within the department of ID with teams from well-established accreditation bodies, such as ID, CIDA, or *National Association of Schools of Art and Design* (NASAD), that have a strong history of building ID programs for professionals or educators.
- Have ID faculty consult academics from well-established western schools for assistance in revising the ID curricula from wider perspectives.
- Administrators should facilitate the addition of further courses into the program and revise current course descriptions in order to integrate green design into the ID program. The approval procedure needs to be simplified to enable educators to make the revisions needed to produce globally competitive graduates in the national market.
- The Public Authority of Environment and the Kuwait Environment Protection Society should consider embracing sustainable design principles as they advance public consciousness on environmental issues.
- Integrate sustainability content into the curriculum. For school administrators, this means facilitating the integration of sustainable design courses into the interior design program in CBE at the PAAET. The integration of sustainability should occur at earlier stages of the design program so that ID students will have the opportunity to learn and implement sustainability practices in their design projects.
- Interior design educators should make strong efforts to integrate green design into their coursework, as well as to develop training programs, conferences, and workshops on an environmentally-friendly design for ID educators, academics, and students.
- ID educators who are fluent in the English language should translate sustainability books and materials from English to Arabic. The local

media in Kuwait should also play an active role in promoting public awareness of an environmentally-responsible design.

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APPENDIX A

Survey Questionnaire

Instructions: Please read each statement carefully and then check (✓) the response that best shows your opinion.

Section1. Interests in sustainability:

- 1 - **You are personally interested in sustainable design.**
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree
☐ Strongly disagree
- 2 - **You feel the majority of your students are interested in sustainable design.**
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree
☐ Strongly disagree
- 3 - **You feel the majority of the interior design faculty members at your institution show an interest in sustainable design.**
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree
☐ Strongly disagree
- 4 - **You feel sustainability is a vital part of the interior design education.**
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree
☐ Strongly disagree

Section 2. Sustainable design education:

- 5 - **Does the interior design program you currently work for teach sustainability in any area of the curriculum?**
☐ Yes ☐ No
- 6 - **In your opinion, what are the main barriers and obstacles for integrating sustainability into the interior design program?**
.....
.....
.....
- 7 - **How do you think sustainability should be integrated into the design program? (Select all that apply)**

- ☐ As a “stand-alone” sustainability course ☐ In studio class(es)
☐ Integrated throughout the curriculum ☐ In lecture class(es)
- 9 - Are you personally involved in teaching sustainability in any capacity (studio, lecture, etc?)**
☐ Yes
☐ No (If no, continue with question # 11)
- 10 - What sustainability topics do you typically cover within your courses?**
☐ Water conserving devices ☐ Energy efficient products
☐ Indoor air quality ☐ Green materials & finishes
☐ Other (please specify).....

Section 3. Willingness and preparation:

- 11 - How prepared are you to teach sustainable design?**
☐ Very prepared ☐ Prepared ☐ Neutral ☐ Unprepared
- 12 - How did you prepare yourself to teach sustainability? (Select all that apply)**
☐ Internet searches ☐ Journal articles
☐ On-line training ☐ Books on sustainability
☐ Other (please specify).....
- 13 - What type of education or training in sustainability have you had?**
.....

Section 4. Comments:

Please feel free to provide any additional comments and suggestions:

.....

Thank you for your participation,

APPENDIX B

Department of Interior Design Courses Descriptions *The College of Basic Education - PAAET*

The outline below shows each course number, Name, and level:

ID 102 Materials Technology (1):

The course deals with the types and characteristics of natural and fabricated woods, manual and electric tools used in interior decoration and the wooden furniture industry. Also, it deals with methods of operating these tools theoretically and practically.

ID 112 Design Basics:

The course deals with the concept design and its importance as an art. It introduces design elements, materials, plans, and methods, focusing on one systematic method to solve design problems.

ID 122 Color Theory:

The course deals with color as a term used to for paints, color theories, factors influencing color, color divisions, visual values of color, blending lights, contrast, harmony, color integration, color formation values, perspective influence of colors, physiological and psychological influence of colors. The course also includes applications of Color Theory in the field of interior design.

ID 132 History of Architecture & Furniture:

The course introduces the development of architecture, furniture and decoration from the pharaoh's period up to now. Discussing factors influencing this development, old & modern technical styles in architectural, decorative and furniture designs.

ID 147 Geometric Drawing:

The course deals with the principles of architectural blueprinting, its tools, terminology, architectural operations, vertical projection, selection of projection proper for design drawing, proportionality, etc. The course also deals with blueprinting projects for interior design.

ID 157 Materials Technology (2):

The course deals with the types of paints and method of

manufacturing them. Also, it introduces the use of sand paper, pastes and how they are made. Tools and techniques used for manual paintings and electric furnaces.

ID 202 Materials Technology (3):

The course deals with the different treatments and different designs of interior design components, including ceilings, walls, and floorings. Also, it introduces the materials and methods of construction, coating and sealing these areas.

ID 222 Working Drawing (1):

The course deals with the principles of blueprinting, methods of detailed blueprinting required for interior design and furniture designs as well as assembling parts.

ID 232 Kuwait Artistic Heritage:

The course with Kuwaiti Art Heritage, its elements, distinctive features, natural and social factors influencing it, old landmarks in Kuwait city, features of modern homes as well as tents in ancient Kuwait, architectural elements each, boat making, and SADOW making. Influences of old Kuwaiti art on modern Kuwaiti home designs and furniture, also, discoursed.

ID 257 Perspective Drawing (1):

The course deals with the scientific principles of perspective drawing, terminology, measures; height, depth, and weigh, techniques and practical application.

ID 302 Residential Design Studio (1):

The course deals with the concept of interior design, especially residential design codes and terminologies. It also stresses several topics, including ergonomics, home requirements and furniture, design plans and vertical sections.

ID 307 Residential Design Studio (2):

The course deals with the role of interior designer plays to balance the elements required for proper designing, such as functional, aesthetic, and economic when applying those elements to residential furnishing and lighting. Practical application involves designing and furnishing a residential unit, using the horizontal plans, vertical sections, and perspectives concerns.

ID 312 Perspective Drawing (2):

The course is a practical training on drawing different kinds of perspectives (angle perspective, approximation of construction points, measuring points,...ETC).

ID 317 Working Drawing (2):

The course deals with the methods of applying principles of architectural drawing in planning and executing interior design projects. It also deals with architectural styles related to interior details (floor, walls, ceiling, lighting) as well as drawings of mode pieces of furniture in regular size.

ID 402 Public Places Design Studio (1):

The course deals with the design in public places (hospitality design), its elements and codes as well as techniques and methods of fitting these places functionally and aesthetically.

ID 407 Public Places Design Studio (2):

The course introduces the distinctive features of public places, their needs, codes, rehabilitation of some of these places (parks, commercial complexes, shopping malls, sports clubs) in terms of functionality and aesthetically.

ID 267 Building Materials:

The course introduces the elements of construction and building, types, and classification of them. It discusses the methods of production, properties, and methods of using and storing these construction elements.

ID 412 Technical Preparations:

The course introduces systems of providing buildings with water and electricity, sewage system, lighting disruption, ventilation and air-conditioning systems in the built environment. The course, also, discusses technical codes and their functional implications.

ID 422 Contracts and Cost Specifications:

The course presents methods of determining specifications, preparing lists of amounts and quantities required, calculation total costs, and legal points governing contracts. It also introduces the responsibilities of the owner, interior designer, contractor, tenders, and methods of writing contracts.