

Incorporating Sustainability into the Interior Design Curriculum

Submitted by:

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DECLARATION

This Thesis is my original work and has not been submitted for a degree to any other institution, college or university.

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LIST OF ABBREVIATIONS

- **ACEID:** Asia-Pacific Centre of Educational Innovation for Development
- **ADA:** Americans with Disabilities Act
- **ASID:** American Society of Interior Designers
- **ASSHE:** American Association for Sustainable Higher Education
- **ASTM:** American standards Testing Methods
- **c2c:** Cradle to Cradle
- **CEUs:** Continuing Education Units
- **CIDA:** Council for Interior Design Accreditation
- **CSI:** Construction Specifications Initiative
- **EEITE:** European Union's Environmental Education into Initial Teacher Education
- **EPA:** Environmental Protection Agency
- **FIDER:** Foundation for Interior Design Education Accreditation
- **FSC:** Forest Stewardship Council
- **HOK:** Hellmuth, Obata, & Kassabaum, Inc.
- **ID:** Interior Design
- **IDEC:** Interior Design Educators Council
- **IIDA:** International Interior Design Association
- **LCA:** life cost assessment
- **LEED:** Leadership in Energy and Environmental Design
- **LEED-AP:** Leadership in Energy and Environmental Design Accredited Professional
- **NCIDQ:** National Council for Interior Design Qualifications
- **NEPA:** National Environmental Protection Act of 1969
- **OPEC:** Organization of Petroleum Exporting Countries

- **Pdf:** Portable Document Format file
- **ULSF:** University Leaders for a Sustainable Future
- **UNCED:** United Nations Conference on Environment and Development
- **UNEP:** United Nations Environment Programme
- **UNESCO:** United Nations Educational, Scientific, and Cultural Organization
- **UNFCC:** United Nations Framework Convention on Climate Change
- **USGBC:** United States Green Building Council
- **VOC:** volatile organic compounds

ABSTRACT

This study addressed the current status of sustainability within interior design education and presented a model that could effectively incorporate it into the curriculum. To further that goal, this study explored the history of sustainability, reviewed its current influence upon the built environment, reviewed current sustainability practices, and evaluated current sustainability educational trends.

The methodology included desktop perusal of secondary sources and a survey of sixty four Interior Design Educators from the University of Nairobi and Maseno University.

Among the findings of this study are that the current status of Sustainability in the Interior Design Curriculum varies among Interior Design programs in different colleges, but there is sustainability content being taught. Sustainability education for educators also proved to be a vital issue to be addressed, apart from the obstacles that are to be overcome, to fully integrate Sustainable Design in the Interior Design curriculum.

The study is organized into six chapters. chapter 1 deals with introduction and background information, chapter 2 deals with literature review and theory, chapter 3 deals with the research methodology, chapter 4 quantitative data analysis, chapter 5 deals with analysis and synthesis of findings and finally chapter 6 has the conclusions and recommendations.